

AGENDA  
Meeting of the  
BOARD OF GOVERNORS FOR HIGHER EDUCATION  
Department of Higher Education  
Hartford, CT  
June 17, 2009  
1:30 p.m.

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Information  
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1. Call to Order
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3. Public Participation
4. Report of Board Chairman
5. Report of Commissioner
6. Commissioner's Consent Calendar
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8. Other Business	
9. Report of the Standing Advisory Committee	
10. Executive Session	
11. Adjournment	

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Housatonic Community College

Item: Licensure of a Pathway to Teaching Careers program, leading to an Associate of Arts (A.A.) degree

### Executive Summary

The Community-Technical College system and the Connecticut State University system have developed an articulation agreement: The Pathways to Teaching Careers Associate in Arts degree program. Housatonic Community College, working with Southern Connecticut State University, designed a program to parallel the first two years of study at SCSU for students preparing to enter a baccalaureate program in education. Students who successfully complete the program with a cumulative grade point average of 2.8 or higher receive the Associate's degree and who pass the Praxis I examination will be considered for admission to the baccalaureate program at SCSU on an equal basis with native students at SCSU. Preference will be given to those students pursuing a degree in an area defined by the State of Connecticut as being a critical shortage area. The focus of this Pathway is on shortage areas in secondary education.

Pathway to Teaching Careers programs currently exist at Tunxis Community College, which has an agreement with Central Connecticut State University, and at Gateway Community College and Naugatuck Valley Community College, both of which have agreements with Southern Connecticut State University.

The Advisory Committee on Accreditation, at its meeting on May 14, 2009, 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 approve the licensure of the Pathway to Teaching Careers program, leading to the Associate of Arts (A.A.) degree, offered by Housatonic Community College, for a period of three years, until June 30, 2012.

## Description

### Purpose and Objectives

The agreement between the Connecticut Community College System and the Connecticut State University System states that the Pathway to Teaching Careers program is designed to parallel the first two years of study at SCSU for Housatonic students preparing to enter a baccalaureate program in primary or secondary education. The program objectives are:

- to develop and offer a course of study that results in a Pathway to Teaching Careers Associate in Arts degree;
- to offer classroom instruction that prepares students for transfer to Southern Connecticut State University
- to facilitate interest in a career in teaching/education among current and future students;
- to meet the demands of the workforce, where employment opportunities exist and will continue to exist;
- to offer students a cost-effective associate degree pathway, which supports the increase in the number of students pursuing a degree in the teaching profession.

The proposed Pathway to Teaching Careers program will enroll students of a variety of ages, both full-time and part-time. The program will enroll recent high school graduates, people interested in training for the teaching profession, and current non-program enrolled, General Studies, or Liberal Arts students preparing to transfer to SCSU.

Upon completion of the Pathway to Teaching Careers program, students will be eligible to transfer to SCSU and to apply to the School of Education. Students will also be qualified with the AA degree to seek positions as public school paraprofessionals. The College states that Housatonic students could also easily adapt their program to prepare them to transfer to Fairfield University or to Sacred Heart University, both of which are within the College's service region.

### Administration

A Program Coordinator will be responsible for the day-to-day administration of the program as well as recruitment and retention of students. The Coordinator will also be expected to develop educational and professional opportunities for Housatonic students.

### Curriculum

All required courses in the 60-63 credit program are currently offered in the College's General Studies or Liberal Arts degree programs, except for Foundations in Education, EDU 201. Students will be allowed to complete this course at Southern Connecticut State University, Naugatuck Valley Community College, or Gateway Community College until the course is offered at Housatonic Community College. A sample curriculum is attached.

### Enrollment Projections

The College projects an enrollment of 20 full-time and 40 part-time students in the first year of the program, half of whom are expected to be internal transfers. The College anticipates 35 full-time and 45 part-time students in the second year and 45 full-time and 50 part-time students by the third year.

The College expects to develop a process of active recruitment for the program at the high school level and within the College's student body. In fact, the College, notes, that process has already begun through a grant application to fund a full-time position whose responsibilities will include such recruitment.

The College participates in the national Achieving the Dream program and has expanded its alignment with area high schools through its Middle College Pilot Program.

### Assessment of Need

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

### Faculty

The College states that no new faculty or other teaching positions will be required for the program. As noted, a full-time faculty member will be responsible for the coordination of the program; she is an associate professor of Chemistry. The College lists three full-time and one adjunct faculty member who will teach specialized courses in the program.

The degree program will exist within the College's Math/Science Department, since most of the shortage areas addressed in this degree reside in that department. Faculty from two other shortage areas, English and Foreign Language, will serve as secondary advisors for students seeking these areas of specialization.

### Library and learning Resources

The library collection consists of more than 50,000 volumes and more than 6,000 Videos and DVD's.

The print subscriptions in library total 150 periodicals and students have electronic access to millions of full-text articles through various on-line databases, including the resources of iCONN. No new resources are required for this program.

### Facilities and Equipment

No additional facilities or equipment are needed for the program.

## Curriculum

### *General Education*

English E101	Composition	3
English E102	Literature & Composition	3
English E200 level	Literature	3
Math E167	Principles of Statistics	
or E254	Calculus I	3
Com E173	Public Speaking	3
Fine Arts	Elective	3
Psychology E111	General Psychology	3
Social Science	Elective	3
Foreign Language		0-6
History E101 or E102	Western Civilization	3
History E201 or E202	US History	3
EDU E201	Introduction to the teaching professions	3
ECE E215	The Exceptional Learner	3
Biology E121	General Biology I	4

### *Content Area*

16-20

#### Biology Specialization

Bio 122, Bio 235, Chem 121, Chem 122, Math 254

#### Chemistry Specialization

Chem 121, Chem 122, Chem 211, Chem 212, Math 254 (Physics 221 and Physics 222 can be substituted for Chem 211 and Chem 212 if the course is not offered at Housatonic Community College)

#### English Specialization

Eng 233, Eng 281, Science Elective, Math Elective, French/Italian/Spanish 102 or higher

#### Foreign Language Specialization

Span 201, Span 202, Span 251, Span 252, Science Elective, Math Elective

#### Mathematics Specialization

Math 254, Math 256, Math 268, Science Elective, CSC 223

#### Physics Specialization

Phy 221, Phy 222, Chem 121, Math 254, Math 256

The specializations have pre-requisites/restricted electives:

Biology	Phy 121 or Phy 221
Chemistry	Math 256
English	Open Electives
Foreign Languages	Open Elective, second language recommended
Mathematics	CSC 205
Physics	Chem 122

TOTAL CREDITS    60—63

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Naugatuck Valley Community College

Item: Modification of a program in Human Services, leading to an Associate of Science (A.S.) degree

### Executive Summary

Naugatuck Valley Community College has applied to the Board of Governors for Higher Education for approval of a modification of its Associate of Science program in Human Services. The requested change is a result of conversations between the Program Coordinator at Naugatuck Valley and faculty at the four-year institutions where students typically transfer. The goal is to better facilitate transfer for students by aligning curricula. The program currently has four options in Social Work, Gerontology, Disabilities/ Mental Health and Child & Family Services, and these options will be terminated. Tracks of focus in the latter three areas will be available to students with directed electives, and minor changes are proposed to the core program adding flexibility to students with regard to transfer plans or career interest.

The Advisory Committee on Accreditation, at its meeting on May 14, 2009, 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 approve the modification of the accredited program in Human Services, leading to the Associate of Science (A.S.) degree, offered by Naugatuck Community College, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The majority of the Human Services students plan to transfer to a four- year institution. During academic advisement many current students and program graduates have voiced a concern that many of their NVCC courses do not transfer as required courses. Per the agreement with the four-year state universities sixty credits are accepted from the NVCC Human Services Program graduates. However, the majority of the courses transferred as electives. The accepted electives were in excess of the requirement of their selected degree program.

The Program Coordinator met with representatives from the academic advisement offices and/or the faculty/coordinators of the BSW Programs at Central Connecticut State University, Southern Connecticut State University, Western Connecticut State University, St Joseph's College, Sacred Heart University and The University of Connecticut's Urban and Community Services Program to review their academic course requirements. Meetings were also held with representatives of the Human Services Bachelor Degree Programs at Post University and the University of Bridgeport (Waterbury campus).

The NVCC Human Services Program curriculum was then reviewed and the proposed modifications are based on the most common courses required by a majority of the four-year institutions.

### Administration

The Human Services program is housed in the Behavioral/Social Science Division at NVCC and is administered by the Program Coordinator.

### Curriculum

The totals number of credits remains at 61. The modification of the curriculum will:

- Increase the number of courses that will transfer as required courses to the four-year institutions that offer a Baccalaureate Degree in Social Work (BSW), the UCONN Urban & Community Studies Programs and the Human Services Bachelor Degree Programs at Post University and the University of Bridgeport.
- Encourage graduation from the Human Service Program. Many students currently complete only those courses that transfer.
- Streamline the academic advisement process.
- Unencumber the transfer process.
- Provide more flexibility in student's course scheduling.

**Curriculum: Recommended Modifications**

<b>Human Services Parent A.S. Degree-Current Program</b>		<b>Human Services A.S. Degree -Proposed Program &amp; Changes</b>	
<u>General Education</u>	<b>Course number</b>	<u>General Education</u>	<b>Course</b>
<b>Group I (6 credits) Communication Skills</b>	ENG* H101 Composition (3)	<b>Group I (6 credits) Communication Skills</b>	ENG* H101 Composition (3)
	COM* H100 Intro to Communications (3)		COM* H100 Intro to Communications (3)
<b>Group II (7 credits)</b>	BIO*H105 Intro to Biology (4) or BIO*H115 Human Biology (4)	<b>Group II (7 credits)</b>	BIO*H105 Intro to Biology (4) or BIO*H115 Human Biology (4)
<b>Mathematics &amp; Science</b>	MAT* H135 Contemporary Math (3) or MAT*H167 Statistics w/ Technology (3)	<b>Mathematics &amp; Science</b>	MAT* H135 Contemporary Math (3) or MAT*H167 Statistics w/ Technology (3)
<b>Group III (24 credits)</b>	PSY*H111 General Psychology I (3)	<b>Group III (30 credits)</b>	PSY*H111 General Psychology I (3)
<b>Behavioral &amp; Social Sciences</b>	PSY* 258 Behavior Modification (3)	<b>Behavioral &amp; Social Sciences</b>	PSY* 258 Behavior Modification (3)
	<i>PSY*H204 Child &amp; Adolescent Development (3) or PSY*H206 Adolescent &amp; Adult Development (3)</i>		<i>Psychology Elective (3)</i>
	SOC* H101 Principles of Sociology (3)		SOC* H101 Principles of Sociology (3)
	SOC*H 210 Sociology of the Family (3)		SOC*H 210 Sociology of the Family (3)
	<i>SOC*H230 The City (3)</i>		<i>SOC*H 201 Contemporary Social Issues (3) or SOC*H221 Social Inequality (3)</i>
	<i>Social Science Elective (3)</i>		<i>POL* H111 American Government (3)</i>
	ECN* 101 Macroeconomics (3)		ECN* H101 Macroeconomics (3)
			<i>Behavioral &amp; Social Science Elective (3) *</i>
			<i>Liberal Arts Elective (3)*</i>
<b>Group IV (6 credits)</b>	<i>PHL*H101 Philosophy (3)</i>	<b>Group IV (6 credits)</b>	<i>Fine Arts Elective (3)</i>
<b>Arts and Humanities</b>	ENG* H102 Literature & Composition (3)	<b>Arts and Humanities</b>	ENG* H102 Literature & Composition
<b>Specialized Courses (18 credits)</b>	HSE* H101 Intro to Human Services (3)	<b>Specialized Courses (12 credits)</b>	HSE* H101 Intro to Human Services (3)
	HSE* H202 Intro to Counseling & Interviewing (3)		HSE* H202 Intro to Counseling & Interviewing (3)

	HSE* H281 Human Services Field Work (3)		HSE* H281 Human Services Field Work (3)
	Human Services Elective (3)		Human Services Elective (3)
	<b><i>HSE* H133 Disabilities &amp; Mental Health (3)*</i></b>		
	<b><i>HSE* 115 Child Advocacy in Human Services (3)*</i></b>		
	<b>Total Credits 61</b>		<b>Total Credits: 61</b>

Directed Electives will allow students to have tracks similar to the options which are being terminated. This approach will allow students who enter directly into a career path to focus in these areas, yet keep the program aligned with transfer opportunities with the four year degree programs.

**\*Directed Electives**

<b>AS Degree in Human Services</b>	<b>Child &amp; Family</b>	<b>Disability &amp; Mental Health</b>	<b>Gerontology</b>
<b>Psychology Elective</b>	<b>PSY* H203, Child Development, PSY*H207 or Adolescent Psychology or PSY*H204, Child &amp; Adolescent</b>	<b>PSY*H201, Lifespan Development or PSY*H245 or Abnormal Psychology, PSY*H260 or PSY*H269, Psychology of the Exceptional Child</b>	<b>PSY*208, Psychology of Adult Development &amp; Aging or PSY*H201, Lifespan Development</b>
<b>Human Services Elective</b>	<b>HSE*H115, Child Advocacy in Human Services</b>	<b>HSE*H133, Disabilities &amp; Mental Health</b>	<b>HSE*H170, Introduction to Gerontology</b>

Admissions and Enrollment

General College admission policies apply.

There were 124 part-time and 120 full-time students enrolled in the Human Services Degree Program during the 2007-2008 academic year.

In addition to the program at NVCC, Goodwin College offers an Associate Degree program in Human Services.

## Resource Support

### Faculty

The College reports two full time faculty members with appropriate degrees who coordinate and teach in this program.

### Resource Centers and Libraries

The Naugatuck Valley Community College library holds journal subscriptions in Counseling, Disabilities, Sociology, and Psychology as well as numerous database resources for access to journal articles. A full list of resources is available upon request.

### Facilities and Equipment

There will be no changes in the need for or use of facilities and equipment in the modified program.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: St. Thomas Seminary  
Item: Extension of Institutional Accreditation

St. Thomas Seminary was first accredited by the Board of Governors for Higher Education in June 1973. St. Thomas Seminary was reaccredited for a period of five years from December 14, 2004 through June 30, 2009.

St. Thomas Seminary is in the process of completing its application for reaccreditation. Due to restructuring of the Certificate in Religious Studies, primarily the elimination of the program for College Seminarians and changes to the Diaconate preparation program, as required by the United States Conference of Catholic Bishops, the institution requests additional time.

The institution is requesting the Board of Governors for Higher Education extend their accreditation in order to provide additional time for the submission of a complete application addressing the change in program. The Department will evaluate the program in the early fall and the Board of Governors for Higher Education will then take an action on the reaccreditation of St. Thomas Seminary.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education extend the accreditation of St. Thomas Seminary for a period of six months until December 31, 2009. This recommendation is made with the understanding that the institution will forward to the Department of Higher Education a thorough self-study report as recommended by the Commissioner of Higher Education.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Connecticut

Item: Licensure and Accreditation of a concentration in Music Education, leading to the Master of Arts (M.A.) degree in Curriculum and Instruction

### Executive Summary

The University of Connecticut has applied to the Connecticut Board of Governors for Higher Education for licensure and accreditation of a concentration in Music Education, leading to a Master of Arts degree in Curriculum and Instruction. The state approved teacher preparation program in Music Education, currently in existence at the University, is structured as a five year dual Bachelor's degree program. Currently, candidates receive a B.A. in Music and a B.S. in Music Education. This proposal requests that Music Education students continue to participate in a five-year program, and continue to earn the B.S. in Music Education, but also earn an M.A. in Education as do all other candidates in the five-year educator preparation program at the University of Connecticut. To meet the needs of students who plan to be music educators in Connecticut public schools and reduce long term college costs for them, and to align the music education program structure and objectives with the rest of the teacher preparation programs in Storrs, the University has worked with its faculty members in education and fine arts to restructure the Music Education program.

The Advisory Committee on Accreditation, at its meeting on May 14, 2009, reviewed the program and found it to be in compliance with Board of Governors approval standards. The motion to recommend approval to the Board of Governors passed with two abstentions.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the licensure and accreditation of a concentration in Music Education, leading to the Master of Arts (M.A.) degree in Curriculum and Instruction offered by the University of Connecticut, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

Music education candidates will demonstrate:

- a depth of competence in music, musical skills, including fundamental musicianship and performance
- a breadth of understanding related to human cultural and intellectual experience
- a strong professional knowledge base and skills for implementing evidence based teaching practice
- a breadth of pedagogical expertise and instructional skills required to teach instrumental and choral music at all grade levels
- an ability to integrate theory and research into their professional practice
- knowledge of, and familiarity with, relevant professional “codes of ethics”
- moral and ethical decision making, and professional behaviors
- a commitment to inquiry and leadership
- actions and dispositions that promote positive social and educational changes
- interpersonal skills and a knowledge base to address all aspects of student diversity and implement effective practices to serve the diverse population in inclusive settings

In addition, all music education candidates will meet all requirements for state of Connecticut music education certification (PreK-12) and pass all required certification examinations

The Music Education program is currently accredited by the National Association of Schools of Music (NASM) and the National Council for Accreditation of Teacher Education (NCATE). The redesigned program meets both NASM and NCATE standards.

### Administration

The IB/M teacher preparation program is administered by the Director of Teacher Education, who reports directly to the Dean. The Director of Teacher Education is responsible for program management, student services, admissions, assessment, certification, coursework, personnel and office management, policies and procedures, data management, scholarships and awards, and all correspondence and information dissemination regarding the program.

### Curriculum

The proposed degree requires at least 120 credits of course work at the undergraduate level and 30 credits at the graduate level. These credits will be composed of a set of general education courses, music (content area major) courses, pedagogy courses and a number of electives, as outlined below.

The program is closely aligned with the current offering at the University. This proposal provides appropriate credit at the Master's level, and includes three new courses that enhance the current offerings.

**INTEGRATED BACHELOR/MASTER'S PROGRAM – MUSIC EDUCATION  
PROFESSIONAL EDUCATION COURSES – UNDERGRADUATE**

DEPT.	No.	COURSE TITLE	CREDITS
EDCI	3000	Introduction to Teaching	1
EPSY	3010	Educational Psychology	3
EPSY	3230	Technology in Education	1
EGEN	3100	Seminar/Clinic: Student as Learner	3
EPSY	3110	Exceptionality	2
EDCI	3305	Methods in Elementary School Music	3
EPSY	3125	Positive Behavior Supports and Interventions for Students with Disabilities	2
EGEN	3110W	Seminar/Clinic: Student in School Context	3
EPSY	4010	Assessment of Learning I	1
EPSY	4015	Assessment of Learning II	1
EDCI	4210W	Instruction & Curriculum in the Secondary School	3
EGEN	4100	Seminar/Clinic	3
EDCI	4010	Teaching Reading & Writing in the Content Areas	2
EDCI	4250	Directed Student Teaching	9
EGEN	4110	Seminar/Clinic	3
<b>TOTAL PROFESSIONAL EDUCATION CREDITS</b>			<b>40</b>

**SUBJECT AREA MAJOR COURSES - UNDERGRADUATE**

DEPT.	No.	COURSE TITLE	CREDITS
MUSI	1101	Convocation, Concert & Recital Repertoire <i>(9 semesters total)</i> <i>Choose 1 or 2 of the following three ensemble courses, MUSI 1110, 1111 *and/or* 1112 (7 semesters total):</i>	7
MUSI	1110	Band	
MUSI	1111	Chorus	
MUSI	1112	Orchestra	
MUSI	1122	Applied Music <i>(4 semesters total)</i>	4
MUSI	1123	Class Instruction in Piano (4 semesters)	4
MUSI	1501	Applied Music Techniques <i>(5 semesters total)</i>	5
MUSI	1311	Ear Training & Musicianship I	1
MUSI	1312	Ear Training & Musicianship II	1
MUSI	1313	Harmony I	3

MUSI	1314	Harmony II	3
<i>A minimum of 36 credits in music courses at the 2000's level or above: up to 6 credits at the 0100's level may be included.</i>			
MUSI	3222	Applied Music, Advanced Course	6
MUSI	4731	Conducting I	2
MUSI	3311	Ear Training & Musicianship III	1
MUSI	3312	Ear Training & Musicianship IV	1
MUSI	3313	Harmony III	3
MUSI	3314	Harmony IV	3
MUSI	3571	Introduction to Music Education	2
MUSI	3571	Instrumental Methods	4
MUSI	3571	Choral Methods	3
MUSI	3421W	World Music	3
MUSI	3401,3402,3403	Music History	6
MUSI	1116	Non-western Chamber Ensemble for Music Educators	2
<b>TOTAL SUBJECT AREA MAJOR CREDITS (2000-LEVEL COURSES)</b>			<b><u>36</u></b>

#### PROFESSIONAL EDUCATION COURSES – GRADUATE

DEPT.	No.	COURSE TITLE	CREDITS
EDCI	*	Language & Cultural Diversity in Education	3
EPSY	5195	<b>WORKSHOP IN EDUCATION RESEARCH</b>	<b>2</b>
EDLR	5015	<b>TEACHER LEADERSHIP</b>	<b>3</b>
EDCI	5092	<b>SCHOOL-BASED INTERNSHIP/PRACTICUM</b>	<b>12</b>
<b>TWELVE ADDITIONAL CREDITS MUSIC EDUCATION ELECTIVES (E.G., FOUNDATIONS OF MUSIC ED, WORLD MUSIC, FOLK MUSIC, MUSIC THEATRE, JAZZ, EARLY CHILDHOOD, CONDUCTING, IMPROVISATION, ARRANGING)</b>			<b>10 -12</b>
<b>TOTAL GRADUATE EDUCATION CREDITS</b>			<b>30 - 32</b>

#### CLINICAL PLACEMENT BY SEMESTER

SCHOOL(S)		SEMESTER/YEAR
Elementary Music	6 hrs/wk	Fall Yr 1
Secondary Music – Choral	6 hrs/wk	Spring Yr 1
Secondary Music – Instrumental	6 hrs/wk	Fall Yr 2
Student Teaching	Full semester	Spring Yr 2
School-based Internship	20 hrs/wk	Fall/spring Yr 3

**GENERAL EDUCATION REQUIREMENTS**

(Courses in Content Areas 1-3 must be in different departments)

CONTENT AREA	DEPT.	COURSE NO.
<input type="checkbox"/> Foreign Languages (3 years single foreign language in high school)		
Expository Writing (English 105 & 109 or 110 or 111)	ENGL	
“W” Course	EDCI	266W
“W” Course		
“Q” Course		
“Q” Course		
1 Arts & Humanities		
1 Arts & Humanities		
2 Social Sciences		
2 Social Sciences		
3 Science & Technology	PSYC	132
3 BIOL/CHEM/GEOL/PHYS with laboratory		
4 Diversity		
4 Diversity (international)		
U.S. History (HIST 131 or 132)	HIST	

The Neag School of Education at the University of Connecticut has entered into partnerships with six school districts and 27 different elementary, middle, and high schools.

Admissions and Enrollment

To qualify for the University of Connecticut’s institutional recommendation to serve as a teacher, any applicant must successfully complete one of the Neag School of Education accredited teacher education programs. UConn undergraduates participate in the Integrated Bachelor’s/Master’s Program, involving a minimum of five years of full-time study. Prospective teachers complete at least two years of course work in general education and subject area major prior to admission to the Neag School of Education, followed by two years of full-time course work in subject area major and professional education while enrolled in the undergraduate teacher education program, followed by one year of full-time course work in professional education while enrolled in the Graduate School to earn the Master of Arts in Education.

Admission to the Neag School of Education is competitive. Enrollment in each program is limited. After completing at least three undergraduate semesters students apply for admission for the following fall semester. Students must complete at least fifty-four appropriate credits to be eligible for admission for the fall semester. In order for students to move into their fifth year, they must meet additional requirements by the School of Education.

The program targets undergraduates seeking music education certification (PreK-12). Our plan is to admit 15 – 20 students per cohort/year.

The University plans to admit the first program cohort as pre-teaching majors in the Fall of 2009. Pre-teaching majors will apply in January 2011 for Fall 2011 admission to the proposed music education integrated bachelor-master's program. The first cohort will complete their B.S. in education degrees in May 2013 and their M.A. in education degrees in May 2014.

### Similar Programs

There are no similar five year integrated Bachelor and Master degree programs in any other Connecticut institutions of higher education.

### Comments from Other Institutions in Connecticut

No comments were received by the Department of Higher Education in regards to the proposal.

## Educational Planning Context

The Connecticut State Department of Education's *Designation of Teacher Shortage Areas 2006-2007 (Fall Hiring Report)* reveals that Music (PK-12) is among the top items on the state teacher shortage list, ranked at the eighth.<sup>1</sup> During the 2006-2007, the state had 177 music teacher vacancies to fill. By the end of the year, 15 positions remained vacant, seven positions were certified under the state Durational Shortage Area permit, and 23 positions were filled with teachers who were minimally qualified for the job.

A recent study by the University of Connecticut Teachers for a New Era project discovered that over 72% teachers who received their preparation from the five-year IB/M program have remained in the teaching profession after 5 years.

## Resource Support

### Faculty

The University lists four full-time faculty with appropriate credentials who teach in this program.

### Library and Learning Resources

The University of Connecticut Library System holds the largest public collection of research materials in the State of Connecticut. The University Library System is

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<sup>1</sup> Connecticut State Department of Education (2007). *Designation of Teacher Shortage Areas 2006-2007 (Fall Hiring Report)*. Hartford: Author.

composed of the Homer Babbidge Library, the Music Library, the Pharmacy Library and Learning Center, and the Historical Manuscripts and Archives Division on the Storrs campus, and Regional Campus Libraries.

The Music & Dramatic Arts Library (M&DAL) was established by the University of Connecticut Music Department in the 1930s. Numbering over 72,000 volumes, the collection supports a wide variety of music and dramatic arts programs in the School of Fine Arts. Containing over 72,000 volumes, the Music & Dramatic Arts Library (M&DAL) collections support a variety of music and dramatic arts graduate and undergraduate programs in the School of Fine Arts.

### Facilities and Equipment

The program will use currently existing facilities and equipment. The program relies on an agreement between the Neag School of Education and the Department of Music with regard to scheduling and use of acoustically-sound classrooms, musical instruments, and sound equipment.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of New Haven

Item: Licensure and Accreditation of a program in Network Systems, leading to the Master of Science (M.S.) degree

### Executive Summary

The University of New Haven has applied for licensure and accreditation of a program in Network Systems leading to the Master of Science (M.S.) degree. All of the courses required for the proposed program are currently being used as required or elective courses in the Master of Science in Computer Science program; faculty to teach courses and supervise other required student work are all in place; and all appropriate facilities are current and active. This would be a cognate of an existing program and therefore it will be able to function fully from the point of its initiation without a separate licensure period.

The Advisory Committee on Accreditation, at its meeting on May 14, 2009, 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 one abstention.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the licensure and accreditation of a program in Network Systems, leading to the Master of Science (M.S.) degree, offered by the University of New Haven, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The University states that the proposed program is designed to provide foundational knowledge of basic computer operation, with respect to its hardware and software components, if the student does not already possess this knowledge; a fundamental body of knowledge relevant to computer networks and data communication; knowledge of the algorithms used to encrypt and protect information stored on computers or transmitted across networks; and skill in the standard techniques used to attack computer systems and networks, as well as basic defenses developed to protect against these attacks. Graduates of the program, the University states, will be able to design, install and configure a local area network; monitor and improve network performance, as well as handle network problems; and administer and protect a heterogeneous network of computers running Windows and Unix operating systems.

### Administration

The proposed program will be administered by two members of the Computer Science faculty: the graduate coordinator and the graduate advisor. The coordinator will review the admission applications, advise the students on an initial course load, handle waiver and transfer credit issues, and approve the graduation petition when the students complete the degree requirements. The graduate advisor will advise all students on a term-by-term basis, and coordinate staffing and scheduling of CS classes with the chair of the Electrical & Computer Engineering and Computer Science Department. Both faculty members will add the administrative duties of the proposed program onto their current duties with the Master of Science in Computer Science program.

### Curriculum

The program requires course work in three areas: prerequisite knowledge, required courses, and electives. Prerequisite knowledge (the equivalent of 4 courses or 12 credits) can be demonstrated through satisfactory coursework at an accredited institution, with a grade of B- or higher, or by equivalent work experience or by placement examinations. Missing knowledge can be acquired by taking the equivalent UNH courses. Required course work is a set of seven specific courses (21 credits) as listed in Table 1. Electives are nine credits of restricted elective courses and a project requirement (through the course CS 690 or by extending a project in a required course). Part-time students will take one or two classes per trimester.

Body of Knowledge Topic	UNH courses addressing topic
Programming Abilities	CS604, CS610, CS652
Computer System Structure	CS640, CS644
Network Organization and Administration	CS 642, CS645, CS652
Data Transmission and Security	CS634, CS642, CS646, CS646B
Network Design	CS649, project (possibly CS690)

Students in the proposed program will be able to get work experience through a series of three one-credit internship courses: CS 692, CS 693 and CS 694. The combined set of three courses can be used as a restricted elective in the program. For each single credit of course work earned, the student is required to work at least 8 hours per week, over the course of the thirteen week long trimester. This will result in approximately 300 hours of work being performed for the three credits awarded in the program.

Students will find a company willing to sponsor the internship experience and then choose a full-time faculty member to be the internship advisor. At the end of the work experience, students will summarize the performed activities in a report, a product demonstration, or any other appropriate mechanism agreed upon by the student and advisor. The student will also reflect on the experience by filling out a questionnaire about the work. The employer will fill out an evaluation report for the student, which the advisor will take into account when determining the final grade for the course.

The curriculum and typical course sequences are included in Appendix A.

### Admission and Enrollment

This program is designed to accommodate students with no prior computing experience as well as students who already hold an undergraduate degree in Computer Science, Computer Engineering, or Information Technology. All applicants will be expected to demonstrate that they have completed a baccalaureate degree and a course in college algebra before enrolling in the program. For international students, submission of GRE and TOEFL scores is required. Admissions decisions will be made in accordance with UNH policy with respect to undergraduate GPA, GRE and TOEFL scores. Some students may be admitted on a provisional basis, requiring satisfactory performance in their first four courses at UNH to continue pursuing the degree.

Required (non prerequisite knowledge) courses cannot be waived, but transfer credit and substitutions may apply. However, this is subject to the university's 30-credit residency requirement, as students have to complete a minimum of 30 credit hours at the University of New Haven.

The University anticipates an enrollment of 10 full-time and 4 part-time students in the first year of the program and 11 full-time and 6 part-time students by the program's third year.

### Educational Planning Context

The University states that the proposed program fits naturally into both the University's and the Computer Science Department's mission as the field of computer networks is becoming increasingly important in today's society. The demands for more communication applications and better connectivity via the Internet are forcing network systems to constantly undergo powerful changes in their infrastructure. This requires qualified individuals who can be educated efficiently in the fundamentals of the field, so that they can begin productive employment and

deal with this rapidly changing field. The University states that the proposed program is necessary to prepare and train these individuals for such a mission.

The University affirms that there are no master's degree programs being offered in Connecticut that focus on all of the areas of computer network architecture, design, and administration as does the proposed program. Within the University's geographic area, several universities and colleges offer master's degree programs in Computer Science and Computer Engineering as well as Computer Science certificates.

The University notes that its proposed program covers every aspect of network systems via ten graduate courses, including a design project, and is therefore different than currently offered programs. The University also states that the proposed program will not directly conflict with any similar programs in Connecticut.

The most recent survey (December 2007) from the U.S. Department of Labor concerning the ten-year employment projections for the years 2006 to 2016 lists the top 30 fastest growing occupations requiring at least a bachelor's degree. There are four networking related occupations. Based on this survey, the occupation of network systems and data communication analyst is expected to have the highest growth rate in the nation.

Occupation	Employment 2006	Employment 2016	Change in Number	Percent Change	Rank in list
Network systems and data communications analysts	262k	402k	140k	53.4%	#1
Computer systems analysts	504k	650k	146k	29.0%	#11
Database administrators	119k	154k	34k	28.6%	#12
Network and computer system administrators	309K	393k	84k	26.9%	#16

The University states that a similar projection survey (October, 2008) has been completed for the state of Connecticut. Data for the same four occupations is below. These statistics, the University states, indicate a very positive outlook for jobs in the network area.

Occupation	Employment 2006	Employment 2016	Change in Number	Percent Change	Rank in list
Network systems and data communications analysts	3,130	4,490	1,364	43.7%	#1
Database administrators	1,920	2,360	440	22.9%	#15

Network and computer system administrators	4,190	5,070	880	21.0%	#19
Computer systems analysts	9,780	11,590	1,810	18.5%	#32

Comments

No comments or concerns were raised about the program.

Resource Support

Faculty

The University states that the current faculty members of the Electrical & Computer Engineering and Computer Science Department will provide the required teaching and advising in the new program. The University lists seven full-time faculty members who will teach courses in the program. The University also states that no new faculty support will be needed at this time. A faculty search at the University is currently in progress for a faculty member in the Computer Engineering area, but this person is not expected to have teaching assignments relevant to the proposed program.

Library and Learning Resources

The University's Marvin K. Peterson Library holds over 300,000 volumes on the West Haven Campus as well as collections at the off-campus centers, including at Mitchell College. Books, periodicals and other research materials not available at the UNH library can be obtained through the interlibrary loan service. UNH uses the OCLC database to access and obtain these materials from other libraries for members of the UNH community. In addition, the Marvin K. Peterson Library is a partial U.S. Government Documents Depository Library with the following holdings: 158,197 paper pieces, 312,128 microfiche pieces and 136 CD-Rom discs.

The library uses seven online services and thirteen CD-Rom sources. Specialized computer services available in the library directly relating to the proposed program include 19 computer science and engineering on-line databases, 339 different journals in engineering and applied science, 214 government documents on network systems, and 265 books on networking. The library also participates in iCONN.

The University affirms that no special or new material is needed for this program, as all of the courses already exist in the MSCS program. As mentioned before, the software and hardware resources that are required for the proposed program are available now for the MSCS program. Both programs will share the existing facilities.

## Facilities and Equipment

The University states that it provides 23 computer laboratories with a total of approximately 400 computer stations with Internet access for student use. Several of these labs are open 24 hours a day, seven days a week, and several more are open day and evening, Monday through Friday, and during the day on weekends. In addition, the library has approximately 25 additional computer stations for students, 19 of which have online access.

The Electrical & Computer Engineering and Computer Science Department has five labs dedicated to student use. Two of these will directly support the subset of courses in this program's curriculum. One is a general computing lab containing approximately 30 computers running Windows, Linux and Mac OS X operating systems. This is used to support programming courses and other non-network specific course assignments. A second lab is dedicated to network lab exercises and projects. It contains approximately 25 computer workstations and a variety of network equipment mounted in racks for student experimentation. This equipment includes hubs, routers and switches of varying degrees of sophistication, some with native support for firewalls, VPN, high-speed data transmission and other specialized features. Regular maintenance and upgrading of this equipment is included in the departmental budget already. No additional special facilities are anticipated at this time.

### **APPENDIX A Master of Science in Network Systems**

<b>Prerequisite Knowledge - Waivable</b>	<b>Credits</b>
Programming ability at intermediate level in at least one high-level language	
<i>Equivalent UNH courses:</i>	
CS 604 Introduction to Programming/C,	3
CS 610 Intermediate Programming/C	3
Architectural design and organization of computer	
<i>Equivalent UNH course: CS 640 Computer Organization</i>	3
Functionality of Windows and Unix operating systems	
<i>Equivalent UNH course: CS 644 Operating Systems</i>	3
	<b>Subtotal 12</b>
<b>Required Program Courses – Not waivable</b>	
CS 634 Cryptography and Data Security	3
CS 642 Computer Networks and Data Communication	3
CS 645 Network Administration	3
CS 646 Introduction to Computer Security	3
CS 646B Topics in Computer Security	3
CS 649 Network Analysis	3
CS 652 Script Programming for Network Administration	3
	<b>Subtotal 21</b>

## Restricted Electives

Elective #1	3
Elective #2	3
Elective #3	3

Recommended electives:

CS 622 Database Systems  
 CS 622B Advanced Database Systems  
 CS 627 Distributed Database Systems  
 CS 640B Parallel Computer Architectures  
 CS 644B Distributed Operating Systems  
 EE 603 Discrete and Continuous Systems I  
 EE 634 Digital Signal Processing I  
 EE 645 Introduction to Communication Systems

**Subtotal 9**

## Project requirement

CS 690 Master's Project (as one of restricted electives above) or Extension of project from a required course	0
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**Total credits 42**

**Table 2 - Typical Course Sequences**

<b>Trimester</b>	<i><b>Part-time No Prerequisite Knowledge</b></i>	<i><b>Part-time All Prerequisite Knowledge</b></i>	<i><b>Full-time No Prerequisite Knowledge</b></i>	<i><b>Full-time All Prerequisite Knowledge</b></i>
<b>1<sup>st</sup> (Winter)</b>	CS604, CS640		CS604, CS640	
<b>2<sup>nd</sup> (Spring)</b>	CS610, CS644		CS610, CS644, <b>Elec. 1</b>	
<b>3<sup>rd</sup> (Fall)</b>	<b>CS642, CS646</b>	<b>CS642, CS646</b>	<b>CS642, CS646, CS634</b>	<b>CS642, CS646, CS 634</b>
<b>4<sup>th</sup> (Winter)</b>	<b>CS645, CS646B</b>	<b>CS645, CS646B</b>	<b>CS645, CS646B, Elec. 2</b>	<b>CS645, CS646B, Elec. 1</b>
<b>5<sup>th</sup> (Spring)</b>	<b>CS649, CS652</b>	<b>CS649, CS652</b>	<b>CS649, CS652, Elec. 3 (project)</b>	<b>CS649, CS652, Elec. 2</b>
<b>6<sup>th</sup> (Fall)</b>	<b>CS634, Elec. 1</b>	<b>CS634, Elec. 1</b>		<b>Elec. 3 (project)</b>
<b>7<sup>th</sup> (Winter)</b>	<b>Elec. 2, Elec. 3 (project)</b>	<b>Elec. 2, Elec. 3 (project)</b>		
<b>Total Credits</b>	<b>42</b>	<b>30</b>	<b>42</b>	<b>30</b>

In this table, all courses are worth 3 credits. Prerequisite knowledge courses are in normal text, while required program courses are in bold. It is assumed that part-time students would take two classes per trimester. There will be no scheduling problem for any part-time student who is taking only one course per trimester. However, there is a university policy that requires part-time students to complete all degree requirements in five years, which is possible. These sequences are designed so that students without all prerequisite knowledge will enter in either the Winter or Spring term, and those with full knowledge will enter in the Fall. Full-time status of taking three courses per term cannot be guaranteed under other circumstances. Advisors will always work with students to develop a customized schedule that is as favorable as possible.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of New Haven

Item: Licensure of a program in Theatre Arts, leading to the Bachelor of Arts (B.A.) degree

### Executive Summary

The University of New Haven has applied to the Board of Governors for Higher Education for licensure of a program in Theatre Arts, leading to the Bachelor of Arts (B.A.) degree.

The Advisory Committee on Accreditation, at its meeting on May 14, 2009, reviewed the program and found it to be in compliance with Board of Governors approval standards. The motion passed to recommend approval to the Board of Governors with one opposed and one abstention.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Theatre Arts, leading to the Bachelor of Arts (B.A.) degree, offered by the University of New Haven, for a period of three years, until June 30, 2012.

## Description

### Purpose and Objectives

The University notes that the proposed interdisciplinary program seeks to prepare students for careers in theatrical production, including performance, design, and arts administration. The program will encourage students to pursue other academic programs offered by the University, including psychology, criminal justice, communications, visual arts, political science, philosophy, music, and business. In that way, the program will provide students with the opportunity to experience a high quality, well-rounded interdisciplinary education in the craft, art, and business of the theatre; develop and demonstrate critical thinking, analytic writing, and problem solving skills; develop leadership and fiscal management skills; be able to work in a highly creative atmosphere as part of a team working for a common goal; integrate the program into a strong liberal arts education; and understand and practice professional and ethical responsibilities.

### Administration

The program will be located in the Department of Communication, Film, and Theatre. It will work cooperatively with other programs in the College of Arts and Sciences and the College of Business. The Departments of English, Art, Graphic Design, Interior Design, and Music will also provide cooperative support for the program.

### Curriculum

The proposed program in Theatre Arts consists of 121 semester hours of course work, -- as well as a choice of three concentrated areas of study, Performance, Design, and Arts Management -- as follows:

General Education		Credits
University Core Curriculum*		
E 105	Composition	3
E 110	Composition and Literature	3
CO 100	Human Communication	3
	Analysis and Problem Solving – Science w/lab	4
	Analysis and Problem Solving – Mathematics	3
	Analysis and Problem Solving – Methodology	3
MM 301	Introduction to Multimedia	3
HS 102 or 103	History and Effective Citizenship - History Elective	3
	History and Effective Citizenship – Social Science Elective	3
	Social Interaction and Global Perspective – Electives (3)	9
T 131	Introduction to Theatre	3
	subtotal	40

### Required Program Core Courses

T 150	Acting I	3
T 241	Early World Drama	3
T 242	Modern World Drama	3
T 275	Stagecraft I	3
T 350	Playwriting	3
T 342	Directing I	3
T 491	Production Practicum I	3
T 492	Production Practicum II	3
T 132	Theatrical Style	3
T 485	Student Run Theatre	3
MK200 or MG 210	Principles of Marketing or Management and Organization	3
	subtotal	33

### *Program Concentration Requirements*

Three Concentration Areas – Four Concentration Elective Courses Each

#### ACTING/PERFORMANCE

T 250	Acting II	3
T 225	Beginning Dance	3
T 442	Directing II	3
MU 116	Vocal Performance	3

#### DESIGN/PRODUCTION

T 375	Stagecraft II	3
AT 211	Basic Design I	3
AT 213	Color	3
CO 114	Production Fundamentals	3

#### ARTS ADMINISTRATION (Business and Marketing)

MK 200	Principles of Marketing	3
	<i>or</i>	
MG 210	Management and Organization	
	<i>course in addition to major program requirement</i>	
A 101	Introduction to Financial Accounting	3
CO 306	Public Relations Systems & Practices	3
LA 101	Business Law and the Regulatory Environment	3
	subtotal	12

#### Electives

Twelve Free Elective Courses	subtotal	36
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*Total credits 121*

## Admission/Enrollment

Procedures for admission to the program will be determined by existing University policy as described in the current undergraduate catalogue.

The University anticipates 8 full-time students in the first year of the program, all of them internal transfers. By the third year of the program, the University anticipates an enrollment of 18 full-time students, 6 of them internal transfers and 12 new students.

## Educational Planning Context

Southern Connecticut University, Yale University, Fairfield University, Eastern Connecticut University, University of Hartford all offer a BA in Theatre focusing on a generalist approach offering students a comprehensive study of theatre from design to performance to scholarly study. Trinity College offers a BA in Theatre and Dance, combining the two disciplines, Quinnipiac University focuses on Theatre of Community, and the University of Hartford offers a BFA in Performance along with a BA in Theatre.

The University states that its program will offer students the opportunity to choose a generalist approach as well as a choice of three concentrated areas of study: Performance, Design, and Arts Management. With its close affiliations with the Communications, Visual and Performing Arts, and Business programs at the University, the Theatre Arts program will offer students traditional areas of study (Acting, Directing, Playwriting, Stagecraft, etc.), as well as those areas of study not normally associated with a theatre program (Film/Television/Radio Production, Business Marketing, Music and Sound Recording, Interior Design, and Computer Graphics). The program's goal is to graduate students well prepared to offer skills in a variety of areas and disciplines in an ever-changing job market.

The Connecticut Commission on Culture and Tourism (CCCT) estimates that there are more than 40,000 jobs in the arts in Connecticut (recognizing that this number includes more than theatre-related jobs). There are more than 80 live theatres or theatre companies in Connecticut ([http://www.curtainrising.com/us/usa\\_ct.php](http://www.curtainrising.com/us/usa_ct.php)). There are also the theatre and entertainment venues associated with the tribal casinos in the state.

The Occupational Handbook of the Bureau of Labor Statistics estimates that employment of actors, producers, directors, and designers will grow over the next decade. The Bureau cites job prospects in live entertainment venues including Broadway and off-Broadway theatre and repertory theatres in metropolitan areas. The large number of live theatres in Connecticut and nearby New York makes this area especially attractive. The projected national increases (2006-2016) are:

Producers and Directors	11.1% increase	10,000 jobs
Actors	11.6% increase	8,000 jobs
Designers	11.8% increase	2,000 jobs

The University also notes that it has received many inquiries from prospective students for the past two years. In each of the past two years, there have been over 100 inquiries from students about the possibility of majoring in theatre. Among current students, there are at least 14 students who have expressed an interest in switching to a theatre major or having a double major with theatre as one of the majors.

#### UNDERGRADUATE THEATRE ARTS PROGRAMS

AMAGS	500501	Performing Arts/Theatre	BFA	0	1	0	0	
CCONN	500501	Theatre	BFA/BA	14	11	10	12	18
CTCOL	500501	Theater	BA	7	3	5	12	8
SCONN	500501	Theatre	BA	4	6	7	18	16
TRINY	500501	Theater & Dance	BA	11	5	2	5	7
UCONN	500501	Dramatic Arts	BFA	7	0	0	0	0
UCONN	500501	Theatre Studies	BFA	0	4	8	10	1
UHTFD	500501	Drama	BA	5	3	5	3	8
WCONN	500501	Theater Arts	BA	4	6	10	13	4
WESLY	500501	Theater	BA	18	11	11	10	11
YALE	500501	Theatre	BA	19	24	16	17	23
<b>Total Number of Degrees Conferred:</b>				<b>89</b>	<b>74</b>	<b>74</b>	<b>100</b>	<b>96</b>

### Resource Support

#### Faculty

The University lists six full-time and three part-time faculty members who will teach in the program. All of the faculty have appropriate advanced degrees and experience.

#### Library and Learning Resources

The University's Marvin K. Peterson Library holds over 300,000 volumes on the West Haven Campus as well as collections at the off-campus centers, including at Mitchell College. Books, periodicals and other research materials not available at the UNH library can be obtained through the interlibrary loan service. UNH uses the OCLC database to access and obtain these materials from other libraries for members of the UNH community. In addition, the Marvin K. Peterson Library is a partial U.S. Government Documents Depository Library with the following holdings: 158,197 paper pieces, 312,128 microfiche pieces and 136 CD-Rom discs.

Computer services provide a significant extension for access to materials supporting the program. Below is a list of the databases, many of which include full-text journal articles, newspapers, reference materials, and books which are available to Theatre Studies majors and faculty for use in their research.

Using the "[Journals at the MKP Library](#)" link on the Library's home page, students and faculty can use either of the following broad "Journal Subjects" to browse and identify full-text periodical literature in Theatre.

Music, Dance Drama and Film  
Art, Architecture and Applied Arts

The University provides 23 computer laboratories with a total of approximately 400 computer stations with Internet access for student use. Several of these labs are open 24 hours per day, seven days per week, and several more are open day and evening, Monday through Friday, and during the day on weekends. The library also provides a comprehensive set of periodicals to support the Theatre Studies program.

Facilities

The program would require the continued use of Dodds Theatre and its support facilities. As the program grows, renovated space (preferably in the basement of Dodds Hall) would be required for theatre equipment storage, costume and set design, and set construction. Additional improvements in the theatre including lighting and sound will be needed independent of the program. Lastly, a modest increase in tools and equipment for set construction will be requested.

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Central Connecticut State University

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

### Executive Summary

Central Connecticut State University has submitted an application to the Board of Governors for Higher Education for licensure of a program in Civil Engineering, leading to the Bachelor of Science (B.S.) degree.

The Bachelor of Science in Civil Engineering will be the School's second degree in Engineering. The first, a Bachelor of Science in Mechanical Engineering, was licensed by the Board of Governors for Higher Education in April 2006 and accredited by the Board in April 2009. The proposed program in Civil Engineering will complement the School's other programs, including the School's engineering technology offerings.

Following a review of the application and other pertinent information provided by Central Connecticut State University, the Department of Higher Education conducted an evaluation visit to the University on April 23, 2009, to assess the B.S. in Civil Engineering program for compliance with the Board of Governors' Approval Standards. The findings of the evaluation team on the University's meeting the Board's standards are summarized below.

The Advisory Committee on Accreditation, at its meeting on May 14, 2009, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval included a stipulation for the Board to consider its previous resolution as stated below with one opposed and one abstention.

*RESOLVED: that the Board of Governors for Higher Education license a program in Mechanical Engineering, leading to the Bachelor of Science (B.S.) degree, to be offered by Central Connecticut State University, for a period of three years, until April 30, 2009. This resolution is made with the understanding that this will be the first and only program in Engineering offered by the University and its School of Technology, and that the program will serve as the location of Engineering education within the Connecticut State University System.*

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Civil Engineering, leading to the Bachelor of Science (B.S.) degree, offered by Central Connecticut State University, for a period of three years, until June 30, 2012.

## Description

### Purposes and Objectives

The University states that the proposed program is designed to prepare civil engineers who have a broad and thorough education in the field's fundamentals, applications, and design so that they are prepared to practice at the professional level. The program, the University notes, will provide appropriate preparation in mathematics, physics, chemistry, engineering mechanics, and civil engineering as well as skill in the application of modern engineering tools.

The University continues its commitment, through this program, as it notes, to provide accessible and affordable engineering educational opportunities for students in the Capital Region in particular and for Connecticut residents in general. One of the additional objectives of the program is to provide the opportunity for students from the University's service region to commute to school, thereby generally removing the added education costs associated with campus residency. This reduced cost, the University states, will be an important consideration for the students the program will seek to attract.

### Administration

The program will be administered by the Department of Engineering. The Department is part of the School of Engineering and Technology, which is administered by the Dean, who oversees all educational programs in the School.

### Admissions/Enrollment

The University's current general admission and graduation requirements for the program will be consistent with requirements for admission into the proposed program.

These students may be graduating high school students from the Capital Region who are interested in pursuing an education at a public university in Connecticut. They will demonstrate academic achievement in science and mathematics and in using that interest and knowledge to create projects that improve Connecticut's communities. Other students will be transfer students who will come to the program through Connecticut's College of Technology Pathway Agreement, which provides a guaranteed admissions avenue into the School of Engineering and Technology for Community College graduates interested in and prepared at the Associate degree level for careers in engineering or technology. The College of Technology pathway program is an articulation agreement that represents an innovative program leading to the B.S. in Engineering or Technology. The program consists of four distinct pathways: Engineering Science, Engineering Technology, Technology Studies, and Technology Education. Students in the Community Colleges who complete appropriate requirements at one of the state's Community Colleges may enter directly into engineering or technology or technical fields at the University of Connecticut, Fairfield University, Central Connecticut State University, the University of Hartford, University of New Haven, or Charter Oak State College.

A third group of students would be students enrolled in one of the other campuses of the Connecticut State University. The University notes that the Civil Engineering faculty will support an agreement that allows for effective transfer of credits from Eastern, Southern and Western Connecticut State Universities into the Civil Engineering program. This would be in keeping with the Center for Excellence that the School of Engineering and Technology currently is designated as within the Connecticut State University System.

A fourth group of prospective students for the program, the University notes, will be employees working in industry who wish to continue their engineering education. Because the program will offer courses with day, evening, and flexible scheduling to accommodate the needs of both full-time and part-time students, individuals currently employed will be able to attend classes after, before and between working schedules.

The University anticipates that enrollments in the program would be 15 new full-time students in the first year and 8 part-time students. The University anticipates sustained growth in program enrollments, with a total of 76 full-time students and 48 part-time students by year five. The University indicates that such an enrollment would be sufficient to sustain the program.

### Curriculum

The Bachelor of Science in Civil Engineering is a program of study that requires 127-137 credits of undergraduate work, including a two-term senior project capstone requirement completed through oral and written reports. The University states that non-transfer students who meet foreign language requirements with high school credits can complete the program with 129 or 130 credits.

Required courses include General Education, Major Requirements, Electives or Specialization Requirements, and Additional requirements, as detailed below.

<i>General Education</i>		42-49
Study Area I	Lit., Phil or Fine Arts	9
Study Area II	History (elective)	6
Study Area III	Behavioral Sciences	3
Study Area IV	Physics 125, Physics 126	8
Skill Area I	Eng 110, Comm 140	6
Skill Area II	Math 152, Math 221	8
Skill Area III	Foreign Lang & International	0-6
Skill Area IV	PE 144 or Engr 150	2-3
<i>Major Requirements</i>		50-53
Eng 150	Intro to Engineering	3
Engr 251	Statics	3
Engr 252	Dynamics	3
Engr 257	Mechanics of Materials	3

ME 258	Thermodynamics	3
ME 354	Fluid Mechanics	3
CE 253	Intro to Engr. Surveying	3
CE 375	Hydraulic Engr.	3
CE 397	Structural Analysis	3
CE 451	Soil. Mech & Found w/Lab	4
CE 454	Intro to Trans Engr	3
CE 357	Advanced Surveying	3
or CE 458	or GPS for GIS	
CE 470	Structural Steel Design	3
CE 471	Reinforced Conc. Structures	3
CE 475	Hydro & Strom Drainage	3
CE 476	Environ Engr.	3
CE 497	Prof. Practice	2
CE 498	Senior Project (Capstone)	2
<i>Additional Requirements</i>		<i>34-35</i>
CET 236	Circuit Analysis	3
Chem 161,162	General Chemistry I	4
Engr 403	Technical Writing	3
ETC 122	Intro CAD	3
ETM 356	Materials Analysis	3-4
or CM 356	or Materials of Construction	
ET 240	Spreadsheet & Tools	3
Math 226	Calc. III	4
Math 335	Linear Algebra	4
Science w/lab		4
Directed Technical Elective		3

#### Assessment of Need

A report prepared by Battelle Technology Partnership Practice states that Connecticut employs 1.7 percent of the engineering workers in the United States but generates only 0.8 percent of the engineering graduates in the country. Similarly, Connecticut employs 1.4 percent of the civil engineering graduates in the country but generates only 0.6 percent of the civil engineering graduates. There appears to be an insufficient number of home-grown engineers in Connecticut. In addition, many of the graduates of Connecticut's engineering programs do not come from the state; that diminishes the chances that they will stay in Connecticut once they graduate.

The University states the Connecticut Department of Transportation is a major employer of civil engineers but that the single largest field of employment of civil engineering graduates is the large group of small and medium sized civil engineering consulting firms that serve local government agencies and private enterprise in the state. There is therefore a steady demand for entry-level civil engineering graduates.

The CSU System supports the program and states that the economy in recent months has changed dramatically and that a clear need exists for the profession of civil engineering in terms of the ability to move “shovel ready” construction projects quickly to help restart the economy.

#### Comments From Other Institutions

Letters opposing the creation of this program have come from the University of Connecticut and from the University of New Haven. Summaries of those letters are provided with appropriate responses from CCSU.

Both the Dean of the School of Engineering at the University of Connecticut and the President of the University of New Haven stated their opposition to the program. Both institutions are concerned with:

- the ability of Connecticut residents to obtain a Civil Engineering Technology degree;
- the duplication of Civil Engineering programs that already exist within the State.

The University of Connecticut is also concerned about the additional resources required for CCSU to provide this program and suggests augmenting existing programs and offering online programs or scholarship opportunities to provide for the population that CCSU seeks to address.

The University of New Haven, in addition to the points made above, is also concerned with:

- the viability of existing programs;
- a Board of Governors’ Resolution regarding the number of Engineering programs to be offered by the State University system.

The University of New Haven maintains that the existing programs have been more than adequate in meeting the needs of the workforce, and that the actual problem is not with capacity at the higher education institutions but rather with the number of students graduating high school prepared for or interested in studying STEM fields.

#### Response

The following information was provided by CCSU and the CSU System office:

In the last five years the average total graduation rate for the three civil engineering programs (excluding the Coast Guard Academy) that serve Connecticut was 50. Based on 2004 employment, if retirement levels were at 2.8% per year (for a 36-year average career period), the annual demand for civil engineers with no growth would be 91. With a projected growth rate at 0.8% per year (equivalent to 8.31% in 10 years), the annual demand would increase by 26, and the resulting annual demand for civil engineers in Connecticut would be 117. These projections indicate that the proposed new program would address an unmet need, as opposed to competing with existing programs.

CCSU's CE Technology graduates are typically hired for the same entry-level civil engineering positions that are offered to graduates of civil engineering programs. CCSU's CE Technology graduates are formally qualified to take the NCEES Fundamentals of Engineering (FE) examination,<sup>1</sup> which is the initial requirement for obtaining professional engineering (PE) registration in Connecticut and in most other states. Based on a careful comparison of ABET's Technology Accreditation Council (TAC) standards and its Engineering Accreditation Council (EAC) standards, converting CCSU's civil engineering technology program to a civil engineering program will require minimal curricular changes.

For the new civil engineering program at CCSU, the following three factors are important considerations: 1) the new program will replace the existing CE Technology program, 2) the existing program is currently enrolling technically oriented students who wish to complete a four-year undergraduate education, and 3) the existing program is placing students in professional engineering positions. CCSU already has faculty with appropriate credentials and expertise in the civil engineering. CCSU has facilities in place for the new civil engineering program. However, organizations such as NCEES, ASCE and NSPE have been working to change engineering registration requirements. If implemented in Connecticut, the changes would restrict career opportunities for existing CE Technology program graduates. A civil engineering program at CCSU will be a natural step in the academic continuum and will provide the academic credentials necessary for graduates to obtain professional engineering registration now and in the future. The new civil engineering program is an appropriate conversion of the CE Technology program that provides benefits to Connecticut, the University and our students.

There is no evidence of a decline in civil engineering enrollment due the too few qualified high school graduates across the United States, nor at the University of Connecticut, in particular. The data indicate a demand in Connecticut and across the United States for more civil engineers, and we are confident that the new Civil Engineering program at CCSU will be successful in enrolling qualified students to meet this demand, as we have been successful in enrolling qualified students in our mechanical engineering program.

In regards to resource allocation, the fact that the CCSU civil engineering program will replace its existing civil engineering technology program will spare CCSU and the State of Connecticut much of the investment that would be required to establish a new program.

Finally, to address the Board Resolution of June 2006, it is abundantly clear that the economy has changed dramatically since that pronouncement, such that a limitation on program development would seriously impact our ability to meet our public mission of developing programs that meet clear workforce needs in the State of Connecticut. Such a clear need exists for the profession of civil engineering, as is evident from the figures presented in the proposal, and through what we read in the newspapers every day about the necessity of moving construction projects quickly to restart the economy. While other

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<sup>1</sup> National Council of Examiners for Engineering and Surveying (2008) [www.ncees.org/exams/fundamentals/](http://www.ncees.org/exams/fundamentals/)

universities (public and private) offer programs in civil engineering, there remains a shortage of civil engineers in Connecticut.

*Baccalaureate Degree Programs in Civil Engineering*

Institution	Degree	Program Name	# of Degrees Awarded				
			03-04	04-05	05-06	06-07	07-08
UConn	BSE	Civil Engineering	34	27	38	43	39
UHartford	BSCE	Civil Engineering	17	6	10	8	13
UNew Haven	BS	Civil Engineering	5	7	1	9	9
USCGA	BS	Civil Engineering	31	30	19	18	32
		TOTAL	87	70	68	78	93

The civil engineering program at the U.S. Coast Guard Academy (USCGA) is physically in Connecticut; however, the USCGA has: 1) a unique mission to serve the entire United States, 2) a special selection process from a national pool of applicants, and 3) special national service requirements for graduates. Therefore, the graduates from the USCGA primarily serve the U.S and not the specific need for civil engineers in Connecticut.

Resource Support

Faculty

The University indicates that nine full-time faculty members and one part-time faculty member will teach in the program, all of whom have appropriate advanced degrees, teaching experience, and technical and managerial practice. The University states, too, that it plans to add one additional faculty member to the program, and that a national search is under way. The University has defined the faculty member hired will have a B.S. and a Ph.D. in Civil Engineering; a minimum of two years of teaching or professional practice in Civil Engineering, with emphasis in transportation engineering or environmental engineering; and evidence of recent scholarly activity and participation in professional organizations. The University also states that, at about the mid-point of the five-year program, it is anticipated that a new Civil Engineering faculty position will be added, also at the Associate Professor rank.

Library and Learning Resources

Students will use the resources of the Burritt Library, the University’s principal library center. The Library holds 14,000 volumes in engineering and technology and 44,000 volumes in the various natural and physical sciences. The Library also subscribes to various electronic journals and databases and participates as a member of iCONN.

The Engineering Technology Library spends nearly \$60,000 each year on books and relevant journals.

## Facilities

The University has appropriate space for both teaching and research in the program, including dedicated laboratories in the School of Engineering and Technology equipped with appropriate instrumentation. The School of Engineering and Technology also has nineteen laboratories, including a thermal and mechanical engineering laboratory, a materials testing laboratory, a manufacturing and CNC laboratory, a robotics and automation laboratory, a fluid mechanics laboratory, an electrical and electronics laboratory, and several information technology and specialized computer laboratories. Currently, the Civil Engineering Technology and Construction Management programs use five laboratories to fulfill program objectives.

## QUALITY ASSESSMENT

Following a review of the application and other pertinent information provided by Central Connecticut State University, the Department of Higher Education conducted an evaluation visit to the University on April 23, 2009, to assess the B.S. in Civil Engineering program for compliance with the Board of Governors' Approval Standards. The evaluation team included Ms. Judith Resnick, Director of Workforce Development and Training, CT Business & Industry Association; Professor Anthony G. Benoit, Director of Engineering Technology, Three Rivers Community College; Herbert S. Levinson, PE, from the Connecticut Academy of Science and Engineering; and Dr. Jonas Zdanys, Chief Academic Officer and Associate Commissioner for Academic Affairs, Department of Higher Education, who coordinated the visit.

The findings of the evaluation team on the University's meeting the Board's standards are summarized below.

## EVALUATION TEAM FINDINGS

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

### *Team Finding*

The Evaluation Team concluded that the program meets the Board's standard. The team believes that the program fits the institution's mission. It is clear, to the team, that the University knows who will be served by the program and has structured an appropriate academic program to serve those students.

It is clear to the team as well that it is changing external factors that led to the development of this new program and that make this new Civil Engineering program essential for ensuring that students enrolled at the School of Engineering & Technology at Central Connecticut State University will not be penalized in their careers. For example, the model law of the National Council of Examiners for Engineering and Surveying (NCEES) now requires a candidate to have a Civil Engineering degree if he or she will sit, within an appropriate timeframe, for the Professional Engineer (PE) examination. The NCEES no longer supports PE licensing for graduates of Civil Engineering Technology programs.

Furthermore, the Connecticut Department of Transportation will now require a PE designation for positions at the level of Supervising Engineer or above, so career opportunities for future holders of degrees in Civil Engineering Technology will be limited at the Department. And, the team believes that the program will provide a valuable mechanism within the state university system to reduce the gap between the supply and demand for civil engineering expertise in the state and the region.

Section 10a-34-11. Administration.

*Team Finding*

The Evaluation Team concluded that the program meets the Board's standard. This is so, particularly, because the Civil Engineering Technology program is being transformed into the Civil Engineering program and all administrative structures are in place for a seamless administrative transition. The team believes that the program may need to develop and to make public a clearer description of the processes by which evaluation of the program will take place internally. In addition, the team suggests that the University could give consideration to the eventual formation of a Department of Civil Engineering within the School of Engineering and Technology, but the team, recognizes as well that such a decision is an institutional decision.

Section 10a-34-12. Adequacy of Resources.

*Team Finding*

The Evaluation Team concluded that the program meets the Board's standard. The team notes that nominal additional resources may be needed as the program develops and expands. The team also commends the University, noting that the tuition level for the program appears to provide access to students who could best benefit from the program. In addition, the team notes that the new Civil Engineering program would be better positioned than the Civil Engineering Technology program to secure support from industry and from federal and other grant sources.

Section 10a-34-13. Faculty.

*Team Finding*

The Evaluation Team concluded that the program meets the Board's standard. The team believes that the faculty's energy and dedication to teaching is noteworthy. The team notes that the faculty is engaged and interested in its students, and that it has practical experience in industry as well as other important and relevant external experience. The team affirms that additional faculty may be needed as the program expands. The team suggests, too, that faculty research and scholarship continue to be encouraged. Finally, the team states that advising by the faculty seems strong but that the program will need to pay close attention to the needs of transferring students, particularly those who come to the program through the College of Technology pathway. The University will also need to pay close attention to the educational needs of internal students who will seek to transfer from the Civil Engineering Technology (CET) program to the Civil Engineering program, especially with regard to the transferability of CET courses into the new program.

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

*Team Finding*

The Evaluation Team concluded that the program meets the Board's standard. The program's educational outcomes are aligned with ABET guidelines and the proposed program will therefore be able to prepare students for careers in the civil engineering field. The team had a concern about general education, noting that while general education requirements and expectations meet minimum requirements, care should be given to assist students in selecting relevant electives that will support career and personal objectives as well as meet the program's stated mission. In this regard, the program might consider adding a course in engineering statistics as well as an economics course that would be complementary to the course in engineering economics. Additional courses in law, for example, with an ethics strand, and in the social sciences should also be considered to expand and strengthen the general education profile.

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

*Team Finding*

The Evaluation Team concluded that the program meets the Board's standard. The University's library collections appear to have sufficient monograph holdings in the field and in related areas and relevant engineering periodicals. The Library also participates as a member of iCONN.

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

*Team Finding*

The Evaluation Team concluded that the program meets the Board's standard. The School of Engineering and Technology occupies a modern and well-maintained facility with small but good laboratories. The team is impressed by the planned and budgeted additional laboratory space now being created for Mechanical Engineering and Civil Engineering hands-on learning and other experiments.

SUMMARY OF STRENGTHS AND AREAS IN NEED OF IMPROVEMENT

Strengths

- \* Strong institutional support, from the President and Provost on down
- \* A modern physical plant
- \* Low tuition costs
- \* A devoted and experienced faculty
- \* An academic framework that makes good use of the infrastructures of the current Mechanical Engineering and Civil Engineering Technology programs
- \* A program and an institution that are well-positioned geographically and demographically to bring this educational opportunity to populations now underserved.

### Areas in Need of Improvements

- \* The University may need to broaden the program's general education curriculum
- \* The University may need to pay additional attention to pathways from technology to engineering, perhaps by focusing on the outcomes of learning rather than on specific course numbers and designations. This includes the College of Technology Pathway program and the process of transferring from the current Civil Engineering Technology program into the Civil Engineering program. In this connection, the University should continue its commitment to working with the community colleges and others to ensure appropriate student advising.
- \* It may be beneficial to students and to the program as a whole if expressly defined internship experiences could be created for all students
- \* The University should consider ways in which it could build stronger connections to the Connecticut Department of Transportation for the proposed program, particularly because the Department of Transportation is nearby and would be considered a principal employer of the graduates of this new Civil Engineering program. Such a relationship could include work-study programs and internships, expanded use of DOT personnel to teach courses in the program, special seminars for students and DOT personnel, and other mutual avenues of connection.



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: The University of Phoenix, Phoenix, Arizona

Item: Relicensure of the B.S. in Information Technology and the Master of Business Administration/Technology Management to be offered by the University of Phoenix in Norwalk, Connecticut

### Executive Summary

The University of Phoenix has applied to the Board of Governors for the re-licensure of two of the eight programs licensed by the Board of Governors in March 2008 for a period of one year ending June 30, 2009 and its campus in Norwalk, Connecticut. The programs are offered as part of the University of Phoenix's on-site degree offerings, through its John Sperling School of Business. The programs seek to provide educational opportunities for working adults to develop professional expertise in various areas of business and information technology, at both the undergraduate and graduate level.

The University of Phoenix was licensed by the Board of Governors for Higher Education on June 15, 2005 to offer eleven programs in Connecticut for a period of three years, until June 30, 2008. In March 2008, the Board of Governors for Higher Education re-licensed two of those programs – the B.S. in Business/Management and the Master of Business Administration program for a period of three years, until June 30, 2011. Because of concerns regarding enrollments and the viability of the full array of programs the University of Phoenix wished to continue offering in Connecticut, the Board of Governors re-licensed eight programs for a period of one year only: B.S. in Business/Administration, B.S. in Business/Marketing, B.S. in Business/E-Business, B.S. in Information Technology, B.S. in Management, M.A. in Organizational Management, Master of Business Administration in Technology Management, and M.S. in Computer Information Systems.

At the same time, the Board of Governors required the University of Phoenix to present a progress report to the Department of Higher Education by April 1, 2009, for the eight programs licensed for one year; that report was to include a demonstration that the programs are active, including information on program applications, enrollments, faculty appointments, and related information. The Board of Governors stated that the progress report would serve as the University's application for the re-licensure of each program which is demonstrated as being active and viable in Connecticut.

The University of Phoenix submitted its report to the Department of Higher Education and identified the two programs, of the eight re-licensed by the Board of Governors until June 30, 2009, that the University wishes to continue offering to Connecticut students. Those

two programs are the Master of Business Administration/Technology Management (MBA/TM) and the Bachelor of Science in Information Technology (BSIT). The University of Phoenix noted that the Master of Business Administration program is one of its most successful programs and that it now plans to provide students with the ability to concentrate in the area of Technology Management in addition to their core MBA degree program. The University plans to offer courses in that area beginning June 1, 2009. The University notes that two candidates have been identified for the full-time lead faculty position and that one of them will be hired once the program is re-licensed by the Board of Governors.

The University of Phoenix also requests that the Board of Governors re-license the Bachelor of Science in Information Technology, with courses beginning on June 1, 2009. The University already has a full-time lead faculty member for that degree program.

The University is not requesting re-licensure for the six other programs that the Board of Governors licensed for a period of one year: B.S. in Business/Administration, B.S. in Business/E-Business, B.S. in Information Technology, B.S. in Management, M.A. in Organizational Management, and M.S. in Computer Information Systems. These programs will now be listed as “terminated” in the Department of Higher Education Program Inventory database.

#### Commissioner’s Recommendation

It is recommended that the Board of Governors for Higher Education relicense the B.S. in Information Technology and the Master of Business Administration/Technology Management programs for a period of one year, until June 30, 2010.

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Gibbs College  
Item: Quarterly Progress Report

Gibbs College was last reaccredited by the Board of Governors for Higher Education at the March 2009 meeting until December 31, 2009. That reaccreditation was done with the stipulation that the College would continue to provide the Department of Higher Education with progress reports that will include the following information: student enrollments and progress toward degree, by program; faculty and administrative employment, by program; and general administrative employment; financial aid disbursements; transfer arrangements and student transfers, by institution; and program “phase outs” as students complete their studies.

Gibbs College has submitted its most recent quarterly progress report, on the basis of which it is requesting the continuation of its authority to operate in Connecticut until December 31, 2009.

### Implementation Steps

The College will provide the Department of Higher Education with the next quarterly progress report in September 2009 that will include the following information: student enrollments and progress toward degree, by program; faculty and administrative employment, by program; and general administrative employment; financial aid disbursements; transfer arrangements and student transfers, by institution; and program “phase outs” as students complete their studies.

### Background

The Department of Higher Education was informed by representatives of Career Education Corporation on February 15, 2008, that Gibbs College would be closing its locations in Norwalk and in Farmington effective December 31, 2009. That closure was part of the decision reached by Career Education Corporation in Illinois, the owner of Gibbs College, to close ten of the eighty-five colleges it owns throughout the United States and in other countries.

Gibbs College was founded in 1911 in Rhode Island as the Katharine Gibbs School. There are nine locations of Gibbs Colleges and Katharine Gibbs Schools throughout the Northeast. Gibbs College is wholly owned by Career Education Corporation (CEC), which is incorporated in Delaware and which has its principal offices in Hoffman Estates, Illinois.

Gibbs College in Norwalk was first licensed in Connecticut in May 1976. Gibbs College was first accredited by the Board of Governors in October 1996.

Gibbs College offers programs in the fields of Criminal Justice, Electronic Commerce, Fashion Design & Merchandising, Interactive Media, Interior Decorating, Computer Networking Operations, Business Office Administration, Visual Communications, and Computers--General. Three of those programs are offered at the College's campus located in The Exchange in Farmington. The College also had licensed programs leading to the Associate's degree in Business Administration, Management Specialization; Medical Assisting; and Retail Merchandising. However, those programs do not enroll any students, will not be offered for accreditation, and have been terminated by agreement between the College and the Department of Higher Education.

The College is on a "quarter system" rather than a semester system. "Quarter credits" are typically 1.5 times "semester credits;" that is, 60 semester credits are translated as 90 quarter credits, with associate's degrees awarded at those respective levels.

Gibbs College is not regionally accredited and does not have accreditation through the New England Association of Schools and Colleges. It is accredited by the State of Connecticut through the Board of Governors for Higher Education. It is also accredited by a national accrediting body called the Accrediting Council for Independent Colleges and Schools, which accredits private postsecondary institutions offering certificates or diplomas, and postsecondary institutions offering associate, bachelor's, or master's degrees in programs designed to educate students for professional, technical, or occupational careers, including those that offer those programs via distance education.

## Updated Quarterly Report

### *Statement of Institutional Closure*

Gibbs College and Career Education Corporation, the parent company of the College, continue to plan to close the campus in Norwalk effective December 31, 2009. Gibbs College, with the financial and administrative support of Career Education Corporation (CEC), intends to fulfill the institution's obligations to currently enrolled students at the campuses and to adhere to the policies of its accrediting and licensing bodies.

### *Regulatory Compliance*

Gibbs College and Career Education Corporation have stated that they will maintain regulatory compliance regarding all governmental and accrediting laws, rules, and regulations throughout the teach out and closure process.

### *Mission and Academic Integrity*

Career Education Corporation has created a special organizational unit to assist Gibbs College with the teach out and closure process. This Transitional School Division is assisting the College with the fulfillment of its mission and is helping to ensure an efficient

transition to school closure. In all instances, the College states, this process will be carried out with the highest standards of academic integrity.

#### *Student Completion Support*

The College has audited the progress to date of all students to determine the course of study needed for completion and their subsequent projected graduation date. The College continues to work with enrolled students to develop and implement an education plan course schedule or completion timeline of the courses needed per term.

The information the Department has in its files includes the following items: Student Name, Program, Program Credits Required, Credits Earned, Credits in Progress, Total Credits Earned/In Progress, Anticipated Graduation Date.

Program directors or department chairs and the registrar have been conducting quarterly audits of student progress at the end of each term for all remaining students to ensure that students are on track for completion within the given timeframes. The College states that completion audits will continue to be conducted quarterly to track student progress and adjust schedules.

#### *Student Enrollments*

The College is enrolling 225 students as of April 22, 2009. The College enrolled 299 students during the last quarterly report of January 27, 2009. The College had 494 active students and 6 students on leave of absence as of August 5, 2008. The College had 648 active students and 4 students on leave of absence on May 5, 2008. On February 5, 2008, the College had 887 active students and 3 on leave of absence. The dates used for enrollment numbers are approximately three weeks into the start of the term and follow the College's add/drop periods.

#### *Student Transfer to Other Colleges and Universities*

Gibbs College has established formal transfer agreements with the following Connecticut colleges and universities: University of Bridgeport, Charter Oak State College, Post University, and St. Joseph College. Other institutions are accepting Gibbs College students and graduates after individual review of student transcripts. They include both in-state and out-of-state institutions: American Intercontinental University, Berkeley College, Briarwood College (CT), Goodwin College (CT), Mercy College, University of New Haven (CT), Paier College of Art (CT), and University of Phoenix.

#### *Financial Aid and Loan Counseling Support*

The College states that it continues to provide financial aid and loan counseling support. The College is continuing to disburse Title IV funds to eligible students through the last day of their respective classes. The College also states that when all such disbursements have been completed, it will submit notice to the US Department of Education that the campus has closed.

The College stopped accepting FAFSAs for new students on February 15, 2008, which was the date the College announced its plan to close. New FAFSAs are being completed for

continuing students who participate in Title IV programs and will continue until the students have graduated.

*Disposition of Records and Transcripts*

The College is preparing academic records, financial aid information, and other records for permanent archiving. Those records will be stored in compliance with the applicable record retention requirements specified by Title IV regulations. The College states that permanent records and imaged academic records will be housed and maintained electronically on a central server by Gibbs College parent company, Career Education Corporation, located at 2895 Greenspoint Parkway, Suite 600, Hoffman Estates, IL 60195.

CEC has entered into agreements with two vendors to provide scanning and permanent storage of College transcripts and related documents. SourceCorp will provide scanning services to scan student transcripts. CEC has identified Iron Mountain as its provider of permanent record storage.

*Update: The College has begun the process of cataloging all records for final storage with Iron Mountain. Scanning of student transcripts is in process.*

*Provisions for Faculty and Staff*

The College states that estimated end dates for current employees were developed based on projections of student completions through December 31, 2009. Employees were given financial incentives and severance pay based on each employee’s job classification and employment tenure. CEC Career Services and Human Resources units are coordinating efforts to assist employees in their reemployment efforts. Resumes and CVs submitted to CEC Career Services by faculty and staff personnel are being forwarded to other CEC campuses, as appropriate.

*Update: The College continues relatively light voluntary faculty and staff turnover.*

Faculty and Staff by Functional Area

Quarter	Program/Functional Area	Number of Employees
July 2008	Business Office Administration Program Faculty	25
	Criminal Justice Program Faculty	3
	Computer Networking Operations Program Faculty	5
	Digital Video & Multimedia Program Faculty	2
	Fashion Design & Merchandising Program Faculty	15
	Interior Decoration Program Faculty	1
	Visual Communications Program Faculty	17
	Staff	20
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October 2008	Business Office Administration Program Faculty	22
	Criminal Justice Program Faculty	3

	Computer Networking Operations Program Faculty	1
	Digital Video & Multimedia Program Faculty	1
	Fashion Design & Merchandising Program Faculty	14
	Interior Decoration Program Faculty	1
	Visual Communications Program Faculty	17
	Staff	16
January 2009	Business Office Administration Program Faculty	19
	Criminal Justice Program Faculty	3
	Computer Networking Operations Program Faculty	1
	Digital Video & Multimedia Program Faculty	1
	Fashion Design & Merchandising Program Faculty	11
	Interior Decoration Program Faculty	1
	Visual Communications Program Faculty	13
	Staff	16
April 2009	Business Office Administration Program Faculty	16
	Criminal Justice Program Faculty	3
	Computer Networking Operations Program Faculty	1
	Digital Video & Multimedia Program Faculty	1
	Fashion Design & Merchandising Program Faculty	9
	Interior Decoration Program Faculty	1
	Visual Communications Program Faculty	7
	Staff	14
July 2009	Business Office Administration Program Faculty	
	Criminal Justice Program Faculty	
	Computer Networking Operations Program Faculty	
	Digital Video & Multimedia Program Faculty	
	Fashion Design & Merchandising Program Faculty	
	Interior Decoration Program Faculty	
	Visual Communications Program Faculty	
	Staff	
October 2009	Business Office Administration Program Faculty	
	Criminal Justice Program Faculty	
	Computer Networking Operations Program Faculty	
	Digital Video & Multimedia Program Faculty	
	Fashion Design & Merchandising Program Faculty	
	Interior Decoration Program Faculty	
	Visual Communications Program Faculty	
	Staff	

### *Disposition of Assets and Facilities*

Gibbs College is a wholly owned subsidiary of Career Education Corporation. As such, all assets remaining after the closure of the campus are the property of the parent corporation. Asset inventories are in progress on both campuses. Plans for disposition of the assets are being developed in coordination with corporate personnel based upon the estimated asset release dates determined by the college relative to the furniture, fixtures, and equipment (FF&E) needed for student completion and closure support. Before the College closes, FF&E released by the College will be sold to other CEC schools based on the calculated value of their present depreciation by the controller of the College and otherwise disposed as per CEC guidelines.

The College affirms that resources which were donated to the College will be assessed for disposition in a manner consistent with the intent of the donors.

*Update: The College has begun the process of downsizing operations at its Norwalk campus. Classrooms that are scheduled to go unused for the remainder of the teach-out period have been taken offline with computers and related equipment decommissioned awaiting final disposition.*

### *Obligations to Creditors*

Gibbs College is a wholly owned subsidiary of Career Education Corporation. Long term obligations, such as property leases, are negotiated and signed by the corporate offices of CEC. Any financial obligations remaining after the closure of the college will remain the responsibility of the parent corporation.

Payments due to vendors have been centralized since 2004 and are made directly through the CEC corporate offices. Refunds related to financial aid programs have been centralized since 2005 and are made directly from the Centralized Processing Center at the CEC corporate office. The College states that these centralized processes will enable a seamless fulfillment of outstanding obligations and the maintenance of services in the final terms of the college. Arrangements are ongoing at both campuses for the return of all leased equipment and the conclusion of agreements as justified by projected college needs. Employees have been informed of their projected end dates and their justifications. Payroll processes are centralized via PeopleSoft and CEC has developed incentives (stay bonuses and severance pay) to encourage the retention of personnel until their projected end dates.

### *Governing Board Obligations*

Gibbs College has contacted each member of its Board of Trustees to ensure his or her continued participation on the Board through the teach-out period. Without exception, the members of the Board have agreed to remain to help ensure that the College fulfills its obligations to its students.

*Update: The College states that its Board of Trustees remains composed of the same members who were on the Board when the announcement of the teach-out was made. The College believes that those individuals will continue in their capacities.*

*Public Disclosure*

In its teach-out communications to students earlier this year, Gibbs College and its parent company announced the intention to fulfill obligations to current students by developing a course schedule and maintaining student learning and support services which will enable them to complete their programs of study before the closure date.

Commissioner's Recommendation

It is recommended that the College continue to provide the Department of Higher Education with quarterly progress reports that will include the following information: student enrollments and progress toward degree, by program; faculty and administrative employment, by program; and general administrative employment; financial aid disbursements; transfer arrangements and student transfers, by institution; and program "phase outs" as students complete their studies.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Paier College of Art  
Item: Reaccreditation of the Institution

### Executive Summary

The Paier College of Art has applied to the Board of Governors for Higher Education for institutional reaccreditation. The College was first accredited by the Board of Governors in February 1982 and the Board last reaccredited the College in June 2004 until June 30, 2009.

Following a review of the application and other pertinent information provided by the College, the Department of Higher Education conducted an evaluation visit to College's campus in Hamden on March 23, 2009, to conduct an assessment on the College's compliance with the Board of Governors' Approval Standards. The evaluation team included Dr. Thomas Bradley, Associate Dean of the Hartford Art School at the University of Hartford, Dr. Marianne Kennedy, Associate Vice President for Academic Affairs at Southern Connecticut State University and Chair of the Advisory Committee on Accreditation, Dr. Abbey Zink, Assistant Dean of the School of Arts and Sciences at Western Connecticut State University, and Dr. Jonas Zdanys, Associate Commissioner of Higher Education, who chaired the visit. Dr. Christine Thatcher, Associate Director of Academic Affairs at the Department of Higher Education, coordinated the planning for the visit.

The Department of Higher Education has made the following recommendations:

By December 31, 2009: Submit a progress report to the Department of Higher Education in which the following is documented:

- Clarification of the role of the Board of Directors, including a plan to expand the membership for increased autonomy and increase the frequency of meetings
- Resolve issues related to the segregation of duties described in the independent auditors' management letter of 11/24/2008

And describe a plan for the following:

- developing a more formalized process of institutional strategic planning;
- developing a more formalized process of program evaluation;
- diversifying the College's curriculum;
- strengthening general education courses and electives;
- creating a faculty development plan;
- creating a faculty hiring plan

By December 31, 2010, a progress report on the implementation of the above areas is due.

By March 1, 2011, the College should submit a self-study as an application for re-accreditation.

## Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education reaccredit Paier College of Art for a period of two years, until June 30, 2011. It is further recommended that the Board of Governors require the College to submit a progress reports to the Department as follows:

By December 31, 2009: Submit a progress report to the Department of Higher Education in which the following is documented:

- Clarification of the role of the Board of Directors, including a plan to expand the membership for increased autonomy and increase the frequency of meetings
- Resolve issues related to the segregation of duties described in the independent auditors' management letter of 11/24/2008

And describe a plan for the following:

- developing a more formalized process of institutional strategic planning;
- developing a more formalized process of program evaluation;
- diversifying the College's curriculum;
- strengthening general education courses and electives;
- creating a faculty development plan;
- creating a faculty hiring plan

By December 31, 2010, a progress report on the implementation of the above areas is due.

By March 1, 2011, the College should submit a self-study as an application for re-accreditation.

## Description

The findings of the evaluation team on the Board's Approval Standards in the areas of Purposes and Objectives, Administration, Adequacy of Resources, Faculty, Curriculum and Instruction, Library and Learning Resources, and Facilities and Equipment are included below.

### Purposes and Objectives

The College states that it seeks to offer students skills in the visual arts together with grounding in general education that are both necessary for personal growth and professional success. The College states that that it provides the following:

- intensive practice in art skills;
- development in art expression;
- studies in general education;
- career programs leading to Bachelor of Fine Arts and Associate in Fine Arts degrees;
- concentrated study programs leading to diploma and certificate awards;
- advice and counsel to aid students as they pursue educational, vocational, and personal goals;
- opportunities of continuing education through part-time, evening, and summer studies;
- extra-curricular activities designed to advance student awareness of social and cultural values.

*Evaluation Team Findings:* Section 10a-34-10. Purposes and Objectives.

The team noted that the College is a community of artists, where students are being educated to understand the theories and practices of the fields of art they pursue and where they are also being trained to develop marketable skills.

At their 2004 visit, the College was asked to further develop a well-articulated strategic plan, and although the College claimed it would be a difficult task due to the size of the institution, they agreed to "...establish a plan of institutional priorities and resource distributions which will articulate to the stakeholders the vision of the College and its short-term and long-term development plans". The 2009 visiting team again is requesting a five-year strategic plan.

The team also suggested that the College could further articulate an explanation of how a BFA degree program will contribute to student success. In addition, the team suggested that the College should consider ways in which it might more closely integrate what currently appears to be an institutional dichotomy between "academics" and "art" and that the College include in its statement of mission and purpose a clearer statement about the inter-relationship between those two educational areas.

Administration

The College is a stock corporation. The three stockholders are the founder and past president, who serves as Chairman of the Board as well as Treasurer of the corporation, and the founder's two sons, one of whom serves as President of the College and the other as Vice President. The College's Board serves as the institutional policy maker and the President and his staff provide management of that policy and day-to-day oversight for the operation of the College. Educational policy is formulated by interaction among the faculty, the Dean and other members of the administration, the President, and the Board.

*Evaluation Team Findings:* Section 10a-34-11. Administration

It is clear that program chairs and directors have oversight over their educational responsibilities and that the faculty assesses and moves curricular change.

The team recommends the following:

- that the College consider ways in which the role of the Board of Directors be made clearer, and that it be affirmed that the Board of Directors is an autonomous policy-making structure whose directives should be implemented by the institution's officers.
- that the role of the Advisory Board should be more fully defined and that the responsibilities of the departmental advisory boards be clarified and made more public.
- that the College develop ways in which periodic and regularized review of academic programs and departments be made part of the normal rhythm of educational review at the institution.

## Curriculum and Instruction

The College offers career-oriented study programs in fine arts, graphic design, illustration, interior design, and photography. The College offers five bachelor's degree programs in fine arts, graphic design, illustration, interior design, photography and digital imaging; one associate degree program in photography; four certificate programs: graphic production, interior design, sharp focus/Trompe L'Oeil painting, and portrait and figure painting; and diploma programs in fine arts, graphic design, illustration, interior design, and photography.

*Evaluation Team Findings:* Section 10a-34-15. Curriculum and Instruction.

Equipment and technology appear to be updated on a regular and systematic basis. In addition, students have ample opportunities to exhibit their work.

On the studio side, instruction is well laid out, sequential where it needs to be, and builds on earlier fundamental concepts and techniques. Good benchmarks of student progress are delineated.

On the academic side, the general education offerings should be broadened and strengthened. The College should consider and more fully state how general education courses and electives integrate into the art side of the curriculum. The team recommended that the College should expand its general education coverage to include non-western civilization and art history content. The College may also consider offering interdisciplinary courses with art as one component so the students can clearly see how general education enhances their major and how it may better prepare them for graduate study and for more broadly-based employment. Linked to this is the team's sense that student learning outcomes may be wrapped more closely into regularized curriculum review, a process that may be helpful to students and to the College in general as it considers regional and professional accreditation.

## Accreditation

The College is accredited by the Board of Governors for Higher Education and by the Accrediting Commission of Career Schools and Colleges of Technology.

## Enrollment

The College states that full-time students are those who carry 12 semester hours or more of study per semester. Currently, there are 58 freshmen, 49 sophomores, 8 juniors, and 44 seniors, with a total enrollment of 159 full-time students. There are also 41 part-time students and 19 non-matriculated students. Total enrollment is 219.

## Resource Support

### Faculty

Currently, the College has 10 full-time and 35 part-time faculty members. The College states that the minimum qualification for academic faculty members is a Master's degree (with at least twelve hours of graduate study in the discipline). A Bachelor of Fine Arts degree is required for all art and vocational faculty members.

*Evaluation Team Findings*, Section 10a-34-13. Faculty.

While the art faculty is qualified to support all aspects of the programs offered, the team did note that there may be too heavy a reliance on “equivalency” of background and skill and the College should make every effort possible to recruit art faculty members who have a minimum of a master’s degree in their fields. The team, however, recognizes the difficulty of such searches and suggests that the College consider a faculty development plan to encourage art faculty who do not have a terminal degree to work toward it. In addition, the requirement of a Bachelor of Fine Arts credential for faculty must change to a minimum of a Master’s degree in order to meet the Board of Governor’s Approval Standard, and future hires must meet this requirement. The institution has a policy in place regarding faculty credentials and waivers for equivalency experience, and the team would like to see Paier adhere to this policy by applying to the Department of Higher Education for these waivers.

The general education faculty members have appropriate credentials. The team suggests an internal review to insure that individual’s credentials are in line with the subject area taught.

### Finance

The College states that the financial resources are derived from tuition and fees. Efforts to increase enrollment have been implemented by restructure of recruiting and admissions policies. The recruitment procedures have been strengthened by hiring an alumnus part-time to attend all college fairs and individual classroom visitations. In addition, the College’s Open Portfolio Review is an effective recruitment tool and public service. These Reviews are offered twice yearly. Invitations are sent to all high schools in the area, and the event is advertised to the public through newspaper notices. The general public is invited to bring their portfolio to campus so that they can get free advice from the faculty members. An independent public accounting firm audits the financial records annually.

*Evaluation Team Findings*: Section 10a-34-12. Adequacy of Resources.

The Department of Higher Education reviewed the financial statements for the College for the period ending June 30, 2008. The Department took the additional step of running the institution’s numbers through the Department’s financial statement analysis program and found that the results were well within the Department’s tolerances. On the basis of the analysis of the audited financial statement, the evaluation team suggests that the College is in good financial

condition. The College's finance is consistent with the program needs as well as the long term development goals of the college.

- The team recommends that the institution implement a plan to fully address all issues raised by the independent auditors in their letter of 11/24/2008.

### Resource Centers and Libraries

As of Fall 2008, the College's library held 11,802 book titles, 24,219 slides, 35,000 picture references, 70 current magazines and periodicals, and video cassettes and audio cassettes.

The College states that its library collection development is based on support for the curriculum and provision of materials to stimulate independent thought and creative growth. The librarian and assistant librarian seek faculty input concerning core subject areas. All full-time and part-time faculty members (as well as all students) are encouraged to contribute suggestions for new materials. All faculty members are also encouraged to order publications or materials for course support, general library growth, and personal research.

The College states that its students have access to the library resources of Southern Connecticut State University, the Hamden Public Libraries and the New Haven Public Library system. The College also participates in iCONN. The College states that the average annual appropriation of new library resources is \$11,000 for the past three years. This averages out to an annual expenditure of \$62.50 per full time student.

*Evaluation Team Findings, Section 10a-34-18. Library and Learning Resources.*

The Library has a good, broad collection that is being actively augmented by the College. Both faculty and students expressed their satisfaction.

### Facilities and Equipment

The College has three main buildings, which incorporate classrooms, administrative and faculty offices, studios, computer rooms, an auditorium, and other facilities for teaching, research, and hands-on artistic work. The College does not have a cafeteria but does provide a lunch service through an outside vendor. The College notes that furniture is replaced at regular intervals; the buildings are maintained and systems replaced as necessary; and security provided.

*Evaluation Team Findings: Section 10a-34-19. Facilities and Equipment.*

The College has excellent facilities and equipment to support their programs and the team believes that the current facilities serve the present College population adequately and appropriately. The team determined that the facilities would also serve well if there is growth in the size of the student and faculty body. The team noted, too, that as the College potentially expands its enrollments, care should be given to ensure that facilities – particularly studio spaces – continue to meet the mission and commitment to hands-on instruction that makes the College's studio programs distinctive and personalized.

REPORT  
OF THE INTERNATIONAL EDUCATION POLICY ADVISORY COUNCIL  
TO THE BOARD OF GOVERNORS FOR HIGHER EDUCATION

The Board of Governors for Higher Education, recognizing the critical importance of preparing Connecticut's citizens for life in a changing and multi-cultural society and world and for full participation in a global economy, appointed a special International Education Policy Advisory Council to consider and report on the current successes of Connecticut's colleges and universities and steps still to be taken to ensure such preparation.

Dr. Robert Robins, a member of the Board of Governors, was appointed to chair the Advisory Council. The following individuals were appointed to serve on the Council: Shirley Adams, Vice President for Academic Affairs, Charter Oak State College; Jayne Battye, Professor of Political Science and History, Quinebaug Valley Community College; Terrance Delaney, Professor of History, Three Rivers Community College; Anne Gebelein, Visiting Assistant Professor, Language and Cultural Studies, Trinity College; William Jassey, Director, International Degree Program, University of Bridgeport; Lauren Kaufman, Executive Director, Connecticut Business and Industry Education Foundation; Mary Kirk, Vice President, Student Exchanges, Institute of International Education; Ken Kuzmich, Assistant Professor of Global Studies, Mitchell College; Raj Mahale, Partner, Murtha Cullina LLP; Elizabeth Mahan, Director of International Affairs, University of Connecticut; Dimitrios Pachis, Professor of Economics, Eastern Connecticut State University; Claire Paolini, Dean of the College of Arts and Sciences, Sacred Heart University; Henry Park, Soros Fund Management; Shyamala Raman, Director of the International Studies Program, Saint Joseph College; Julie Rivkin, Associate Dean of the Faculty, Connecticut College; Robert Sammis, RHS & Associates Investment Consulting; Ashok Vasudevan, Chief Executive, Preferred Brands International, LLC; Nancy Birch Wagner, Director, Center for International Education, Central Connecticut State University; Thomas Ward, Vice President, International Programs & Dean of the International College, University of Bridgeport; Selse Williams, Provost and Vice President for Academic Affairs, Southern Connecticut State University; Edna Farace Wilson, Associate Vice Provost, Global Relations & Community Engagement and Dean of the University College, Fairfield University; and Jonas Zdanys, Associate Commissioner for Academic Affairs, Department of Higher Education.

The Charge to the International Education Policy Advisory Council

The Council was given the following charge:

To develop a framework as well as some contextual specifics about the broad expectations and specific elements of international education for consideration by the Board of Governors and as a possible framework that may guide Connecticut in developing our commitment to global education and to the success of our students.

This will include:

- \* Exchanging ideas and experiences
- \* Suggesting policy to member institutions
- \* Suggesting policy to the Board of Governors for Higher Education

### Establishment of Subcommittees and the Naming of Subcommittee Chairs

To conduct its work, and in recognition of the complexity of the issues in the charge, the Council established three subcommittees:

1. The Subcommittee on Internationalizing Connecticut's Campuses, chaired by Nancy Birch Wagner
2. The Subcommittee on International Education Experiences on Connecticut Campuses, chaired by Elizabeth Mahan
3. The Subcommittee on Business/Government/Higher Education Cooperation in Overseas Matters, chaired by Dimitrios Pachis

The Subcommittees each met several times and conducted telephone conferences to discuss relevant issues. The reports of each of those subcommittees follow.

*(Subcommittee reports/recommendations follow)*

INTERNATIONAL EDUCATION POLICY ADVISORY COUNCIL  
SUB-COMMITTEE REPORTS

A. Sub-Committee 1

**Internationalizing Connecticut's Campuses**  
Recommendations submitted by Sub-Committee 1  
The International Education Policy Advisory Council  
Department of Higher Education  
March 31, 2009

*Study Abroad (international education)*

1. Connecticut colleges and universities are encouraged to support activities and initiatives that promote international education and are advised to engage international education goals at the institutional level by incorporating international education into their strategic plan, mission statement, general education requirements, and outcomes assessment.

2. Although each institution will define these differently, all Connecticut colleges and universities that support international education are advised to establish a clear set of international competencies for students studying abroad and to engage in the routine and systematic assessment of those competencies.

3. Connecticut colleges and universities that support international education are expected to demonstrate that such education is integrated broadly into the curriculum, i.e. that it is not only the purview of general education, but is also endorsed widely by departments and programs and the majors and minors they represent

4. An institution's approved and/or sponsored study abroad opportunities, whether short- or long-term, should be credit-bearing, comparable in rigor to the home institution, and available to as many majors as possible. Additionally, study abroad programs must be selected and approved in accordance with a systematic process that incorporates both faculty and administrative criteria. The process should encompass, but is not limited to, concerns such as on-site faculty credentials, curricular breadth and depth, transcript integrity, student services, affordability, and on-site advising. Emergency policies and procedures, as well as health, safety, and risk management provisions, should receive particular emphasis.

5. To foster and strengthen internationalization, the Board of Governors should facilitate State-wide information-sharing and collaboration among Connecticut's colleges and universities. Shared resources would include, but are not limited to, an online database of CT-sponsored study abroad opportunities, a resource book of CT funding opportunities, and an annual CT study abroad symposium.

### ***International Students***

1. Recognizing that the internationalization of U. S. campuses is not possible without the presence of students from other cultures, it is important that Connecticut colleges and universities demonstrate a strategic, institution-wide commitment to the recruitment, admission, education, and support of international students.

2. Although practices will differ by institution, all Connecticut colleges and universities should establish a protocol for the systematized integration of international students into U. S. campus life. Policies should address all key issues, including immigration affairs, housing, meals and nutrition, medical insurance, English language proficiency, culture shock, academic integrity, and finances.

3. To promote State-wide support for international students, the Board of Governors is encouraged to sponsor annual, State-wide workshops and conferences devoted to the national and international resources for and the needs of international students, including their integration, support, orientation, and retention.

4. As a means to share resources, disseminate information, and better orient non-U. S. students, a FERPA-compliant directory of CT-resident international students, a listing of student organizations, and a State-wide calendar of international events should be established and widely distributed.

### ***Overseas Initiatives***

1. Connecticut colleges and universities that offer study opportunities abroad, such as overseas partnerships and sponsored programs, are expected to adhere to NEASC standards in all matters regarding initiation, criteria, and oversight.

2. Connecticut colleges and universities that offer their own study opportunities abroad, such as short-term courses and foreign university partnerships, should demonstrate support at the institutional level. These international programs should be encompassed in the statements of mission, goals, and strategic plan, and included in the overall curricular integration plan.

3. Guidelines for exchange programs, especially those that are recorded in Memoranda of Understanding (MOUs), should be established by the DHE. These should include issues such as the duration of the exchange agreement, the provision of systematic and periodic revision of the agreement, the definition of academic requirements, the presence of a blueprint for assessment, and clear, yet flexible, statements regarding the student exchange ratio and the transfer of funds.

4. To encourage maximum participation in US government-funded international exchange programs, Connecticut institutions are encouraged to invite representatives from these programs

to submit information to State-wide resource web sites, to visit campuses, and to participate in State-wide symposia on internationalization.

5. By establishing guidelines for overseas initiatives generally, the Board of Governors will help Connecticut's colleges and universities to sustain their most viable programs, achieve increased rigor, and underscore the fact that quality – rather than quantity – is Connecticut's international education goal.

## B. Sub-Committee 2

### International Education Policy Advisory Council

#### Subcommittee on International Education Experiences on Connecticut Campuses

Report – April 15, 2009

The subcommittee on “International Education Experiences on Connecticut Campuses” was charged to develop a limited number of specific action recommendations, which are within the authority of the Board of Governors to implement, for encouraging and assessing the extent of internationalization of Connecticut colleges and universities. According to our charge, on-campus international education experiences include curriculum, programs, student-related experiences, and faculty development. We take “programs” to mean co-curricular programs, and “student-related experiences” to refer primarily to study abroad.

Recognizing the tremendous differences in organization and resources among Connecticut higher education institutions, we offer the following an overarching principle for any internationalization efforts: Internationalization efforts must not rest on sending students and faculty out to learn about the world but must focus equally on bringing the world to the campus in ways appropriate to each particular institution. Reciprocity in the institution’s global interactions is paramount, with the goal of creating a campus culture and climate where diversity and difference are recognized, understood, and valued.

#### CURRICULUM

1. All institutions of higher education in Connecticut should provide students with a general understanding of the contemporary world and the diversity of cultures, languages, political, and religious systems that exist today and impact the American economy and international relations. This can be accomplished by offering an array of country/area/region specific courses across a range of disciplines. The Board recognizes that each institution, given its unique mission and financial capability, will accomplish this in different ways.
2. All institutions of higher education in Connecticut should offer students a variety of choices of language study, appropriate to their size and financial status, that result in measurable language proficiency.
3. Academic programs which have established goals for international learning should require both language training opportunities and study abroad (or “study away”) experiences within communities that differ from their own.

#### PROGRAMS

4. All institutions of higher education in Connecticut should provide students with a variety of co-curricular programs and activities for broadening students’

understanding of the diversity of world cultures, diasporic communities, and little known parts of the world in order to reinforce their classroom learning.

#### STUDENT-RELATED EXPERIENCES

5. All institutions of higher education in Connecticut should provide students with opportunities for study abroad in the five major areas of the world (Europe, Asia, Africa/Near East, South/Central America, and Pacific/Atlantic Islands), through campus-run programs (including direct enrollment options) and/ or memberships in consortia (like ISEP). The Board recognizes that each institution, given its unique mission and financial capability, will provide these opportunities in different ways.

#### FACULTY DEVELOPMENT

6. All institutions of higher education in Connecticut should provide faculty with opportunities and material support for broadening their understanding of and experience in various parts of the world in order to be able to infuse this knowledge into their classroom, where appropriate. The Board recognizes that each institution will be able to commit differential resources to this purpose.

#### ACCREDITATION

7. All higher education institutions and the BOG should review accreditation reports, such as NCATE, to determine if and how any stated goals for providing future teachers with global perspectives and sufficient international content to be able to teach, say, Social Studies, should be implemented.
8. All higher education institutions and the BOG should review the regional accreditation reports (i.e. NEASC) to determine if a campus is achieving its international, global, diversity goals.
9. With regard to evaluating academic degree programs that might claim to have, as a significant goal, introducing students to international content and perspectives, the Board of Governors' role would be to determine whether or not the program is structured in such a way to achieve its goals and whether or not there is sufficient evidence to assess that component of the program.

### C. Sub-Committee 3

I am pleased to report that on March 20, 2009 the Business/Government/Higher Education Sub-committee of the International Education Policy Advisory Council (IEPAC) had a very productive concluding session at the University of Bridgeport. We are particularly appreciative of the generous hosting by our colleagues from the University of Bridgeport. UB President, Neil Albert Salonen, was there to welcome each sub-committee member. Our host provided refreshments and lunch and a fabulous view of the Connecticut Sound from the Library's sixth floor. It is, of course, thanks to Dean Thomas Ward's efforts that everything turned out so well. Dr. Ward and his staff prepared the folders with the agenda, sub-committee minutes and communications as well as other supportive documents. The following persons attended the meeting which commenced at 10:00 AM and concluded at 1:00 PM. Those in attendance were:

William Jasse, University of Bridgeport  
Raj Mahale, Murtha Cullina LLP  
Dimitrios Pachis, Eastern Connecticut State University  
Henry Park, Soros Fund Management  
Judy Resnick, Connecticut Business and Industry Association  
Robert Robins, BOGHE, IEPAC Chair  
Robert Sammis, Former Senior VP, United Trust  
Ashok Vasudevan, Preferred Brands  
Thomas Ward, University of Bridgeport  
Jonas Zdanys, Associate Commissioner, DHE

The Sub-committee arrived at two major recommendations.

***Recommendation # 1: Establish a Connecticut Center for Global Entrepreneurship which will:***

- *Bring a global orientation to the state's economic framework*
- *Align existing and new global initiatives that will render the state globally relevant*
- *Promote, highlight and support the global dimension to Connecticut's schools, including the mastery and application of critical world languages and global studies*
- *Enlist entrepreneurs to work with schools to bring an international dimension to the educational process and to create international learning opportunities*
- *Partner with businesses and work force development organizations to better prepare individuals for employment in a globally competitive environment*
- *Though centrally located, reach out to every corner of the state*
- *Without supplanting the work of others, serve a leadership role in coalescing available resources from business, governments, centers and institutes, to advance global entrepreneurship in the state*
- *Promote the incubation of globally oriented businesses and promote business innovation to increase the presence of Connecticut businesses in the global markets*
- *Work with the political leadership on promoting all aspects of global Entrepreneurship in the state*

- *Work with businesses and colleges in the state to promote or sponsor country or region-specific training programs on cultures, laws and interpersonal relations that will be of value to individuals representing Connecticut business abroad*

***Recommendation # 1: The Board of Governors and DHE in collaboration with colleges, businesses, and state government, will work to expand short-term global work assignments for Connecticut college students, including but not limited to: short-term employment projects, cooperative work assignments, and internships. This project may include:***

- *A business/higher education coordinating group*
- *The Governor's office which will establish and promote internship swaps with sister states abroad*
- *DHE which will develop a reporting system whereby colleges would report on an annual basis*
- *The Board of Governors which will explicitly bring these values to the attention of submitting institutions and require them to demonstrate their application*

In addition to these two recommendations, members of the Sub-committee made suggestions to revise the "International Education Preparedness" draft survey that will be administered by CBIA. Data from the survey should be available prior to finalizing the Council's recommendations.



## INFORMATION ITEM: ACADEMIC AFFAIRS AND PLANNING

### A. APPLICATIONS UNDER REVIEW BY THE ADVISORY COMMITTEE ON ACCREDITATION, JUNE 2009

#### Public Colleges and Universities

##### Capital Community College

- \* Program Modification of a Certificate, an Option, and an A.S. in Fire Technology & Administration: Emergency Management

##### Eastern Connecticut State University

- \* Licensure of a B.S. in Labor Relations and Human Resources Management

##### Middlesex Community College

- \* Program Modification of the A.A. in Communication Arts

##### Southern Connecticut State University

- \* Licensure and Accreditation of a SYC in Educational Coach

#### Independent Colleges and Universities

##### Hartford Seminary

- \* Program Modification of a Graduate Certificate in Religious Studies to add an online option

##### Mitchell College

- \* Progress Report for a B.A. in Global Studies

##### Post University

- \* Licensure of a M.Ed. in Education

##### Sacred Heart University

- \* Licensure of a B.S. in Health Science

### B. REPORTS BEING PREPARED BY THE DEPARTMENT OF HIGHER EDUCATION

#### Public Colleges and Universities

##### Capital Community College

- \* Licensure of an A.S. in Music Industry

##### Gateway Community College

- \* Licensure of an A.S. in Exercise Science and Wellness

##### Naugatuck Valley Community College

- \* Licensure of a Certificate in Advanced English Proficiency

##### Norwalk Community College

- \* Licensure of an A.S. in Computer Science

##### University of Connecticut

- \* Licensure of a M.S. in Financial Risk Management

## Independent Colleges and Universities

### Fairfield University

- \* Licensure of a B.A. in Theatre
- \* Licensure of a B.A. in Music
- \* Licensure of a B.A. in Art History
- \* Licensure of a B.A. in Studio Art
- \* Licensure of a B.A. in New Media, Film and Television

### Sacred Heart University

- \* Licensure of a Doctor of Nursing Practice (DNP) program

### Saint Joseph College

- \* Licensure of a Doctoral program in Pharmacy

### University of Bridgeport

- \* Licensure of a B.A. in Criminal Justice and Human Security
- \* Licensure of a B.S. in Health Sciences
- \* Licensure of a M.S. in Physician Assistant
- \* Licensure of a B.S. in Medical Technology

### University of New Haven

- \* Licensure of a Ph.D. in Criminal Justice

## C. INSTITUTIONAL ACCREDITATIONS 2008-2009

### September 2008

Gibbs College  
Sacred Heart University  
Three Rivers Community College

### October 2008

Housatonic Community College  
Manchester Community College  
Northwestern Connecticut Community College

### December 2008

Briarwood College, Extension of Accreditation  
Mitchell College

### February 2009

Goodwin College, approval of the College's new River Campus  
Facility

### March 2009

Continued accreditation of Gibbs College, until December 31, 2009

### May 2009

The Graduate Institute, Extension of Accreditation

### June 2009

Paier College of Art  
St. Thomas Seminary, Extension of Accreditation

D. INSTITUTIONAL ACCREDITATION VISITS WITH NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, 2008-2009

October 2008  
 Central Connecticut State University  
 November 2008  
 Briarwood College  
 University of New Haven  
 March 2009  
 Clemens College  
 April 2009  
 St. Basil College  
 Post University

E. DEPARTMENT OF HIGHER EDUCATION REACCREDITATION VISITS

March 2009  
 Paier College of Art (expires 6/30/2009)

F. APPLICATIONS TO ESTABLISH NEW INSTITUTIONS OF HIGHER EDUCATION IN CONNECTICUT

N/A

G. NEW INSTITUTIONS LICENSED

N/A

H. PROGRAMS UNDER REVIEW BY THE DEPARTMENT OF HIGHER EDUCATION, BY DISCIPLINE AND DEGREE LEVEL, AS OF JUNE 2009

	Cert.	Associate's Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
Business		1	1	1	
Health		1	3	1	2
Computer Science		1			
Liberal Arts	1	1	2		1
The Arts			5		
Engineering/Tech					
Sciences					
Education	1			1	
Other	1				
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>11</b>	<b>3</b>	<b>3</b>

I. PROGRAMS UNDER REVIEW BY DISCIPLINE AND DEGREE LEVEL  
AT PUBLIC COLLEGES AND UNIVERSITIES, AS OF JUNE 2009

	Cert.	Associate's Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
Business		1	1	1	
Health		1			
Computer Science		1			
Liberal Arts		1			
The Arts					
Engineering/Tech		1			
Sciences					
Education	1				
Other	1				
<b>TOTAL</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>0</b>

J. PROGRAMS UNDER REVIEW, BY DISCIPLINE AND DEGREE LEVEL,  
AT INDEPENDENT COLLEGES AND UNIVERSITIES, AS OF JUNE 2009

	Cert.	Associate's Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
Business					
Health			3	1	2
Computer Science					
Liberal Arts	1		2		1
The Arts			5		
Engineering/Tech					
Sciences					
Education				1	
Other					
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>2</b>	<b>3</b>

K. PROGRAM APPROVALS BY THE BOARD OF GOVERNORS, BY DISCIPLINE AND DEGREE LEVEL, AS OF MAY 2009

	Cert.	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree	<i>07-08 Total</i>	<i>08-09 Total</i>
Business	1	3	5	7		<b>13</b>	<b>16</b>
Health			2	4	2	<b>31</b>	<b>8</b>
Computer Science						<b>5</b>	<b>0</b>
Liberal Arts	2	3	9	1		<b>23</b>	<b>15</b>
The Arts		2	4	1		<b>7</b>	<b>7</b>
Engineering/Tech			1	1		<b>6</b>	<b>2</b>
Sciences/Math		2	2	4		<b>5</b>	<b>8</b>
Education	10		2	3	1	<b>20</b>	<b>16</b>
Other							
<b>TOTAL</b>	<b>13</b>	<b>10</b>	<b>25</b>	<b>21</b>	<b>3</b>	<b>110</b>	<b>72</b>

L. PROGRAM APPROVALS BY THE BOARD OF GOVERNORS, BY DISCIPLINE AND DEGREE LEVEL AT PUBLIC COLLEGES AND UNIVERSITIES, AS OF MAY 2009

	Cert.	Associate's Degree	Bachelor's Degree	Master's Degree	Doctoral Degree	07-08 Total	08-09 Total
Business		1				1	1
Health					1	21	1
Computer Science						3	0
Liberal Arts			3			9	3
The Arts		1	2	1		3	4
Engineering/Tech			1			4	1
Sciences/Math		1		1		3	2
Education	3			1	1	9	5
Other						0	0
<b>TOTAL</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>53</b>	<b>17</b>

M. PROGRAM APPROVALS BY THE BOARD OF GOVERNORS, BY DISCIPLINE AND DEGREE LEVEL AT INDEPENDENT COLLEGES AND UNIVERSITIES, AS OF MAY 2009

	Cert.	Associate's Degree	Bachelor's Degree	Master's Degree	Doctoral Degree	07-08 Total	08-09 Total
Business	1	2	5	7		12	15
Health			2	4	1	10	7
Computer Science						2	0
Liberal Arts	2	3	6	1		16	12
The Arts		1	2			3	3
Engineering/Tech				1		2	1
Sciences/Math		1	2	3		2	6
Education	7		2	2		10	11
Other							
<b>TOTAL</b>	<b>10</b>	<b>7</b>	<b>19</b>	<b>18</b>	<b>1</b>	<b>57</b>	<b>55</b>

N. PROGRAMS DUE FOR ACCREDITATION WITHIN THE YEAR

Institution	Program	Licensure Expiration
Western Connecticut State University	Secondary Education 6-12: Options in Biology, Mathematics, or Spanish, MAT	09/30/2009
Quinnipiac University	Radiologist Assistant, MHS	10/31/2009
University of Hartford	Illustration (Low Residency), MFA	10/31/2009
Bais Binyomin Academy	Talmudic and Rabbinical Studies, C3	11/30/2009
Talmudic Institute of Connecticut	Talmudic Studies, C3	12/31/2009