

Meeting of the  
BOARD OF GOVERNORS FOR HIGHER EDUCATION  
Department of Higher Education  
Hartford, CT  
January 22, 2009  
9:30 a.m.

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Information  
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1. Call to Order
2. Approval of the Board Minutes of the December 17, 2008 Meeting
3. Public Participation
4. Report of Board Chairman
5. Report of Commissioner
6. Academic Affairs

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| b. <a href="#">Central Connecticut State University</a> - accreditation of a Master of Arts in Teaching program, leading to Certification in Mathematics, Science, Spanish, English, and Technology Education | 9 |

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| c. <a href="#">Central Connecticut State University</a> – progress report for the Bachelor of Science in Mechanical Engineering   | 15 |
| d. <a href="#">Talmudic Institute of Connecticut</a> (Yeshiva Gedola of Bridgeport) – a report in response to requirements stipulated by the Board of Governors for Higher Education at the time of institutional licensure | 21 |
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| d. <a href="#">University of New Haven</a> – approval to offer the accredited program in Labor Relations, leading to the Master of Science degree, at an off-site location in Waterbury, Connecticut  | 45 |

8. Other Business

9. Report of the Standing Advisory Committee

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## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Albertus Magnus College

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

### Executive Summary

Albertus Magnus College has applied for licensure of a program in Education leading to the Master of Science degree, to be offered at the College's campuses in New Haven and East Hartford. The program responds to the need for teachers who are already certified to pursue Master's-level education with an emphasis on literacy and effective teaching of diverse students in urban areas. It is the first Master's degree program in Education at Albertus College and is an element of the College's commitment to provide for the education of teachers sensitive to the needs of urban students within a liberal arts tradition.

### Implementation Steps

As part of its application for accreditation of the program, the College will report to the Department of Higher Education on its success in hiring a full-time doctorally-qualified faculty member to teach in the program and on its allocation of additional resources to further enhance the College's library collection in Education.

The Advisory Committee on Accreditation, at its meeting on December 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 for Higher Education was all in favor, with John Donohue of Albertus Magnus College abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Education, leading to the Master of Science in Education degree, to be offered by Albertus Magnus College, for a period of three years, until January 31, 2012.

## Description

### Purpose and Objectives

The College indicates that the major objectives of the program are to:

- Strengthen the ability of provisionally certified teachers to work effectively in promoting literacy and academic achievement in the culturally and ethnically diverse environment of 21st century America;
- Improve the ability of individuals enrolled in the program to seek out, understand, and apply insights from current educational research, especially as it pertains to literacy instruction and establishment of differentiated classroom instruction;
- Incorporate into all components of the Program the fundamental goal of improving literacy levels of all students in our schools;
- Prepare individuals enrolled in the Program for leadership among their colleagues and within their school districts, particularly leadership in differentiating instruction and in improving student literacy levels;
- Provide for all qualified applicants the opportunity to pursue a graduate program that is intellectually invigorating in the liberal arts tradition.
- 

### Administration

The Director of Education Programs, a full time administrator and faculty member of Albertus Magnus College, will administer and direct the operation of the Master of Science in Education program. The Director reports directly to the Vice President for Academic Affairs.

Direction of the academic programs at the East Hartford campus is supplemented by additional Academic Affairs staff. There, the Director of Academic Services is responsible for the general recruiting, training, scheduling and monitoring of all faculty teaching in the program. These teaching staff members are selected from the College's full-time faculty as well as from a carefully screened adjunct faculty pool. The assessment and orientation of all new instructors is conducted by the Director and Assistant Director of Academic Services. Currently, there are five full-time faculty/staff who, along with appropriately credentialed adjuncts, are able to teach in the program.

### Curriculum

The curriculum consists of a minimum of 30 graduate credits; 9 in foundation work, 18 in student needs, and a 3 credit capstone sequence involving a research sequence practicum and a portfolio development project. The program will be offered in accelerated and flexible evening format. A sample curriculum is attached.

## Enrollment

The College projects an enrollment of 25 full-time and 5 part-time students in the first year and 45 full-time and 10 part-time students by year three of the program.

## Educational Planning Context

The College reports that it has received numerous inquiries from graduates of undergraduate programs at other institutions about graduate studies in education. Also, recent graduates and current candidates in the College's program leading to initial teacher certification have expressed their desire to continue at Albertus Magnus College to fulfill the graduate education requirements leading to professional teacher certification. Moreover, the College intends to offer its proposed Master of Science in Education Program in an evening, non-traditional format. For these reasons, it is expected that this proposed program will address the career objectives of many teaching professionals.

## Resource Support

### Faculty

The College identifies three full-time faculty to teach in the Master's degree program; five other full-time faculty will assist in teaching and administration of the program. Three adjunct faculty members will also teach in the program. The College also plans to hire a full-time doctorally qualified faculty member to teach in the program.

### Library and Learning Resources

The College notes that the Library contains a collection of over 100,000 volumes, provides access to over 10,000 electronic & print journals, and houses more than 2,000 media titles.

The education collection contains:

- education holdings (print, electronic & media): 1519 volumes
- print journals (serials): 762 volumes
- online journals (e-journals): 10,427 volumes

The College plans to allocate \$10,000 in each of the next three years to further enhance the collection.

### Facilities and Equipment

The College states that the East Hartford campus, which is devoted exclusively to evening students, is located at 111 Founders Plaza. The school occupies the entire seventh floor, and also one quarter of the sixth floor, with a total of eleven classrooms.

All classrooms at the College's East Hartford location are equipped with an instructor's station containing a computer, LCD projector, an ELMO document camera, and a DVD/VCR combination unit. The classroom equipment has networked high speed internet access, and wireless service is also available.

Currently, six staff members work out of the East Hartford location to provide academic services and advisement.

### Advisory Committee on Accreditation

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

**MASTER OF SCIENCE IN EDUCATION PROGRAM  
CURRICULUM DESCRIPTION**

Foundation Courses

- ED 512      Maps of Education: Tracing the Roots of Contemporary  
Public Education *3 credits*
- ED 542      Educational Psychology: Theories, Learning, Development,  
and Teaching Practices *3 credits*
- ED 585      Educational Research *3 credits*

Student Needs Sequence

- ED 584      Literacy Across the Curriculum: Language Acquisition as a Tool for  
Learning *3 credits*
- ED 520      Reading and Writing as Tools for Learning *3 credits*
- ED 515      Differentiating Instruction in the Classroom *3 credits*
- ED 516      Culture and Inter-group Relations *3 credits*
- ED 522      Technological Applications in the Classroom *3 credits*
- ED 580      Assessment and Student Learning *3 credits*

Capstone Sequence

- ED 595      Capstone Research Practicum *2 credits*
- ED 596      Comprehensive Activity *1 credit*



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Central Connecticut State University

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

### Executive Summary

Central Connecticut State University has applied for accreditation of a Master of Arts in Teaching (MAT) program leading to Certification in Mathematics, Science, Spanish, English, and Technology Education. The program is offered in an accelerated format (13 months) for individuals who hold a baccalaureate degree with subject matter competence and who are interested in becoming teachers in the public schools in the offered fields, which have been identified by the State Department of Education as shortage fields.

#### Implementation Steps

The program was licensed by the Board of Governors in January 2007 for a period of three years, until January 31, 2010. There were no stipulations at the time of licensure.

The Advisory Committee on Accreditation, at its meeting on December 18, 2008, reviewed the program and found it to be in compliance with the Board of Governors' approval standards. The vote to recommend approval to the Board of Governors for Higher Education was all in favor.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a Master of Arts in Teaching (MAT) program leading to Certification in Mathematics, Science, Spanish, English, and Technology Education, to be offered by Central Connecticut State University, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

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

The MAT program focuses on achieving five major outcomes, which reflect key institutional, national, and state standards for teacher education programs and their graduates. That is, graduates prepared to teach in the public schools will have the following abilities and skills:

1. Possess strong knowledge of content, pedagogy, and students
2. Use data, content knowledge, and pedagogical content knowledge to critically examine his or her own practice for the purpose of improving student learning
3. Design and deliver instructional and assessment strategies that facilitate significant learning for all students
4. Create a positive and supportive learning environment
5. Act ethically, respectfully, and responsibly in work with students, families, and colleagues.

### Administration

The MAT program requires careful coordination across four CCSU schools: the School of Arts and Sciences, the School of Technology, the School of Education and Professional Studies, and the School of Graduate Studies. Since the program operates on an annual cycle that includes summer sessions, the Program Coordinator is actively involved throughout the calendar year to insure that the program runs smoothly. The Program Coordinator leads recruitment efforts; coordinates the review of applicant credentials and the admission process; serves as academic advisor for MAT students; facilitates the development of schedules that coordinate course offerings across departments; arranges field placements in collaboration with the Office of Field Experiences and school districts; leads the assessment of the MAT; convenes the MAT Advisory Committee; and works with the Dean of the School of Education and Professional Studies to arrange internship contracts with participating school systems.

### Curriculum

The curriculum consists of 47 credits and is structured to provide for core courses of 21 credits, specializations courses of 15 credits, and a capstone component of 6 credits. A curriculum summary is attached.

### Enrollment

When it applied for licensure of the program, the University projected an annual enrollment of 25 students. There are 6 students remaining in the first cohort that will graduate in 2009; 3 are in Science and 3 are in English. The University is currently recruiting for the second cohort.

## Resource Support

### Faculty

The University lists nine full-time and two part-time faculty members who are involved in the program.

### Library and Learning Resources

Because the program is closely linked to existing programs for preparing teachers, and because the investments in the library and learning materials at the University have been robust in recent years, no new additional learning materials are anticipated. As of the time of application for accreditation, the University continues to assume that electronic access and acquisitions budgets will be steady state, allowing for on-going updating and enhancements to the collection supported by the annual budgets allocated to Teacher Education and collaborating departments.

### Facilities and Equipment

The Master of Arts in Teaching curriculum makes extensive use of video to document, assess, and improve intern performance in the clinical components embedded in the curriculum. The Year 1 budget for the program included funding for 10 digital video cameras and tripods; the Year 2 budget supported an additional 5 cameras and tripods. Sufficient computer labs and other resources to support the project are already available through at the University.

### Advisory Committee on Accreditation

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

**Core**

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

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

**Specialization**

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

**English**

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

**Mathematics**

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

**Spanish**

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

**Science**

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

**Technology Education**

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

### **Capstone**

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

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

- MAT 532 Research1: Reading and Designing Educational Research (3 cr.)  
MAT 550 Research 2: Conducting and Reporting Action Research (3 cr. )



## PROGRESS REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Central Connecticut State University

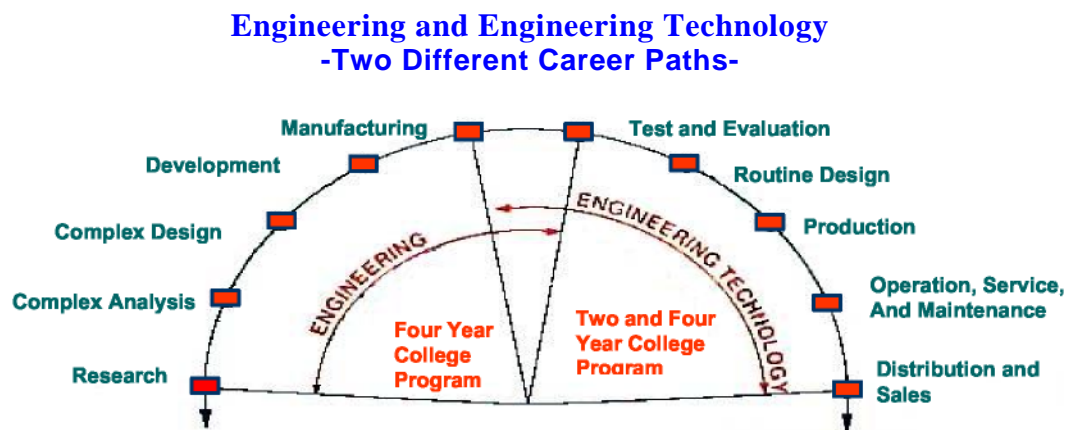
Item: Progress Report for the Bachelor of Science (B.S.) program in Mechanical Engineering

The Board of Governors for Higher Education licensed a program in Mechanical Engineering leading to the Bachelor of Science (B.S.) degree, offered by Central Connecticut State University, in April 2006 for a period of three years. The program was licensed with the stipulation that the University will submit an annual report addressing issues raised by the Evaluation Team during the licensure review and affirming contributions the program is making to meet the state's need for aerospace and manufacturing engineers.

The following is an overview and summary of the University's annual report. It addresses the issues raised by the Evaluation Team.

### 1. Purposes and Objectives (Engineering vs. Engineering Technology)

As it did in its annual report to the Board of Governors in January 2008, the University explains that the B.S. program in Mechanical Engineering has been developed with clear understanding of the differences between an "engineering" program and an "engineering technology" program. The University uses the definitions provided within the accreditation standards of ABET, Inc., formerly known as the Accreditation Board for Engineering and Technology, to make those distinctions. The University illustrates those definitions using a chart developed by Project Lead the Way.



Source: American Society for Mechanical Engineers

© Project Lead The Way, Inc.

The University states that ABET standards require that an engineering technology program “...must provide an integrated educational experience that develops the ability of graduates to apply pertinent knowledge to solving problems in the engineering specialization.” In particular, the graduates must be able to “conduct, analyze, and interpret experiments” and demonstrate “an ability to apply current knowledge of mathematics, sciences, engineering and technology” as well as “an ability to apply creativity in the design...” The University states that ABET standards for engineering call for integration of mathematics and the sciences as well as engineering sciences with focus on engineering design. Among other skills, graduates must demonstrate an ability “to apply knowledge of mathematics, sciences, and engineering” as well as “to design and conduct experiments” and “to design system, component or process....”

## 2. Enrollment

The University indicates that enrollment in the mechanical engineering program has grown from 42 students in Fall 2006 to 125 Students in Fall 2008. Students are admitted to the program through regular admission from high school or through transfer from other colleges or universities offering course work in engineering-related fields. Students in the program were admitted based on admissions criteria approved by the University Academic Standards Committee for the Mechanical Engineering program, which became effective in Fall 2008. The University notes that these criteria were designed so that entering students could start the program and complete the requirements for degree within a prescribed four-year time period.

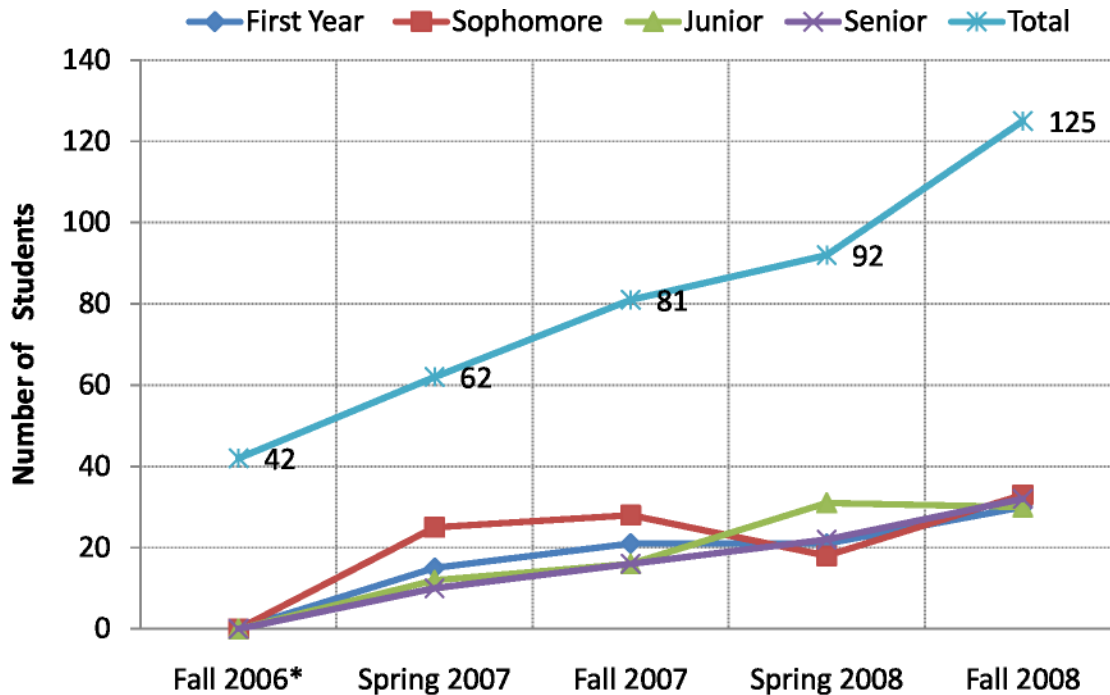
Admission to the Mechanical Engineering program requires eligibility to enroll in, or, completion of MATH 152 (Calculus I); and, Eligibility to enroll in, or, completion of ENG 110 (Freshman Composition). Students who do not meet these minimum requirements can still enter the program at a later date by successfully passing remedial or prerequisite coursework.

The University reports the following enrollments in the program:

**Table 1: CCSU Mechanical Engineering Major by Class Level**

<b>Class level</b>	<b>Fall 2006<sup>1</sup></b>	<b>Spring 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>
<b>First Year</b>	- - 1 5	21	21	30	
<b>Sophomore</b>	- - 2 5	28	18	33	
<b>Junior</b>	- - 1 2	16	31	30	
<b>Senior</b>	- - 1 0	16	22	32	
<b>Total</b>	<b>42</b>	<b>62</b>	<b>81</b>	<b>92</b>	<b>125</b>

The table below summarizes the number of the students who are officially registered in the program broken-down by class level, freshman through senior level.



In its progress report, the University notes that the majority of the students enrolled in the program are Connecticut residents. The University also has noted that the majority of its graduates remain in Connecticut and seek appropriate employment in the state.

### 3. Administration (Program Coordination)

The University states that all of the degree programs in the School of Technology have program coordinators, who are primarily responsible for the academic aspects of their programs, including advising, curriculum modifications, recruitment, accreditation, equipment requests, and so on. Program Coordinators work with the department chair. The Program Coordinator for Mechanical Engineering also coordinates the laboratory as well as equipment acquisition and maintenance. He also chairs the Mechanical Engineering Industrial Advisory Board and coordinates seminars associated with the Mechanical Engineering program.

### 4. Adequacy of Resources (Budget and Laboratory Enhancement)

When the program was licensed, the University indicated that it was committed to providing all necessary resources, including financial resources, personnel, equipment, and operational budget to ensure its success. Toward that goal, during 2006-2007 the University budgeted \$500,000 to purchase laboratory experimentation equipment, including material testing devices, thermodynamic devices, and fluid flow experimentation equipment. During 2007-2008, the University spent \$440,000 for laboratory remodeling. The University notes that that remodeling provided space for a projects lab where students develop projects for intercollegiate competition.

The University notes that an additional lab is used for strain gage testing and the application of thermocouple testing pressure transducers and other engineering data recording devices. That lab is

being used for ET 361 Engineering Technology Laboratory during Fall semesters beginning in 2007, and for ME 370 Instrumentation in Spring semesters beginning in 2008. These are required courses in both the Mechanical Engineering Technology and the Mechanical Engineering Programs.

An additional projects lab is being used to develop prototype models out of plastic and foam. It is used for ETM 498 Senior Project in Fall and Spring semesters and will be used for ETM 498 whenever it is offered. The lab is also used to develop new types of manufacturing equipment. The University notes, in its report, that the laboratory space will be extended by adding a new laboratory building to be completed by summer 2009. The laboratory building, as the University describes it, will comprise 4000 square feet of laboratory space. The laboratories will include Aerodynamics and Propulsion, Controls, Energy Conversion Systems, Student Faculty research projects, and space for the proposed program in Civil Engineering. These labs are in addition to the University’s fluid laboratory, developed during summer 2006, the machining and welding lab developed during Summer and Fall 2008, and the existing materials testing laboratory.

#### 5. Faculty

When it applied for licensure of the program, the University stated that there would be a phased increase of the faculty to build on the strengths of the current faculty. As the University indicated then, five new faculty members are to be added in the first five years of the program. The University states that the first new faculty member, with credentials in aerospace, started in Fall 2007. The second new faculty member, with credentials in manufacturing engineering, was hired effective Fall 2008. Part-time faculty members are hired to teach specific and highly-specialized courses.

Position Number	Position Title	Position Qualifications	Areas of Teaching	Date of Appointment	Status
1	Assoc. Prof.	Ph.D. Mechanical or Aerospace Engineering	Aerospace Propulsion Thermodynamics	Fall 2007	Hired
2	Asst. Prof.	Ph.D. Mechanical or Manufacturing	Automation, Manufacturing Cell/ Assembly Design	Fall 2008	Hired
3	Asst/Assoc. Prof.	Ph.D. Mechanical	Thermo-Fluid Sciences	Fall 2009	ongoing Search
4	Asst/Assoc. Prof.	Ph.D. Mechanical	Structures & Instrumentation	Fall 2010	
5	Asst/Assoc. Prof.	Ph.D. Mechanical	Instrumentation Controls	Fall 2011	

Currently, the Department is conducting a search for a new faculty member to support the developing program. That faculty member will be expected to have credentials in Thermo-Fluid Sciences’ the position is expected to be filled effective August 2009.

The University requires prospective faculty members to hold a Ph.D. in the discipline in addition to having professional experience in industry. The University states that faculty members teaching Mechanical Engineering courses are fully qualified in their fields and meet ABET requirements.

## 6. Curriculum and Instruction

### a. *Modifications and Enhancements*

The University affirms that, from the time of its application for licensure of the Mechanical Engineering program, it has been committed to building a program with a solid science and math requirement, an engineering science and design component, and a focus on the real-world problems of local industries.

The University states that, since the original submission to the Board of Governors for program licensure, two substantial enhancements were made to the program's curriculum. MATH 228, Linear Algebra has been replaced by MATH 226, Linear Algebra and Probability for Engineers. The University states that this substitution will strengthen students' backgrounds for subsequent engineering courses requiring statistical analysis. A minor in mathematics was also approved for students completing the revised program. Other curricular differences are merely course number \_\_\_\_\_ changes made by supporting departments.

### b. *Accreditation Status and Program Learning Outcomes*

#### 1. Accreditation Status

The University states that it will seek initial national accreditation of its Mechanical Engineering program from the Engineering Accreditation Council (EAC) of the Accreditation Board of Engineering and Technology (ABET, Inc.) by the end of January 2009. The time-line for that accreditation process is anticipated to be as follows: January 2009, request for evaluation; July 1, 2009, submission of self-study report; September-December 2009, ABET Evaluation Team campus visit; December 2009-July 2010, ABET review and evaluation of program; August 2010, ABET accreditation decision.

#### 2. Program Educational Objectives and Program Learning Outcomes

The University states, in its progress report, that no changes have been made to the program's objectives since the program was licensed. The outcomes of the mechanical engineering courses, both required and technical electives, were mapped to program learning outcomes defined in the original licensure application.

## 7. Library and Learning Resources

The University states that it has enhanced its library holdings for the program in response to the recommendation to do so made by the evaluation team at the time of program licensure. The University adds that expenditures for 2005-2006 were approximately twice those customarily allocated to the Engineering Department. Holdings, therefore, continued to grow through 2006-2007, 2007-2008, and the current year. As part of that growth, for example, the University notes that the library has recently subscribed to IEEE Computer Society Digital Library, ACM (Association for Computing Machinery) Digital Library, and Science Direct which offers 85 journal titles in Engineering and 34 titles in Chemical Engineering to complement student research capability.

## 8. Facilities and Equipment (space and laboratory equipment)

Laboratory enhancements to support the program are described under section 4 above. In addition to the enhancements described there, in 2006-07 \$15,000 was provided to the faculty for

experimentation and program development, which includes new course development and course assessment methods. The newly developed experiments were implemented in ET 361 Engineering Technology Laboratory in Fall 2007 and will be implemented in the ME370 Instrumentation course in Spring 2008.

The University lists the following completed laboratory projects:

LabVIEW-Environment and Data Acquisition

Strain Gage Testing, Strain Gages and Theory, Beam Bending

Strain Gage Testing II, Strain Rosette and Pressure Vessel Theory

Orifice and Free Jet Flow

Temperature Measurements and Determination of Thermocouples

RR Moore High Cycle Fatigue

Melt Flow Index-Melt Index Identification Laboratory

The University states that the Computer Controlled Rapid Prototyping (3D Printer) is used in ETM 498 Senior Project and in special project courses. The data logging equipment and thermal couples have been used in ET 361 and will be used in ME 370. The Strain Gage experimentation equipment is used in ET 361 and ME 370. The RR Moore Fatigue Tester has been used in ETM 498 and will be used in special projects, Senior Project and Materials Courses. The Pump Lab is used in ME 354 Fluids. The Instron Tension Testing Machine will be used in ETM 356 Materials Analysis. The other equipment has been and will continue to be phased in for Mechanical Engineering Technology and Mechanical Engineering courses during the Spring 2008, Fall 2008, and Spring 2009 semesters.

## PROGRESS REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Talmudic Institute of Connecticut (Yeshiva Gedola of Bridgeport)

Item: A Report in Response to Requirements Stipulated by the Board of Governors for Higher Education at the Time of Institutional Licensure

The Board of Governors for Higher Education, in December 2007, licensed the Talmudic Institute of Connecticut (also known as Yeshiva Gedola of Bridgeport) to operate as an institution of higher education in Connecticut for a period of two years, until December 31, 2009. At the same time, the Board of Governors licensed a Certificate program in Talmudic Studies to be offered by the Talmudic Institute for the same period of two years, until December 31, 2009.

When it granted licensure to the Institute, the Board of Governors required that the Institute provide the Department of Higher Education with a progress report, by December 1, 2008, on the implementation of the Institute's Strategic Plan, including progress made on plans for facility improvements, an increase in faculty appropriate to student numbers and projected changes to the curriculum, increase in library materials, and a projected budget. The Board of Governors further stipulated that the Institute submit an application for institutional and programmatic accreditation to the Department of Higher Education by July 1, 2009.

### Progress Since Institutional Licensure

The Talmudic Institute submitted its progress report to the Department of Higher Education on December 1, 2008, in keeping with the requirements of the Board of Governors at the time of licensure.

The Institute says that it is submitting this report to update the Board of Governors on the recent successful implementations in its strategic plan. The Institute notes, too, that it envisions a strong and solid future for itself and its educational mission.

### *Improvement of Facilities*

The Institute reports that it assumed full control of the premises of the synagogue in which it is housed in March 2008. Because, as the Institute reports, students spend most of their day in the study hall learning and studying, such a hall plays a critical role in their daily schedule. During the summer of 2008, the Institute renovated the synagogue's former main sanctuary and converted it into a permanent study hall.

The space that the Institute had been using as a study hall earlier has now been converted into additional classrooms and functions also as space for a local synagogue to hold its services. The Institute affirms that these renovations have helped their students with their

learning activities and have provided the Institute with aesthetically pleasing and spacious areas.

Additional renovations, the Institute reports, include transforming a former small study and office into a roomy three-office center. The extra space and easily accessible office equipment are enabling our office to run more smoothly.

The Institute notes that, unfortunately, there was a fire this past summer in one of the institution's multi-family homes, rendering it unusable as a housing facility. The Institute now plans to remodel this facility and use it for the planned residence hall.

### *Library Resources*

Because the Institute is a Talmudic college, students and faculty require a great deal of Judaic literature and Talmudic study books. As part of its expansion of library resources and holdings of appropriate texts, the Institute has secured the personal library of the late Rabbi Israel Rubenstein of Scarsdale, NY. His library was donated to the Institute by his son Jonathan Rubenstein, who is a long-time student and friend of the dean. The Institute plans to dedicate its library in the Rabbi's memory. The Institute hopes to complete that project by the end of the current school year.

### *Faculty and Staff*

In response to its growing need for additional faculty, the Institute has added two new staff members. They are:

Rabbi Chagie Rubin, the Institute's executive director, who has years of fundraising and managerial experience and who has served as a school principal for nineteen years.

Rabbi Avigdor Gutnicki, who will run the Institute's afternoon program. In addition, he directs the student's evening program, during which various classes are taught, including Jewish law and ethical character development.

### *Securing the Budget*

The Institute has added two new staff members, as noted above. The work of one of those new staff members will be to direct fundraising campaigns for the Institute throughout the year. This work, the Institute believes, will help to secure and enhance its operating budgets.

## Description

### *Purpose and Objectives*

The Yeshiva's objective is to produce well-rounded, mature scholars who are versed in the Talmud and in classical Judaic Studies. Such an education is designed to provide a firm foundation in Jewish ethical and cultural values upon which students can build their

professional careers. To this end, the school is seeking cooperative arrangements with local colleges and universities so that its students can combine their Talmudic studies with professional and general education courses.

### *Administration*

The Yeshiva's Board of Directors is made up of fifteen volunteers drawn from the community. They are legally responsible for the institution and exercise general oversight in policy, planning and financial matters. The school's day to day administration is in the hands of its executive officers. The *Rosh HaYeshiva* (Head of the Institution) is Rabbi Simcha Bunim Berger, who serves as President and Chief Executive Officer. Rabbi Eli Hersh is the *Mashgiach* (Supervisor and student mentor) and serves as Director of Student Life. Rabbi Shlomo M. Rosenstock is in charge of general administration.

### *Curriculum*

The program of studies at the Talmudic Institute centers exclusively on the Talmud. The Pentateuch (or the first five books of Hebrew Scriptures) came to be known as the written Torah and a corresponding oral tradition of Rabbinic law was eventually written down in the Mishnah around 200 CE. Subsequent commentaries on (or analysis of) the Mishnah are collectively called Gemara. The Mishnah and Gemara were combined in the Babylonian Talmud (550 CE) which is at the core of the Talmudic Institute's curriculum. It is divided into 63 Tractates covering religious, social and economic laws and is the foundation of religious authority for traditional Judaism.

Generally, one tractate is studied per year, with approximately 75 folios (two-sided pages) being covered in the course of the year. The objective is to have the student learn some of the tractates in detail, while at the same time acquiring the tools, and the thirst for knowledge, which will enable and encourage him to complete the study of the Talmud after he leaves the academy. Students also take instruction in Jewish Scripture, Ethics, History, Law and Philosophy.

All students are full-time, residential students, studying nine hours per day, five and a half days per week. The minimum required number of weeks of instruction per year is 34 weeks with each semester consisting of 17 weeks exclusive of holidays and examination periods. Provision is made for extracurricular activities at the nearby Jewish Community Center. The Certificate Program will last two years.

The Certificate in Talmud is 60 credit hours with the following departmental distributions:

Talmud Department:	24 Credits
Bible Department:	12 Credits
Jewish Law Department:	12 Credits
History Department:	6 Credits
Philosophy and Ethics Department:	6 Credits

### *Admission and Enrollment*

All students must: (a) be High School graduates; (b) be able to read and write classical Hebrew; (c) possess a working knowledge of Aramaic; and (d) demonstrate potential for

success at Talmudic studies. Applicants must have an interview and take an oral test of Hebrew proficiency. There is a 70% acceptance rate. There are approximately 40 full-time male students currently enrolled at the Yeshiva.

## Educational Planning Context

### *Labor Market*

This program of studies is not intended to have a direct vocational outcome but it is valued as providing a strong ethical foundation in the pursuit of such professions as law, medicine and education. The U.S. Department of Labor, Bureau of Labor Statistics *Occupational Outlook Handbook* states:

Job opportunities for rabbis are expected in all four major branches of Judaism through the year 2012. Rabbis willing to work in small, underserved communities should have the best prospects. Graduates of Orthodox seminaries who seek pulpits should have opportunities as growth in enrollments slows and as many graduates seek alternatives to the pulpit. Rapidly expanding membership is expected to create employment opportunities for Reconstructionist rabbis. Conservative and Reform rabbis should have job opportunities serving congregations or in other settings because of the large size of these two branches of Judaism.

### *Similar Programs*

Currently, there is one similar program in Connecticut, offered by Bais Binyomin Academy in Stamford, which was licensed by the Board to offer certificates in Talmudic Studies through November 30, 2009.

## Resource Support

### *Faculty*

The full-time faculty for the program are all rabbis and all have extensive Talmudic education at other Yeshivas.

### *Library*

The principal library at the Talmudic Institute is designed to support its academic program and contains between 500 and 1,000 volumes. All of the volumes are works of Jewish study, including (1) the Pentateuch, Prophets and Haigiographa; (2) the Babylonian and Jerusalem Talmud; (3) Jewish legal codes; and (4) Jewish Philosophy and Ethics. There is also a collection of Judaica in electronic format. New additions will continue to strengthen

the collection. In addition, arrangements have been made with a local library to allow students access to its collection. The approximate average annual expenditure on library resources is \$10,000.

*Facility and Equipment*

The school is housed in a converted Synagogue, built in the 1950s and located at 85 Arlington Street in Bridgeport, Connecticut. It contains a main lecture hall, classroom/library space, administrative and faculty offices, a dining hall, and worship space.



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Goodwin College, East Hartford, CT

Item: Licensure of a program in Health Sciences, leading to the Bachelor of Science (B.S.) degree

### Executive Summary

Goodwin College has applied to the Board of Governors for Higher Education for licensure of a program in Health Sciences, leading to the Bachelor of Science (B.S.) degree. The proposed Health Science degree program complements and builds from the current associate degree and certificate healthcare programs at Goodwin College.

The proposed Bachelor of Science in Health Sciences will allow students to expand their educational and employment opportunities. The degree will provide graduates with an understanding of a wide range of health-related topics, including an understanding of the current US health care delivery systems, chronic and acute illness and the role of health promotion and prevention. Furthermore, all students will be exposed to various ethical and legal issues faced by healthcare practitioners. Recognizing that common program objectives can be achieved in a variety of ways, this program was designed to allow students the flexibility to plan a course of study under academic advisement that best suits their educational and professional needs through three areas of emphasis: Environmental Health, Health Care Administration, and Bachelor Degree Completion.

The Department of Higher Education conducted a formal Evaluation Visit to determine whether the proposed program meets all relevant Board of Governors' approval standards. The visiting team made recommendations specifically in the area of curriculum. The College responded to suggestions made by the evaluation team and resubmitted the proposal for consideration. It has been determined that all of the Board of Governors' standards have been met.

### Implementation Steps

The Summary of the Evaluation Visit, below, details the steps the College has already taken and is expected to take during the period of program licensure. The visiting team had asked the College to review the number of electives in the program, to establish pre-requisites and a logical sequencing of courses in increasing complexity, to provide additional science course offerings with specificity of requirements, and to create course clusters to clarify career options.

The Advisory Committee on Accreditation, at its meeting on December 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 for Higher Education was all in favor.

#### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Health Sciences, leading to the Bachelor of Science (B.S.) degree, to be offered by Goodwin College, for a period of three years, until January 31, 2012.

#### SUMMARY OF EVALUATION VISIT

Following a review of the application and other pertinent information provided by Goodwin College, an evaluation team from the Department of Higher Education visited the campus on August 18 and 19, 2008. The team was comprised of Dr. Betsy Smith, Associate Dean of the School of Health Sciences at Quinnipiac University; Dr. Robert McCarthy, Dean of the School of Pharmacy at the University of Connecticut and ACA member; Dr. John Walters, DHE; and Dr. Christine Thatcher, DHE. The team focused its evaluation on six key areas: purposes and objectives, administration, faculty, curriculum and instruction, libraries and learning resources, and facilities and equipment. A second focused visit occurred on September 22, 2008. Dr. Betsy Smith and Dr. Christine Thatcher returned for a second discussion particularly for curricular issues. Below is a summary of the evaluation visit.

#### Section 10a-34-10. Purposes and Objectives.

The Board standard is met.

#### *Team Findings:*

The objectives of this program are in line with the strategic direction of the College. Both the program and the College at large seek to encourage life-long learning and career development, and Goodwin College is committed to educating health care professionals.

#### Section 10a-34-11. Administration.

The Board standard is met.

#### *Team Findings:*

The team met with the Program Director and with the Department Chair of Health Sciences. These two individuals are both committed to the program and qualified in their positions.

#### Section 10a-34-13. Faculty.

The Board standard is met.

*Team Findings:*

The team met with the faculty and found them to be experienced and well qualified to offer this program. With regard to future hires, the College should recruit faculty with the appropriate terminal degrees. The College agreed and plans to provide support for faculty to pursue advanced degrees.

Section 10a-34-15. Curriculum and Instruction.

The Board standard is met.

*Team Finding:*

There were a number of issues discussed at the first visit with Goodwin College. These issues included the large number of electives in the major, the lack of pre-requisites, and the need for additional upper-level science course offerings. Additionally, the team asked the College to configure the major into concentration areas to ease advising and career pathways for students. Goodwin has complied by adding additional upper-level health science course requirements, adding a full year of General Chemistry and by setting up focused tracks within the major. These tracks include a general degree completion track, a health care administration track, and an environmental health track.

Section 10a-34-18. Library and Learning Resources.

The Board standard is met.

*Team Finding:*

The head Librarian appeared to be very knowledgeable and directed regarding the mission of the Goodwin Library. She works well with faculty and students to meet their needs, and related that the library is not lacking in resources. The College plans to hire additional library staff. The team recommended and the College agreed that the hire should be a medical science reference librarian.

Section 10a-34-19. Facilities and Equipment.

The Board standard is met.

*Team Finding:*

The program will start on the new campus. The facilities and equipment planned are sufficient to effectively run this program.

## DESCRIPTION OF THE PROPOSED PROGRAM

### Purpose and Objectives

The Bachelor's degree in Health Science is an interdisciplinary program designed to provide career advancement opportunities for entry level health profession practitioners as well as

individuals who seek future careers in health care. Graduates of degree or certificate programs, such as Medical Assisting, Medical Billing and Coding, Histology and Respiratory Care, can enroll in this program as a step toward career advancement and apply previous credits earned toward their baccalaureate degree. This program embraces different backgrounds and interests and is appropriate for individuals who wish to gain further interdisciplinary education.

There are three areas of emphasis:

1. **Environmental Health** emphasis is for those students who are interested in pursuing a career in environmental health and the impact of environmental conditions on human health.
2. **Health Care Administration** emphasis is designed for those students who are interested in pursuing careers concerning administration and health care.
3. **Bachelor Degree Completion** emphasis allows the creation of career paths and advancement opportunities for individuals already possessing a certification, licensure, or registry through a professional organization but who lack a collegiate degree. Likewise, it will provide students who have an associate degree and who wish to pursue a bachelor's degree the opportunity to do so. The program would allow these students to apply their professional experience and complete the bachelor's degree required to advance or remain in their chosen professions.

At the completion of the program, students will be able to:

- Demonstrate a strong foundation in basic, behavioral, clinical and health sciences appropriate to entry level positions in health care
- Engage in self reflection in a manner that stimulates personal growth, accountability, and a better understanding of one's strengths and weaknesses
- Demonstrate effective written and verbal communication skills that represent competence and professionalism in the healthcare field
- Practice within the ethical, legal and regulatory framework of the healthcare industry.
- Identify and analyze bioethical issues facing healthcare practitioners and the healthcare environment
- Identify and describe the different roles of health professionals
- Discuss the overall organization of the healthcare delivery system
- Demonstrate problem solving abilities when working as a health professional.
- Appreciate and embrace diversity, differing belief and value systems, as well as appreciate individual opinions
- Develop self-directed and engaged learning skills needed for independent and life-long learning
- Successfully enter specific health care fields or areas of study
- Effectively use information technology to participate in learning activities
- Be an educator and promoter of healthy living
- Utilize administration and organizational skills for planning and implementing health and health care programs.

## Administration

The Dean of Academic Affairs is directly responsible for the administration of all programs. A current full-time faculty member has been assigned the role of Program Director, and she will report to the Department Chair. The Health Science program will fall under the Health Sciences Department at Goodwin College.

## Curriculum

<b>Goodwin College General Education Core Requirements– 46 credits</b>					
ENG 101	English Composition	3 ____	MATH	Math 102 or higher (M)	3 ____
ENG 102	Composition & Literature	3 ____	BIO	Biology Elective +	4 ____
COM	Communications Elective (C)	3 ____	S/C	Social/Cultural Elective (SCM)	3 ____
ENG 220	Writing for Health Professionals (AW)	3 ____	HUM	Humanities Elective (LFA)	3 ____
PSY 112	Introduction to Psychology (SS)	3 ____	HCS 210	Ethical and Legal Issues in Healthcare (PE)	3 ____
CAP	Computer Literacy Elective (CL)	3 ____	HIS	History Elective (US)	3 ____
			HIS	History Elective (W)	3 ____
	Freshman Experience* or Gen Ed Elective	3 ____	MATH	Statistics	3 ____
<b>General Electives – 21 credits</b>					
Open	7 Open electives				
<b>Health Science Core Requirements – 38 credits</b>					
<i>Freshman Year</i>			<i>Junior Year</i>		
HCS 101	Introduction to Healthcare	3 ____	HCS 310	U.S. Healthcare Delivery Systems	3 ____
HCS 110	Medicine and Society	3 ____	ECN 101	Macro Economics	3 ____
MED 101	Medical Terminology	3 ____	CHEM112	General Chemistry II	4 ____
<i>Sophomore Year</i>			<i>Senior Year</i>		
CHEM111*	General Chemistry I	4 ____	HCS 330	Continuous Quality Improvement	3 ____
BUS 101	Introduction to Management	3 ____	HCS 410	Methods in Research and Statistics	3 ____
HCS 212	Health Information Systems	3 ____	HCS 450	Senior Capstone for Health Science	3 ____
<b>Health Science General Track – 15 credits</b>					
HSC 3__	Upper division HCS elective ±	3 ____	HSC ____	HSC elective ±	3 ____
HSC 3__	Upper division HCS elective ±	3 ____	HSC ____	HSC elective ±	3 ____
HSC 3__	Upper division HCS elective ±	3 ____			
<b>Health Care Administration Track – 18 credits</b>					
<i>Junior Year</i>			<i>Senior Year</i>		
BUS 215	Marketing	3 ____	HCS 302	Public Health Personnel Administration	3 ____
ACC 121	Budgeting and Planning	3 ____	HCS 312	Organization & Administration of Long-Term Care	3 ____
HCS 320	Health Administration	3 ____	BUS 210	Business Planning and Development	3 ____
<b>Environmental Health Track – 18 credits</b>					
<i>Junior Year</i>			<i>Senior Year</i>		
ENV 252	Human Health in the Environment	3 ____	HCS 340	Physical Agents/Ergonomic Hazards in the Workplace	3 ____
ENV 250	Environmental Contaminants & Sanitation	3 ____	HCS 330	Principles of Environmental Health Science	3 ____
HCS 220	Environmental Health Law and Public Policy	3 ____	HCS 420	Epidemiology	3 ____

± Students may choose courses from any program in the Department of Health Science. Courses can be chosen from the following course designators: HCS (Health Science), MED (Medical Assisting), RSP (Respiratory Care), HTL (Histotechnician), EMT-P (Paramedic), BIO, CHEM, PHY (science), MBC (Medical Billing and Coding), etc.  
 \*Chemistry 111 is the first part of a two-course sequence. Students taking CHEM 111 must take CHEM 112.  
 †Students may substitute two 3-credit science courses to meet this requirement

### Admissions and Enrollment

Goodwin College anticipates 5 full-time and 15 part-time students in year one, and an increase to 22 full-time and 24 part-time students by year three of the program.

### Similar Programs

Mnem	Cip Code	Program Name	Degree Type	Number of Graduates				
				2002-	2003-	2004-	2005-	2006-07
UHTFD	510000	Health Science	BS	54	40	39	33	39
QPIAC	519999	Health & Science Studies	BS	113	114	122	157	182

### Comments from Other Institutions in Connecticut

There have been no comments or questions about the program from other institutions of higher education in Connecticut.

### Educational Planning Context

Goodwin College reports the following in regard to planning for the establishment of the program. Demand for trained workers in healthcare fields is increasing and is anticipated to further increase in the next ten years. As of August 2007, the number of healthcare professionals working in Connecticut was 287,800. This represents a 2.1% increase or 6,000 new positions during the August 2006- August 2007 time frame (Connecticut Department of Labor).

Employment of health care administrative services managers is projected to grow 12% over the 2006-16 decade, about as fast as the average for all occupations. Demand should be strong for health facility managers because businesses increasingly realize the importance of maintaining, securing, and efficiently operating their facilities, which are very large investments for most organizations (U.S. Department of Labor Statistics).

Employment of environmental health specialists is expected to increase 25% between 2006 and 2016, much faster than the average for all occupations. Much job growth will result from a continued need to monitor the quality of the environment and to interpret its impact on human health (U.S. Department. of Labor Statistics).

An informal survey of the current students enrolled in the A.S. in Health Science at Goodwin reports that 62% would be interested in continuing to the proposed B.S. in Health Science.

## Resource Support

### Faculty

Currently, there are six full time faculty members and fifteen adjunct faculty members in the Health Science Program. The Department of Health Science at Goodwin College collectively includes thirteen full time faculty members and nineteen adjunct faculty members. Courses such as biology, chemistry, anatomy and physiology, and microbiology are already in place and will be taught by existing faculty. Additional faculty will be hired as needed. All faculty members will hold a Master's degree in the appropriate field as the minimum requirement for appointment.

### Library and Learning Resources

The current library collection consists of over 3500 in-house volumes, 370 full-text online reference books, 150 periodicals, and numerous audiovisual materials, combined with participation in Ebrary and other Web resources, including 48 digital databases in a full range of academic disciplines, news, and general reference. The library also participates in iConn, Connecticut's Digital Library.

### Facilities and Equipment

The new campus houses five laboratories, several classrooms adjacent to the laboratories, and office space for faculty and staff. All of the equipment necessary to run the program has been budgeted for. Consumables will be budgeted and purchased as needed.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Grand Canyon University

Item: Authorization to place students in educator preparation programs for the required field experience and clinical practice in Connecticut schools

### Executive Summary

Grand Canyon University has applied to the Board of Governors for Higher Education for authorization to place students in its educator preparation programs for field experience and clinical practice in Connecticut schools.

Grand Canyon University is based in Phoenix, Arizona. It is a regionally accredited, private, non-denominational Christian university that offers online and campus-based bachelor's and master's degree programs through the Ken Blanchard College of Business, College of Education, College of Nursing and Health Sciences, and College of Liberal Arts. It has a total enrollment of approximately 15,000 students.

The University defines its mission as the commitment to prepare students "to become global citizens, critical thinkers, effective communicators and responsible leaders by providing an academically challenging, values-based curriculum in the context of its Christian heritage."

### Implementation Steps

Grand Canyon University will be expected to provide the Department of Higher Education with an accounting of placements in Connecticut schools. That report should include the school districts into which students have been placed, the number of students placed in each district, and the total number of students placed in Connecticut each year since authorization.

The Advisory Committee on Accreditation, during its meeting on December 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 for Higher Education was eleven in favor and one opposed.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education authorize Grand Canyon University to place students in educator preparation programs for the required field experience and clinical practice in Connecticut schools for a period of five years, until January 31, 2014.

## Description

### Purposes and Objectives

The University states that its College of Education seeks to prepare individuals who have foundational knowledge in education, who will encourage student-focused learning, implement quality instructional design, use effective classroom procedures, and engage in reflective practice. Students enrolled in the University's teacher preparation program who wish to conduct their student teaching in Connecticut schools, the University affirms, will gain immediate experience in the communities they wish to serve.

The University states that program outcomes in the College of Education are aligned with Connecticut standards.

### Administration

The University states that the Dean of the College of Education is responsible for the teacher preparation programs.

### Curriculum

The University states that the expected field experience is different for each of the offered degree programs:

The Master of Education in Elementary Education has ten required field experience practicums, for a total of 145 clock hours before the student teaching experience. The final semester of the program includes a full-time, 16 week student teaching component.

The Master of Education in Special Education has nine required field experience practicums, for a total of 130 clock hours before the student teaching experience. Teacher candidates must be prepared to complete a full-time 16 week student teaching component at the end of the program. This student teaching experience must be completed with a certified special education teacher.

The Master of Science in Secondary Education has nine required field experience practicums, for a total of 155 clock hours before the student teaching experience. The final semester of the program includes a full-time, 16 week student teaching component.

The Bachelor of Science in Elementary Education has 150 practicum hours before the student teaching experience. The final semester of the program includes a full-time, 16 week student teaching component.

The Bachelor of Science in Elementary Education/Special Education has 255 practicum hours before the student teaching experience. 135 practicum hours are required for the Elementary Education component and 120 practicum hours are required for Special Education. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program. Eight weeks of student

teaching is completed in a regular education setting and 8 weeks is completed in a resource room, self-contained class, or in a special school for students with disabilities.

The Bachelor of Science in Secondary Education requires 160 practicum hours before the student teaching experience. The final semester of the program includes a full-time, 16 week student teaching component.

### On-Site Supervision

On-site supervision of students will be provided by a Grand Canyon University supervisor and by a cooperating teacher.

The Supervisor will be assigned through the University's Office of Field Experience and must have experience teaching in a K-12 classroom. The Supervisor will act as a liaison between the Cooperating Teacher and the University's College of Education.

The Supervisor must have the following qualifications:

- Master's Degree or Doctoral Degree;
- A valid professional license or security clearance
- Expertise in subject knowledge and instructional strategies
- Classroom experience
- Completion of the Online University Supervisor Tutorial

The Cooperating Teacher will be a designated certified educator available to oversee, evaluate, and provide meaningful feedback to the teacher candidate on a daily basis. Cooperating Teachers will need the full recommendation of the building principal and should be able to use evaluation instruments, standard observation, feedback, and coaching strategies to assist teacher candidates in the development of the management and instructional skills necessary to develop into an effective and competent educator.

The Cooperating Teacher must have the following qualifications:

- A valid professional license with proper endorsement for the teaching assignment
- Minimum of a Master's degree
- Minimum of three years experience as a successful classroom teacher
- Full recommendation of the building principal to serve as a Cooperating Teacher
- Desire and ability to work cooperatively with Teacher Candidates
- Completion of the Online Cooperating Teacher Tutorial
- Skill in classroom management techniques
- Demonstrated expertise in subject knowledge and instructional strategies

The GCU Supervisor will meet with the Cooperating Teacher a minimum of four times during the 16 week student teaching experience. The Supervisor will maintain ongoing communication with the Cooperating Teacher through email, phone and teleconferences.

Student Progress will be evaluated by the Cooperating Teacher and the Supervisor. There will be four required observations during the 16 week semester. The Cooperating Teacher will complete the University's Teacher Candidate Performance Assessment after each observation. The Supervisor will be responsible for collaborating with the Cooperating Teacher to complete Teacher Candidate Final Assessment form.

The University affirms that it is committed to ensuring that any student who is in the process of completing a degree has the courses and program support necessary to complete the program. The University states that it will "teach out" students enrolled in these programs if there is a determination that it can no longer place students in practicum and field experience in Connecticut.

### Educational Planning Context

Grand Canyon University states that it has not actively recruited students in Connecticut. The University indicates that 240 Connecticut residents have enrolled in a Grand Canyon University program leading to a degree in Education during the past five years. Those students had been advised to complete field experience requirements in a state other than Connecticut, and most of those students have met the field experience requirements in either New York or Massachusetts. The University states as well that, because of the number of Connecticut residents enrolled in Education programs, there appears to be a demand for placement in the state for Connecticut residents.

The University reports that, thus far, one three Connecticut residents enrolled in the program have been seeking permission to conduct their field experiences and clinical practice placements in Connecticut. The University states that it anticipates no more than a handful of students annually to be interested in such placements.

### Library and Learning Resources

The University states that it provides a variety of resources for teaching and learning to all of its students. Resources specific to students enrolled in distance education programs include the following:

- \* Faculty Reserves: Articles, book chapters, etc. which are placed on reserve by University faculty are available as scanned documents sent via email or fax
- \* Articles from continuing paper journals and back file titles are available via email or fax
- \* Reference and Research Assistance provided via email and phone.
- \* Lending of materials not designated as Reference when appropriate considering time constraints involved with mailing of said materials.

The University also participates in various library groups:

- \* AMIGOS: a regional consortium which provides discount purchases of databases, and access to national free-interlibrary loan.
- \* OCLC: an international association which keeps and maintains WorldCat, an international library catalog of materials owned in libraries world wide that facilitates ILL transactions.
- \* Waldo: a consortium of Christian Libraries which provides discounts for databases and cooperative interlibrary loan.
- \* Maricopa County Library Consortium: a local Library consortium which provides the Library's public access catalog.
- \* CLA: the Christian Library Association, an international association of Christian Libraries which provides discounts for databases.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Massachusetts, Amherst

Item: Authorization to place students enrolled in the University's School Psychology program into required internships in Connecticut

### Executive Summary

The University of Massachusetts, Amherst has applied to the Board of Governors for Higher Education for authorization to place students enrolled in the University's School Psychology program for required internships 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 Massachusetts Department of Education. The University's school psychology programs are fully accredited by both the National Association of School Psychologists (NASP) and the American Psychological Association. The University notes that the school psychology requirements are also in full alignment with Connecticut training requirements.

### Implementation Steps

The University will be expected to provide the Department of Higher Education with an accounting of placements in Connecticut schools. That report should include the school districts into which students have been placed, the number of students placed in each district, and the total number of students placed in Connecticut each year since authorization.

The Advisory Committee on Accreditation, during its meeting on December 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 for Higher Education was all in favor.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education authorize the University of Massachusetts, Amherst, to place students enrolled in the University's School Psychology program into required internships in Connecticut schools for a period of five years, until January 31, 2014.

## Description

### Purposes and Objectives

The University states that the primary goal of the School Psychology program is to prepare individuals – at the Certificate of Advanced Graduate Studies (CAGS) or the doctoral level – who will be able to practice school psychology with sensitivity to the individual case, using a problem-solving approach and evidence-based practices as well as evidence-based prevention and intervention methods, and to do so consistently within the ethical guidelines of the American Psychological Association and NASP.

The University states that internship placement is particularly important in meeting those goals because it allows students to bridge theoretical components and practical applications within a school setting. And, the University states, the internship is an organized training program designed to provide the intern with a planned sequence of training experience and it is the culminating training experience before students are granted the CAGS or the doctoral degree.

### Administration

The primary field supervisor for each student will be a licensed school psychologist (or, in non-school settings, a licensed psychologist or licensed educational psychologist) with at least three years experience working under the relevant license. Students will also be guided by a site supervisor. For doctoral students, the site supervisor will be a doctoral-level psychologist employed by the district. For CAGS students, the site supervisor will be an appropriately credentialed school psychologist.

The field supervisor carries ultimate responsibility for the student's field placement activities: reviewing and counter-signing formal written work such as evaluation reports and service summaries, and providing informal feedback to the intern throughout the course of the internship. The field supervisor will collaborate with the UMass field placement supervisor; the UMass supervisor will monitor the placement and help address issues or questions that arise. The field supervisor will conduct formative and summative evaluations of the student's performance and will structure a formal progress review at the end of each semester of the internship.

Members of the UMass faculty will evaluate the internship experience through visits, student feedback about the internship to the student's advisor, and written evaluations of the student intern made by the field supervisor.

### Internship Requirements

The University states that, in keeping with the standards of the American Psychological Association and NASP, School Psychology students must complete an internship of one full academic year equivalence (a minimum of 1200 hours for specialist-level interns and

1500 hours for doctoral-level interns). The University allows students to complete this requirement on a full-time basis for one year or on a half-time basis for two years. Full-time school-based internships are typically 9-10 months in duration, the equivalent of one school year. The University lists the Internship Experience as a minimum of six academic credits.

The placements, the University notes, are designed to be of value for both the trainee and the host school district. The field placement, therefore, is arranged not just with the field supervisor but with the school and school district as well. An Internship Contract is used to determine internship site appropriateness and to formalize internship placement arrangements. The University affirms that close collaboration between the UMass faculty and field supervisors is central to this process.

### Evaluation

In addition to evaluations by the field supervisor and the UMass instructor, students demonstrate that they are making satisfactory progress towards the development of essential competencies by compiling a record of their work. That record includes an internship activities log that reflects training opportunities that span most or all of the appropriate and required domains as well as documentation of case studies

## Assessment of Need

### Need for the Program

The University states that there is a well-documented national shortage of school psychologists. That shortage is expected to increase as a large number of practicing school psychologists retires and fewer graduates are expected to replace them. The University states, too, that information gathered from the Connecticut State Department of Education indicates that the position of school psychologist was among the upper third of educator positions for which there was a shortage.

The University states that there are two students for which it is currently seeking authorization: a doctoral-level student who wishes to complete an internship in the Bloomfield public schools and a specialist-level student who wishes to complete her internship in the Simsbury public schools.

### Library and Learning Resources

The University reports that its students will have access to the University's library resources both on-campus and remotely. The University has invested in electronic media which includes access to hundreds of scholarly research journals (full articles) and other

electronic resources. Additionally, as residents of Connecticut, students will have access to the educational and psychology resources in the University of Connecticut's library.

Provision for Students Placed in Connecticut if Operations Are Terminated

The University states that students' internship placements or related provisions are not predicated on the institution operating in Connecticut. The University affirms that if an internship is unexpectedly terminated, UMass will facilitate the student's securing an alternate field supervisor or placement.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of New Haven  
Item: Approval to offer the accredited program in Labor Relations, leading to the Master of Science (M.S.) degree, at an off-site location in Waterbury, Connecticut

### Executive Summary

The University of New Haven has requested approval of the Board of Governors for Higher Education to offer its accredited program in Labor Relations at the University's off-site location on the campus of Naugatuck Valley Community College in Waterbury, Connecticut.

The program has been offered on the University's main campus in West Haven, Connecticut, since 2000 and is not currently offered at any other off-site location.

### Implementation Steps

The University will notify the Department of Higher Education when it officially begins offering the program in Waterbury in 2009.

The Advisory Committee on Accreditation, during its meeting on December 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 for Higher Education was all in favor, with David Dauwalder of the University of New Haven abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education authorize the University of New Haven to offer the accredited program in Labor Relations, leading to the Master of Science (M.S.) degree, at an off-site location in Waterbury, Connecticut.

## Description

### Purposes and Objectives

The primary educational objective of the program, the University states, is to offer students the opportunity to become proficient in all aspects of professional relationships within an organization and, in particular, to understand how an organization's use of human resources enables it to achieve critical objectives for both the short term and the long term.

The program is designed for people who work in various kinds of organizations, particularly in the fields of employment, training and development, wage and salary administration, employee services and benefits, labor-management relations, job and organization design, labor economics, and manpower planning.

The University expects to begin offering the program in Waterbury in September 2009.

### Administration

The program is administered by a full-time faculty member who serves as Coordinator. The program is housed within the University's School of Business. The same individuals who administer the program on the University's campus in West Haven will administer the program based in Waterbury as well.

### Admissions and Enrollment

Admission requirements to the program will be the same as those expected for the program on the University's main campus. The University anticipates that the new location will accommodate a 25-student cohort in a two-year cycle.

### Curriculum

The program will include 30 credits for the degree. Because the program resides in the School of Business – which offers cognate courses in a variety of disciplines from accounting, finance, and economics to marketing, management, communications, and international business – and because these career-oriented programs draw on expertise from programs that reside outside of the School of Business, such as industrial engineering, occupational safety and health, organizational psychology and others, the University states that students will benefit from a wider variety of these resources.

The University notes that because the program proposed for the Waterbury off-site location is a cohort program, in which all courses are pre-selected, students there will have less flexibility than students enrolled in the program on the University's main campus. The program in Waterbury, though, will require the same number of courses (ten) that students take on the main campus. Course listings for the program are included in Attachment A.

## Educational Planning Context

According to the *Occupational Outlook Handbook*, employment of human resources, training, and labor relations managers and specialists is a growth area. The *Handbook* indicates that overall employment for these occupations is projected to grow by 17 percent between 2006 and 2016, which is faster than the average for all occupations.

The University states that statistical data from the Connecticut Department of Labor indicate that there are more than 1,000 worksites with 100 or more employees in the area which would be served by locating the program in Waterbury.

## Resource Support

### Faculty

The University affirms that the same appropriate University faculty who teach program courses on the University's main campus will teach courses at the Waterbury location. No faculty member will be associated solely with the off-site location. All will continue to have their primary instructional responsibilities on the main campus and within their respective University departments. The University also states that the same educational services will be available to students enrolled in the off-site program.

The University also states that course instructors will be available for on-site advising after class and will also be available by telephone and/or e-mail. The program's Coordinator will be on-site in Waterbury at least once each month.

### Library and Learning Resources

The University's library holdings include appropriate texts and periodicals relevant to the major fields. Students enrolled in the program in Waterbury will be required to use the University Library's services, in person and/or online. Those students will also be able to use the library at Naugatuck Valley Community College during that library's regular hours.

### Facilities

The University states that the program will be housed at Naugatuck Valley Community College. It will use designated rooms, which are equipped with all necessary technical and multimedia equipment, including internet access.

*ATTACHMENT A*

"MSLR" Cohort Curriculum in Waterbury

- P 619 Organizational Behavior
- EC 625 Industrial Relations
- P 642 Organizational Change and Development
- PA 611 Research Methods in Public  
Administration
- PA 690 Research Seminar
- MG 645 Management of Human Resources
- EC 627 Economics of Labor Relations
- EC 687 Collective Bargaining
- PA 620 Personnel Administration and Collective  
Bargaining in the Public Sector
- PA 625 Administrative Behavior