

AGENDA
Meeting of the
BOARD OF GOVERNORS FOR HIGHER EDUCATION
Housatonic Community College
Bridgeport, CT
October 15, 2008

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6. Report of Commissioner
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 - b. [Eastern Connecticut State University](#) – approval of a program modification from the Performing Arts major: Music to a Music major, leading to the Bachelor of Art degree 33
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8. Academic Affairs

Action Item

- | | |
|--|----|
| a. Albertus Magnus College – licensure and accreditation of an Associate of Science and a Bachelor of Science in Business Management offered by the College, through its New Dimensions program at Warnco in Milford, and of an Associate of Science, a Bachelor of Science in Business Management, and a Master of Business Administration degree offered by the College, through its New Dimensions program, at Foxwoods Casino in Ledyard | 5 |
| b. University of Hartford – accreditation of a program in Mathematics (Certification, grades 7-12), leading to a Bachelor of Arts degree | 13 |
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Information Item

- d. Monthly Update

9. Other Business

- a. Discussion: Programs for Student Success @ Housatonic Community College

10. Report of the Standing Advisory Committee

11. Adjournment

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Albertus Magnus College

Item: Licensure and Accreditation of an Associate of Science (A.S.) and a Bachelor of Science (B.S.) in Business Management offered by the College, through its New Dimensions program, at Warnco in Milford, and of an Associate of Science (A.S.), a Bachelor of Science (B.S.) in Business Management, and a Master of Business Administration degree offered by the College, through its New Dimensions program, at Foxwoods Casino in Ledyard.

Executive Summary

Albertus Magnus College has applied for licensure and accreditation of an Associate of Science (A.S.) and a Bachelor of Science (B.S.) in Business Management offered by the College, through its New Dimensions program, at Warnco in Milford, and of an Associate of Science (A.S.), a Bachelor of Science (B.S.) in Business Management, and a Master of Business Administration degree offered by the College, through its New Dimensions program, at Foxwoods Casino in Ledyard. The programs have been offered by the College through the New Dimensions program at various locations in the state since 1994.

The Advisory Committee on Accreditation, at its meeting on September 18, 2008, 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 all in favor, with John Donahue of Albertus Magnus College abstaining.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license and accredit an Associate of Science (A.S.) and a Bachelor of Science (B.S.) in Business Management offered by the College, through its New Dimensions program, at Warnco in Milford, and an Associate of Science (A.S.), a Bachelor of Science (B.S.) in Business Management, and a Master of Business Administration degree offered by the College, through its New Dimensions program, at Foxwoods Casino in Ledyard, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The programs proposed to be offered at Warnco are identical to the College's accredited A.S. and B.S. programs in Management on the College's campus, in New Haven, in East Hartford, and at other corporate sites in Connecticut. The programs are all geared to working adults. The programs proposed to be offered at Foxwoods Casino are identical to the College's accredited A.S. and B.S. programs in Management and to the MBA offered on the College's campus, in New Haven, in East Hartford, and at other corporate sites in Connecticut. The programs are all geared to working adults.

The College indicates that employees of Warnco and of Foxwoods Casino expressed an interest in these programs and asked the College to deliver them at the respective organization's location.

The programs in Management focus on teamwork, critical thinking, and problem-solving as well as ethical leadership skills essential in today's expanding business environments. The MBA degree has been designed for working adult professionals employed in a functional unit of business – marketing, accounting, finance, information systems, human resources, production and operations, or other business areas. The program seeks to ensure that the MBA graduate will gain a broad understanding of the total business enterprise and the inter-relationships of individual units within the whole by studying multiple organizational units across business. The program focuses on teamwork, critical thinking, and problem-solving, as well as ethical leadership skills so essential in today's expanding business environments. Particular focus is placed on utilizing E-Commerce strategies and techniques to position the corporation for expanding local and global business opportunities. Additionally, the effective use of computer technology to manage and enhance the business enterprise is a key element of the program.

Administration

The College's New Dimensions program is administered from New Haven. The Long Wharf Campus there houses classrooms as well as the Executive Director of New Dimensions; Directors of Academic Services, Student Services, Curriculum Development, and Resource Materials; and Educational Assistants. They, together with Educational Assistants at the College's East Hartford campus location, will provide academic advising, additional oversight, and other support services to students at the Warnco and Foxwoods sites.

Curriculum and Instruction

New Dimensions programs are organized on a computer-enhanced, lock-step curriculum focusing upon analytical thinking and team-based problem solving as well as the ethical issues required for successful management decisions in a competitive global business

environment. Participants complete one intensive seminar at a time. Detailed modules clearly outline student outcomes, research assignments, and assessment requirements, to ensure the quality and consistency of New Dimensions courses at every site.

The A.S. curriculum consists of 60 course credits, including Case Studies in Business. The B.S. degree requires an additional 60 credits, including a capstone course (Business Case Studies I and II), for a total of 120 credits. The B.S. degree consists of 36 credits of General Education requirements, 30 interdisciplinary credits, and 54 credits of Core Business Management courses that culminate in the capstone experience. The MBA curriculum is organized upon a computer-enhanced, lock-step curriculum focusing upon analytical thinking and team-based problem solving as well as the ethical issues required for successful management decisions in a competitive global business environment. The program requires a Management Research Project that provides an integrating, cohesive element and is therefore central to the curriculum. Additionally, students will develop and present a Comprehensive Business Plan as a capstone project for their Entrepreneurship course requirement. A list of courses for the program is attached.

Throughout the program, each class seminar is followed by a faculty-directed study group/work team experience. The College states that this requirement provides adult learners with opportunities for intensive dialogue and research and the opportunity to test and evaluate behaviors in settings that reflect the problem-solving think-tank of the contemporary workplace.

Listings of courses for the programs are attached.

Admission and Enrollment

Standards for admission into the programs are identical to those expected of students in New Dimensions offerings on the College's main campus. Enrollment, however, is restricted, respectively, to employees of Warnco and of Foxwoods Casino.

The College projects a total enrollment of 28 students in the first year in the Warnco programs and approximately 48 students in the first year in the programs offered at Foxwoods Casino.

Educational Planning Context

The College reports that employees and administrators at Warnco and at Foxwoods Casino continue to express a need for the programs. The companies will assist employees in furthering their educations. The programs in Management will help employees better prepare for advancement and will also provide enrichment of skills for those who are not seeking promotion.

Comments From Other Institutions

There were no comments or questions about the program from other institutions.

Other Programs in Connecticut

There are several business programs in the state, at all levels, awarding substantial numbers of business degrees each year.

Resource Support

Faculty

The College indicates that it has sufficient numbers of full-time and part-time faculty members who could teach in the program at both sites. All hold appropriate degrees.

Resource Centers and Libraries

During the past several years, Albertus Magnus College has continued to enhance the Business and Economics collection housed in the College library. These include both on-ground and on-line circulating and reference collections.

At the time of licensure, the College reported that it had 1,200 unique business titles. Now, after an effort to build library resources, the College's library has approximately 2100 unique business titles, 75 videos, and 70,000 volumes available for student use generally.

The Library Director meets regularly with the New Dimensions Resource Materials Coordinator and the Program/Curriculum Development Committee to keep abreast of programmatic resource requirements.

Facilities and Equipment

The College affirms that facilities and equipment at both locations are sufficient both for teaching and for break-out sessions and study group assignments.

ATTACHMENT A

COURSES OF STUDY

Associate of Science

| | |
|---|-----|
| CC 101A - Preparation for College Study | (3) |
| EN 103A – College Writing | (3) |
| EN 104A – Introduction to Literary Genres | (3) |
| CO 141A - Speech Communications | (3) |
| PY 111A – Psychological Concepts | (3) |
| SC 105A – Science in the News | (3) |
| CO 121A – Communications Overview | (3) |
| PO 122A – American Government | (3) |
| MA 105A – Mathematics for Managers | (3) |
| SO 111A – Sociology of Work | (3) |
| BE 106A – Leadership Studies for Business | (3) |
| PH 261A – Social & Political Philosophy | (3) |
| BE 121A – Industrial Organization | (3) |
| HI 252A – Topics in Historical Study | (3) |
| BE 104A – Applied Economic Theory | (3) |
| BE 215A – Introduction to Finance | (3) |
| RS 105A – Religion in the Workplace | (3) |
| HU 111A – Humanities I | (3) |
| HU 112A – Humanities II | (3) |
| BE 240A – Business Case Studies | (3) |

TOTAL Credits: 60

Graduation Requirements for the Associate of Science Degree:

60 semester credits are required for graduation:

33 Credits of Liberal Arts core courses:

- 3 – College Writing
- 3 – Literary Genres
- 6 – Humanities I, II
- 3 – History
- 3 – Fine Arts

3 – Philosophy
 3 – Religious Studies
 3 – Social Sciences
 3 – Mathematics
 3 – Science
 9 Elective Credits in Interdisciplinary Liberal Arts Studies
 18 Credits of Core Business Management Courses

Bachelor of Science

Core Curriculum

| | |
|---|-----|
| BE 301M – Principles of Self Management | (2) |
| BE 303M – Management & Leadership in Business | (3) |
| EN 305M – Written Communication in Business | (3) |
| PH 307M – Business Ethics | (3) |
| BE 311M – Economics for Managers I: Microeconomics | (3) |
| BE 308M – Information Systems | (3) |
| BE 312M – Economics for Managers II: Macroeconomics | (3) |
| BE 315M – Marketing for Managers | (3) |
| BE 317M – Business Statistics | (3) |
| BE 323M – Human Resource Management | (3) |
| BE 309M – Financial Accounting I | (3) |
| BE 310M – Financial Accounting II | (3) |
| BE 327M – Business Law | (3) |
| BE 325M – Corporate Financial Management | (3) |
| BE 329M – International Business Management | (3) |
| BE 331M – Public Finance | (2) |
| BE 332M – Strategic Management & Policy | (4) |
| BE 396M – Business Case Project I | (3) |
| BE 397M – Business Case Project II | (1) |

TOTAL Core Business Management Credits: 54

Graduation Requirements for the Bachelor of Science Degree:
 120 Semester Credits are required for graduation
 54 Credits of Core Business Management courses

- 33 Credits of Liberal Arts core courses:
- 3 – College Writing
 - 3 – Literary Genres
 - 6 – Humanities I, II
 - 3 – History
 - 3 – Fine Arts
 - 3 – Philosophy
 - 3 – Religious Studies
 - 3 – Social Sciences
 - 3 – Mathematics
 - 3 – Science
- 9 Elective Credits in Interdisciplinary Liberal Arts Studies
 18 Elective Credits
 6 Non-business Elective Credits

MBA Curriculum

| Course | Credits |
|--|------------|
| MGT 502 Contemporary Ethical Issues for Managers | 3 |
| MGT 503 Executive Management: Strategies and Leadership | 3 |
| MGT 508 Marketing Management | 3 |
| MGT 505 Managerial Economics | 3 |
| MGT 601 Human Resource Management in a Changing Environment | 3 |
| MGT 602 Managerial Finance | 3 |
| MGT 506 MGT. Process & Org. Behavior in Innovative Corp. | 3 |
| MGT 605 Management Within a Global Environment | 3 |
| MGT 604 Information Systems in Management | 3 |
| MGT 620 Organizational Renewal and Development | 3 |
| MGT 622 Legal Issues in Management | 3 |
| MGT 625 Operations Management | 3 |
| MGT 627 Investment Analysis and Planning | 3 |
| MGT 630 Entrepreneurship | 3 |
| MGT 633 E-Commerce | 3 |
| MGT 637 Business Policy: Strategy and Organization | 3 |
| TOTAL | 48 Credits |

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: University of Hartford

Item: Accreditation of a program in Mathematics (Certification, grades 7-12), leading to a Bachelor of Arts (B.A.) degree

Executive Summary

The University of Hartford has applied to the Board of Governors for Higher Education for accreditation of a baccalaureate program in Mathematics, leading to Teaching Certification for grades 7-12. The University's application was evaluated by a team representing the State Department of Education and the Department of Higher Education and was found to be in compliance with all the relevant standards of each Department. The Board of Governors originally licensed the program in June 2006 without stipulations.

The program is intended to prepare teachers of mathematics at the secondary level and help to address the shortage of qualified mathematics teachers in Connecticut.

The Advisory Committee on Accreditation, at its meeting on September 18, 2008, 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 all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Mathematics (Certification, grades 7-12), offered by the University of Hartford, leading to a Bachelor of Arts (B.A.) degree, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The program is intended to prepare secondary school teachers, particularly for the State's public schools, who are proficient in the teaching of mathematics.

Administration

The University has appointed a full-time faculty member from the Department of Mathematics to coordinate the program.

Curriculum

In order to fulfill the educational requirements of the B.A. in Mathematics program, students are required to complete 47 credits in mathematics, 31 credits in professional education, and 48-51 credits in general education. A sample curriculum and sequence of courses is attached.

Enrollment

When the program was originally licensed, the University projected an initial enrollment of 6 students and an enrollment of 10 students by year three of the program. The program did not begin until Fall 2007 and is thus in its second year. There are currently 6 students enrolled in the program.

Faculty

All members of the Mathematics Department will teach courses in the major and three Mathematics faculty will teach secondary mathematics methods courses.

Library and Learning Resources

The University's main library, the William H. Mortensen library, contains over 580,000 volumes: there are 191 titles in Secondary Education, 93 titles in Education of Special Classes, and some 6,000 books and other materials under the heading of Mathematics. Substantial funds to purchase books and periodicals have been incorporated into a five-year library budget plan.

Internet resources broaden the scope of research and information available to students. To assist undergraduate students in their mathematics education courses and clinical placements, library subject selectors have developed WWW subject pages which highlight

many current and relevant websites in mathematics and education. (See <http://librarv.hartford.edu/lr/wwwsubj.htm>)

The department has the software packages “Maple” and “Excel” and plans to purchase The Geometer's Sketchpad, Fathom (statistical software), and several CBRs with graphing calculators. In addition, lightweight and high quality video recording equipment are available for prospective mathematics teachers to develop teaching portfolios including videotapes of their teaching. Additional purchasing plans also include the purchase classroom sets of manipulatives appropriate for investigating high school mathematics topics.

Facilities and Equipment

The program will draw on the resources of the University’s Science and Engineering High School and the recently renovated and expanded Integrated Science, Engineering, and technology complex. No additional facilities are needed.

B.A. in Mathematics (leading to Certification)

MATH REQUIREMENTS 47 credits Bachelor of Arts in Mathematics

I. -

| | | | | | |
|-------|----------------------|---|-------|---|---|
| M114 | Everyday Statistics | 3 | M222W | Discrete Math II | 4 |
| M144 | Calculus I | 4 | M340 | Introductory Analysis | 3 |
| M145 | Calculus 11 | 4 | M420 | Introduction to Modern Algebra | 3 |
| M240 | Calculus 111 | 4 | M310 | History of Mathematics | 3 |
| CS111 | Computer Programming | 3 | M370 | Foundations of Geometry | 3 |
| M220 | Linear Algebra | 3 | M380 | Teaching Sec. School Mathematics - Concepts | 3 |
| M221 | Discrete Math I | 4 | M381W | Teaching Sec School Mathematics -- Practice | 3 |

11. PROFESSIONAL! EDUCATION COURSES 31 credits

| | | |
|---------|--|---|
| EDF 120 | Introduction to Education and Human Services | 3 |
| EDH 120 | Psychology of Exceptionalities | 3 |
| EDP 220 | Learning and Development: Understanding Yourself and | 4 |
| EDF 220 | Diversity | |
| EDF 222 | Introduction to Gifted Education | 1 |
| EDS 332 | Effective Teaching 1 - The Student in the Secondary | 3 |
| EDS 443 | The Teacher as Instructional Leader | 3 |
| EDS 444 | Student Teaching: Secondary | 3 |
| HE 112 | Modern Health Concepts | 3 |
| PE 120 | Basics of Human Fitness | 1 |

COLLEGE OF ARTS AND SCIENCES GENERAL EDUCATION REQUIREMENTS

48-51 credits

| | | | |
|--|-----|----------------|---|
| RLC 110 | 3 | PSY 101 or 102 | 3 |
| RLC 111 | 3 | POL 100 | 3 |
| Language [6] or CMM 115 [3] | 3-6 | AUCS | 3 |
| PHI 110 | 3 | Lab Science | 4 |
| AUCW 210, 211, or 212 | 3 | Lab Science | 4 |
| (Satisfies the state's US history requirement) | | | |
| Arts elective | 3 | | |
| AUCA 110, 140, or 150 | 3 | | |
| | | Dialog | 1 |
| ENG 140 | 3 | | |
| HIS 100 or 101 | 3 | | |
| ATICC | 3 | | |
| TOTAL: 126 - 129 credits | | | |

Sequence of Courses

| FRESHMAN | | SOPHOMORE | |
|----------------|----------------------|--------------------|------------------|
| Fal | Spring | Fall | Spring |
| 1. M144 | 1. M145 | 1. M221 | 1. M222W |
| 2. CS 111 | 2. POL 100 | 2. M240 | 2. M220 |
| 3. EDF | 3. EDP 220 | 3. EDH 120 | 3.. EDF 220 |
| 4. RLC | 4. RLC 111 | 4. ENG 140 | 4. EDF 222 |
| 5. M114 | 5. PSY 101 or 102 | 5. Language/CMM115 | 5. POL 110 |
| | 6. Dialog | | 6. Language |
| JUNIOR | | SENIOR | |
| Fal | Spring | Fall | Spring |
| 1. M370 | 1. M420 | 1. M340 | 1. EDS 444 |
| 2. M310 | 2. M360 | 2. M381W | 2. EDS 444 |
| 3. EDS 332 | 3. AUCA | 3. Lab Science | 3. EDS 444 |
| 4. Lab Science | 4. AUCW 210, 211, or | 4. AUCC | 4. EDS 443 |
| | 5. HIS 100 or 101 | 5. AUCS | 5. Arts elective |

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: University of Hartford

Item: Accreditation of a program in Physical Therapy, leading to the Doctor of Physical Therapy (DPT) degree

Executive Summary

The University of Hartford has applied for accreditation of a program in Physical Therapy leading to the Doctor of Physical Therapy (DPT) degree. The program replaces the University's Master of Physical Therapy degree. The impetus for establishing the program is in response to the American Physical Therapy Association's (APTA) consideration of the DPT as the entry-level professional degree in the future. The Board of Governors originally licensed the program in May 2005 with no stipulations.

The Advisory Committee on Accreditation, at its meeting on September 18, 2008, 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 all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Physical Therapy, leading to the Doctor of Physical Therapy (DPT) degree, to be offered by the University of Hartford, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The DPT program is designed to produce entry-level physical therapists who possess the following qualities: comprehensive diagnostic and intervention skills, clinical reasoning skills, the ability to evaluate and apply scientific research as it applies to clinical practice, and the ability to adapt to an ever-changing health care environment. The University extensively utilized the APTA's Guide to Physical Therapist Practice and the Normative Model of Physical Therapist Professional Education in the development of the DPT curriculum and course content.

Administration

The Chair of the Department of Physical Therapy is responsible for the day-to-day operations of the program. That person reports to the Dean, College of Education, Nursing, and Health Professions.

Curriculum

The DPT curriculum includes coursework in pathophysiology, differential diagnosis and intervention, diagnostic radiology, advanced topics in motor control, pediatrics, women's health, adaptive equipment, nutrition, disability studies, health care organization and management, and neuropathology. In addition, integrated clinical experiences are used to enhance students' active learning experiences and support the development of higher levels of professionalism. Students are also required to complete a four semester research sequence under the supervision of a faculty mentor which culminates in a research project ready for publication and professional presentation. A sample curriculum is attached.

Enrollment

When the program was licensed, the University projected an enrollment of 35 students in year one, 70 students in year two, and 105 students by year three of the program. The program began in the summer of 2007 and is in its second year. There are currently 65 full-time and 3 part-time students in the program.

Admissions

The Department of Physical Therapy, and the College of Education, Nursing, and Health Professions (ENHP), are committed to continuing to admit qualified students at the freshman level, with the caveat that they must complete all required undergraduate course work, receive their undergraduate degree in Health Sciences, and meet GPA standards to matriculate into the DPT program. Freshman-entry students who have completed their undergraduate degree and the required pre-professional course work, and who achieve an

overall and science grade point average of at least 3.0, will be guaranteed the opportunity to continue into the graduate DPT program.

Resource Support

Faculty

Since 2004, the University has expanded the faculty from 8 FTEs to 11 FTEs and 2 part-time FTEs. A complement of adjunct faculty support the full-time faculty.

Library and Learning Resources

In addition to the University's library resources, students in the Physical Therapy program utilize the University of Connecticut Medical Center Library, and the libraries of Hartford Hospital and Saint Francis Medical Center. These facilities have extensive medical libraries and have offered their use to health professions students at the University.

Students can access the web based Online Public Access Catalog (OPAC) through the Libraries, as well as Information Technologies Services User Branches, dorm 3, from off campus. Search strategies on the OPAC can be directed at books, paper and electronic journals, videotapes, compact discs, periodical abstracts, the University website, and web based databases.

Networked databases include indexes and journal abstracts of resources. Physical Therapy students make extensive use of CINAHL, EBSCOhost, Eric, Cochrane Library, WorldCat and Medline. ABI, Sociofile, Psychlit, Applied Science and Technology Index, and the General Science Index are also helpful citation sources. The reQuest and WorldCat database identifies resource locations in other Connecticut and US libraries that can be secured through a visit (University Faculty) or through Interlibrary Services (for both University faculty and students).

Facilities and Equipment

At the time of licensure, the building housing the Physical Therapy Department was undergoing extensive renovation and expansion. The Integrated Science Engineering and Technology (ISET) building renovations have been completed. That facility provides two renovated clinical teaching labs and three designated research laboratories: Pediatric, Motor Control, and Human Performance. The most recent acquisition has been the Human Performance Laboratory. State-of-the-art equipment has been purchased for all of the labs and is described below.

Human Performance Physical Therapy Research Laboratory is dedicated to the study of all aspects of human performance as they relate to biomechanical principles including the study of forces and motions associated with human movement and performance. Complex data collection related to human movement can be monitored using force platforms,

motion analysis equipment and gait analysis equipment. Software analysis systems support the analysis and interpretation of this data to measure outcomes associated with physical therapy interventions. Research in this area is collaborative and done in conjunction with the University of Hartford's College of Engineering, Technology and Architecture and Beacon Biomedical Engineering Alliance and Consortium.

Motor Control Physical Therapy Research Laboratory contains specialized equipment and technology for research related to motor control, human movement, and motor learning. Human motor performance can be studied in detail with the equipment available in the lab, which includes a Skill Technologies 6DR/Ultratrak Pro electromagnetic motion analysis system, and AMTI Accusway Balance System, an unweighting device and a treadmill. In addition, there is access to an extensive variety of computer software for acquisition, analysis and modeling of data. Faculty collaborate with two other institutions, the Shriners Hospitals for Children and Yale University Department of Epidemiology and Public Health. Projects affiliated with these centers deal with large databases that evaluate utilization of health services and outcomes for people with disabilities. The lab also holds a Federal License from the National Center for Educational Statistics to analyze the Early Childhood Longitudinal Database. In addition, researchers work in collaboration with students and other colleagues to perform research that provides evidence for physical therapy practices for people with disabilities.

Pediatric Physical Therapy Research Laboratory is equipped with state-of-the-art computers, data analysis programs, digital videotaping equipment, force platform and test material needed for data collection in a number of research projects. The laboratory serves both as a center where data can be collected and analyzed. On-going projects include a study on the effectiveness of the Clinical Neonatal Behavioral Assessment Scale (CNBAS) as a tool for early intervention providers. The laboratory also includes a library of current pediatric texts and journals available for use by students.

The University has a modern sports center facility that is available, through timely scheduling, for use by the Physical Therapy Program. This includes Cybex exercise equipment, lifecycles, free weight rooms and several gymnasiums that can be utilized for laboratory instruction when a large space is needed for demonstration. The equipment in the Sports Center is available for both classroom instruction needs and research projects. The Physical Therapy Department also maintains a private physical therapy clinic, located in the Health Services area of the University Sports Center. This 625 square foot clinic provides services for both internal (faculty, staff, and students) clients and individuals from the surrounding community. Students will benefit from shadowing and assisting faculty in the clinic through integrated clinical experiences and/or individual mentoring relationships.

DPT Curriculum

Semester 1- Summer

- Students enter the DPT curriculum for ten-week summer semester during which they complete courses including:

DPT 500/501 Gross Anatomy and Gross Anatomy Lab

DPT 502/503 Biomechanics and Biomechanics Lab

DPT 508 Pathophysiology for Physical Therapy

These three courses lay a foundation for an understanding of human structure and function, performance of motion analysis, and an introduction to pathophysiology and disease processes. In addition, the Pathophysiology for PT course introduces the concepts of clinical decision-making and diagnosis in physical therapy, the disablement process, pharmacological terms, chart reviews and the scope of physical therapy practice.

Semester 2- Fall

During the fall semester of the first professional course year, students expand their foundational science knowledge in:

DPT 504/505 Kinesiology and Kinesiology Lab

DPT 509 Pathophysiology for PT II

DPT 510 Orthopedic Pathology for PT

Professional practice and patient management issues, including direct observation in clinical settings, are presented in:

DPT 506/507 Physical Agents in PT and Lab

DPT 511/512 PT Examination and Intervention I and Lab

DPT 530 Clinical Observation

Semester 3-Spring

The spring semester of the first professional course year expands students' foundational knowledge in basic research concepts, structure, and pathology by including:

DPT 600 Scientific Inquiry I

DPT 615 Neuroscience

Further spring year 1 courses focus on the development of professional practice skills in specific areas, and includes:

- DPT 608/609 Diagnosis/Intervention in Musculoskeletal Dysfunction I and Lab
- DPT 613/614 Diagnosis/Intervention in Cardiopulmonary Dysfunction I and Lab
- DPT 617/618 PT Examination/intervention II and Lab
- DPT 625 Integrated Clinical Experience I

Semester 4- Summer

During the summer following the first professional course year, students complete an eight-week clinical experience; that requires them to demonstrate expected professional outcomes through clinical application and practice of their professional skills in a supervised practice environment.

- DPT 630 Clinical Education I —8 week

Semester 5- Fall

The fall semester of the second professional course year includes a combination of advanced foundational, research, professional practice and specialty courses:

- DPT 601 Scientific Inquiry II
- DPT 607 Motor Control and Motor Learning
- DPT 610/611 Diagnosis/Intervention in Musculoskeletal Dysfunction II and Lab
- DPT 612 Organization and Health Care Administration
- RAD 616 Diagnostic Principles in Radiologic Technology
- BIO 744 Introduction to Clinical Neurology

DPT 601: Scientific Inquiry II, requires students to use their foundational research knowledge to design a scholarly project and write a workable research proposal. Students choose a faculty mentor whose research area is of interest to them. DPT 612: Organization and Health Care Administration immerses students in issues related to management and administration in various health care environments, and prepares students for practice management from fiscal, personnel, and administrative perspectives. RAD 616: Diagnostic Principles in Radiologic Technology expands students' awareness of diagnostic imaging in the medical and physical therapy diagnostic process.

Semester 6- Spring

Research, diagnostic, and intervention skills in specific areas continue to be developed through courses in:

- DPT 602 Scientific Inquiry III
- DPT 603/604 Diagnosis/Intervention in Neurological Dysfunction and Lab
- DPT 605/606 Diagnosis/Intervention in Pediatric Populations and Lab

DPT 619/620 Differential Diagnosis/Advanced Clinical Skills I and Lab
DPT 635 Integrated Clinical Experience II

DPT 602: Scientific Inquiry III, represents the data collection phase of the students' scientific inquiry sequence. The neurological and pediatric courses expand students' clinical skills in these areas, and the differential diagnosis/advanced skills course supports autonomous practice and clinical reasoning skills.

Semester 7- Summer

This ten week summer semester includes a series of two to six week, intensive courses on special topics. Students will be required to take DPT 700, 701, 702, and 703, and will choose and one specialty elective from the 709, 710, and '711 grouping.

DPT 700 Adaptive Equipment
DPT 701 Disability Studies
DPT 702 Nutrition for Health Sciences
DPT 703 Pharmacology for Health Sciences
DPT 709 Advanced Pediatric Examination/Intervention
DPT 710 Motor Behavior, Research to Practice
DPT 711 Examination/Intervention in Women's Health

Semester 8- Fall

Students divide their semester between eight weeks of direct clinical experience time and seven weeks of didactic course work designed to expand their clinical and consultative skills as physical therapists.

DPT 730 Clinical Education II- 8 weeks
DPT 704 Doctoral Research
DPT 705 Educational Strategies for Health Sciences
DPT 706 Differential Diagnosis and Advanced Intervention Skills
DPT 707 Clinical Practice in Gerontology for Health Sciences
DPT 708 Diagnosis/Intervention in Older Adults Lab

DPT 704: Doctoral Research is the culmination of the scientific inquiry sequence. Students will complete their data analysis, and prepare professional quality manuscripts and presentations.

Semester 9- Spring

The final semester of the DPT curriculum includes two more full time, supervised clinical experiences that facilitate integration of all previously learned material and performance of expected student outcomes

DPT 625 Clinical Education II- 9 weeks
DPT 630 Clinical Education III- 5 weeks

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Bridgeport

Item: Licensure of a program in Biomedical Engineering, leading to the Master of Science (M.S.) degree

Executive Summary

The University of Bridgeport has applied for licensure of a program in Biomedical Engineering, leading to the Master of Science (M.S.) degree. The program is part of the University's commitment to expand educational offerings within the School of Engineering – which already enrolls 1450 students – and to facilitate interdisciplinary and interschool collaborations at the University. These will include divisional collaborations with faculty from Electrical Engineering, Computer Science and Engineering, Mechanical Engineering, and Technology Management. They will also include substantive collaborations between the School of Engineering and the University's programs in health sciences in the development of health therapies and technologies offered by the School of Dental Hygiene, the College of Chiropractic, and the College of Naturopathic Medicine.

The program links to the University's commitment to promote the sciences and mathematics, especially to local pre-engineering students and particularly to members of minority groups. That commitment, the University affirms, seeks to help meet the nationwide challenge to encourage American students to pursue careers in Science, Technology, Engineering, and Mathematics (STEM) disciplines.

The Advisory Committee on Accreditation, at its meeting on September 18, 2008, 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 all in favor, with Laurence Conner of the University of Bridgeport abstaining.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Biomedical Engineering, leading to the Master of Science (M.S.) degree, to be offered by the University of Bridgeport, for a period of three years, until October 31, 2011.

Description

Purpose and Objectives

The program will seek to build on and expand the University's various strengths in Engineering and in the health sciences (chiropractic, dental hygiene, naturopathic medicine, acupuncture, and nutrition) programs. The program will allow students to take advantage of the University's strengths in biomechanics, computational biology, proteomics, and synthetic biology, including work in bio-instrumentation. The program will thereby prepare students to work in the development of medical devices and technologies, combining knowledge of the biomedical field with engineering principles and solutions. This will include work in biomaterials, biomechanics, medical imaging, and engineering of medical devices.

The University also notes that the program will contribute to the efforts by the School of Engineering to secure research funds ear-marked for this area and to increase instructional scope. This would include enhanced student-faculty research collaborations, an increase in the preparation of peer-reviewed publications, and a growth in the number of presentations at national and international conferences.

The federal Bureau of Labor Statistics defines the role of the biomedical engineer as follows: Biomedical engineers develop devices and procedures that solve medical and health-related problems by combining their knowledge of biology and medicine with engineering principles and practices. They engage in research along with life scientists, chemists, and medical scientists to develop and evaluate systems and products such as artificial organs, prostheses (artificial devices that replace missing body parts), instrumentation, medical information systems, and health management and care delivery systems. They may also design devices used in various medical procedures, imaging systems, and devices for injections or controlling body functions. Most engineers in this specialty need a sound background in another engineering specialty, such as mechanical or electronics engineering, in addition to specialized biomedical training. Specialties within biomedical engineering include biomaterials, biomechanics, medical imaging, rehabilitation engineering, and orthopedic engineering.

Administration

The program will be administered at start, by the Chair of the Department of Electrical Engineering. The program's coordinator, who is also a member of the Electrical Engineering faculty, will assist the chairman with the preparation and administration of placement examinations and advising entering students. In the second year of the program, a national search for a Biomedical Engineering department chairperson will be conducted. That person, who will report to the dean of the School of Engineering, will have extensive teaching, research, and administrative experience. The new chairperson will supervise the implementation of the MS program.

Bioinformatics Track

- * EE 413 Bioinformatics
- * EE 406 Soft Computing
- * CS 551 Database Design

New courses to be added: Protein and DNA Sequencing
Data Mining

Biomechanics Track

- * ME 440 Ergonomics
- New courses to be added: Biomedical Device Design
Biomaterial
Bio-Transport
Biomechanics

In addition, a course in Healthcare Management will be added within the list of required electives in Management.

Foundation courses in the sciences are offered through the Biology Department.

Student research projects may be co-supervised by Biomedical Engineering faculty and faculty members from other University schools. Students from those other schools will be afforded the opportunity to take Biomedical Engineering courses relevant to their respective fields.

Enrollment

The University intends to enroll students who hold a bachelor's degree in an engineering discipline and who have sufficiently strong knowledge of biology, life systems, and mathematics to benefit from the program's curricular offerings. The University intends to recruit students through international admissions, which has been one of the institution's strongholds in recent years, but also intends to increase its recruitment of American students.

The University projects an enrollment of 80 full-time and 10 part-time students in the first year; 150 full-time and 20 part-time students in the second year; and 150 full-time and 20 part-time students in the third year. Some of these will be internal transfers and some will be new students. The School of Engineering currently enrolls 1450 students.

Educational Planning Context

The University notes that, in 2006, there were 14,000 biomedical engineers in the United States. According to the Bureau of Labor Statistics, "biomedical engineers are expected to have 21% employment growth during the decade, much faster than the average for all

occupations.” The University notes that there is high demand for engineering solutions to delivering cost-effective and efficient health care in areas such as improved medical devices, computer-assisted surgery, rehabilitation and orthopedic engineering specialties, and advances made possible by progress in understanding living systems through genetics and proteomics, which have made diverse commercial applications of advances in biotechnology possible and feasible. The field seeks, as well, to advance genetic engineering and the use of sophisticated instrumentation in the development of new treatments for both acute and chronic diseases.

The Bureau of Labor Statistics also notes that manufacturing industries employ almost 40% of all biomedical engineers, primarily in pharmaceutical manufacturing, medical instruments, and supplies industries. The Bureau also notes that the number of Master’s degrees in the field awarded by U.S. universities increased by 135% between 1999 and 2005, a rate three times greater than any other major engineering field. The University notes that strong enrollments in biomedical courses currently offered within the School of Engineering seem to be promising for the strength and growth of the Biomedical Engineering graduate program. That is one of the reasons for the University’s solid projections for enrollment.

Similar Programs

At present, the University of Connecticut is the only institution in Connecticut that offers a Master’s-level program in Biomedical Engineering. The University of Connecticut also offers a Ph.D. in the field. Yale University offers a Ph.D.-only graduate program in Biomedical Engineering. Students in the Yale program may earn a Master’s degree (M.S. and/or M.Phil.) as part of their graduate work.

Master’s Degree Programs in Biomedical Engineering

| Institution | Degree | Program Name | # of Degrees Awarded | | | | |
|--------------|--------|---------------------|----------------------|-----------|-----------|-----------|-----------|
| | | | 02-03 | 03-04 | 04-05 | 05-06 | 0-6-07 |
| UCONN | MS | Biomed. Engineering | 9 | 8 | 13 | 16 | 14 |
| Yale | MS | Biomed. Engineering | 1 | 4 | 8 | 8 | 6 |
| | MPhil | Biomed. Engineering | 1 | 0 | 1 | 11 | 5 |
| TOTAL | | | 11 | 12 | 22 | 35 | 25 |

Resource Support

Faculty

The University lists twenty-two full-time faculty members in the School of Engineering. The University plans to add two assistant professor positions in Biomedical Engineering. In addition, one associate or full professor, who will serve as the Program's chair, will be added the following year. Additional faculty will be hired according to program growth.

Library and Learning Resources

The University's Wahlstrom Library will provide all appropriate library resources for teaching and research. These will include books, electronic databases, periodicals in print, microfilm, and other e-formatted materials.

Facilities and Equipment

The University states that the development of facilities, both to support growth in the School of Engineering and for the Ph.D. program, is under way. Seventeen existing labs in the School of Engineering will support the program. In addition, two new laboratory spaces will be operational in Fall 2008.

The University has also acquired software and hardware for various research laboratories in the past few years, valued at a total estimated regular price of \$7.7 million.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Eastern Connecticut State University

Item: Approval of a program modification from the Performing Arts major: Music to a Music major, leading to the Bachelor of Art (B.A.) Degree

Executive Summary

Eastern Connecticut State University seeks to modify the existing Bachelor of Arts degree in Performing Arts: Music concentration to a Bachelor of Arts in Music. Concurrently, the University is requesting a modification for its Theater concentration to also stand alone. These two concentrations have experienced significant growth to sustain individual majors, and each major has undergone structural changes specific to their area for better course sequencing. The Theater and Music faculty will continue to operate within the Performing Arts Department.

The proposed degree modification utilizes the expertise of existing faculty and resources, with alterations to the required core sequence and the placement of major requirements and electives into three areas of concentration. The distribution of courses in the Music major is almost identical to the Performing Arts: Music major. The new sequence of courses eliminates Performing Arts and Theatre requirements, thus focusing on Music courses both in the required core and in the concentration electives. The three concentrations are largely unchanged with a shift in the number of required credit hours from 7 dispersed over three areas to 15 credit hours in one area and 3 credits in one other.

The Advisory Committee on Accreditation, at its September 18, 2008 meeting, found the program modification to be in compliance with the Board of Governor's approval standards.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve a program modification from the Performing Arts major: Music to a Music major, leading to the Bachelor of Art (B.A.) Degree, offered by Eastern Connecticut State University, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

At Eastern, graduates of the BA Music program will be literate musicians with a broad range of knowledge in music theory and history, as well as musical skill. The curriculum is framed in a liberal arts context allowing students to relate their knowledge of music to other disciplines. The BA in music requires students to develop a fundamental understanding of music history, music theory, ethnomusicology and performance. While students are completing the required core of music courses, they also focus on their chosen concentration: Performance; Theory/Electronic Music/Composition; Global Perspectives in Music History and Criticism.

PERFORMANCE COMPETENCIES: Students will be evaluated on their ability to perform alone and with others a varied repertoire of music.

- Understand and demonstrate proper technique as required by chosen instrument and repertoire
- Melodic and/or Rhythmic accuracy
- Ability to sing or play accurately within defined tuning systems: intonation
- Creative expression as demonstrated through interpretation of music from a varied repertoire

THEORY/ELECTRONIC MUSIC/COMPOSITION COMPETENCIES:

- Read, write and analyze notational systems
- Gather data from a variety of sources (oral/aural and written) and perform theoretical analysis
- Demonstrate familiarity with electronic technology as applied to the creation and performance of musical composition

GLOBAL PERSPECTIVES IN MUSIC HISTORY AND CRITICISM COMPETENCIES:

- Demonstrate an understanding of the issues associated with historical and/or socio-cultural research
- Be familiar with different approaches to research, and the methods and techniques that best match these
- Conduct independent original research within a specific field of interest, analyze and report on the results

Administration

The Music program will be administered by the Department Chair of the Performing Arts Department.

Curriculum and Instruction

The BA in Music requires students to develop a fundamental understanding of music history, music theory, ethnomusicology and performance. While students are

completing the required core of music courses, they also focus on their chosen concentration: Performance; Theory/Electronic Music/Composition; Global Perspectives in Music History and Criticism. To ensure certain benchmarks have been met, students' skill acquisition and application will be assessed prior to the final year of study through a variety of means (i.e. performance evaluations, exams, or directed research papers) appropriate to their chosen concentration. In addition, and in keeping with National Association of Schools of Music (NASM) standards, every student must demonstrate a minimum competency in keyboard skills by passing the Keyboard Proficiency Exam prior to the final year of study, as basic keyboard skills are essential in all music disciplines. A final evaluation at the end of their study is also required: each student will complete an independent project in their concentration during the senior year as approved by, and in consultation with, their academic advisor.

Major courses

BA degree in Music: 42 credits total

- I. Required Core Courses (24 credits)
- II. Concentration Electives (18 credits)

| | | |
|-----------------------|--|---|
| Required: | <u>24</u> | |
| MUS 205/215 206/216 | Music Theory I/II and Sight-Singing/Ear-Training | 8 |
| MUS 235/236 | Western Music History I/II | 6 |
| MUS 335 | Ethnomusicology Survey | 3 |
| MUS 103/106/107 | Ensemble | 4 |
| MUS 302 | American Popular Music—WRT 075 | 3 |

Concentration: 18 Total (12 credits and MUS 490 required in concentration; 3 elective credits

- A. Performance**
 - a. MUS 217 (Class Voice II)
 - b. MUS 317 (Class Voice III)
 - c. MUS 212 (Class Percussion)
 - d. MUS 214 (Class Piano II)
 - e. MUS 256 (Class Piano III)
 - f. MUS 218 (Class Guitar II)
 - g. MUS 356 (Individual Music Instruction: 1.5 OR 3 credits)
 - h. MUS 456 (Individual Music Instruction: 3 credits)
 - i. MUS 220/320 (Beginning/Advanced Conducting)
 - j. MUS 113 (Ensemble)
 - k. MUS 365 (Special Topics in Music)
 - l. MUS 480 (Independent Study in Music)
 - m. MUS 490 (Senior Project in Music)

** Students in the Performance concentration are required to complete 6 credits of MUS 456. Admission to 456 is contingent upon successful completion of juries, or permission of instructor.

- B. Theory/Electronic Music/Composition
 - a. MUS 309 (Music Theory III)
 - b. MUS 350 (Electronic Music II)

- c. MUS 356 (Individual Music Instruction)
 - d. MUS 456 (Individual Music Instruction)
 - e. MUS 372 (Multimedia Composition)
 - f. MUS 230 (Experimental Music)
 - g. MUS 365 (Special Topics in Music)
 - h. MUS 480 (Independent Study in Music)
 - i. MUS 490 (Senior Project in Music)
- C. Global Perspectives in Music History and Criticism
- a. MUS 304 (Music of 20th Century)
 - b. MUS 308 (Opera)
 - c. MUS 310 (Music in America)
 - d. MUS 314 (Folk Music)
 - e. MUS 330 (Korean Music and Culture)
 - f. MUS 227 (All that Jazz)
 - g. MUS 365 (Special Topics in Music)
 - h. MUS 480 (Independent Study in Music)
 - i. MUS 490 (Senior Project in Music)

Students wishing to pursue a Minor in Music may do so by completing 18 credits:

Required: (9 Credits)

MUS 205/215 Theory and Sight-singing I: 4 credits

MUS 235/236 Music History I OR II: 3 credits

MUS 103/106/107 Ensemble: 2 credits

Electives: (9 Credits, chosen from at least two of the following areas)

A. Performance - choose from the courses listed in the corresponding concentration above

B. Electronic Music/Theory/Composition - choose from the courses listed in the corresponding concentration above; MUS 206/216 may also count toward a minor in this area

C. Global Perspectives in Music History and Criticism - choose from the courses listed in the corresponding concentration above

Admissions and Enrollment

Eastern has provided enrollment numbers and the percent of change over the past three academic years in the Performing Arts Major.

| | 2005 | 2006 | 2007 | % growth |
|---|------|------|------|----------|
| Performing Arts Major (total) | 34 | 52 | 71 | 108% |
| Theatre Concentration | 2 | 12 | 24 | |
| Music Concentration | 8 | 10 | 30 | |
| Performing Arts Maj: concentration not yet declared at time of enrollment | 24 | 30 | 17 | |
| Theatre Minor | 10 | 11 | 16 | 60% |
| Music Minor | 5 | 16 | 14 | 180% |
| Fine Arts Minor | 10 | 9 | 4 | -60%* |
| Fine Arts Major (Theatre/Music/Dance) | 23 | 10 | 13 | -43%* |
| Totals: | 82 | 98 | 118 | 44% |

Eastern is projecting 12 full-time students and 2 part-time students in year one, and 17 full-time and 5 part-time students by year three.

Similar Programs

| Mnem | Cip Code | Program Name | Degree Type | Degree | | | | |
|-------|----------|---|-------------|---------|---------|---------|---------|---------|
| | | | | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
| CCONN | 500901 | Music | BA | 2 | 6 | 4 | 5 | 7 |
| CTCOL | 500901 | Music | BA | 3 | 6 | 6 | 5 | 4 |
| SCONN | 500901 | Music | BA | 7 | 2 | 3 | 5 | 8 |
| TRINY | 500901 | Music | BA | 2 | 2 | 1 | 3 | 8 |
| UBRIG | 500901 | Music | B.MU | 3 | 4 | 4 | 3 | 4 |
| UCONN | 500901 | Music | B.MU | 3 | 4 | 4 | 5 | 8 |
| UCONN | 500901 | Music | BA | 33 | 32 | 18 | 24 | 20 |
| UHTFD | 500901 | Music Theater | BFA | 16 | 13 | 9 | 31 | 29 |
| UNEW | 500901 | Music (Liberal Arts Program) | BA | 1 | 0 | 0 | 0 | 0 |
| WCON | 500901 | Music | BA | 1 | 6 | 5 | 6 | 5 |
| YALE | 500901 | Music | BA | 28 | 13 | 24 | 29 | 23 |
| WCON | 500904 | Music (Performing, Composition, Theory) | B.MU | 9 | 9 | 8 | 16 | 9 |
| UHTFD | 500909 | Music Management | B.MU | 5 | 6 | 4 | 1 | 5 |
| UHTFD | 500909 | Performing Arts Management | BA | 7 | 7 | 6 | 9 | 7 |
| UNEW | 500909 | Music Industry | BA | 8 | 20 | 7 | 13 | 25 |
| UHTFD | 500910 | Jazz Studies | B.MU | 3 | 10 | 5 | 0 | 3 |
| CTCOL | 500999 | Music & Technology | BA | 0 | 3 | 2 | 3 | 6 |
| UHTFD | 500999 | Music (Performing/Composition/Theory) | BA/B. | 39 | 24 | 33 | 49 | 33 |
| UHTFD | 500999 | Music Production & Technology | B.MU | 11 | 10 | 6 | 5 | 7 |
| UNEW | 500999 | Music & Sound Recording | BA/B | 5 | 18 | 21 | 11 | 28 |
| WESLY | 500999 | Music | BA | 21 | 26 | 23 | 31 | 30 |
| ECONN | 500799 | Performing Arts | BA | 10 | 5 | 6 | 9 | 7 |

Assessment of Need

The following chart outlines areas of concentration in the proposed BA degree in Music and potential areas of employment:

| AREAS | EMPLOYMENT |
|---|--|
| Performance | Concert soloists Self-employed (studios, private lessons) Schools (music teacher) Colleges and universities (teaching) Radio, television and film industries Musical theaters/opera Choirs/Orchestras/Concert and Jazz Bands Clubs/Restaurants Rock or jazz groups Director of music programs |
| Theory/Electronic Music/Composition | Self employed (composer, arranger) Record Companies Radio, television, and film industries Colleges and universities (teaching) Publishers Production Companies Commercial work (jingles) Web development Sound design (broadcast, commercial) Advertising agencies |
| Global Perspectives in Music History and Criticism | Colleges and universities (teaching) Libraries Radio and television stations Music-related publications Magazines and newspapers Licensing organizations Publishing houses Music and book reviewer Ethnomusicology |

Resource Support

Faculty

Eastern CSU reports 6 full-time qualified faculty teaching in the program, with the intention to hire a seventh position in 2009.

Library and Learning Resources

The library resources for the music program at Eastern are adequate and include the following:

3426 Books, 791 CD recordings, 437 LPs in special collection, 756 Music Scores, and 213 Videos

In addition, there are a number of Music specific databases.

Facilities

The demand for facilities remains unchanged with the implementation of the modified BA in Music.

CURRENT

PROPOSED

BA in Performing Arts: Music (42 credits total)
Required (18):

- PAR 160
- MUS 100 (moves to LAC)
- THE 170
- PAR 460
- PAR 487
- MUS 302 (WRT 075)
- THE 373

Required courses in Music Concentration (17):

- MUS 130 (moves to LAC)
- MUS 205/215
- MUS 206/216
- MUS 235
- MUS 236

Electives in Music Concentration (7 credits total with at least one course chosen from each of the following subject areas):

Electronic Music and Advanced Theory

- MUS 250 (moves to LAC)
- MUS 309
- MUS 350
- MUS 372
- MUS 230
- MUS 365
- MUS 480
- MUS 356/MUS 456

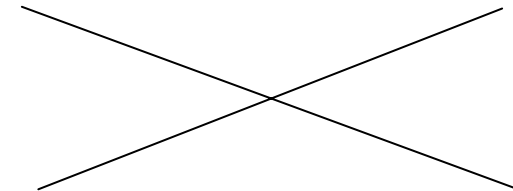
Music History

- MUS 227
- MUS 304
- MUS 308
- MUS 310
- MUS 314
- MUS 330
- MUS 365
- MUS 480

Music Performance

- MUS 103/106/107
- MUS 113
- MUS 211/214/256
- MUS 117/217/317
- MUS 118/218
- MUS 212
- MUS 220/320
- MUS 356 /456
- MUS 480

BA in Music (42 credits total)



Required courses for BA in Music (24):

- MUS 205/215
- MUS 206/216
- MUS 235
- MUS 236
- MUS 335
- MUS 302 (WRT 075)
- MUS 103/106/107

Electives in Music Concentration (12 credits and MUS 490 required in concentration; 3 elective credits in another concentration area):

Theory/Electronic Music/Composition

- MUS 309
- MUS 350
- MUS 372
- MUS 230
- MUS 365
- MUS 480
- MUS 356/MUS 456
- MUS 490 (Senior Project replaces PAR 487)

Global Perspectives in Music History and Criticism

- MUS 227
- MUS 304
- MUS 308
- MUS 310
- MUS 314
- MUS 330
- MUS 365
- MUS 480
- MUS 490 (Senior Project replaces PAR 487)

487)

Performance

- MUS 113
- MUS 214/256
- MUS 217/317
- MUS 218
- MUS 212
- MUS 220/320
- MUS 356/456
- MUS 480
- MUS 490 (Senior Project replaces PAR 487)

487)

Courses moving to LAC from BA in Performing Arts:
MUS 100, 211, 117, 118, 130, 250

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Eastern Connecticut State University

Item: Approval of a program modification from the Performing Arts major:
Theatre to a Theatre major, leading to the Bachelor of Art (B.A.) Degree

Executive Summary

Eastern Connecticut State University seeks to modify the existing Bachelor of Arts degree in Performing Arts: Theatre concentration to a Bachelor of Arts in Theatre. Concurrently, the University is requesting a modification for its music concentration to also stand alone. These two concentrations have experienced significant growth to sustain individual majors, and each major has undergone structural changes specific to their area for better course sequencing. The institution has found over the years that the impetus for selecting the performing arts has changed. In the past, students selected this major and one of its concentrations as a second major often in conjunction with teaching. The trend is now moving toward student selection with the intention of entering the profession, and thus a major specific to theatre or music is more valuable to the student. The Theatre and Music faculty will continue to operate within the Performing Arts Department.

The proposed Theatre major will have three concentrations. These concentrations include Acting and Directing; History, Theory, and Criticism; and Technical Theatre and Design. Students will have more clearly defined concentrations which will make them more competitive for graduate school and the field.

This application requests a program modification because the distribution of courses in the Theatre major is almost identical to the Performing Arts: Theatre major. Five courses from the Performing Arts major are eliminated, three specific concentrations have evolved, and the senior project has been replaced by equivalent advanced electives appropriate for each student's area of interest. The existing Performing Arts major/Theatre concentration requires 42 credits, of which 30 credits are in Theatre courses. The proposed Theatre major also requires 42 credits, and all 42 credits are dedicated to Theatre courses.

The Advisory Committee on Accreditation, at its September 18, 2008 meeting, found the program modification to be in compliance with the Board of Governor's approval standards.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve a program modification from the Performing Arts major: Theatre to a Theatre major, leading to the Bachelor of Art (B.A.) Degree, offered by Eastern Connecticut State University, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The proposed degree modification utilizes the expertise of existing faculty and resources, with alterations to the required core sequence and the placement of major requirements and electives into three areas of concentration. These minor, yet important alterations are intended to strengthen the educational experiences of students wishing to pursue careers and advanced studies in Theatre and Theatre-related fields. By creating more structured areas of concentration and requiring students to take additional courses in the discipline, Theatre faculty will also be better able to assess student learning outcomes in order to 1) continue to enhance the curriculum; 2) provide a sequential program for faculty to share feedback with students and ensure their understanding of programmatic expectations and mastery of curricular objectives; and 3) bolster the recruitment, retention and graduation rates of students.

Learning Outcomes for Acting and Directing Concentration: Dynamic and diverse physical, vocal, intellectual, and emotional theatrical expression ~ Articulate, coherent oral and written work regarding research, analysis, conceptualization, and application ~ Confident and competent leadership skills ~ Generous artistic collaboration ~ Repeatable and consistent performance ~ Disciplined and rigorous pursuit of original creative expression ~ Self-motivation and independent work ethic ~ Empathetic and compassionate critical analysis of plays and performances involving oneself, one's peers, and others in non-professional and professional venues ~ Clearly articulated goals and plan of action regarding future study and career options.

Learning Outcomes for History, Theory, and Criticism Concentration: Knowledge of principle theatre artists of all major periods of the past and present in a global context ~ Ability to research theatre, performance and dramatic literature and to report on research in standard writing formats ~ Ability to write critical and analytical essays on theatre and performance ~ Self-motivation and independent work ethic ~ Understanding and fluency in a range of critical methodologies ~ Confident and articulate oral communication of ideas ~ Understanding of the function of theatre in society in the past and present ~ Ability to situate performance and dramatic literature within historical, social, and political contexts ~ Ability to apply historical research to practical production situations ~ Understand paradigm shifts in understanding theatre, performance and literature ~ Clearly articulated goals and plan of action regarding future study and career options.

Learning Outcomes for Technical Theatre and Design Concentration Understanding of diverse technological and artistic techniques in the areas of theatrical stage management, lighting, sound, and/or set design and construction ~ Thorough knowledge of safe tool and equipment operation and construction techniques and practices ~ Ability to communicate ideas through industry paperwork and processes and artwork ~ Self-motivation and problem-solving abilities in specialized discipline ~ Ability to research and analyze a script in order to creatively contribute to the production concept in a

manner that adds cohesiveness, emotional power, and aesthetic impact to the overall production ~ Ability to communicate and work collaboratively with other theatre artists.

Administration

Theatre faculty will continue to operate within the Performing Arts Department, and will share departmental and university service-related responsibilities with Music faculty. A department chair will oversee the Performing Arts Department.

Curriculum and Instruction

BA degree in Theatre: 42 Credits

I. Required Core Courses (24 credits)

II. Concentration Electives (18 credits)

1. Required Core Courses. (24 credits) Students are required to complete 24 credits of specifically designated THE Required Core courses as listed below.
2. Concentration Electives. (18 credits) Students must select one of the discipline concentrations and complete 15 credits in the concentration chosen and 3 credits in another concentration. Students may choose one of the following: Acting and Directing; History, Theory, and Criticism; or Theatre Technology and Design.

REQUIRED CORE COURSES: 24 credits total (3 credits each)

- *THE 267 World Theatre I: Ancient through 17th Century
- *THE 268 World Theatre II: 17th Century through Present
- *THE 270 Introduction to Directing
- *THE 272 Introduction to Acting
- *THE 275 Technical Theatre
- THE 373 Dramatic Theory and Criticism (Writing Intensive)
- *THE 392 Practicum In Theatre

And choose 1 of the following with advice and approval of Advisor:

- THE 472 Auditioning for Stage and Screen
- THE 475 Theatre on Tour: Short Stay
- THE 476 Theatre on Tour: Long Stay
- THE 480 Independent Study In Theatre
- THE 495 Internship in Theatre

*Theatre Minor (18 credits): Students may earn a Theatre minor by completing the Required Core Courses indicated by asterisks as above.

CONCENTRATION ELECTIVES: 18 credits total (3 credits each)

(Please choose 15 credits in one concentration; 3 credits in another)

A. Acting and Directing

- THE 171 Improvisational Theatre
- THE 173 Dance for the Actor (or DNC 232, DNC 236, & DNC 242)
- THE 174 Stage Voice
- THE 175 Stage Combat

| | |
|---------|---|
| THE 271 | Advanced Directing |
| THE 273 | Advanced Acting |
| THE 360 | Theatre in the Elementary Classroom |
| THE 361 | Musical Theatre Performance |
| THE 372 | Great Roles: Period Styles of Acting |
| THE 374 | Great Scripts: Period Styles of Directing |
| THE 376 | Reader's Theatre |
| THE 470 | Children's Theatre |

B. History, Theory and Criticism

| | |
|---------|--|
| THE 269 | Asian Theatre and Performance |
| THE 308 | (ENG 308) Playwriting (or COM 357 Scriptwriting) |
| FLM 321 | World Film |
| THE 369 | American Theatre |
| THE 375 | Contemporary World Theatre and Performance |
| THE 365 | Special Topics In Theatre (re: History, Theory, and Criticism) |
| THE 474 | Experimental Theatre: Theory and Performance |

C. Theatre Technology and Design

| | |
|---------|--|
| THE 276 | Designing for the Stage |
| THE 277 | Computerized Drafting for the Stage |
| THE 280 | Theatre Lighting Technology and Design |
| THE 281 | Theatre Sound Technology and Design |
| THE 365 | Special Topics In Theatre (re: Tech. Theatre and Design) |
| THE 366 | Stage Management |

Admissions and Enrollment

Eastern has provided enrollment numbers and the percent of change over the past three academic years in the Performing Arts Major.

| | 2005 | 2006 | 2007 | % growth |
|---|------|------|------|----------|
| Performing Arts Major (total) | 34 | 52 | 71 | 108% |
| Theatre Concentration | 2 | 12 | 24 | |
| Music Concentration | 8 | 10 | 30 | |
| Performing Arts Maj: concentration not yet declared at time of enrollment | 24 | 30 | 17 | |
| Theatre Minor | 10 | 11 | 16 | 60% |
| Music Minor | 5 | 16 | 14 | 180% |
| Fine Arts Minor | 10 | 9 | 4 | -60%* |
| Fine Arts Major (Theatre/Music/Dance) | 23 | 10 | 13 | -43%* |
| Totals: | 82 | 98 | 118 | 44% |

Eastern is projecting 15 full-time students and 2 part-time in year one, and 19 full-time and 5 part-time by year three.

Similar Programs

| Mnem | Cip Code | Program Name | Degree Type | Degree | | | | |
|-------|----------|--------------------------|-------------|---------|---------|---------|---------|---------|
| | | | | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
| SCONN | 500501 | Theatre | BA | 8 | 4 | 6 | 7 | 18 |
| TRINY | 500501 | Theater & Dance | BA | 5 | 13 | 6 | 2 | 5 |
| UCONN | 500501 | Dramatic Arts | BFA | 11 | 7 | 0 | 0 | 0 |
| UCONN | 500501 | Theatre Studies | BFA | 0 | 0 | 4 | 8 | 10 |
| UHTFD | 500501 | Drama (phasing out) | BA | 7 | 6 | 3 | 5 | 3 |
| WCON | 500501 | Theater Arts | BA | 13 | 4 | 6 | 10 | 13 |
| WESLY | 500501 | Theater | BA | 14 | 19 | 11 | 12 | 11 |
| YALE | 500501 | Theater Studies | BA | 29 | 25 | 29 | 20 | 22 |
| CCONN | 500501 | Theatre | BFA/BA | 12 | 14 | 11 | 10 | 12 |
| CTCOL | 500501 | Theater | BA | 8 | 12 | 3 | 7 | 13 |
| UCONN | 500502 | Design/Technical Theatre | BFA | 6 | 4 | 5 | 6 | 9 |
| UCONN | 500506 | Acting | BFA | 14 | 10 | 8 | 15 | 11 |
| UHTFD | 500506 | Actor Training | BFA | 17 | 11 | 7 | 13 | 6 |
| QPIAC | 500599 | Theater (Licensed) | BA | | | | | |
| ECONN | 500799 | Performing Arts | BA | 10 | 5 | 6 | 9 | 7 |

Assessment of Need

Theatre majors may pursue acting, arts management, house management, lighting, sound, and set design and technology, playwriting, producer, Theatre educator, and Theatre history as career options. Graduates of the current program have been employed by organizations such as Lincoln Center, Connecticut Repertory Theatre, New England Shakespeare Company, Ivoryton Playhouse, Hartford Stage Company, Theatre works, Hartford Children’s Theatre, Goodspeed Opera House, Long Wharf Theatre, Arts in Motion, mainly Mozart, and La Jolla Playhouse.

The following chart outlines areas of concentration in the proposed BA degree in Theatre and potential areas of employment in the various fields of the Performing Arts.

| AREAS | EMPLOYMENT IN THE FIELD |
|-----------------------------|---|
| Acting and Directing | Actors (stage, screen, radio, video) Artistic Directors Bookings managers Casting Directors and Talent Agents Choreography and stage combat Colleges and universities (teaching) Directors (stage, screen, radio, video) Drama therapists Public Relations Schools (Theatre teachers) Vocal and dialect Coaches |

| | |
|---------------------------------------|---|
| History, Theory, and Criticism | Arts Management Colleges and universities (teaching) Critics and reviewers Directors (stage, screen, radio, video) Dramaturgy Education Directors Literary management Playwrights and editors Producers Publishing houses Schools (Theatre teachers) |
| Technical Theatre and Design | Box Office and house management Colleges and universities (teaching) Costume Design and wardrobe (stage and screen) Lighting Designers and technicians (stage and screen) Make-up artists Producer and Managing Directors Production, Stage, and Arts Management Schools (Theatre teachers) Sound Designers and technicians (stage and screen) Stagehands (stage and screen) Technical Directors (stage and screen) |

Resource Support

Faculty

Eastern reports five full-time, qualified faculty will teach in this program.

Library and Learning Resources

ECSU’s library has over 2,000 books on theatre topics, while the CSU Library System (CONSULS) lists over 8,000 books on theatre, 12,000 on drama, and 6,000 books on performance. Each year faculty order a number of important new books to the Smith Library collection. The reference collection holds all of the important encyclopedias, and reference materials related to theatre research, and the professions in the Performing Arts. The ECSU Library holds nearly 100 videos and DVDs on topics related to theatre history and archival records of important performances from around the world.

Facilities

The demand for facilities remains unchanged with the implementation of the modified BA in Theatre. Currently, Eastern has a Black Box Theater and a traditional auditorium and stage. A Fine Arts facility is planned within the construction projects planned for 2020.

CURRENT

PROPOSED

BA in Performing Arts: Theatre (42 credits total)
 Required Core Courses (18):

- PAR 160
- MUS 100
- THE 170 (now part of LAC)
- PAR 460
- PAR 487
- MUS 302 (WRT 075)
- THE 373 (WRT 075)

Required courses in Theatre Concentration (18):

- THE 267
- THE 268
- THE 270
- THE 275
- THE 392
- THE 376

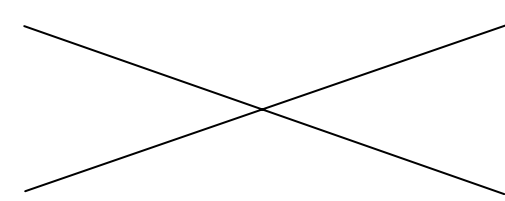
Electives in Theatre Concentration, (6 credits total from the following list of electives, all of which are offered on a rotating basis):

- THE 171
- THE 173
- THE 174
- THE 175
- THE 271
- THE 272
- THE 273
- THE 360
- THE 361
- THE 372
- THE 374
- THE 470

- THE 269
- THE 308
- THE 369
- THE 375
- THE 365
- THE 474

- THE 276
- THE 277
- THE 280
- THE 281
- THE 365
- THE 366

BA in Theatre (42 credits total)



Required Core Courses for BA in Theatre (24):

- THE 267
- THE 268
- THE 270
- THE 275
- THE 392
- THE 373

THE 272

1 of the following: (in place of PAR 487)

- THE 472
- THE 475/476
- THE 480
- THE 495

Concentration Electives (18 credits total; 15 cr. in one concentration; 3 in another)

Acting and Directing

- THE 171
- THE 173
- THE 174
- THE 175
- THE 271
- THE 273
- THE 360
- THE 361
- THE 372
- THE 374
- THE 376
- THE 470

History, Theory and Criticism

- THE 269
- THE 308
- THE 369
- THE 375
- THE 365
- THE 474
- FLM 321

Technical Theatre and Design

- THE 276
- THE 277
- THE 280
- THE 281
- THE 365
- THE 366

*Please note that the existing Theatre courses above are grouped to relate to the three Theatre concentrations in the proposed degree modification for clarity

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Fordham University

Item: Authorization to place students enrolled in the University's Graduate School Psychology programs in practicums and internship field placements in Connecticut

Executive Summary

Fordham University has applied to the Board of Governors for Higher Education for authorization to place students enrolled in its Graduate School Psychology programs in Connecticut schools. The University is accredited regionally by the Middle States Commission on Higher Education and is authorized to offer educator preparation programs in specific certification areas by the New York 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 into practicums and internships in Connecticut schools.

The Advisory Committee on Accreditation, at its meeting on September 18, 2008, 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 all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education authorize Fordham University to place students enrolled in the University's Graduate School Psychology programs in practicums and internship field placements in Connecticut. It is further recommended that this authorization be granted for a period of five years, until October 31, 2013.

Description

Purposes and Objectives

The University is interested in helping those of its students who live in or who plan to live in Connecticut, and potentially work in schools and agencies in Connecticut, to complete their programs and meet licensure requirements. The primary purpose of the program is to prepare students for the practice of school psychology in educational settings. That preparation requires the completion of practicum field experiences.

Administration

The University notes that students who will be placed into Connecticut educational institutions must receive supervision from a certified and/or licensed psychologist in the state of Connecticut. University supervision will be provided through weekly or bi-weekly seminar/supervision sessions at the University.

University and local supervisors collaborate by telephone and by written evaluations conducted at the end of each semester by local supervisors. Faculty are available for more frequent communication and site visits, as needed. Course requirements for each field placement are provided to the supervisor and goals for each experience are developed collaboratively between the student and the supervisor. Supervisors are provided with one tuition-free course in the Fordham University Graduate School of Education for each student supervised.

The on-site certified or licensed psychologist will provide practicum students with one hour each week of one-to-one supervision and a minimum of two hours face-to-face supervision each week. The site supervisor will evaluate student progress according to specific requirements and functions. The University will also evaluate student progress through weekly or bi-weekly meetings, required assignments, logs, portfolios, and comprehensive examinations.

The program supervisor will meet with the on-site supervisors of interns twice per year. Telephone contact and conferences will be more frequent.

Curriculum

The University seeks to provide three practicum field experiences in Connecticut: Consultation, Clinical and Integration of Assessment Techniques. Each of those requires a minimum one full day or two half days, for a total of eight hours per week for fifteen weeks. The Internship in School Psychology requires a full-time placement for five days per week for the academic year, for a minimum total of 1500 hours. The Internship may be completed over a two year period as a half-time placement.

To be placed into a field experience, students must complete the prerequisite courses for each practicum. All practicums and major course requirements must be completed before students may be placed into an internship.

Educational Planning Context

Need for the Program

The University states that it currently has two students who are living in Connecticut and seeking to complete field placements in the state: one in the Brookfield school district and one in a Yale University hospital community agency. The University notes that several of its students who live in Connecticut are completing one or two day per week field

placements in New York. In addition, several graduates of the University's program are currently employed as school psychologists in school districts in Connecticut.

Comments from other Institutions

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

Library and Learning Resources

Students will have full access to the University's library, on-line as well as on campus.

Planning

The University states that its program will be evaluated for continuing viability in Connecticut. If the University decides to terminate its program in Connecticut, students would be required to seek supervision through a Connecticut university or to complete field experiences in New York State.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Housatonic Community College

Item: Reaccreditation of the College

Housatonic Community College has requested reaccreditation by the Board of Governors for Higher Education on the basis of the continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited last by the Board of Governors until November 30, 2008.

Housatonic Community College was founded in 1967 to serve the needs of students living in an eleven town area in Southwestern Connecticut, centering on the city of Bridgeport. Today, the College offers a full range of degree and certificate programs, as well as non-credit programs, to more than 4,400 full-time and part-time students each year.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges considered the College's fifth-year Interim Report and, at its meeting on March 1, 2007, voted to accept that report and to schedule the next comprehensive evaluation visit for Spring 2012. There were no additional questions or stipulations from the Commission about the College and no expectations for progress reports.

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 April 20, 2007, 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). There being no cause, it is recommended that the Board of Governors for Higher Education accept the NEASC assessment and grant reaccreditation to Housatonic Community College until November 30, 2013.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Manchester Community College

Item: Reaccreditation of the College

Manchester Community College has requested reaccreditation by the Board of Governors for Higher Education on the basis of the continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited last by the Board of Governors until November 30, 2008.

Manchester Community College was founded in 1963 to serve the needs of students living in towns east of the Connecticut River. Today, the College offers a full range of degree and certificate programs, as well as non-credit programs, to more than 6,000 full-time and part-time students each year.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges considered and voted to accept the College's fifth-year Interim Report. The Commission also voted to schedule the next comprehensive evaluation visit for Spring 2012, asking the College to give particular emphasis to the following as it prepares its self-study for that visit: (1) implementing new program and discipline review instruments, and ensuring that faculty develop agreement regarding outcomes assessment methodology within each discipline and program; and (2) assessing the impact of the changes in the institution's system of advising.

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 May 30, 2007, 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). There being no cause, it is recommended that the Board of Governors accept the NEASC assessment and grant reaccreditation to Manchester Community College until November 30, 2008. This reaccreditation is granted with the understanding that the College will submit a copy of the self-study report requested by the Commission on Institutions of Higher Education to the Department of Higher Education as well.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Manchester Community College

Item: Licensure of a program in Music Studies, leading to the Associate in Arts degree

Executive Summary

Manchester Community College currently offers a successful option in music and now proposes to convert the existing Music Studies Option in the Liberal Arts and Sciences Associate in Arts Degree to a free-standing Associate in Arts (A.A.) in Music Studies.

The Advisory Committee on Accreditation, at its meeting on September 18, 2008i, reviewed the program and found it to be in compliance with Board of Governors' approval standards.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Music Studies, leading to the Associate in Arts (A.A.) degree, to be offered by Manchester Community College, for a period of three years, until October 31, 2011.

Description

Purpose and Objectives

The program is intended to provide students with the knowledge and skills required for employment in music related careers and a transfer-oriented course of study towards a baccalaureate degree in music education, music business, music technology, and music performance.

Some of the learning objectives include:

Music History and Appreciation: Students will be able to demonstrate through oral and written examination a historical foundation and cross cultural awareness of Western European and American music history.

Music Theory: Students will be able to demonstrate an understanding of the theoretical aspect of music which includes: basic musicianship; harmonic voice leading principles; ear training; rhythmic, melodic and harmonic dictation; and keyboard skills.

Performance: Students will be able to demonstrate acquired skills in solo and ensemble music performance through musical presentation.

Applied Instruction: Students will be able to demonstrate technical skill development and an understanding of expressive musicality through music performance of selected repertoire on instrument or with voice.

Administration

The program will be administered by a full-time member of the music faculty. That person currently serves as advisor to the students enrolled in the Music Option.

Curriculum

The curriculum consists of between 61-62 credits that include general education and courses in Music History and Appreciation, Music Theory, Performance, and Applied Instruction. A sample course of study is attached.

Projected Enrollment

The College projects an enrollment of 15 full-time and 15 part-time students in the first year of the program and 20 full-time and 20 part-time students in the second year of the program.

Similar Programs

There is no other Associate in Arts degree programs in Music.

Assessment of Need

The College indicates that both the demand for courses, and interest in a degree program, are very strong. MCC established a Music Option in the Liberal Arts and Sciences associate degree program in 1974. In the last several years, the number of students majoring in the LAS Music Option Program has almost tripled, from 21 in Fall 2001 to 58 in Fall 2007. The number of students enrolling in classes in music has gone up almost 50%; in Fall 2007, 361 students enrolled in sixteen different sections, of ten different courses.

There is an identified teacher shortage in Connecticut preK-12 in music. It is expected that the associate degree program will provide one of the paths for community college students to go into teaching, and will help to increase the diversity of teachers in Connecticut schools.

Additionally, there are a number of other job categories for which students will be prepared. The report for the *Connecticut's Industry and Occupations Forecast 2014* indicates that by 2014 there will be a 32,380 jobs in arts, design, entertainment, sports and media occupations overall, up from 28,550 in 2004 (11.8% growth). Jobs for musicians and singers will climb to 1030 from 860 (19.8% growth).

Resource Support

Faculty

The College lists one full-time and 10 part-time faculty that will teach specialized music courses. Other full-time faculty will support general education courses. As enrollments grow the College plans to add additional faculty.

Library and Learning Resources

The Manchester Community College library has a collection of approximately 60,000 volumes. The periodical collection includes approximately 450 titles hard-copy, and access to thousands of periodicals through online databases. Currently, there are over 200 books on the specific discipline of music, as well as approximately 2,000 music CD's.

Facilities and Equipment

In Spring 2002, Manchester Community College opened new facilities that house state-of-the-art music spaces that include a keyboard lab, an electronic music lab, practice rooms, and multi-purpose high-tech classrooms.

No new facilities or equipment will be needed for the A.A. in Music Studies; current budget expenditures for needed maintenance and upgrades will be continued.

Advisory Committee on Accreditation

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

| A.A. Music Studies Curriculum | | |
|--------------------------------------|---|----------------|
| Gen. Ed. Requirements | | credits |
| Mode 2 | ENG*101 Composition | 3 |
| | ENG*110 : Intro to Lit. OR ENG* 200: Advanced Composition | 3 |
| Mode 1 Fine Arts | MUS* 101 Music History and Appreciation I | 3 |
| Mode 3 Humanities | Humanities Elective | 3 |
| Mode 4 Math | Mathematics Elective | 3 |
| Mode 5 Nat/Phys Sci | Natural Science Elective | 3-4 |
| Mode 6 Social Sci | Social Science Elective | 3 |
| TOTAL | | 21-22 |
| Program Requirements | | |
| | MUS*161: Chorale I OR MUS* 158: Chamber Music/ Jazz Ens. I | 2 |
| | MUS* 185 Applied Music Lessons I | 1 |
| | MUS* 111 Fundamentals of Music I | 3 |
| | MUS*102: Music Hist. and App. II OR MUS*124 Music of the Class. Per. | 3 |
| | MUS*162 Chorale II OR MUS*159 Chamber Music/Jazz Ens. II | 2 |
| | MUS* 186 Applied Music Lessons II | 1 |
| | MUS* 215 Music Harmony | 4 |
| | MUS* 270 Chorale III OR MUS* 258 Chamber Music/Jazz Ens. III | 2 |
| | MUS* 285 Applied Music Lessons III | 1 |
| | MUS* 271 Chorale IV OR MUS*259 Chamber Music/Jazz Ens. IV | 2 |
| | MUS* 286 Applied Music Lessons IV | 1 |
| | Music Electives (see below) | 6 |
| TOTAL | | 28 |
| Liberal Arts Electives | Choose from any mode (humanities, mathematics, natural science, or social science) | 12 |
| TOTAL | | 61-62 |

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Manchester Community College

Item: Licensure of a Pathway to Teaching Careers program, leading to the Associate in Arts degree

Executive Summary

The Pathway to Teaching Careers program was initially developed in response to the state of Connecticut's need for new teachers in shortage areas. The Connecticut Community College system has joined into an agreement with the Connecticut State University System to implement a plan to make it easier for community college students to transfer to the state universities and be on equal par with students at the universities when they seek admission to a teacher preparation program.

The Pathway to Teaching Careers program at Manchester Community College (MCC) will transfer to Eastern Connecticut State University. Students who successfully complete this program with a cumulative grade point average of 2.8 or higher, earn the degree, and pass the Praxis I examination will be considered for admission to the baccalaureate program at Eastern Connecticut State University on an equal basis with native students at ECSU. The Associate degree will offer students a carefully planned route to enter the field of teaching without additional course work or added expense.

The Advisory Committee on Accreditation, at its meeting on September 18, 2008, reviewed the program and found it to be in compliance with Board of Governors' approval standards.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a Pathway to Teaching Careers program, leading to an Associate in Arts degree, to be offered by Manchester Community College, for a period of three years, until October 31, 2011.

Description

Purpose and Objectives

The objectives of the Pathway to Teaching Careers program are to: offer an associate in arts degree which will allow students to transfer to Eastern Connecticut State University meeting the requirements to be accepted into a teacher training program; expand opportunities for minority and bicultural students; and meet workforce demands for teachers in Connecticut.

Upon successful completion of all degree requirements, graduates will:

- describe the role of the teacher in the elementary and secondary classroom;
- describe the route to becoming a successful teacher in Connecticut. List the requirements for teaching based on academic program requirements and state certification requirements;
- read, write and communicate analytically in forms that involve and document outside sources;
- use appropriate techniques to gather and analyze data; problem solve; work with others, including culturally and intellectually diverse peoples;
- think critically; and gain an appreciation for learning; demonstrate proficiency in a foreign language at the introductory level; and
- be prepared to take and pass the Praxis I exam.

Administration

The person who will administer the program is a full-time instructor of education, recently hired by the college. That person will be the primary advisor for students in the program and will coordinate the activities of MCC with Eastern Connecticut State University.

The Director of Planning, Research, and Assessment at MCC, working with academic faculty and staff, will coordinate the tracking of data concerning recruitment, retention, degree completion, transfer, and employment of students and graduates of the program. The results of the research will be used to inform program evaluation and decision-making concerning future plans for modifications in areas such as curriculum and advising. Additionally, the Pathway to Teaching program will undergo a full program evaluation every five years as is the standard for programs at MCC.

Projected Enrollment

The College projects an enrollment of 20 full-time and 20 part-time students in the first year and 50 full-time and 50 part-time students by year three of the program,

Similar Programs

One other associate degree program at Tunxis Community College was recently approved by the Board of Governors.

Curriculum

MCC has met over the course of two years with Education program faculty and liberal arts faculty at ECSU to articulate the individual MCC courses which would satisfy the requirements of the University with regard to Education degrees. The program is the basis for the first two years of undergraduate work at the University.

The College is setting up a faculty advisory committee to work with the faculty member to coordinate planning and advising for students in the cluster areas within the Pathways to Teaching program. This committee will include faculty from a variety of areas, to give specialized topic area advice to students who may wish to go into specific areas of high school teaching (such as mathematics, history, or science). A sample curriculum is attached.

Assessment of Need

This proposed Pathway to Teaching program implements a system-wide agreement between the Community College and Connecticut State University and responds to student interest in pursuing careers in education.

Resource Support

Faculty

The arts and sciences faculty at College will provide the academic support for the proposed program.

Library and Learning Resources

Resources available in the Manchester Community College library include approximately 60,000 volumes, including 184 childhood education titles used in the current Early Childhood Education program. In addition, there are over 300 titles which were purchased to support the on-campus magnet high school, Great Path Academy at MCC,

and there are 780 titles of literature appropriate for early childhood, elementary and secondary education levels. Additionally, the library provides online access for all students (from on or off campus) to thousands of periodicals appropriate for use by both the education courses and the liberal arts courses that make up the curriculum of the program.

Facilities and Equipment

There are no specialized facilities or specialized equipment necessary to initiate and maintain the program.

Advisory Committee on Accreditation

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

Pathway to Teaching Careers Associate in Arts Degree

| Area/Discipline/Courses | MCC Course | Credits |
|--|--|---------|
| COMPOSITION, LITERATURE, SPEECH | | |
| English Composition | ENG* 101: Composition | 3 |
| Literature | ENG* 110: Introduction to Literature | 3 |
| Speech/Communication | COM* 173: Public Speaking | 3 |
| FINE ARTS | | |
| | Two courses from two different fine arts disciplines | 6 |
| HUMANITIES | | |
| Foreign Language | FRE* 111/112 or SPA* 111/112 | 0-6 |
| Philosophy | PHL* 101 or PHL* 111 | 3 |
| MATHEMATICS | | |
| | MAT* 143 or higher | 3 |
| NATURAL AND PHYSICAL SCIENCES | | |
| | EAS* 102: Earth Science | 3 |
| | BIO* 105: Introduction to Biology | 4 |
| SOCIAL SCIENCES | | |
| United States History | HIS* 201: United States History I | 3 |
| Psychology | PSY* 111: General Psychology | 3 |
| | PSY* 163: Children with Disabilities | 3 |
| Sociology | SOC* 101: Introduction to Sociology | 3 |
| EDUCATION | | |
| Educational Psychology | PSY* 220: Educational Psychology | 3 |
| Education Elective | SOSC 110: Health and Wellness Principles | 3 |
| Praxis Preparation | EDU* 104: Pathways to Teaching | 1 |
| OTHER/ELECTIVES | | |
| Courses applicable in the intended content major | Content major courses | 0-13 |
| TOTAL CREDITS | | |
| | | 60 |

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Mercy College, Dobbs Ferry, New York

Item: Authorization to place students enrolled in the Communication Disorders Graduate Program in Connecticut schools

Executive Summary

Mercy College has applied to the Board of Governors for Higher Education for authorization to place students enrolled in its Communication Disorders graduate program for field placement and clinical experience in Connecticut schools. The College is accredited regionally by the Middle States Commission on Higher Education is authorized to offer educator preparation programs in specific certification areas by the New York 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 September 18, 2008, 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 all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education authorize Mercy College to place students enrolled in its Communication Disorders graduate program for field placement and clinical experience in Connecticut schools. It is further recommended that this authorization be granted for a period of five years, until October 31, 2013.

Description

Purposes and Objectives

The College is interested in helping those of its students who live in Connecticut to complete their graduate programs and meet Connecticut certification requirements so that they may become certified to work in Connecticut schools. The College is seeking permission from the Board of Governors so that it might place Connecticut students into

a semester-long pediatric externship/student teaching experience, particularly within a speech-language pathology school which serves as “partial fulfillment of Connecticut educator requirements.”

Administration

The Mercy College Communications Disorders Program Liaison will maintain ongoing communication with cooperating teachers throughout the externship and will conduct on-site observation visits. On-site clinical supervisors/cooperating teachers will supervise student work. Those on-site clinical supervisors must be ASHA-certified and Connecticut certified Speech/Language Pathologists as well as Connecticut certified teachers in the specialty area of speech-language pathology. Cooperating teachers will be BEST trained.

Curriculum

All students in the program, whether or not they pursue teacher certification, are required to take the following courses as part of their program:

Year 1

Fall Semester

| | | |
|----------|---|-----------|
| CMDS 510 | Neuroanatomy of Human Communication | 4 credits |
| CMDS 515 | Advanced Speech and Hearing Science | 3 |
| CMDS 520 | Language Disorders in Children | 3 |
| CMDS 555 | Diagnostic Process in Communication Disorders | 4 |

Spring Semester

| | | |
|----------|---|---|
| CMDS 525 | Disorders of Articulation and Phonology | 3 |
| CMDS 530 | Advanced Audiology | 3 |
| CMDS 540 | Acquired Motor Speech Disorders | 4 |
| CMDS 550 | Communication Disorders in Adults | 3 |
| CMDS 620 | Clinical Practicum in SLP I | 1 |

Summer Semester

| | | |
|----------|---------------------------------|---|
| CMDS 505 | Professional Issues | 1 |
| Elective | | 3 |
| CMDS 625 | Clinical Practicum in SLP II | 2 |
| CMDS 640 | Clinical Practicum in Audiology | 1 |

Year 2

Fall Semester

| | | |
|----------|---|---|
| CMDS 535 | Fluency Disorders | 3 |
| CMDS 600 | Research Methods in Communication Disorders | 4 |
| CMDS 611 | Research Colloquium I | 2 |

| | | |
|------------------------|---|---|
| CMDS 630 | Clinical Practicum in SLP III | 2 |
| <i>Spring Semester</i> | | |
| CMDS 545 | Voice Disorders | 3 |
| CMDS 587 | Language, Learning and Literacy in School-Age Children | 3 |
| Elective | | 3 |
| CMDS 612 | Research Colloquium II | 2 |

The practicum requirements for students pursuing teacher certification include in-house practicum with evaluation and treatment experience; pediatric externship experience in a school setting; and adult externship experience. The pediatric externship is the area in which students would be placed in Connecticut settings.

Students pursuing certification as Teacher of Students with Speech and Language Disabilities (TSSLD), in addition to the program requirements, must complete 12 credits in Education, including 6 credits in Literacy; 36 credits in Speech/Language Pathology and Audiology; must pass the New York State Teacher Certification examinations; must complete workshops in child abuse identification and school violence prevention; and must receive fingerprint clearance.

Educational Planning Context

Need for the Program

The College states that it continues to enroll students from Connecticut. It adds that there is a mandatory student teaching requirement for Connecticut certification as a school-based Speech/Language Pathologist. Because there are Mercy College Communications Disorders graduate students who live in and plan to work in Connecticut schools, they will need to complete student teaching in a Connecticut school setting. This is the approval process for them to do so.

The College states that the following Connecticut districts and schools have proposed placements and/or have expressed willingness to take Mercy College externs: Fairfield, Greenwich High School, New Canaan (Saxe Middle School, South Elementary School), Norwalk (Rowayton Elementary School), Stamford.

Comments from other Institutions

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

Library and Learning Resources

The College states that all of Mercy College's library resources, including inter-library loan and online databases, are available to Mercy College students from each of the five campuses and well as through on-line access from off campus.

Planning

The College states that its program will be evaluated for continuing viability in Connecticut. If the College decides to terminate its program in Connecticut, students would be placed in a New York school setting and would submit documentation of their student teaching experience to Connecticut state teacher certification for approval.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of New England, Biddeford, Maine

Item: Authorization to place students enrolled in the Certificate of Advanced Graduate Studies in Educational Leadership Program for required field experience and clinical practice in Connecticut schools

Executive Summary

The University of New England has applied to the Board of Governors for Higher Education for authorization to place students enrolled in its Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership Program for required 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 Maine 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 September 18, 2008, 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 seven in favor and four opposed.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education authorize the University of New England to place students enrolled in the University's Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership Program for required field experience and clinical practice in Connecticut schools. It is further recommended that this authorization be granted for a period of five years, until October 31, 2013.

Description

Purposes and Objectives

The University is interested in helping those of its students who live and work in Connecticut to complete their programs and meet certification requirements. The University incorporates an internship component in its program thereby providing CAGS candidates with opportunities to design, implement, and reflect on a leadership project. That project will be supervised by a local administrator who will be approved by the University's Graduate Program Coordinator. Each student's project will also be supervised by a mentor assigned by the University. The mentor will work in conjunction with the local administrator. The University hopes that authorization by the Board of Governors will eliminate the employment disruptions caused when its students must move to practicum placements in Maine instead of being able to arrange placements in their current districts or in nearby localities in Connecticut.

Students will develop their internships based on the Interstate School Leaders Licensure Consortium (ISLLC) national standards.

Administration

The University's Site Supervisor will oversee student work. A University Mentor will collaborate with the site supervisor and the student throughout the internship. The University reviews the credentials of the local mentor and the merit of the internship before approving each internship.

The University, the mentors, program advisors, and site supervisors ask students to be certain that they are in compliance with the certification requirements of their respective states before any internship approvals are granted.

Curriculum

The University affirms that its program seeks to develop educators who meet professional standards of practice. Students in the program are required to take the following courses as part of their program:

| | | |
|---------|---|-----------|
| EDU 701 | Educational Leadership | 3 credits |
| EDU 702 | School Law | 3 |
| EDU 703 | Educational Change/School Reform | 3 |
| EDU 704 | Supervision and Evaluation of Instructional Personnel | 3 |
| EDU 705 | Leadership Professional Responsibilities | 3 |

| | | |
|---------|--|---|
| | And Ethics Seminar | |
| EDU 706 | School-Community Relations & Communications | 3 |
| EDU 707 | Instructional Leadership | 3 |
| EDU 709 | School Finance | 3 |
| EDU 711 | Internship I | 3 |
| EDU 715 | Organizational Theory & Strategic Planning | 3 |

EDU 711 is the element of the program for which the University is seeking approval.

The program is in the process of developing evaluative tools, internal and external, to determine the effectiveness of the program in meeting teacher needs.

Students will work with mentors and site supervisors to develop communication timetables and plans suitable to the completion of the internship. The internship would last one semester, though students could elect to take a longer internship, for two semesters, as appropriate and as determined in consultation with mentors and supervisors.

Educational Planning Context

Need for the Program

The University states that it continues to enroll students from Connecticut who often have positions in Connecticut school districts and must leave their district to fulfill their practicum requirement in Maine. Those students therefore incur the extra costs of commuting. The in-state placements will relieve those students of these hardships. The University did not list anticipated numbers of student enrollments; the expectation is that some will enroll, as appropriate, and will need the internship placements as they progress through the CAGS program.

Students are currently and typically educators in Connecticut. The University states that its on-line program will help prepare them for administrative positions and for careers as educational leaders in Connecticut schools and school districts.

Comments from other Institutions

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

Library and Learning Resources

Students enrolled in on-line programs have full access to the University's library, on-line as well as by phone.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Northwestern Connecticut Community College
Item: Reaccreditation of the College

Northwestern Connecticut Community College has requested reaccreditation by the Board of Governors for Higher Education on the basis of the continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited last by the Board of Governors in November 2003 until November 30, 2008.

Northwestern Connecticut Community College was founded in 1965 to serve the needs of students living in the northwestern region of the state. Today, the College offers a range of degree and certificate programs, as well as non-credit programs, to some 1,600 students each year. Students come from about half of the state's 169 towns, from other New England states, and from New York. The College is distinguished among Connecticut's community colleges in that it offers a unique academic support program for deaf and hard-of-hearing students. The College also serves as a cultural center for the region by providing concerts, dramatic productions, film programs, and art exhibits open to the public and offered free or at minimal charge.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges, at its meeting on April 17, 2008, accepted the College's fifth year Interim Report and its report on distance education, voting to encompass the College's distance education programming within the institution's accreditation. The Commission also voted to schedule the next comprehensive evaluation visit for Spring 2013. The Commission requested that the self-study the College prepares for that Spring 2013 evaluation give emphasis to the College's success (1) in measuring effectiveness and making improvements in student learning through the institution's initiatives with program assessments, student portfolios, and grading rubrics, and (2) in analyzing indicators of program and student success, and making explicit how the results of that analysis are used for strengthening the academic program.

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 May 30, 2008, 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). There being no cause, it is recommended that the Board of Governors accept the NEASC assessment and grant reaccreditation to Northwestern Connecticut Community College until November 30, 2013. This reaccreditation is granted with the understanding that the College will submit a copy of the self-study report requested by the Commission on Institutions of Higher Education to the Department of Higher Education as well.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Scranton

Item: Authorization to place students enrolled in the University's On-Line Master of Science in Educational Administration program into field/clinical placements in Connecticut

Background

The University of Scranton has applied to the Board of Governors for Higher Education for authorization to place students enrolled in its on-line Master of Science in Educational Administration program into field/clinical experiences in Connecticut schools. The University is accredited regionally by the Middle States Commission on Higher Education and is authorized to offer educator preparation programs in specific certification areas by the Pennsylvania Department of Education. Its programs in education are accredited by the National Council for Accreditation of Teacher Education (NCATE). The University is now seeking authorization from the Board of Governors for Higher Education so that it can have the option to place students into Connecticut schools where they will be able to complete the field work portion of their degree program.

The Advisory Committee on Accreditation, at its meeting on September 18, 2008, 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 eight in favor and three opposed.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education authorize the University of Scranton to place students enrolled in the University's On-Line Master of Science in Educational Administration program into field/clinical placements in Connecticut. It is further recommended that this authorization be granted for a period of five years, until October 31, 2013.

Description

Purposes and Objectives

The purposes and goals of the Master of Science in Educational Administration program are to provide coursework, through on-line programming, for certification as a subject supervisor, elementary/secondary principal, assistant superintendent, or superintendent.

The field experience is the clinical phase of the Educational Administration program. The field experience is designed to be completed at the end of the student's course work. Graduate students enrolled in the program culminate their academic work in the degree program during this clinical phase by working in schools a minimum of sixteen weeks to a maximum of thirty-two weeks. During that time, each student will be expected to complete two clinical experiences, in grades K-6 and in grades 7-12. The field/clinical experience must meet the requirements of NCATE's Standards.

Administration

The University notes that students who will be placed into Connecticut educational institutions must receive supervision from a school administrator with the following credentials: certified as an administrator in Connecticut; having at least two years of experience in the position of school administrator; currently in an administrative position in K-6 or 7-12; a clean disciplinary, ethical and legal record; and no family relationship with the prospective administrator candidate.

To be placed into a clinical experience in a Connecticut school, graduate students enrolled in the program must complete four key steps at least four weeks before the start of the clinical experience. They must secure approval from the school principal and appropriate district administration to participate in the practicum; they must identify and gain approval of a supervising administrator; they must develop, submit, and gain approval for a practicum work plan; and they must submit the supervising administrator's resume to the University.

The supervising administrator will guide the graduate student to understand Connecticut standards for being an effective principal; help identify areas of developmental need; help identify situational opportunities and specific activities that provide a means to enhance and/or demonstrate ability; provide ongoing observation, feedback, and direction through the practicum; communicate with the student's University evaluating professor; share lessons learned; sign the practicum work plan and the weekly activity logs; and complete a final performance evaluation for the graduate student.

It is expected that the student will meet daily with the supervising administrator, and at a minimum at least once each week during the clinical experience.

The University professor and the supervising administrator will evaluate the graduate student's progress. The supervising administrator will complete and submit the Final Candidate Performance Evaluation to the University professor, who will then determine the student's overall progress and award the appropriate grade.

During the completion of the second clinical experience, a University of Scranton professor will complete an on-site visit to the school district to meet and talk with the supervising administrators and the graduate student.

Curriculum

The Master of Science in Educational Administration requires the following courses, each of them 3 credits, for a total of 39 graduate credits:

| | |
|----------|---|
| ECUI 506 | Curriculum Theory and Development |
| EADM 501 | Educational Administration |
| EADM 506 | Problems in School Administration and Supervision |
| EADM 511 | School Finance |
| EADM 516 | School Law |
| EADM 521 | Principal as Administrator |
| EADM 526 | Principles and Practices of Supervision |
| EADM 531 | Practicum in Elementary School Administration |
| EADM 536 | Practicum in Secondary School Administration |
| EFND 506 | Educational Research and Statistics |
| EFND 516 | Advanced Educational Psychology |
| EFND 521 | Advanced Foundations of Education |
| ECUI 542 | Literacy and Diversity |

The University states that, because of the intense nature of the program, which requires 39 graduate credits, there are no program electives.

Students are required to do their field work while taking the courses in School Law, School Finance, Problems in School Administration and Supervision, and Principles and Practices of Supervision.

Educational Planning Context

Need for the Program

The University states that at least eight Connecticut students have already enrolled in the on-line Master of Science in Educational Administration program. The University reports, too, that additional graduate students, before they enroll, are waiting to see if the

University will be approved to have Connecticut students complete their clinical experiences in Connecticut schools.

Placement in each of the field experience/clinical practice sites would be for a minimum of eight weeks but no more than sixteen weeks. The University indicates that students would be placed in the following schools:

- * Cheshire Public Schools (Doolittle Elementary School, Dodd Middle School)
- * East Hartford Public Schools (Franklin H. Mayberry Elementary School)
- * Ellington Public Schools (Center Elementary School, Ellington High School)
- * Griswold Public Schools (Griswold Elementary School)
- * Hartford Public Schools (West Middle School)
- * Manchester Public Schools (Robertson Elementary School)
- * Somers Public Schools (Somers Elementary School, Mabelle B. Avery Middle School)
- Torrington Public School (Grace S. Webb School)

The University notes that this list will be expanded as more Connecticut graduate students enroll in the program.

Comments from other Institutions

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

Library and Learning Resources

Students will have full access to the University's library. Special services for the delivery of materials are available for distance learners.

Planning

The University states that it will continue to offer all the courses and complete the on-site visitations until all Connecticut students have completed all of the required course work.