

AGENDA  
Meeting of  
BOARD OF GOVERNORS FOR HIGHER EDUCATION  
Department of Higher Education  
Hartford, CT  
January 17, 2007

Background  
Information  
Page

1. Call to Order
2. Approval of the Board Minutes of the December 20, 2006 Meeting
3. Public Participation
4. Report of Board Chairman
5. Report of Commissioner
6. Commissioner's Consent Calendar
  - a. [Central Connecticut State University](#) – accreditation of a program in Computer Engineering Technology, leading to the Bachelor of Science degree, and approval of a program curricular modifications 29
  - b. [Goodwin College](#) – accreditation of a Histotechnician Certificate 35
  - c. [Mitchell College](#) – licensure of a program in Early Childhood Education with a concentration in Business Administration, leading to the Bachelor of Science degree 39
  - d. [Mitchell College](#) – licensure of a program in Hospitality and Tourism Management, leading to the Bachelor of Science degree 45
  - e. [Mitchell College](#) – modification of the accredited Bachelor of Science program in Business Administration, to include a concentration in Accounting Management 51
  - f. [University of New Haven](#) – modification of the accredited B.S. programs in Industrial Engineering 55

7. Academic Affairs and Planning

Action Items

- |  |    |
|--|----|
| a. <a href="#">Central Connecticut State University</a> -<br>licensure of Master of Teaching program, leading<br>to Certification in Mathematics, Science, Spanish,<br>English, Technology Education   | 3  |
| b. <a href="#">Capital Region Education Council (CREC)</a> -<br>approval to offer an Advanced Alternate Route to<br>Certification program, leading to a cross<br>endorsement in Special Education  | 9  |
| c. <a href="#">Quinebaug Valley Community College</a> -<br>reaccreditation of the College  | 13 |
| d. <a href="#">Rensselaer at Hartford</a> – reaccreditation of the<br>Institute  | 15 |
| e. <a href="#">Roger Williams University, Bristol, Rhode Island</a> -<br>authorization to place students enrolled in the<br>University’s teacher preparation programs for<br>required field experience and clinical practice in<br>Connecticut schools   | 17 |
| f. <a href="#">St. Joseph College</a> – extension of the accreditation<br>of the College   | 21 |
| g. <a href="#">Teach for America, Inc.</a> – approval to offer an<br>Alternate Route to Certification Program, leading to<br>a certification in the following areas: Elementary<br>Education, Secondary Mathematics, Secondary<br>Science, Secondary English, Secondary Social<br>Studies, and World Languages | 23 |

Information Items

- h. Monthly Update
8. Report of the Standing Advisory Committee
9. Other Business
10. Adjournment

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Central Connecticut State University

Item: Licensure of a Master of Teaching (MAT) program, leading to Certification in Mathematics, Science, Spanish, English, and Technology Education

### Executive Summary

Central Connecticut State University has applied to the Board of Governors for Higher Education for licensure of a Master of Teaching (MAT) program leading to Certification in Mathematics, Science, Spanish, English, and Technology Education. The program will be offered in an accelerated format for persons holding a baccalaureate degree with subject matter competence.

The program was reviewed by the Department of Education and Department of Higher Education and was found to meet all pertinent standards.

The Advisory Committee on Accreditation, at its meeting on December 21, 2006, reviewed the program and found it to be in compliance with the Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was all in favor and one abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a Master of Teaching (MAT) program leading to Certification in Mathematics, Science, Spanish, English, and Technology Education, to be offered by Central Connecticut State University, for a period of three years, until January 31, 2010.

## Description

### Purpose and Objectives

The MAT program is designed to provide an accelerated route for, both certification and a master's degree into shortage area classrooms while meeting all state and national accreditation standards. The proposed MAT program at CCSU will increase the supply of highly qualified teachers for the shortage areas of Mathematics, Science, Spanish, English, and Technology Education.

The MAT program focuses on achieving five major outcomes, which reflect key institutional, national, and state standards for teacher education programs and their graduates:

1. Possesses strong knowledge of content, pedagogy, and students
2. Uses data, content knowledge, and pedagogical content knowledge to critically examine own practice for purpose of improving student learning
3. Designs and delivers instructional and assessment strategies that facilitate significant learning for all students
4. Creates a positive and supportive learning environment
5. Acts ethically, respectfully, and responsibly in work with students, families, and colleagues

### Administration

The MAT program will require careful coordination across four CCSU schools: the School of Arts and Sciences, the School of Technology, the School of Education and Professional Studies, and the School of Graduate Studies. Since the program operates on an annual cycle that includes summer sessions, the coordinator will need to be actively involved throughout the calendar year to insure that the program runs smoothly. To meet this need, the coordinator will be given release time during the academic year and a supplemental contract during the summer. The program coordinator will lead recruitment efforts; coordinate the review of applicant credentials and the admission process; serve as academic advisor for MAT students; facilitate the development of schedules that coordinate course offerings across departments; arrange field placements in collaboration with the Office of Field Experiences and school districts; lead the assessment of the MAT; convene the MAT Advisory Committee; and work with the Dean of the School of Education and Professional Studies to arrange internship contracts with participating school systems.

### Curriculum

The curriculum consists of 39 credits and structured to provide for core courses of 21 credits, specializations courses of 15 credits, and a capstone component of 6 credits. A curriculum summary is attached.

## Enrollment

The University projects an annual enrollment of 25 students; it is the maximum amount of students the University plans to accommodate.

## Resource Support

### Faculty

The University lists 18 full-time faculty members that will be involved in the program and plans to hire a new faculty member in 2007.

### Library and Learning Resources

Because the proposed program is closely linked to existing programs for preparing teachers, and because the investments in the library and learning materials have been so robust in recent years, no new learning materials are anticipated. Instead, the proposal has assumed that electronic access and acquisitions budgets will be steady state, allowing for on-going updating and enhancements to the collection supported by the annual budgets allocated to Teacher Education and collaborating departments.

### Facilities and Equipment

The Master of Arts in Teaching curriculum anticipates extensive use of video to document, assess, and improve intern performance in the clinical components embedded in the curriculum. The Year 1 budget for the program includes funding for 10 digital video cameras and tripods; the Year 2 budget will support an additional 5 cameras and tripods. Sufficient computer labs and other resources to support the project are already available through ITS, the Department of Teacher Education, CITT and FCC

### Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its December meeting, found the program to be in compliance with the Board of Governors' approval standards.

All M A T programs include core, specialization and capstone components

### **Core**

All MAT candidates complete the following core courses (26 cr ):

MAT 510	Research on Teaching Diverse Learners (5 cr.)
MAT 511	Introduction to Special Education (1 cr.)
MAT 520	Design and Delivery of Instruction (4 cr.)
MAT 530	Meeting the Needs of Special Learners in the Classroom (3 cr )
MAT 531	Literacy and Language Issues in the Classroom (3 cr )
MAT 534	Creating Productive Learning Environments (3 a )
MAT 541	Internship Seminar (1 cr.)
MAT 542	Assessment of Student Learning (3 cr.)
MAT 551	Perspectives on Educational Policy and Practice (3 cr.)

### **Specialization**

Each MAT candidate completes one of the following specialization areas (15 credits):

#### English

MAT 529	Content Pedagogy in English 1 (3)
MAT 539	Content Pedagogy in English 2 (3)
MAT 533	Field Experience in English (3)
MAT 540	Internship in English (6)

#### Mathematics

MAT 529	Content Pedagogy in Mathematics 1 (3 cr )
MAT 539	Content Pedagogy in Mathematics 2 (3 cr )
MAT 533	Field Experience in Mathematics (3 cr.)
MAT 540	Internship in Mathematics (6 cr.)

#### Spanish

MAT 529	Content Pedagogy in Spanish 1 (3 cr )
MAT 539	Content Pedagogy in Spanish 2 (3 cr.)
MAT 533	Field Experience in Spanish (3 cr.)
MAT 540	Internship in Spanish (6 a )

#### Science

MAT 529	Content Pedagogy in Science 1 (3 cr )
MAT 539	Content Pedagogy in Science 2 (3 cr )
MAT 533	Field Experience in Science (3 cr )
MAT 540	Internship in Science (6 cr )

### Technology Education

- MAT 529 Content Pedagogy in Technology Education 1 (3 cr.)
- MAT 539 Content Pedagogy in technology Education 2 (3 cr.)
- MAT 533 Field Experience in Technology Education (3 cr.)
- MAT 540 Internship in Technology Education (6 cr.)

### **Capstone**

The School of Graduate Studies defines the following capstone requirement as Plan E or as a course-embedded action research capstone

All M.A.T. candidates complete the following capstone sequence of 6 credits:

- MAT 532 Research 1: Reading and Designing Educational Research (3 cr.)
- MAT 550 Research 2: Conducting and Reporting Action Research (3 cr.)



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Capital Region Education Council (CREC)

Item: Approval to offer an Advanced Alternate Route to Certification program, leading to a cross endorsement in Special Education

### Executive Summary

The State Department of Education indicates that Special Education is a shortage area currently in Connecticut. Given contemporary inclusion requirements for all Connecticut classrooms, training and retaining special educators in Connecticut is critical. This Alternate Route to Certification program leading to a cross endorsement in the area of special education will provide a much needed avenue for Connecticut educators already holding a Connecticut teaching certificate to become certified to teach in one of Connecticut's biggest shortage areas.

The Board of Governors for Higher Education in 2001 affirmed the agreement reached between the Department of Higher Education and the State Department of Higher Education concerning the creation of alternate route to certification programs in Connecticut. Under that agreement, all alternate route to certification programs are conducted under the direction of the Department of Higher Education and are approved by the State Board of Education. Within this framework, all alternate route programs are to be conducted through a partnership with an institution of higher learning or will involve their personnel in the development, implementation, staffing, or evaluation of said programs.

The Department of Higher Education has noted that the single exception for such a partnership may be the establishment of cross-endorsement programs in critical shortage areas. The CREC program is such a cross endorsement program and is using appropriate faculty to conduct its activities.

A joint evaluation visit was conducted by the Department of Higher Education and the State Department of Education to determine whether the proposed program met the pertinent standards and regulations of the respective Departments. CREC needed to provide evidence that the Unit – the CREC organization -- has the appropriate resources to prepare educators for the cross endorsement in special education in accordance with state regulatory and statutory requirements for educator preparation, and the six NCATE standards. The visiting team consisted of an experienced special educator (West Hartford Public Schools), a CSDE representative, and a Connecticut Department of Higher Education (DHE) representative.

Candidates for the program are already certified educators; the program will focus heavily on providing content and pedagogical knowledge specific to special education. Content knowledge will be assessed using the Special Education PRAXIS II test -- which candidates must take upon completion of the ARC program and before they may be certified in the area of special education -- through completion and evaluation of a comprehensive portfolio, and through the evaluation of performance during various fieldwork/clinical experiences.

The evaluation visit resulted in a finding that five of the standards were met. CREC provided additional information to the State Department of Education Program Review Committee. The Committee recommended that the Commissioner of Education approve the program.

#### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve an Alternate Route to Certification program, leading to a cross endorsement in Special Education, to be offered by the Capital Region Education Council, until January 31, 2010. It is additionally recommended that the Board of Governors for Higher Education affirm that the Director of the Alternate Route to Certification program, which is offered under the auspices of the Department of Higher Education, serve on the committee that will provide oversight for the CREC cross endorsement program.

## Description

### Conceptual Framework

The CREC conceptual framework is grounded solidly in contemporary research related to training educators, most specifically the Collaboration Reflection Model that is comprised of critical elements that should “empower candidates to make instructional decisions to improve student outcomes and allow time for them to discuss, plan, and reflect on practice.” Emphasis on these critical elements permeates all program coursework requirements and the evaluation of fieldwork/clinical experiences, and provides a focus for the ARC staff mentoring and support system.

### Faculty/Staff

This new cross endorsement program will be supported by six core staff members and ten adjunct staff members. All 16 staff members were chosen to be a part of this program based on their expertise and experience in the field of special education. Further, the 16 are either certified, or recognized practitioners in the state of Connecticut, in the area of special education.

Core staff members in particular are well-known for their attendance and presentations at professional conferences at the state and national level (e.g., Council for Exceptional Children), and some are published authors as well. Many have been recognized in Connecticut for excellence and innovation in the special education teaching area.

The visiting team was satisfied that the CREC staff, as well as the adjunct staff members, will deliver high quality programming to candidates participating in this new program.

### Administration

CREC provided a detailed description, with chart, of its organizational structure, and provided a list of individuals in the field of special education who will serve on an advisory board for this new program. During the on-site visit, CREC faculty members elaborated on this structure and the role of the advisory board.

CREC also elaborated on financial and personnel resources for this new program during the on-site visit. The visiting team interviewed the CREC Executive Director who was able to assure the visiting team that CREC most definitely supports this new program and has the resources -- monies, personnel, facilities, technology -- necessary to successfully run a high quality and focused program. An initial budget of about \$100,000 is needed to operate the program a program cycle (February 2007 to August 2008).

## Program Structure

CREC is proposing a three-phase cross endorsement program in special education consisting of 119 instructional hours and 195 fieldwork/clinical experience hours, for a total of 364 hours:

- (1) Three weeks of classroom and fieldwork/clinical learning (35 hrs.);
- (2) Nine months (September thru May) of workshop time with 120 hours of fieldwork/clinical experiences and 50 hours of job embedded assignments; and
- (3) A 50-hour, intensive clinical experience with additional classroom hours.

Candidates will have multiple and varied opportunities through coursework and fieldwork/clinical experiences to acquire pedagogical and professional knowledge specific to special education. During the on-site visit, CREC staff further elaborated on the extensive and focused training educators would receive in the area of special education, including candidate training and assessment relative to diagnosing students and assessing student progress.

## Admissions/Enrollment

CREC has delineated requirements for acceptance into their program, including a rigorous interview process. Because this program will be a cross endorsement program, and will accept only candidates who hold a valid teaching certificate, candidates are expected to have at least three years of teaching experience during the last eight years. Particular attention will be paid to candidate letters of recommendation based on teaching experience.

Initial enrollment is expected to be a cohort of 20 candidates.

## Facilities/Sites

The visiting team also visited three of many training sites that will be associated with the program -- CREC's Montessori Magnet School at the Learning Corridor, Coltsville School, and Bulkeley High School -- and was satisfied that program candidates would have sufficient opportunities to acquire "real world" training specific to the field of special education.

## Program Cost

Under the 2001 agreement between the Department of Higher Education and the State Department of Education, all alternate route programs shall charge a common tuition that shall be set by the Department of Higher Education. Additional fees may be levied if required for specific materials or events.

The CREC program plans to charge \$5,000 for each student rather than the current fee set by the Department of Higher Education for the Alternate Route to Certification. The CREC program is a program cycle of 18 months and includes 364 hours of instruction and clinical practice. CREC indicates that the fee it plans to charge is necessary to cover its costs during those 18 months.

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Quinebaug Valley Community College

Item: Reaccreditation of the College

Quinebaug Valley Community College has requested reaccreditation by the Board of Governors for Higher Education on the basis of continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was accredited last by the Board of Governors in March 2002 until June 30, 2007.

Quinebaug Valley Community College opened in 1971 to serve the students and the communities of Windham County in the northeastern corner of the state. The College opened for classes with 215 students. Today, the College offers a full range of degree and certificate programs, as well as non-credit programs, more than 1,700 full-time and part-time students, among them students enrolled in the College's satellite location in Willimantic, which has been operating since 1986.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges reviewed the College's fifth-year Interim Report at its meeting on September 21, 2006. As a result of that review, the Commission accepted the Interim Report. The Commission also requested that the College submit a report in Fall 2007 providing further information regarding how the new facility on the College's campus in Danielson will address the community and students needs articulated through the College's last comprehensive review. Also, the Commission voted to defer the distance learning report submitted by the College pending the receipt of additional information regarding the College's plans for distance education. The Commission scheduled the next comprehensive evaluation visit to the College for Fall 2011.

The College, in response to the Commission's letter, responded to these requests in a letter to NEASC dated December 7, 2006, as follows:

\* "That the College provide further information by Fall 2007 regarding how adding a new facility to the Danielson Campus will address the community and students needs articulated through the College's last comprehensive review."

The College stated the following: "A 30,000 square foot addition to the Danielson campus was fully occupied in August 2006, so there is no construction update. This addition contains ten new classrooms, offices for full-time and adjunct faculty, an art gallery, a large quiet reading room, a career service suite, a large collaborative classroom, a divisible community room, and an atrium that connects the existing building with the new wing. This atrium has become a 'town green' for transfer fairs, student organizations, and students to work at the tables with stools scattered about the space. In addition, there is a soft tablet seating for students at the ends of the second floor walkway between the original and new wing.

With the creation of the new art gallery, the courtyard at the original entrance has been transformed into a student gathering space. Soft movable furniture and tables remain and a gas fireplace was installed. On the second floor both the library and learning center were expanded with a quiet testing room added in the learning center. A large computer lab for students was also created.”

\* “That the distance learning report submitted by the College be deferred pending the receipt of additional information regarding the College’s plans for distance education.”

The College stated the following: “The College submitted an eight page report on the one online certificate program we offer. We have no plans to expand in this area which is why none were included. The system Board of Trustees now has a policy that out-of-state students taking online courses must be charged out-of-state tuition and fees, and thus our online programs would not be competitive. Our focus instead is to incorporate technology and distance learning into existing courses. In Fall 2006 QVCC has the highest percentage of courses utilizing WebCT of the twelve Connecticut community colleges so we are successful in that strategy. Again, we did not provide a plan for expanding online programs because we have no plan to do so.”

Connecticut Regulations 10a-34-6(c) state that “the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation.” The letter of notification from the New England Association of Schools and Colleges, dated November 7, 2006, gives no indication of serious problems at the institution, and the Board of Governors has no other information that could be interpreted as “cause” under 10a-34-6(c).

It is therefore recommended that the Board of Governors for Higher Education accept the NEASC assessment and grant accreditation to Quinebaug Valley Community College until June 30, 2012. It is additionally recommended that the Board of Governors for Higher Education require the College to submit to the Department of Higher Education a copy of its Fall 2007 report on the new facility; that the College send the Department of Higher Education a copy of the NEASC review of and response to the College’s distance education report; and that the Department of Higher Education participate in the NEASC comprehensive evaluation visit in Fall 2011.

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Rensselaer at Hartford

Item: Reaccreditation of the Institute

Rensselaer at Hartford has requested reaccreditation by the Board of Governors for Higher Education on the basis of its regional reaccreditation by the Middle States Association of Schools and Colleges. The Institute was last accredited by the Board of Governors in December 2004 until December 31, 2006. That term of accreditation was set so as to bring accreditation decisions and actions by the Board of Governors for Higher Education into line with the accreditation reviews and actions by the Middle States Association of Schools and Colleges.

Rensselaer Hartford Graduate Center, Inc., which does business as Rensselaer at Hartford, grew out of the reintegration of The Hartford Graduate Center with Rensselaer Polytechnic Institute in January 1997. The Commission on Institutions of Higher Education of the New England Association of Schools and College determined, at that time, that the Hartford-based campus should fall under the Middle States Association of Schools and Colleges rather than the New England Association of Schools and Colleges. The Middle States Association of Schools and Colleges conducted a decennial visit to the Institute in April 2006 and, after that visit and its review of the Institute's self-study, the Association notified the Institute that it was in compliance with the Association's regulations and requirements. Rensselaer at Hartford was thereby granted regional accreditation as a branch campus of the Institute.

In its letter to the Institute dated June 23, 2006, the Middle States Commission on Higher Education commended the Institute for the quality of its self-study report. It also requested that the Institute submit its Periodic Review Report to the Commission on June 1, 2011, in that report documenting further progress in the implementation of an organized and sustained process for the assessment of student learning. The letter also noted that the next self-study evaluation of the Institute by the Middle State Association of Schools and Colleges is scheduled for 2015-2016.

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." The letter of notification from the Middle States Association of Schools and Colleges gives no indication of serious problems at the institution, and the Board of Governors for Higher Education has no other information that could be interpreted as "cause" under 10a-34-6(c).

There being no cause, it is recommended that the Board of Governors for Higher Education accept the Middle States Commission's assessment of the Institute as a result of the decennial visit and grant accreditation to Rensselaer at Hartford until December 31, 2011. It is also recommended that the Board of Governors for Higher Education require Rensselaer at Hartford to submit a copy of the Institute's Periodic Review Report to the Connecticut Department of Higher Education in June 2011 as well as a copy of the letter from the Middle States Commission to the Institute indicating the action the Commission takes in response to that Periodic Review Report. That letter, together with the Periodic Review Report, will serve as the basis for the decision by the Board of Governors for Higher Education concerning the reaccreditation of Rensselaer at Hartford in 2011.

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Roger Williams University, Bristol, Rhode Island

Item: Authorization to place students enrolled in the University's teacher preparation programs for required field experience and clinical practice in Connecticut schools

### Executive Summary

Roger Williams University has applied to the Board of Governors for Higher Education for authorization to place students enrolled in its teacher preparation programs for field experience and clinical practice in Connecticut schools. The University is accredited regionally by the New England Association of Schools and Colleges (NEASC) and is authorized to offer educator preparation programs in specific certification areas by the Rhode Island Department of Education. It is seeking authorization from the Board of Governors for Higher Education so that it can have the option to place students in Connecticut schools.

The Advisory Committee on Accreditation, at its meeting on December 21, 2006, reviewed the program and found it to be in compliance with Board of Governors quality standards. The vote to recommend approval to the Board of Governors was nine in favor and one abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education grant approval to Roger Williams University to place students enrolled in the University's teacher preparation program for the required field experience and clinical practice in Connecticut schools, for a period of five years, from December 1, 2006 through November 30, 2011.

## Description

### Purposes and Objectives

The University states that many students from Connecticut are enrolled in its School of Education. Many of those students request placement for student teaching in the district in which they live, wanting to return to their home state. Other students, the University notes, cite financial or medical reasons. The University would like to provide its students with the opportunity to do their pre-service teaching in their home state whenever possible.

### Administration

The University's Clinical Supervisors oversee and evaluate students. Clinical Supervisors work with the Cooperating Teacher using a performance assessment system, as outlined in the Becoming a Teacher at Roger Williams University Instruction and Assessment Handbook.

Clinical Supervisors have extensive classroom experience in the area of supervision, understand Best Practice, and have had previous responsibility for personnel evaluation.

### Curriculum

The University notes that its programs seek to prepare teachers to be reflective leaders whose practice is grounded in a commitment to social justice, civil discourse, global citizenship, and educational excellence for all students. The University's teacher preparation program seeks to provide a background in educational history, philosophy, cognitive theory, psychology, and the art and practice of teaching.

Pre-service teachers are required to complete two portfolios – Preparing to Teach and Performance in the Classroom -- during their field experiences.

The University affirms that if it decides to terminate operations in Connecticut, all students placed in a student teaching assignment in Connecticut would be guaranteed the opportunity to complete their placement.

### On-Site Supervision and Evaluation

The Clinical Supervisor will make three visits during the Practicum field experience and five visits during the Student Teaching field experience, or as needed.

## Educational Planning Context

### Need for the Program

The University seeks to meet the needs of Connecticut residents who are enrolled in the School of Education and who wish to conduct their student teaching in their home districts.

### Comments from other Institutions

No comments or questions about the program were received from Connecticut colleges or universities.

## Resources

### Faculty

The University indicates that it will place student teachers with cooperating teachers who meet the following qualifications: possess a continuing contract; possess a professional teaching certificate in the area in which they are supervising a student; have a minimum of three years experience in the level of certification and/or in the subject area in which they are supervising a student teacher; use classroom practices that demonstrate a Standards Based Approach to both teaching and learning; and have a willingness to participate with the Clinical Supervisor in reviewing the School of Education's performance assessment system and the responsibilities of a Cooperating Teacher.

### Library and Learning Resources

The library resources typically available to students enrolled in the University's School of Education programs will be available to its students placed in Connecticut schools for their field experiences.



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: St. Joseph College

Item: Extension of the Accreditation of the College

St. Joseph College has written to the Commissioner of Higher Education and thereby to inform the Board of Governors for Higher Education that the New England Association of Schools and Colleges has postponed its evaluation visit to the College, moving it from October 2006 to November 2007. The College was last accredited by the Board of Governors in December 2004 until June 30, 2007.

Connecticut Regulations 10a-34-6(c) state that “the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation.”

The request by St. Joseph College therefore means that the accreditation of St. Joseph College by the Board of Governors for Higher Education will have to be extended until Spring 2008, or until such time as NEASC provides its notification letter to the Department of Higher Education, in that letter conveying its recommendations and actions concerning NEASC reaccreditation of St. Joseph College.

### Commissioner’s Recommendation

It is recommended that the Board of Governors for Higher Education extend accreditation of St. Joseph College until April 30, 2008, or until such time as the Department of Higher Education receives a copy of the accreditation letter from the New England Association of Schools and Colleges concerning St. Joseph College after the NEASC evaluation team visit to the College in November 2007.



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Teach For America, Inc

Item: Approval to offer an Alternate Route to Certification Program leading to certification in the following areas: Elementary Education, Secondary Mathematics, Secondary Science, Secondary English, Secondary Social Studies, and World Languages

### Background

Teach For America (TFA), a national non-profit organization, has applied for continued approval to offer an Alternate Route to Certification program in the State of Connecticut. This program, modeled after Connecticut's Alternate Route to Certification, and specifically designed to prepare individuals who will work in low-income communities, is a nine-week training program for outstanding recent college graduates with strong content knowledge in disciplinary fields for which they are seeking endorsement. Successful completion of this program will lead to recommendation for the temporary 90-day certificate in the area of endorsement.

Teach For America is seeking to prepare and support a corps of teachers to work in urban districts in Connecticut, initially focusing on Bridgeport, Hartford and New Haven Public Schools.

During November 5-8, 2006, the Connecticut State Department of Education and the Department of Higher Education conducted an on-site evaluation visit to determine whether the program met the standards of the respective Departments.

The mission of the visiting team during the three- and one-half day visit was to confirm the contents of the TFA Institutional Report pertaining to the proposed programs and ascertain TFA's readiness to launch and sustain these new programs. Consequently, for this on-site visit, TFA needed to provide evidence that they have designed curriculum and fieldwork/clinical experiences, and have the appropriate resources to prepare educators, in accordance with state regulatory and statutory requirements for educator preparation and the National Council for Accreditation of Teacher Education (NCATE) standards.

There are six NCATE categories, each of which was examined and assessed by the evaluation team as it reviewed the ARC program: Candidate Knowledge, Skills, and Dispositions; Assessment System and Unit Evaluation; Field Experiences and Clinical Practice; Diversity; Faculty Qualifications, Performance, and Development; and Unit Governance and Resources. In addition, the program review process assessed the ARC program's adherence to all Connecticut statutory and regulatory requirements for teacher preparation programs.

The evaluation visit resulted in finding that 4 of the standards were met and two were not met. Following the visit, TFA provided additional information and clarification to the satisfaction of the State Department of Education Program Review Committee. The Review Committee recommended that the Commissioner of Education grant approval to TFA to offer the program.

#### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve Teach For America's request to offer an Alternate Route to Certification Program in Connecticut leading to certification in the following areas: Elementary Education, Secondary Mathematics, Secondary Science, Secondary English, Secondary Social Studies, and World Languages, until October 31, 2009. It is additionally recommended that the Board of Governors for Higher Education affirm that the Director of the Alternate Route to Certification program, which is offered under the auspices of the Department of Higher Education, serve on the committee that will provide oversight for the Teach for America program.

## Description

### Conceptual Framework

The Conceptual Framework, which guides the programs, stresses actions that teachers who lead students to academic gains must engage in:

- Set ambitious goals for student achievement
- Invest students and those who influence them in working hard to achieve the big goals
- Plan purposefully
- Execute effectively
- Continuously increase effectiveness
- Work relentlessly.

Together, the six pillars form the “Teaching As Leadership” framework, a shared vision for preparing educators and the approach that distinguishes Teach For America’s graduates.

### Administration

The TFA organizational structure that supports the program in Connecticut includes Executive Director, Program Directors, and Content Seminar Leaders.

On a regional level, Teach For America- Connecticut is considered an autonomous unit responsible for funding its own priorities. Program design and fund raising at the regional level is supported and guided by the national fund raising team. Though the Connecticut region is currently self-sustaining, it has the implicit backing of the national organization and any budgetary shortfall will be financed by the national budget. In this way Teach For America–Connecticut can be confident that it will have sufficient budgetary resources available to support its programs. In fiscal year 2006, which ended on September 30, Teach For America–Connecticut had a regional budget of \$850,000, to prepare for the recruitment and initial training costs of its charter corps. The size of this budget will increase proportionally with the growth of its corps size.

### Program Structure

TFA is proposing a nine-week, Alternate Route to Certification program in six content areas consisting of the following organizational structure:

- Pre-Work Period. Prior to arrival at the TFA training institute site (Philadelphia for Connecticut candidates), candidates spend two weeks completing required, pre-institute reading assignments, observing multiple classrooms and student settings (including completing reflection assignments), and completing other related preparation work (e.g., viewing video; completing assignments related to “Teaching as Leadership” orientation and training).

- Institute Training. TFA operates five-week summer preparation institutes in Atlanta, Houston, Los Angeles, New York City, and Philadelphia. Connecticut candidates will attend the Philadelphia institute for a five-week training program that will provide them with the foundational knowledge, skills, and dispositions needed to become “highly effective beginning teachers”. In the mornings and early afternoons during the institute, candidates will teach in a district summer school program under close supervision of veteran educators from the hosting school district and TFA instructional staff. In the late afternoons and evenings, candidates will participate in interactive courses and clinics to build knowledge, deepen skills, and apply learning to upcoming teaching.
- Content Seminar Intensive. At this point of their training, candidates will be teaching full-time in Connecticut schools, supported and mentored through the content seminar experience that begins with a two-week intensive course and continues throughout the first year of teaching in the form of monthly seminars. The content seminar is where candidates develop theoretical and practical understanding of content-specific effective instruction.

TFA provided a detailed presentation of its data management system, including a demonstration of data storage, extraction, and compilation for all gate assessment points and program report assessments. The tracking system will be able to show candidate proficiency levels relative to assessments (e.g., Teaching as Leadership Rubric evaluations). It was clear that the tracking of candidates throughout the program and during the required two-year teaching experience will be conducted systematically, regularly, and in accordance with NCATE’s standards relative to reliability and validity. It also demonstrates that TFA has a definite system in place for communicating about, and effecting change based on, this system of regular data collection, analysis, and reporting.

### Admissions

TFA has rigorous requirements for acceptance into their program, including requirements for content knowledge in the content area candidates wish to teach. Prospective candidates must have a content area major GPA of 3.0 minimally, and take and pass the relevant PRAXIS II test(s). Additionally, content knowledge is evaluated throughout the nine-week program and over the required two-year teaching period (e.g., during the summer institute and during the content seminar).

There are currently 50 students enrolled in the Connecticut TFA program.

### Faculty/ Staff

Most TFA staff members hold advanced degrees and have a specific number of years teaching experience. The Institutional Report also contains a chart that details TFA staff and administrative position responsibilities, and speaks to staff collaborative relationships

with P-12 school communities and higher education institutions, evaluation of staff, and professional development opportunities for staff. The faculty/staff support system includes:

- Training Institute Faculty: Institute Director, Faculty Advisors, School Directors, Curriculum Specialists, Literacy Specialists, and Corps Member Advisors
- Regional Faculty: Executive Director, Program Directors, and Content Seminar Leaders
- National Teacher Support and Development Support Faculty: Director of Teacher Support and Development, National Program Consultants, Program Design Specialists, Head of Teacher Preparation Strategy, Teacher Preparation Team, Head of Program, Director of Educational Technology, and Vice President for Continuous Improvement

### Facilities

TFA has its main Connecticut office in New Haven. It is currently providing teachers in 16 schools in New Haven and 1 Charter School in Bridgeport. The Connecticut regional office includes professional office space for program directors and other staff members, meeting space for small groups, and a resource library for corps members. It has its own regional server for region-specific files and documents.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Central Connecticut State University

Item: Accreditation of a program in Computer Engineering Technology, leading to the Bachelor of Science (B.S.) degree, and approval of program curricular modifications

### Executive Summary

Central Connecticut State University has applied for accreditation of a program in Computer Engineering Technology leading to the Bachelor of Science (B.S.) degree. The program was accredited by the Board of Governors for Higher Education, without stipulations, in November 2004 for a period of two years, until November 30, 2006.

The Advisory Committee on Accreditation, at its meeting on December 21, 2006, reviewed the program and found it to be in compliance with Board of Governors quality standards. The vote to recommend approval to the Board of Governors was nine in favor and one abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Computer Engineering Technology, leading to the Bachelor of Science (B.S.) degree, offered by Central Connecticut State University, and simultaneously approve the modifications of the program's curriculum, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The program is designed to provide graduates with in-depth knowledge and skills in computer related systems and devices. The program prepares students in the hardware and software aspects of the computer in a hands-on environment. Students enrolled in the program gain knowledge in the state-of-the-art technology in wired and wireless network communication, engineering design, advanced PC operating systems, internet technologies, and computer programming.

### Administration

The program is administered by the Chairperson of the Department of Computer Electronics and Graphics Technology. A full-time faculty member coordinates the program and is responsible for student advising and curriculum changes.

### Curriculum

The curriculum consists of a minimum of 124 credits, distributed as follows: 43 credits in general education, 27 credits of core requirements, 33 credits in computer engineering specialization, 9 credits in directed electives, and 3 credits in free electives. Courses in the original program, as licensed, are included in Attachment A.

### *Program Modification*

Since licensure, the program has made a number of curricular changes because of course modifications and other departmental recommendations. These changes constitute a substantive change and therefore must be approved as part of the accreditation approval process.

Those changes are as follows:

1. Addition of  
Math 135 and Math 136 (Applied Engineering Calculus I and Applied Engineering Calculus II)  
OR  
Math 152, Calculus I and Math 221, Calculus II
2. Addition of  
CS 213 and CS 214 (Applications of Computers I and Applications of Computers II)  
OR  
CS 151 and CS 152 (Computer Science I and Computer Science II)

3. Change in Major Requirements, from 37 credits to 51 credits – with directed electives, with the addition of CET 201 (Photonics Principles), CET 363 (Digital Circuits), and CET 466 (Logic Design)
4. Change in Directed Electives Requirement, from 12 credits to 9 credits
5. Addition of a new requirement – Graduation Assessment, which requires all graduating students to participate in a graduation assessment. In that process, data will be gathered, a portfolio will be evaluated, and an interview will be conducted.

### Enrollment

At the time of program licensure, the University projected an enrollment of 16 students in the first year, 30 students in the second year and 50 students by year three.

### Enrollment

At the time of program licensure, the University projected an enrollment of 16 students in the first year and 50 students by year three.

Students were first admitted into the program in Fall 2005, though the University notes that students may have already been enrolled in another Engineering Technology degree program before this program was originally licensed.

The program currently enrolls a total of 31 students, 27 of them full-time and 4 part-time. The University notes that the enrollment trend is a substantial progression upward, from 1 student in Spring 2005, 10 in Fall 2005, 15 in Spring 2006, and 31 in Fall 2006.

### Assessment of Need

The Connecticut Department of Labor projects six of the fastest growing fields to be in computer engineering related fields. The program also provides opportunities for graduates of the Community Colleges to complete baccalaureate education in Computer Engineering Technology.

## Resource Support

### Faculty

The University lists five full-time faculty members from the School of Technology who teach courses in the program. Faculty from the computer science and mathematics departments will also teach in the program. Two adjunct faculty members also teach particular program courses.

The University hired a new faculty member to assume responsibility for the program and a new faculty line was given to the department to teach courses in Networking and Electronics. That new faculty member, who was hired at the Assistant Professor level, has also been advising students majoring in the program and directing research projects.

### Library and Learning Resources

Students enrolled in the program have access to more than 25,000 volumes and 300 periodicals related specifically to computer science, mathematics, engineering, and technology. The University's library also has a number of databases and abstracts for engineering and technology, and it participates in iCONN.

### Facilities and Equipment

The University states that the networking laboratory has undergone minor upgrades over the past two years. Computer hardware and software have also been updated.



### B.S. in Computer Engineering Technology

Recommended four-year plan of courses

<b>FALL</b>		<b>First Year</b>	<b>SPRING</b>		
CET 113	Intro. to Info. Processing	3	MATH 152	Calculus I (Skill Area II)	3
PE 244	Fitness/Wellness (Study Area IV)	2	COMM 140	Public Speaking(Skill Area I)	3
ENG 110	Freshman Comp.(Skill Area I)	3	STAT 104	Elementary Statistics	3
ET 150	Intro. to Engineering Technology	3	GE	Study Area I	3
			GE	Study Area II	3
<b>TOTAL</b>		<b>14</b>	<b>TOTAL</b>		<b>15</b>
<b>FALL</b>		<b>SECOND YEAR</b>	<b>SPRING</b>		
PHYS 121	General Physics I or	4	PHYS 122	General Physics II or	4
PHYS 125	Univ. Physics I (Study Area IV)		PHYS 126	Univ. Phys. II(Study Area IV)	4
MFG 121	Technical Drafting and CAD or	3	CS 151	Computer Science I	3
ETM 260	CAD & Integrated Manufacturing		GE	Study Area III	3
MATH 221	Calculus II (Skill Area II)	3	ET 251	Applied Mechanics I -	3
		3	GE	Statistics	3
CET 229	Computer Hardware Architecture	3		Study Area II	
CET 236	Introduction to Circuit Analysis		<b>TOTAL</b>		<b>17</b>
<b>TOTAL</b>		<b>16</b>	<b>TOTAL</b>		<b>16</b>
<b>FALL</b>		<b>THIRD YEAR</b>	<b>SPRING</b>		
CS 152	Computer Science II	4	CS 161	C Programming	1
CET	Directed Electives	3	CET 346	Signals and Systems	3,
CET 323	Analog Circuits	3	CET 349	Introduction to Networking	3
CET 339	Computer System	3	CET 453	Microprocessors	3
CET 366	Fundamentals of Logic Design	3	ENG 403	Technical writing	3
			GE	Study Area I	3
<b>TOTAL</b>		<b>16</b>	<b>TOTAL</b>		<b>16</b>
<b>FALL</b>		<b>FOURTH YEAR</b>	<b>SPRING</b>		
CET 449	Advanced Networking	3	CET 498	CET Senior Project	3
CET	Directed Electives	3	ET	Strength of Materials	3
CET	Directed Electives	3	CET	Directed Electives	3
Free	Elective	3	GE	Study Area I	3
ETM	Materials Analysis	3	Free	Elective	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>15</b>

*NOTE: A total of 124 credit hours are required for the degree. Recommended Directed Electives courses: CS 253, CS 460, CET 402, CET 405, CET 443, CET 479. Additional Mathematics courses are recommended based on the placement test.*



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Goodwin College

Item: Accreditation of a Histotechnician Certificate

### Executive Summary

Goodwin College has applied to the Board of Governors for Higher Education for accreditation of the College's Histotechnician Certificate program. The program was licensed by the Board of Governors, without stipulations, in October 2005 until October 2008.

The program began at Hartford Hospital in 1982. However, because of space and financial considerations, the Hospital discontinued the program. Arrangements were made between Hartford Hospital and Goodwin College for the transfer of the program to Goodwin College. This is the only program of its kind in New England. The current Director of the program and a fully equipped lab were moved to Goodwin College. The program is accredited, and will remain accredited with Goodwin College, until 2010 by the National Accrediting Agency for Clinical Laboratory Science (NAACLS).

The Advisory Committee on Accreditation, at its meeting on December 21, 2006, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was unanimous.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a Histotechnician Certificate, to be offered by Goodwin College, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

After successful completion of the program, graduates will be able to: receive and accession tissue specimens; prepare tissue specimens or microscopic examinations, including all routine procedures; assist with gross examination and frozen section procedures in histopathology; identify tissue structures and their staining characteristics; perform preventive and corrective maintenance of equipment and instruments or refer to appropriate sources for repairs; recognize factors that affect procedures and results, and take appropriate action within predetermined limits when corrections are indicated; perform and monitor quality control within predetermined limits; apply principles of safety; demonstrate professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals, and with the public; recognize the responsibilities of other laboratory and healthcare professionals and interact with them with respect for their jobs and patient care; recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional competence; and exercise principles of management, safety, and supervision.

### Administration

A director of the program reports to the chair of the Health Science Department. The program director is responsible for the organization, administration, periodic review, planning, development, evaluation, and general effectiveness of the program.

### Curriculum

The curriculum consists of 42 credits. This program is designed to be completed within one calendar year, 3 semesters full-time.

<i>General Education Requirements</i>			
MATH	103	Math for Healthcare	3
<b>Total General Education Credits</b>			<b>3</b>
<i>Cognitive and Related General Education Courses</i>			
BIO	103	Human Anatomy & Physiology I	3
BIO	104	Human Anatomy & Physiology II	3
MED	101	Medical Terminology	3
MED	111	Medical Law & Ethics	3
<b>Total Credits</b>			<b>12</b>
<i>Core Courses</i>			
HLT	101	Introduction to Histology	2
HLT	110	Histologic Techniques	3
HLT	112	Histology Laboratory	3
HLT	111	Basic Staining & Fixation	4
HLT	210	Staining II	3
HLT	211	Histology Laboratory I	2
HLT	290	Histology Clinical Experience	7
HLT	230	Histology Capstone & Seminar	3
<b>Total Core Credits</b>			<b>27</b>
<b>Total Credits in Program</b>			<b>42</b>

## Enrollment

The College projected an enrollment of 10 students a year. Ten students enrolled in the first cohort.

## Assessment of Need

As noted above the program has been in existence since 1982. It is the only program of its kind in New England. The college indicates that graduates can be employed in hospitals, clinics, private laboratories, public health facilities, research, veterinary pathology, marine biology and forensic pathology. The US Bureau of Labor Statistics reports that in five years 40% of laboratory professionals will be eligible for retirement.

## Resource Support

### Faculty

The full-time program director and part-time educational faculty member teach all of the histology core courses. A full-time faculty position has been approved for January 2007, based on projected enrollment. Existing faculty teach the science and general education courses.

### Library and Learning Resources

The College has identified a number of internet resources, text, and full-text journals on histology for additions to the College library.

The College has identified more than 50 full text articles that are published in refereed journals that are available in the library's online periodical indexes.

The library subscribes to the following journals:

Journal of Histotechnology  
AARC Times (American Association for Respiratory Care)  
American Journal of Nursing  
American Journal of Respiratory and Critical Care Medicine  
Issues in Mental Health Nursing  
Journal of Clinical Pathology (InfoTracOneFile database)  
Journal of Respiratory Diseases  
Journal of the American Medical Association  
Laboratory Medicine  
Med/Surg Nursing  
Nursing 2005  
Nursing Made Incredibly Easy  
Pediatric Nursing  
Respiratory Care

Nine basic reference resources in the field have been purchased and additional materials will be added at the recommendation of the faculty.

### Facilities and Equipment

The contents of the laboratory at Hartford Hospital, which met all NAACLS standards, were moved to a new lab at Goodwin College. As stated above, a new state-of-the-art, fully equipped histology lab was built. Much of the equipment from Hartford Hospital was installed in the new lab. The College has recently acquired a donation from Pfizer Global R&D estimated at \$78,000 for 6 rotary and 2 motorized microtomes. Johnson Memorial Hospital also donated various special staining solutions. These donations reflect the industry and medical facilities support of this program. Utilizing this lab, students are able to acquire hands-on experience in embedding tissue specimens in paraffin, sectioning the paraffin blocks on microtomes, staining the tissue slides in various dyes and solutions and coverslipping the slides for microscopic review. Students are able to obtain, through the use of the student lab, the skills necessary for entry-level positions in the field of Histotechnology.

The only anticipated expense will be for consumables and replacement of existing equipment as needed.

### Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its December meeting, found the program to be in compliance with Board of Governors' approval standards.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Mitchell College

Item: Licensure of a program in Early Childhood Education with a concentration in Business Administration, leading to the Bachelor of Science degree

### Executive Summary

There is a need for quality trained teachers for Head Start, School Readiness, and NAEYC Accredited Child Care Centers. There is also a great need for Directors to administer these programs. In order for a teacher or director to be highly qualified they need a combination of courses in early childhood/child development and human resource/financial management. This program will complement an Associate in Early Childhood Education and an approved certification program in Early Childhood Education at the baccalaureate degree level currently offered by the College.

The Advisory Committee on Accreditation, at its meeting on December 21, 2006, reviewed the program and found it to be in compliance with the Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was unanimous.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Early Childhood Education with a concentration in Business Administration, leading to the Bachelor of Science degree, to be offered by Mitchell College, until January 31, 2010.

## Description

### Purpose and Objectives

The College indicates that students who complete the program will be able to:

- Plan and implement developmentally appropriate care and education programs for children and families
- Develop and maintain an effective organization
- Plan and implement administrative systems that effectively carry out program goals, mission, and objectives
- Administer effectively a program of personnel management and staff development
- Foster good community relations and influence childcare policy that affects the program
- Develop and maintain the physical facility
- Have the legal knowledge necessary for effective management
- Apply financial management tools

This list is from the Core Area of Knowledge for Directors found on the Charter Oak State College/Connecticut Director Credential (CDC) website. Students would be eligible to apply for Connecticut Director Credential through Charter Oak State College.

### Administration

The person coordinating the program will be a full-time faculty member of the Education Department who has taught at Mitchell College for a minimum of three years. The responsibilities of this position include: coordinating the overall program, including the transfers from two-year programs; working with faculty within the program; assisting in the recruiting of students in concert with the admissions office; assessing the needs of the program; coordinating with the library for updated resources; monitoring the program budget; teaching in the program; advising the students; and working with College officials to annually evaluate the program.

### Curriculum

The curriculum consists of 122-128 credits: 54 credits in General Education, 40 credits in early Childhood, 30 Business Administration, and up to 4 credits in open electives. A sample curriculum is attached.

### Projected Enrollment

The College projects an initial enrollment of 13 full-time and 1 part-time student in year one and 24 full-time and 4 part-time by year four of the program.

## Similar Programs

There are no similar programs offered at this time.

## Assessment of Need

According to the 2006-2007 edition of the Occupational Outlook Handbook, Early Childhood Administrators are the director or supervisor of the school or center. They oversee daily activities and operation of the schools, hire and develop staff, and make sure that the school meets required regulations. The Handbook states that, "As education and training take on greater importance in everyone's lives, the need for people to administer education programs will grow. Job opportunities for many of these positions should also be excellent because a large proportion of education administrators are expected to retire over the next 10 years".

The College reports that student demand for the proposed program is significant. Many students have expressed to faculty and administration the desire to enter such programming should it become available, and the Admissions Office regularly receives inquiries from prospective full-time high school students in the northeast and middle-Atlantic region indicating an interest in pursuing an academic program in Early Childhood Education or Administration. Many students who complete the associate degree wish to also complete a bachelor degree, but they may not be interested in teacher certification of Grades 1-3. These students would rather own and/or direct their own child care center and they need the necessary skills of an administrator.

## Resource Support

### Faculty

The College lists 6 full-time faculty members that will teach in the program. A new full-time faculty member will be hired in 2007.

### Library and Learning Resources

The Mitchell College Library's collection is augmented significantly by its membership in Libraries Online, Inc. (LION), whose combined holdings among 20 members number nearly 2 million items, and which boasts a total circulation within the consortium of nearly 3.5 million. The highest percentage of resource sharing within the State of Connecticut takes place within the LION consortium.

### Online Database Access

The Connecticut Digital Library (iCONN) is part of the Connecticut Education Network. It provides all students, faculty and Connecticut residents with online access to essential library and information resources. It is administered by the Connecticut State Library in conjunction with the Department of Higher Education.

### Books

The Mitchell College Library supports the information, instruction, research, and study needs of the college community by providing access to print, electronic, microform, videotape and CD-ROM material. Among the library holdings are over 42,000 books, 90 serial subscriptions and seven electronic information resources, most of which contain full text journal articles. Through interlibrary loan (ILL), the library has access to the Connecticut Library Network's online catalog (request) of holdings in over 150 Connecticut libraries, including academic, public, corporate and special research libraries.

### Journals

The College has an extensive collection in Early Childhood Education. A partial but representative list follows:

Challenge: Reaching & Teaching the Gifted Child, Exceptional Children, Focus on Exceptional, Children, Gifted Child Today, Teaching Exceptional Children, Topics in Early Childhood Special Education, Child Study Journal, Journal of Learning Disabilities, Teacher Preparedness, and Early Childhood Education Journal.

The College plans to plans allocated \$3,000 annually for the next three years to strengthen the collection.

### Facilities and Equipment

The Early Childhood Education w/Concentration in Business Administration program requires no special physical facilities or equipment. As far as practicum placements are concerned, the College is currently investigating arrangements with a number of organizations and agencies to facilitate such fieldwork assignments.

### Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its December meeting, found the program to be in compliance with the Board of Governors approval standards.

**Bachelor of Science Program in Early Childhood  
Education w/Concentration in Business Administration**

**FRESHMAN YEAR – FALL SEMESTER**

EL101 Introduction to College Writing 3  
 ED 110 Introduction to ECE 3  
 FS101 First Year Seminar 1  
 CH \_\_\_\_ Nat. Sc. Chem. Elective + Lab 4 **OR**  
 MA Mathematics (102+) 3  
 PY105 General Psychology I 3  
 HD108 Intro to Human Dev. 3

**FRESHMAN YEAR – SPRING SEMESTER**

ED222 Methods and Techniques in ECE 3  
 EL102 College Writing and Research 3  
 HI \_\_\_\_ US History Elective (105, 106) 3  
 CH \_\_\_\_ Nat. Sc. Chem. Elective + Lab 4 **OR**  
 MA\_ Mathematics (102+) 3  
 HD 110 Race, Ethnicity, Culture 3

S

Semester Credits 12-17

Semester Credits 15-16

**SOPHOMORE YEAR – FALL SEMESTER SOPHOMORE YEAR – SPRING SEMESTER**

ED261 Intro. To Children w/Sp. Needs 3  
 ED274 Literacy Development in ECE 3  
 IS 120 Information Systems 3  
 HD 209 Child Development 3  
 PE120 Nutrition, Health & Safety in ECE 3  
 OR \_\_\_\_ Fine Arts Elective 3

ED280 Observe & Student Teach Pre-K 3  
 ED281 Seminar in St. Teach. Pre-K 1  
 ED275 Music, Art, Aesthetics for ECE 3  
 EL \_\_\_\_ Literature Elective 3  
 EL230 Effective Speech & Communication 3  
 PE120 Nutrition, Health & Safety in ECE 3  
 OR Fine Arts Elective 3

**Semester Credits 15**

**Semester Credits 16**

**JUNIOR YEAR – FALL SEMESTER**

ED215 Ed. Psych 3  
 ED302 Social Studies in ECE 3  
 BU123 Intro to Business 3  
 BU218 Princ. Of Management 3  
 GV119 American Gov. and Politics 3  
 HD305 Ethics, Character, Moral Dev. 3

**JUNIOR YEAR – SPRING SEMESTER**

ED313 Parent & Family Involvement 3  
 \_\_\_\_ Liberal Arts Open Elective (Math 104+ if needed)3  
 BI \_\_\_\_ Life Science Elective/Lab 4  
 S0310 Leadership and Group Processes 3  
 BU311 Princ. Of Entrepreneurship 3  
 Humanities Elective 200+ 3

**Semester Credits 18**

**Semester Credits 18**

**SENIOR YEAR – FALL SEMESTER**

ED414 Administration of ECE Programs  
 ED415 Educational Evaluation & Assess.  
 BU3xx Fin. Management in ECE 3  
 BU323 Organizational Behavior 3  
 BU413 Sm. Bus. Marketing & Comm. 3 3  
 BU427 Exploring Career Options 1 3

**SENIOR YEAR – SPRING SEMESTER**

BU41xx Small Business Internship in ECE 6  
 BU428 Business Plan 3  
 \_\_\_\_ Liberal Arts Open Elective 3

**Semester Credits 16**

**Semester Credits 12**

NOTE: When the word OR is used, course may



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Mitchell College

Item: Licensure of a program in Hospitality and Tourism Management, leading to the Bachelor of Science degree

### Executive Summary

Mitchell College has proposed a Bachelor's degree in Hospitality and Tourism Management. This program is designed to prepare students for a broad range of managerial roles across the hospitality and tourism industry, including management positions in hotels, restaurants, tourism, gaming, trade shows, conventions, recreation, food service, and the culinary arts.

The program builds on existing strengths in the business offerings and responds to employment opportunities at two of the largest and most successful resort casinos in the world, Foxwoods Resort and the Mohegan Sun. Additionally, nearby Waterford offers the Eugene O'Neill Theater Institute while Greater New London showcases the Garde Arts Center and historic Mystic with its whaling seaport and marine life aquarium.

The Advisory Committee on Accreditation, at its meeting on December 21, 2006, reviewed the program and found it to be in compliance with the Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was unanimous.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Hospitality and Tourism Management, leading to the Bachelor of Science degree, to be offered by Mitchell College, until January 31, 2010.

## Description

### Purpose and Objectives

The program combines theory and skill development with an emphasis on practical work experience that students will need as they prepare to work in the tourism and hospitality industry. Upon completion of the program, students will be able to:

- understand and apply business and economic concepts and theories to hospitality and tourism management contexts;
- demonstrate skills in, knowledge of, commitment to, and talent for the hospitality and tourism industry, including from a global business perspective;
- understand the current and future impact of diversity issues in the hospitality and tourism workplace;
- communicate hospitality and tourism information to stake holders in a clear and professional manner;
- recognize the increasing levels of information technology required in the hospitality and tourism industry;
- nurture a broad educational foundation in the liberal arts to enhance problem solving and analytical skills;
- comprehend the ways in which hospitality and tourism institutions and behavior at various levels influence industry decisions and practice;
- demonstrate a working knowledge of management, including service, people, and facilities; and
- appreciate and put into practice established codes of business ethics and demonstrate a responsible attitude expected in the hospitality and tourism industry.

### Administration

The person coordinating this program is a full-time faculty member at Mitchell College who holds a MBA and a bachelor's degree in Business Administration. He has been the Business Department Chairman for 4 years and has over 11 years of teaching experience and over 20 years of business and entrepreneurial experience.

The responsibilities of this position include: coordinating the overall baccalaureate program, including the transfer from two-year programs; working with faculty within the Hospitality and Tourism Program; assisting in the recruiting of students in concert with the Office of Enrollment Management; assessing the needs of the program; serving as a liaison with the hospitality and tourism community for student internship experience; monitoring the program budget; coordination with the library for appropriate resources, and working with College officials to annually evaluate the program.

## Curriculum

To earn a bachelor's degree in Hospitality and Tourism Management, students must complete a minimum of 124 credits. Of this total, 40 credits are general education required. The College plans to apply for professional accreditation of the program at the appropriate time. A sample curriculum is attached.

## Projected Enrollment

The College projects an initial enrollment of 13 full-time and 1 part-time student and 24 full-time and 4 part-time students by year three of the program.

## Similar Programs

UNEWB 52090 Tourism & Hospitality Administration BS 1 1 6 2 1

### Assessment of Need

According to the 2006 edition of the *Occupational Outlook Handbook*, there are nearly 6 million jobs in the hospitality and tourism industry and new jobs are being created all the time, resulting in endless career opportunities. By the year 2010, hospitality is projected to be the largest industry in the world, employing 10.5 million workers in the United States and more than 112 million people internationally. It is estimated that the hospitality and tourism industry generates more than \$450 billion in annual revenues. The diversity of jobs in hospitality and tourism makes this major very appealing. Job openings are expected to be particularly abundant for food and beverage service workers. Employment in hotels, motels and other lodgings is expected to increase 18 percent by 2010. College graduates with degrees in hotel or restaurant management are expected to have excellent job opportunities. According to the *Occupational Outlook Handbook*, "college graduates with degrees in hotel or restaurant management should have the best job opportunities" in the industry.

In terms of student demand for this major at Mitchell College, the development of a Hospitality and Tourism Management major is seen as a natural outgrowth of the College's Business Department. Student interest in this area has always been strong. Enrollment in the Business Department has steadily increased over the years, and represents one of the College's most successful, visible and popular majors.

### Resource Support

## Faculty

The College lists six full-time and one part-time faculty members that will teach in the program. The College plans to hire an additional full-time faculty member in 2007.

### Library and Learning Resources

The Mitchell College Library's collection is augmented significantly by its membership in Libraries Online, Inc. (LION), whose combined holdings among 20 members number nearly 2 million items, and which boasts a total circulation within the consortium of nearly 3.5 million. The highest percentage of resource sharing within the State of Connecticut takes place within the LION consortium.

#### Journals

The Business Department is currently reviewing journals representative of the Hospitality and Tourism Management major. A partial but representative list follows:

Attractions Management, Catering and Health, Catering Management, Chef Institutional, Culinary Research, Employee Relations, Hotel and Catering Technology, Hotel and Catering, Journal of Hospitality, Hotel and Motel Management, Hospitality Management, Journal of Hospitality and Leisure, Journal of Hospitality and Tourism, Leisure Management, Restaurant Hospitality, Restaurants and Institutions, Society and Leisure, Tourism and Hospitality Management, and Tourism Training Initiative.

The College plans to allocate \$5,000 annually for the next three years to strengthen the program.

### Facilities and Equipment

There are no special facilities needed to support the program. The College does have over \$5,000 in gift money and other reserves earmarked for the Business Administration program to be used as the need for equipment arises.

### Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its December meeting, found the program to be in compliance with the Board of Governors' approval standards.

**Recommended Courses by Semester and Year  
Business Administration – Hotel & Restaurant Management**

Freshman Year – Fall Semester

_____	General Education Elective	3
BU123	Introduction to Business	3
EL101	Introduction to College Writing	3
FS101	First Year Seminar	1
IS120	Introduction to Info Systems	3
MA104	or higher	3

Semester Credits 16

Freshman Year – Spring Semester

BU126	Managing Interpersonal Skills	3
HR1XX	Introduction to Hospitality Mgmt	3
EL102	College Writing and Research	3
EC132	Microeconomics	3
HR1XX	Introduction to Food Service	3

Semester Credits 15

Sophomore Year – Fall Semester

EL230	Effective Speech and Comm	3
AC103	Financial Accounting	3
HR2XX	Tourism Management	3
_____	General Education Elective	3
HIXX	History Elective	3

Semester Credits 15

Sophomore Year – Spring Semester

BU220	Group Dynamics and Decision	3
HR2XX	Hospitality & Tourism Marketing	3
_____	Ethics Elective	3
*_____	Behavioral Science Elective	3
_____	Lab Science Elective	4

Semester Credits 16

Junior Year – Fall Semester

HR3XX	Restaurant Management	3
_____	Liberal Arts Elective	3
BU322	International Business	3
HR3XX	Event Planning	3
HR3XX	Hospitality Financial Analysis	3

Semester Credits 15

Junior Year – Spring Semester

HR3XX	Hospitality Internship	3
BU316	Public Speaking and Presentation	3
HR3XX	Hospitality Property Management	3
_____	Liberal Arts Elective	3
HR3XX	Customer Relations Management	3

Semester Credits 15

Senior Year – Fall Semester

HR4XX	Business and Hospitality Law	3
_____	Liberal Arts Elective	3
HR4XX	Coop experience I (300 hours)	6
SO310	Leadership & Group Process	3
BU427	Exploring Career Options	1

Semester Credits 16

Senior Year – Spring Semester

BU428	Business Plan Development	3
HR4XX	Coop experience II (300 hours)	6
BU321	Human Resource Management	3
BU416	Problem Resolution & Negotiation	3

Semester Credits 15

Total Credits to Graduate: 124  
Cumulative GPA Required for Graduation: 2.00

\*Behavioral Science Elective (PY105, SO103 or HD108)



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Mitchell College

Item: Modification of the accredited Bachelor of Science program in Business Administration, to include a concentration in Accounting Management

### Background

Mitchell College has applied to the Board of Governors for Higher Education for approval to add a concentration to its Bachelor of Business Administration program. It is doing so in response to student interests and market opportunities, and to ensure that its students will be more competitive when they seek appropriate employment after graduation. The College currently offers concentrations in the program in Marketing and Design, Managerial Communications, and Information Technology Management.

The Advisory Committee on Accreditation, at its meeting on December 21, 2006, reviewed the program and found it to be in compliance with Board of Governors quality standards. The vote to recommend approval to the Board of Governors was all in favor.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the modification of the accredited program in Business Administration, offered by Mitchell College, to add a concentration in Accounting Management, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The College states that its B.S. in Business Administration seeks to prepare students who have demonstrated skills in practical business applications. The new concentration, the College notes, will provide students with a combination of two increasingly complimentary disciplines, in accounting and in management, thereby providing students with a broad spectrum of marketable skills, including an understanding of business theory, critical thinking skills, and computer literacy.

The Accounting Management concentration will provide students who wish to advance their interest in management and in accounting to stay at the College without having to transfer to another institution. The concentration will also enable students to gain understanding of the impact of management decisions on the financial well-being of a company and how business transactions are recorded and quantified.

### Administration

The Chair of the Business Department is responsible for the coordination of the program.

### Curriculum

Students are required to complete a minimum of 120-124 credits to earn a bachelor's degree: 40-42 credits in general education, 32 credits in the Business Core, 40 credits in the concentration, and the remainder of credits among elective courses.

The Accounting Management Concentration includes the following courses:

		<i>Credits</i>
AC 104	Managerial Accounting	4
AC 203	Intermediate Accounting I	3
AC 204	Intermediate Accounting II	3
AC 3xx	Cost Accounting	3
AC 3xx	Accounting Information Systems	3
AC 4xx	Budgeting and Planning	3
AC 4xx	Valuation and Analysis	3
AC 4xx	Personal Financial Planning	3
BU 325	Financial Management	3
BU 3xx	Operations Management	3
BU 425	Internship I	3
BU 326	Creativity	3
BU 4xx	Business Elective	3
	<i>Total Concentration Credits</i>	<i>40</i>

## Enrollment

The College projects an initial enrollment of 4 internal transfers and 4 new students in the first year; 4 internal transfers and 8 new students in the second year; and 14 internal transfers and 20 new students in the third year.

## Educational Planning Context

The College is creating this new concentration in response to student interests and market opportunities, and to ensure that its students will be more competitive when they seek appropriate employment after graduation.

## Resource Support

### Faculty

The College lists five full-time faculty members and one part-time member who will teach in the program.

### Library and Learning Resources

Mitchell College Library supports the information, instruction, research and study needs of the college community by providing access to print, electronic, microform, videotape and CD-ROM material. Among the library holdings are over 42,000 books, 90 serial subscriptions and seven electronic information resources, most of which contain full text journal articles. Through interlibrary loan (ILL), the library has access to the Connecticut Library Network's online catalog (request) of holdings in over 150 Connecticut libraries, including academic, public, corporate and special research libraries. The College also participates in iCONN.

### Facilities and Equipment

The Accounting Management concentration has a dedicated classroom with a bank of networked computers, each installed with business and accounting software which is used in a number of courses, both upper and lower division. The classroom also has meeting space, annual reports, business magazines, and business plans, all of which may be used by students.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of New Haven

Item: Modification of the accredited Bachelor of Science program in Industrial Engineering

### Executive Summary

The University of New Haven has applied to the Board of Governors for approval to modify its Bachelor of Science program in Industrial Engineering. The program was licensed by the Board of Governors in 1976. The University seeks to change the name of the program to Bachelor of Science in System Engineering and to update the curriculum.

The Advisory Committee on Accreditation, at its meeting on December 21, 2006, reviewed the program and found it to be in compliance with Board of Governors quality standards. The vote to recommend approval to the Board of Governors was unanimous.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the modification of the accredited program in Industrial Engineering, leading to the Bachelor of Science (B.S.) degree, offered by the University of New Haven, including a change of the program's name to System Engineering and the updating of the program's curriculum, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The B.S. in Industrial Engineering has been offered for decades through the University's Department of Industrial Engineering, which is a unit within the Tagliatela College of Engineering. The University has made some internal organizational changes within that school and has created the Division of Multidisciplinary Engineering Systems. The modified program will be offered within that newly-created division.

### Administration

The program will continue to be overseen by the Dean of the Tagliatela College of Engineering and coordinated by the faculty.

### Admissions/Enrollment

The University's admissions requirements will continue to guide enrollments in the program.

Enrollment in the Industrial Engineering program has averaged around 40 students each year during the past twenty-five years. The University notes that enrollment has dropped steadily over the years because manufacturing and industrial production have left the state. The faculty has therefore sought to redesign the original Industrial Engineering program to meet the needs of employers with market niches in Connecticut and nationally. The University expects that the redesigned program will attract greater numbers of students, especially at the freshman level. The University projects that the program will enroll a total of 50 students within five years.

### Curriculum

The program consists of 127 credit hours, primarily courses which are part of approved programs. The program is built on what the University refers to as the spiral curriculum foundation courses common to all engineering programs. It also incorporates three new specialized courses as well as a year-long team-based design experience (SE 498-499) keyed to industry-sponsored projects. The modified program will also now include seven other courses, offered previously as Special Topics and technical electives in the BS in Industrial Engineering program. The program also includes the appropriate courses to meet the University's newly-redesigned general education requirements.

The University states that the program modifications have been developed following the guidelines set by the Engineering Accreditation Commission—Accreditation Board for Engineering and Technology (ABET). The University also states that it will seek ABET accreditation as soon as the first freshman class is graduated, which is expected in 2010. In addition, the University states that graduates of the program will be qualified to sit for the Fundamental of Engineering exam, which is the first of the two examinations for an engineer to obtain the Professional Engineering license.

The current curriculum and the modified curriculum are detailed below.

**BS Industrial Engineering modification to BS System Engineering**

<u>Existing BS industrial Engineering</u>		<u>Proposed BS System Engineering</u>		
<i>General Education "Core Curriculum"</i>		<i>General Education "Core Curriculum" (reflects new Fos Core)</i>		
E 105	English Composition	3	E 105 English Composition (CC 1.1)	3
E 110	Composition & Literature	3	E 110 Composition & Literature (CC 1.1)	3
CH 115/117	General Chemistry & Lab	4	CH 115/117 General Chemistry & Lab (CC 2.1)	4
EAS 107	Intro to Engineering	3	EAS 107 Intro to Engineering (CC 2.3)	3
EAS 112	Methods of Eng'g Analysis	3	EAS 112 Methods of Eng'g Analysis (CC 3)	3
EC 133	Principles of Economics I	3	PH 150 Mechanics/Heat/Waves w/ Lab (CC 4.2)	4
BI 121	General Biology & Lab OR			
EAS 120	Chemistry w/ Applications to Bio-Systems	4	M 118 Calculus II (CC 5.3)	4
	Social Science Elective	3	Social Interaction/Global Perspective (CC 5.2)	3
	Literature or Philosophy Elective	3	Social Interaction/Global Perspective (CC 5.1)	3
	Art, Music, Theater Elective	3	Aesthetics Responsiveness (CC 6)	3
HS 102	Modern Western World	3	Western World (CC 4.1)	3
E 225	Technical Writing & Presentation	3	Communication (CC 1.2)	3
M 117	Calculus I	4	M 117 Calculus I (CC 2.2)	4
		<b>42</b>		<b>43</b>
<i>"ABET" Math &amp; Science Requirements</i>		<i>"ABET" Math &amp; Science Requirements</i>		
M 118	Calculus II	4	** CS 215 intro to Databases	3
M 203	Calculus III	4	M203 Calculus III	4
M 204	Differential Equations	3	M204 Differential Equations	3
			BI 121 General Biology w/ Lab OR	
PH 150	Mechanics/Heat/Waves w/ Lab	4	EAS 120 Chemistry w/ Applications to Bio-Systems	4
PH 205	Electromagnetism & Optics w/ Lab	4	PH 205 Electromagnetism & Optics w/ Lab	4
		19		18
<i>Multidisciplinary Engineering Courses-- "Spiral Curriculum"</i>		<i>Multidisciplinary Engineering Courses-- "Spiral Curriculum"</i>		
EAS 109	Project Planning & Development	2	EAS 109 Project Planning & Development	2
EAS 211	Modeling Engineering Systems	3	EAS 211 Modeling Engineering Systems	3
EAS 213	Materials in Engineering Systems	3	EAS 213 Materials in Engineering Systems	3
EAS 222	Mechanics and Strength of Materials	3	EAS 222 Mechanics and Strength of Materials	3
EAS 230	Analog Devices	3	EAS 230 Analog Devices	3
EAS 232	Project Mgt & Engineering Economics	3	EAS 232 Project Mgt & Engineering Economics	3
EAS 415	Professional Engineering Seminar	1	EAS 415 Professional Engineering Seminar	1
			** EAS 224 Fluid-Thermal Systems	3
		<b>18</b>		<b>21</b>
<i>Major Requirements and Restricted Electives</i>		<i>Major Requirements and Restricted Electives</i>		
IE 243	Work Design	3	* SE 288 System Eng'g Concepts & Principles	3
IE 304	Production Control	3	** SE .407 Reliability and Maintainability	3
IE 344	Human Factors Engineering	3	** SE 449 Lean Principles & Practices	3
IE 346	Probability Analysis	3	SE 346 Probability Analysis	3
IE 347	Statistical Analysis	3	SE 347 Statistical Analysis	3
IE 348	Manufacturing Processes	3	** SE 441 Supply Chain & Logistics Management	3
IE 402	Operations Research	3	SE 402 Operations Research I	3
IE 414	Engineering Management	3	** SE 403 Operations Research II (from IE 402)	3
IE 435	Simulation & Applications	3	SE 435 Simulation & Applications	3
IE 436	Quality Control	3	** SE 428 Six Sigma Quality Planning	3
IE 443	Facilities Planning	3	* SE 488 System Engineering Design Process	3
IE 498	Internship OR <i>Technical Elective</i>	3	SE 498 System Engineering Design I (from IE 443)	3
	Concentration Electives	12	* SE 499 System Engineering Design II (from IE 443)	3
			Technical Electives	6
		<b>48</b>		<b>45</b>
<b>Total</b>		<b>127</b>	<b>Total</b>	<b>127</b>

\* Newly added Courses  
 \*\* Formerly electives, now required

## Educational Planning Context

The University seeks to modify the current program by changing its name and revising its curriculum. The change in the program's name, the University states, will better reflect the nature of the work performed by program graduates and will make the program more attractive to domestic high school graduates while meeting the needs of industry. The revision of the curriculum, the University states, will enable the program and its graduates to be able to respond better to changes in the field and to employers' needs.

### Comments from Other Institutions

No comments or questions about the program were received from other institutions at the time of licensure.

## Resource Support

### Faculty

The University states that existing faculty members and adjunct faculty members associated with the Industrial Engineering program will teach in the program. The University anticipates hiring a new faculty member in 2008-2009.

### Library and Learning Resources

The University's Marvin K. Peterson Library holds over 300,000 volumes on the West Haven Campus as well as collections at the off-campus centers, including the one at Mitchell College. The University uses the OCLC database to access and obtain these materials from other libraries for members of the University Community. In addition, the library is a partial U. S. Government Documents Depository with the following holdings: 158,197 paper pieces, 312,128 microfiche pieces, and 136 CD-ROM discs.

The library also provides various electronic services and participates in iCONN.

### Facilities and Equipment

The University states that the program's specialized courses will require mostly computing equipment, software, and laboratory space for students' project work. The System Engineering lab will be equipped with appropriate hardware and state-of-the-art software, such as professional and licensed versions of ARENA and DELMIA QUEST simulation software, Minitab statistical software, AutoCAD and other proprietary software that are used as part of the program courses and the year-long design project.