

Meeting of the
BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education
Hartford, CT
March 18, 2009
1:30 p.m.

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1. Call to Order
2. Approval of the Board Minutes of the February 25, 2009 Meeting
3. Public Participation
4. Report of Board Chairman
5. Report of Commissioner
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8. Commissioner's Consent Calendar

- a. [Quinnipiac University](#) – accreditation of a program in Cardiovascular Perfusion, leading to the Master of Health Science degree 17
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- c. [Southern Illinois University Carbondale](#) – licensure of a program of studies leading to a Bachelor of Science in Workforce Education and Development, offered at the Naval Submarine Base in Groton 27
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9. Other Business

10. Report of the Standing Advisory Committee

11. Adjournment

STAFF REPORT: FINANCE AND ADMINISTRATION

Item: Endorsement of the 2009 Accountability Report for Higher Education

Executive Summary

Introduction

The annual accountability report on Connecticut's state system of higher education entitled *Higher Education Counts*, as required under Connecticut General Statutes, Section 10a-6b was emailed separately. All the constituent units of higher education submitted a complete set of accountability data, and several provided optional additional information and written commentary. The Department, in turn, was responsible for compiling and analyzing the data, and for writing the report.

While there are no major changes in reporting format this year, the Department continued to focus on providing more consistent and concise data presentation and analysis. As in the past, the report contains a series of **State-Level Indicators** designed to capture performance of the overall system of higher education under the Board of Governors' section.

Each constituent unit section contains nine indicators that use the same definition and are reported by all institutions as the **Common Core of Institutional Indicators**. In addition, each unit has reported on several approved **Institutional Specific Indicators** which are intended to highlight that unit's unique role and mission within the state system.

Report Summary

The full report contains updated trend analysis on all indicators and measures of progress against performance improvement targets on the six statutorily prescribed statewide goals:

1. To enhance student learning and promote academic excellence;
2. To join with elementary and secondary schools to improve teaching and learning;
3. To ensure access to, and affordability of, higher education;
4. To promote the economic development of the state to help business and industry sustain strong economic growth;
5. To respond to the needs and problems of society; and
6. To ensure efficient use of resources.

There are nine Common Core Performance Indicators distributed across the six statewide goals (except #2) as displayed below:

<u>State Level Goal</u>	<u>Common Core Performance Indicators</u>
Goal 1: Student Learning	Licensure & certification exam performance
Goal 3: Access & Affordability	Minority Enrollment Operating expenditures from state support Real Price to Students
Goal 4: Economic Development	Degrees conferred by credit program
Goal 5: Responsiveness to Societal Needs	Non-credit registrations
Goal 6: Resource Efficiency	Real Cost per Student Graduation Rates Retention Rates

The major highlights of the report will be presented at the Board meeting and are summarized in the accompanying Executive Summary and Brochure.

Commissioner's Recommendation

It is recommended that the Board of Governors endorse Connecticut's 2009 accountability report for higher education as attached and transmit it to both the Joint Standing Committees on Education and Higher Education and Employment Advancement.

3/18/09

STAFF REPORT: FINANCE AND ADMINISTRATION

Item: Annual Report: Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education

Background Information

In the early 1980s, the Board of Governors for Higher Education became concerned about the lack of racial and ethnic diversity among the student bodies and professional staffs of the state's public colleges and universities. Following a study of relevant demographics, the Board developed its *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education* as a statement of organizational policy. Subsequently, in March of 1983, the Board persuaded the state legislature to incorporate the goals of the *Strategic Plan* within the state's general statutes {C.G.S. Section 10a-11 }

Strategic Plan Goals:

1. ensure that students who (a) enroll and (b) graduate from each of the public institutions of higher education are representative of the racial and ethnic diversity of the total population of the state.
2. ensure that individuals who are employed in the professional occupational categories at each of the public institutions of higher education are representative of the racial and ethnic diversity of the total population of the state.

Plan Specifications:

Additionally, the legislature enacted other public laws that established:

1. the office of educational opportunity within the Department of Higher Education to assist the Board in the attainment of the *Strategic Plan's* goals,
2. a minority advancement program "to support efforts by institutions within the state system of higher education towards meeting the goals established in the strategic plan...", and
3. the Connecticut Collegiate Awareness and Preparation Program, a pre-college initiative based upon the federal government's Upward Bound Project model, as a programmatic entity of the Minority Advancement Program (MAP).

Annual Funding: In each biennium, the state's governor and legislature set a line item budget - Minority Advancement Program - within the total budget for the Department of Higher Education, to advance achievement of the *Strategic Plan's* goals.

Accountability: Each year, the Board issues an annual report on the *Strategic Plan* to the governor, legislature and interested parties that highlights the degree to which the state's diversity goals have been achieved and activities undertaken over the course of the previous year

Strategic Plan Goal Attainment:

- In the fall of 2008, for the 24th consecutive year, the state's public colleges and universities collectively experienced an increase in the proportion of underrepresented minority students enrolled in their undergraduate programs. In the fall of 2008, the number of minority students reached 27,162. For the 11th consecutive year, the proportion of minority students collectively enrolled in the public institutions at 26.7 percent exceeded their aggregated proportion [24.2 percent] in the general population.
- Of the students receiving associate's and bachelor's degrees during the 2007-2008 academic year from the state's public institutions of higher education, 19.2 percent were from the underrepresented minority groups – a slight decline in the proportion of the second consecutive year. The number of underrepresented minority degree recipients reached a record 2,663.

Progress Still Needed:

Despite growth in an aggregated sense over the course of the past 25 years, disproportional levels of achievement in minority enrollment and graduation persist. Persistent areas of racial/ethnic disparity in Connecticut public higher education include the following:

- Hispanic/Latino is the only minority group whose overall enrollment level has not reached its proportion of the state's population.
- Hispanic/Latino and African American students are overrepresented in their enrollment at community colleges and underrepresented at universities.
- Disproportionate numbers of Hispanic/Latino and African American students who enroll in college fail to attain an undergraduate degree.

Programmatic Initiatives:

Connecticut Collegiate Awareness and Preparation Program (ConnCAP) – a grant program administered by DHE through a Request-for-Proposal (RFP) process opened to all institutions of higher education and others to develop and implement a pre-college program for students from low-income and potentially first (college) generation families. The operational manual, **ConnCAP Program Guidelines**, provides specifications for proposal development and program implementation. Ten programs are funded by DHE during the 2008-2009 program year – year 2 of a five-year grant cycle. These programs collectively serve approximately 900 students.

Connecticut College Access and Success Program (ConnCAS) – an incentive grant program administered by DHE and awarded to the state’s public colleges and universities. **ConnCAS Program Guidelines** provide specifications for institutions’ development of a plan to achieve representative diversity in the enrollment, retention and graduation of underrepresented minority students. Partial funding for campuses’ admission and retention activities has been provided to eighteen institutions during the 2008-2009 program year – year 1 of a five-year funding cycle – based upon their levels of minority enrollment and graduation.

Connecticut State GEAR UP Project – “Gaining Early Awareness and Readiness for Undergraduates Programs” – a pre-college programmatic initiative instituted and funded by the United States Department of Education awarded a six-year \$18 million grant to the Connecticut Department of Higher Education to continue the Connecticut State GEAR UP Project through August 2011. MAP funds provide, in part, the state’s matching funds required to receive the GEAR UP grant. The mission of GEAR UP is to increase the number of students from low-income backgrounds who are prepared to succeed in acquiring postsecondary education. The state’s GEAR UP Project targets middle and secondary students in Bridgeport and New Haven.

Recommendations

It is recommended that the 2009 Annual Report on the Board’s *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education* be approved by the Board and submitted to the Governor, the Connecticut General Assembly and interested parties.

3/18/09

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Gibbs College
Item: Quarterly Progress Report and the Continuation of the College's Accreditation

Gibbs College has requested the continuation of its institutional accreditation, until December 31, 2009, so that it might continue to operate in Connecticut until it formally closes on that date. The College was last reaccredited by the Board of Governors for Higher Education on September 17, 2008 for a period of six months, until March 30, 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 now submitted its request for the continuation of its institutional accreditation until December 31, 2009. It has also 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 it formally closes on December 31, 2009.

Implementation Steps

The College will 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.

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's 2008 Quarters are as follows: Winter: January 7, 2008-March 23, 2008; Spring: April 7, 2008-June 24, 2008; Summer: July 7, 2008-September 21, 2008; Fall: October 6, 2008 – December 21, 2008.

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.

In order for the College to continue its educational activities past March 31, 2009 and to work through its teach out plan, the Board of Governors for Higher Education will need to extend State of Connecticut accreditation until December 31, 2009. Normal institutional reaccreditation, under the Board's five year accreditation cycle, would be until October 31, 2013.

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 campuses in Norwalk and in Farmington 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. That information, for this quarter, was submitted to the Department of Higher Education on August 5, 2008 and is on file at the Department.

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.

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. 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.

Academic Program Closures

The College reports that two academic programs are scheduled to end with the completion of the 2009 Summer Term, on September 26, 2009. The programs in Electronic Commerce and in Interior Decorating are scheduled to end at that time. All other programs, the College states, will end at the completion of the 2009 Fall Term, on December 19, 2009.

Student Enrollments

As of January 27, 2009, the College is enrolling 299 students. 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 all of these 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

The College states that it continues to work on negotiating with other institutions in Connecticut to develop articulation agreements. Gibbs recently signed an agreement with St. Joseph's College in West Hartford.

To date, the 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.

Update: 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.

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 has had what it describes as relatively light voluntary faculty and staff turnover. The College states that it did accept the resignation of its Director of Financial Aid in January 2009. The Transitional School Division of CEC, the College indicates, has provided resources to ensure that its students receive the professional guidance required to navigate through the financial aid process.

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	23
	Criminal Justice Program Faculty	1
	Computer Networking Operations Program Faculty	5
	Digital Video & Multimedia Program Faculty	2
	Fashion Design & Merchandising Program Faculty	15
	Interior Decoration Program Faculty	0
	Visual Communications Program Faculty	17
	Staff	19
January 2009	Business Office Administration Program Faculty	18
	Criminal Justice Program Faculty	3
	Computer Networking Operations Program Faculty	3

	Digital Video & Multimedia Program Faculty	1
	Fashion Design & Merchandising Program Faculty	10
	Interior Decoration Program Faculty	1
	Visual Communications Program Faculty	9
	Staff	18
April 2009	Business Office Administration Program Faculty	13
	Criminal Justice Program Faculty	3
	Computer Networking Operations Program Faculty	2
	Digital Video & Multimedia Program Faculty	1
	Fashion Design & Merchandising Program Faculty	6
	Interior Decoration Program Faculty	1
	Visual Communications Program Faculty	5
Staff	17	
July 2009	Business Office Administration Program Faculty	8
	Criminal Justice Program Faculty	1
	Computer Networking Operations Program Faculty	1
	Digital Video & Multimedia Program Faculty	1
	Fashion Design & Merchandising Program Faculty	3
	Interior Decoration Program Faculty	1
	Visual Communications Program Faculty	3
Staff	15	
October 2009	Business Office Administration Program Faculty	5
	Criminal Justice Program Faculty	1
	Computer Networking Operations Program Faculty	1
	Digital Video & Multimedia Program Faculty	1
	Fashion Design & Merchandising Program Faculty	3
	Interior Decoration Program Faculty	1
	Visual Communications Program Faculty	2
Staff	14	

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 states that it has reviewed its assets and planned disposal list. It also states that no dispositions are intended until they are no longer required by their respective programs.

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.

Update: The College states that it hosted a Program Inclusion Visit for its Criminal Justice Program and Distance Education courses by the Accrediting Council of Independent

Colleges and Schools on October 27, 2008. The review team, the College reports, found no areas of non-compliance. The College indicates that the ACICS review team made note of the upbeat attitude demonstrated by the College's faculty, staff, and students.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education continue the accreditation of Gibbs College, and thereby the accreditation of the programs it offers, for a period of nine months, until December 31, 2009. It is also recommended that this continuation of accreditation be granted only if Gibbs College continues to operate in Connecticut until this date; otherwise, if the College ceases operations before the end of this accreditation period, accreditation will terminate on the last day of the College's operation in Connecticut. It is further 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: Quinnipiac University

Item: Accreditation of a program in Cardiovascular Perfusion, leading to the Master of Health Science (MHS) degree

Executive Summary

Quinnipiac University has applied to the Board of Governors for Higher Education for accreditation of a program in Cardiovascular Perfusion leading to the Master of Health Science degree. The program was licensed without stipulations by the Board of Governors in March 2007 for a period of two years. As noted at the time of licensure, the program replaced a post-baccalaureate Certificate in Cardiovascular Perfusion that was offered by the University for more than 15 years. The University reported that the impetus for the change was driven by faculty interest in improving the curriculum and participating in the national trend in moving perfusion education to the master's degree level. The program requires a high degree of performance in the areas of student research and development of presentation and detaching skills. More emphasis is placed on students developing critical decision-making skills, and methods of evaluating the validity of information in the medical literature in order to develop an evidence-based approach to clinical practice.

The Advisory Committee on Accreditation, at its meeting on February 19, 2009, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Cardiovascular Perfusion, leading to the Master of Health Science (MHS) degree, to be offered by the Quinnipiac University, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The objectives of the Cardiovascular Perfusion Program are to provide excellent education in both the didactic and clinical learning environment; provide research opportunities that will contribute to the clinical and scientific knowledge base in the field of extracorporeal circulation; and foster a sense of commitment to continuing education and professional development.

Administration

The Director of the certificate program assumed responsibility for the Master's program.

Curriculum

At the time of licensure, the University noted that the ability to retrieve and critically evaluate information from the most relevant sources and apply that information to develop a best-practice approach in the operating room is a vitally important tool in the rapidly evolving field of extracorporeal circulation. For that reason, methodology includes both independent research and group discussion focused on case study problem-solving. This approach, the University stated, emphasizes student-focused learning with the instructor in the role of a guide, resource and professional role model. Students present the results of their work to the class for informal discussion and later in a more formal venue in order to develop skills of oral presentation to their professional community.

The curriculum consists of 47 credits in three components:

- Perfusion Science Core (12 credits)
- Advanced Practice Core (20 credits)
- Cardio Practitioner Specialty Courses (15 credits)

Perfusion Science Core (12 credits)

Credits

PR 500 Theoretical Foundations of Cardiovascular Perfusion	2
PR 502 Systems Anatomy and Physiology I	3
PR 503 Systems Anatomy and Physiology II	3
PA 535 Disease Mechanisms	4

Advanced Practice Core (20 credits)

PR 506 Pharmacologic Intervention	4
PR 508 Extracorporeal Circuitry and Laboratory I	1
PR 509 Extracorporeal Circuitry and Laboratory II	
PR 510 Surgical Techniques	2
PR 512 Pediatric Perfusion	4
PR 514 Special Topics in C.V. Perfusion	2
PR 516 Physiologic Monitoring	4
PR 520 Research Methods in C.V. Perfusion	2

Clinical Practitioner Specialty Courses (15 credits)

PR 602 Cardiovascular Perfusion Practicum I	5
PR 606 Cardiovascular Perfusion Practicum II	5
PR 608 Cardiovascular Perfusion Practicum III	5

Graduates of the program may qualify for licensure by the Department of Public Health as a Perfusionist by meeting State educational and clinical requirements and successfully completing the certification examination offered by the American Board of Cardiovascular Perfusion. Graduates who are not yet licensed by the Department of Public Health may practice under the direction of a physician and if a certified perfusionist is available in case of need.

Clinical Affiliations

The program has clinical affiliations with 13 hospitals in Connecticut, New York, Massachusetts, and Rhode Island

Enrollment Projections

At the time of licensure, the University projected an enrollment of 4 students in the first year and 14 students by year three of the program. There are currently 6 students in the program.

Resource Support

Faculty

The University lists five faculty members (2 full-time and 3 part-time) who teach in the program; two hold the doctorate and three hold master's degrees; four are nationally certified by the American Board of Cardiovascular perfusion.

Library and Learning Resources

The Cardiovascular Perfusion program, over the past 15 years, has built up a significant amount of library and learning resources. The University's library provides numerous databases for the health sciences and access to more than 100 related journals.

Facilities and Equipment

Currently, the didactic and laboratory courses are taught in the Buckman Center, where all of the specialized equipment used in the field of perfusion is concentrated. The facility is shared with the Respiratory Care program, since many of the resources required are common to both programs. Equipment utilized for perfusion instruction in the facility includes:

- 3 complete heart-lung machines (Sarns 9000, Stockert-Cobe, Sarns 7000) 1 intra-aortic balloon counterpulsation device (Datascope 97e)

- 1 autologous blood recovery and processing unit (Haemonetics Cell Saver 5)
- 2 bi-ventricular assist consoles (Abiomed BVS 5000)
- 1 blood gas/electrolyte analyzer (Nova 5)
- 1 co-oximeter
- 1 piped gas cylinder manifold system with oxygen and air
- 3 automated activated coagulation timers (Hemochron, ACT-II, Hepcon) 3 in-line blood gas monitor (Sams CDI 400, CDI 100, IBC)
- 1 anesthetic vaporizer

The classroom/lab is located in close proximity to the anatomy and physiology labs where access to cadavers for dissection is available in the fall semester of 2006. Students are also able to utilize the computer-based dissection program (A.D.A.M.) and the physiology simulators on the desktop computers in the labs in Buckman Center.

The program also has access to the Clinical Skills Lab located in Buckman Center, a facility shared by various health care disciplines in the School of Health Sciences. Students have the opportunity to practice clinical assessment skills in a large simulated hospital ward, or in smaller adjacent case rooms. Equipment essential to physical assessment is either available in the room or is provided by the individual student. Additional specialized equipment is budgeted for, and will be purchased as needed to support the cardiovascular perfusion program. Several computer simulations have been purchased by the program and have been integrated into the curriculum.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Quinnipiac University

Item: Accreditation of a program in Biomedical Marketing, leading to the Bachelor of Science (B.S.) degree

Executive Summary

Quinnipiac University has applied for accreditation of a program in Biomedical Marketing leading to the Bachelor of Science degree. The University notes that the program is consistent with its mission and responds to the marketing and sales needs of pharmaceutical, medical instrument, and bioscience companies. The program, which is part of a larger grouping of academic programs at the University in marketing and health sciences, is housed in the Department of Marketing and Advertising at the University's School of Business. The Department also offers Bachelor of Science programs in Marketing and in Advertising.

The program was licensed, without stipulations, by the Board of Governors for Higher Education in February 2006 for a period of three years, until February 28, 2009.

The Advisory Committee on Accreditation, at its meeting on February 19, 2009, reviewed the program. The Committee raised some concerns about the curriculum, including program content and course titles. The ACA voted to recommend approval to the Board of Governors with the stipulation that the University submit a one-year progress report to the Department of Higher Education on the specificity and appropriateness of the curriculum. The motion passed, with one abstention.

Implementation Steps

The University will submit a one-year progress report to the Department of Higher Education on the specificity and appropriateness of the curriculum.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Biomedical Marketing, leading to the Bachelor of Science (B.S.) degree, offered by Quinnipiac University, for a period of time concurrent with institutional accreditation. It is also recommended that the Board of Governors require the University to submit a progress report by March 31, 2010, on the specificity and appropriateness of the curriculum.

Description

Purpose and Objectives

The program has been designed to provide students with an overview of the sciences and the fundamentals of marketing. Students are expected to develop skills in problem-solving, strategic planning, and communication within the context of biomedical marketing.

Administration

As a program housed within the School of Business, the B.S. in Biomedical Marketing is administered by the Dean of the Business School through the Department Chairperson. The Dean of the School of Business, in turn, reports to the Senior Vice President of Academic Affairs, who reports directly to the University's President.

Curriculum

The curriculum, which is offered collaboratively by the School of Business and the School of Health Sciences, consists of 124 credits, distributed as follows: 46 credits in the General Education Core, 34 credits in Business Core, 24 credits in Biomedical Marketing Core, one 3 credit Biomedical Marketing Elective, and 8 credits in a Biomedical Science core. A sample curriculum is attached.

Enrollment

When the program was licensed, the University projected an initial enrollment of 5 students in the first year and 15 students by year three. The program began accepting students in Fall 2006 and currently enrolls 17 full-time students.

Educational Planning Context

When it applied for program licensure, the University reported that the marketing of biomedical products (including pharmaceuticals) is a fast growing industry. According to Standard and Poor's, the U.S. is the largest and fastest growing market for pharmaceuticals. Connecticut is one of the fastest growing states in the country for bioscience companies. Pharmaceuticals represent an important part of the state's economy, and a number of international pharmaceutical companies (including Boehringer Ingelheim Pharmaceuticals, Bristol-Myers Squibb, and Pfizer)

have R&D operations headquartered in Connecticut. In response to the growth of biomedical and pharmaceutical industries in the state, the Connecticut Department of Economic and Community Development has established the Connecticut Office of BioScience to help ensure the continued growth of the state's biosciences industry.

When it applied for licensure of the program, the University stated that graduates of the program would find employment in the pharmaceutical and medical marketing fields.

Similar Programs

There are no other similar programs in the state.

Resource Support

Faculty

When it applied for program licensure, the University noted that the Department of Marketing and Advertising had eight full-time faculty members, all of whom held the Ph.D. degree in Marketing. The University then also stated that it had approved an additional position in Marketing. Currently, the Department of Marketing and Advertising has eleven full-time faculty members, each of whom has a terminal degree and each of whom teaches in the Biomedical Marketing program.

Library and Learning Resources

The University library holds a comprehensive selection of print and electronic materials relating to marketing. The main library holds 178 business-related periodicals with 36 in marketing related topics. At the time of program licensure, the University noted that it had allocated an initial budget of \$6000 for additional materials specifically relating to biomedical marketing and pharmaceutical sales with an ongoing budget of approximately \$1000 per year. The University notes in its accreditation application that that initial spending was not done but that the library's budget for the Department of Marketing and Advertising was \$10,500 for 2006-07 and for 2007-08.

Facilities and Equipment

At the time of licensure, no new facilities were anticipated for the program. None of have been added since.

Bachelor of Science in Biomedical Marketing

General Education Core Curriculum consists of at least 46 semester hours required of all baccalaureate candidates. For Biomedical Marketing majors it will include:

<u>Area Requirement</u>	<u>Cr.Hr.</u>
English (EN 101 & 102)	6
Mathematics (MA 117)	3
Fine Arts	3
QU 101, QU 201, QU 301	9
Humanities	6
Science (BI 117, BI 117L, CH 101)	7
Core curriculum course outside major (BI 118, CH 101L, CH102L)	6*
Social Science - (EC 111 & EC 112)	6
Total	46

(*6 hours of CC are required outside of major: take BI 118, CH 101 Lab, CH 102Lab)

<u>Additional Non-Core Requirement</u>	<u>Cr.Hr.</u>
Computer Information Systems (CIS 101)	3
Mathematics (MA 118)	3
EC271	3
Total	9

<u>Business Core Courses (required)</u>	
SB 101 Business Environment	3
SB 111, SB 112, SB 211, SB 212	4
AC 101 Financial Accounting	3
AC 102 Managerial Accounting	3
MG 210 Essentials of Management & Organizational Behavior	3
MG 211 Operations Management	3
MK 201 Marketing Principles	3
IB 201 International Business	3
LW 121 Contracts and Agency	3
FIN 201 Fundamentals of Financial Management	3
SB 450 Strategic Integrated Management Seminar	3
Total	34

<u>Biomedical Marketing Core</u>	
MK 324 Business-to-Business Marketing	3
MK 332 Integrated Marketing Comm.	3
MK 333 Distribution Management	3
MK 334 Product Management	3

MK 383 Professional Selling & Sales Mgt.	3
MK 370 Marketing Research	3
MK 401 Seminar in Marketing Strategy	3
MK 488 Marketing Internship	3
	Total 24

Biomedical Marketing Electives

MK 210 Consumer Marketing or MK 489 Marketing Internship or MK 340 Database Marketing	3
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Biomedical Science Core

BI 276 Drug Development	3
BI 203 Introductory Medical Terminology	2
CH Fundamentals of Chemistry II	3
	Total 8

Total Degree Credits 124

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Southern Illinois University Carbondale, Carbondale, IL

Item: Continued Licensure of a Program of Studies, leading to a Bachelor of Science (B.S.) in Workforce Education and Development, offered at the Naval Submarine Base in Groton, CT

Executive Summary

Southern Illinois University Carbondale (SIUC) has submitted an application to the Board of Governors for continued licensure to offer a program of studies, leading to a B.S. degree in Workforce Education and Development offered at the Naval Submarine Base in Groton, CT.

SIUC was first licensed by the Board of Governors in 1978. The University is a public institution, licensed to operate by the State of Illinois, and accredited by the North Central Association of Colleges and Schools. This off-campus program has local administrative oversight and meets all the requirements for the same degree earned by the students at the Carbondale campus. The Director of the Navy College, which oversees contractual collegiate programs at the naval base, has indicated that the Navy enjoys a good working relationship with the University.

The Advisory Committee on Accreditation, at its meeting on February 19, 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 for Higher Education was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a Bachelor of Science (B.S.) in Workforce Education and Development, to be offered by Southern Illinois University Carbondale at the Naval Submarine Base in Groton for a period of three years, until March 31, 2012.

Description

Purpose and Objectives

SIUC established its instructional site at the Naval Submarine Base as part of a nationwide effort to provide programs which meet the needs of military personnel. The Bachelor of Science degree program in Workforce Education and Development offered at the Naval Submarine Base, Groton, Connecticut, is a part of the military base program. This program is offered in 16 states and is serving approximately 1500 students. It is primarily for active duty service-members, their dependents and civilian personnel of the base. If space is available, this program is also offered to the surrounding community when the military security permits civilian access to the base. It is designed to accommodate persons with prior training and experience in occupational areas and prepares them to enter instructional positions in either public or private education, in the military, in post-secondary education, or in business and industry.

Since the program's inception in 1973, the off campus degree program has been designed around the beliefs that;

- The university provides programs of high quality in the off-campus setting which meet the needs of military personnel and personnel in various industries where the program is available.
- Unique delivery systems are both appropriate and achievable, offering flexibility to working adults and military personnel.
- Programs are offered which provide opportunities to improve campus offerings and enrich faculty experiences through exposure to new instructional strategies and student populations.
- Programs enrich the lives of students and faculty alike as well as contribute directly to the betterment of our armed forces and to the nation as a whole.

Administration

The Workforce Education and Development Off-Campus Degree program is administered by the Department of Workforce Education and Development in the College of Education and Human Services. The Director of Off-Campus Degree Programs is responsible for the day-to-day operations. At off campus sites, coordinators supervise assistant coordinators and other support staff.

The Provost and Vice Chancellor has assigned the administration of military and non-military off-campus programs to the Associate Provost for Academic Affairs. The Associate Provost has delegated to the Director of Military Programs responsibility for external agencies matters and for coordinating certain matters which are common to the academic units which conduct off-campus programs. The Director of Military Programs is the principal point of contact for and represents the University in matters pertaining to educational programs at military bases and selected off-campus sites.

In Connecticut, a Program Coordinator has been assigned to the Groton campus to oversee the day-to-day operation of the program. This full-time on-site administrator and

an administrative assistant are housed in the building where the instruction occurs. These individuals provide general student advisement, record-keeping, liaison with the Carbondale campus and the Base commander, logistical support for classes and the coordination of scheduling at the Base.

Admission and Enrollment

Students enrolled in the program are subject to the same admission and graduation policies as on-campus students in Carbondale. In general, beginning freshmen are considered for admission on the basis of a combination of class rank and test scores. Students seeking transfer admission are assessed on the basis of prior collegiate experience. The Groton office forwards all applications to Springfield for the admissions decision and the award of any credit for prior collegiate education and/or experience. Copies of these transcripts are sent to Carbondale, where the student is admitted into classes. Student records are also maintained locally at the Groton office.

Traditionally, this program has been open to the general public as well as to on-base personnel.

Program enrollment in the Spring of 2008 was 39 full-time and 11 part-time students. The University is expecting 48 full-time and 7 part-time enrollments in 2009.

Curriculum

The Bachelor of Science degree program in Workforce Education and Development requires a minimum of 121 credits. The credit requirements include 41 (33%) credits in General Education (the University Core Curriculum), 36 credits in the professional sequence (30%) (Workforce Education and Development courses), and up to 44 credits in the occupational specialty (36%) (which the student intends to teach). An outline of the program requirements appears in the Attachment.

Only the 36 credit professional sequence is taught by Southern Illinois University. Of the 36 credit professional sequence component, 18 semester hours are considered "seat time" and 18 semester hours are independent study and internship.

The credits for the University Core Curriculum are earned through coursework at other collegiate institutions (such as Three Rivers Community College or Eastern Connecticut State University) and are transferred into the program. Credit can also be obtained through proficiency examinations. The Occupational Science component is met through the University's portfolio assessment of the student's previous life experience, particularly the technical training received through the military. Groton is the principle training center for submariners and the Navy offers an extensive array of occupationally-specific instructional programs for its personnel. The University uses Three Rivers Community College's Assessment of Prior Learning program to help their prospective students create their portfolio.

The University notes that the average class size is 17.

Resource Support

Faculty

Faculty who teach in the program at Groton include the on-site administrator, full-time faculty from the Department of Workforce Education and Development at the Carbondale campus and local adjunct faculty. All full-time faculty are subject to the same promotion and review process and all program faculty must have an earned doctorate in an appropriate field.

A joint meeting of on and off campus faculty is held at least once a year in Carbondale. Off campus faculty meet monthly via teleconference with the Chair of the Department and other on-campus faculty on matters related to program administration, the curriculum and the day-to-day operation of the programs.

Facilities and Equipment

Classroom and office space is provided by the submarine base commander for the various schools housed on-base. Classrooms are wireless for internet access. The University has purchased equipment for its use including several smart boards, VCRs, Television monitors, computers, and projectors, which are stored in a secure area.

Library and Learning Resources

More than nine hundred titles in the Groton Submarine Base library and the University's local office support the courses offered by SIUC. Additionally, eight specialized journals and periodicals are made available to students locally. Students' electronic access to library resources is extended through the Illinois Library and Information Network (ILLINET). Students may research not only the holdings of Morris Library on campus, but also many connected libraries in Illinois. Articles and chapters of books can be faxed or sent electronically within days of request. A student handout, Library Facilities, is given to students at the time of enrollment.

By arrangement with Connecticut College students have access to on-site reference resources; up to five borrower cards purchased by SIUC each year; and on-line educational data base materials. An introductory tour of the facilities is available and referencing instruction is mandatory.

ATTACHMENT

Southern Illinois University at Carbondale, Groton, CT B.S. in Workforce Education and Development (121 sch)

I. University Core Curriculum	(41 sch)
<u>Foundation Skills</u>	(12 sch)
Composition (6 sch)	
Mathematics (3 sch)	
Speech (3 sch)	
<u>Disciplinary Studies</u>	(23 sch)
Fine Arts (3 sch)	
Human Health (2 sch)	
Humanities (6 sch)	
Science (6 sch)	
Social Science (6 sch)	
<u>Integrative Studies</u>	(6 sch)
Multicultural Diversity in the U.S. (3 sch)	
Interdisciplinary (3 sch)	
II. Occupational Specialty	(up to 44 sch)
<i>(credit awarded for previous work experience)</i>	
WED 259 Occupational Training	(1-60)
WED 395 Field Experience	(1-24)
III. Professional Sequence	(36 sch)
WED 460 Occupational Analysis & Curriculum Develop	(3 sch)
WED 462 Instructional Methods and Materials	(3 sch)
WED 463 Assessment of Learner Performance	(3 sch)
WED 466 Foundations of Work Education	(3 sch)
WED 469 Training Systems Management	(3 sch)
WED381 Training Proposal & Report Writing	(6 sch)
WED 486 Adult Learning	(3 sch)
WED 398 Special Problems	(3 sch)
WED 382 Developing Your Career	(3 sch)
WED 495 Instructional Internship*	(2-12 sch)
WED 496 Professional Internship*	(2-12 sch)

* *(Six hours of 495/496 are required)*

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Massachusetts, Boston

Item: Authorization to place students in the programs of Teacher of Students with Visual Impairments, School Psychology, and School Counseling for the required field experience and clinical practice in Connecticut schools

Executive Summary

The University of Massachusetts, Boston is applying to the Board of Governors for Higher Education for renewal of authorization to place students who are enrolled in the programs of teacher of students with visual impairments, school psychology, and school counseling for required field experience and clinical practice in Connecticut schools. The Board of Governors for Higher Education first granted approval to the University of Massachusetts, Boston to place students in Connecticut schools in September 2006. The Board of Governors granted that authorization for a period of three years, until June 30, 2009.

The University is accredited regionally by the New England Association of Schools and Colleges (NEASC) and is authorized to offer educator preparation programs in specific certification areas by the Massachusetts Department of Education. The University's Graduate College of Education is a member of Teacher Education Accreditation Council (TEAC) and is a candidate for TEAC accreditation.

The Advisory Committee on Accreditation, at its meeting on February 19, 2009, reviewed the program and found it to be in compliance with Board of Governors standards. The vote to recommend approval to the Board of Governors was unanimous.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education grant approval to the University of Massachusetts, Boston to place students in the programs of teacher of students with visual impairments, school psychology, and school counseling for the required field experience and clinical practice in Connecticut schools, for a period of five years, until June 30, 2014.

Description

Purposes and Objectives

The University states that the purposes and objectives of its Northeast Regional Center for Vision Education are to foster regional collaboration of resources across the six New England states to effectively address the low incidence needs for highly qualified Teachers and Specialists knowledgeable about the low incidence disability area of Vision Impairment. The philosophy reflects the notion that low incidence disability teacher preparation is sustainable through collaboration of efforts across the states through distance education, and that quality distance education can be accomplished with strong state participation from within the state itself. While the academic base is located in Boston, students participating in Connecticut are Connecticut residents and supported by a University Faculty Supervisor who resides in-state and holds a Connecticut teaching certificate. The hiring of a faculty supervisor within the state, and the recruitment and placement of students within the state for pre-practicum and practicum experiences reflect the University's mission to make the state a full and active collaborator and participant in the regional program. Connecticut participants are being prepared for positions within the state and are best served by practical experience within the working environment in which they will seek future employment.

The University states that the primary goal of the school psychology and school counseling programs at the University of Massachusetts-Boston is to prepare practitioners who are able to provide psychological and educational services to students and their families as part of a school-based multi-disciplinary team.

Administration

All programs have program directors, who report to the Dean of the University's Graduate College of Education.

Field Experience Requirements

The University states that, in arranging field placements, the training needs of the student are considered as well as the mission of the University in serving diverse communities.

Teachers of the Visually Impaired Field Placement Requirements

The University states that pre-registration for the practicum is required one semester before enrollment, along with documentation of 75 clock hours of pre-practicum experiences (field-based experiences completed in correlation to program coursework). Additionally, all required licensure exams must be successfully completed before enrollment. The practicum site must be approved by the Program Coordinator. The Practicum experience and Capstone Portfolio are designed to demonstrate proficiency in the CEC VI-specific Knowledge and Skills standards. Participants are additionally given opportunities to demonstrate proficiency in the licensure-specific pedagogical content knowledge and the common core of teacher competencies required for initial certification in Massachusetts, as required in the state's Pre-Service Performance Assessment. Students demonstrate such proficiency through the assessment and teaching of students

with visual impairments, collaborative work with general educators and related service providers, and a Capstone Portfolio that includes reflective papers and evidence (samples) along with other kinds of documentation described in the portfolio requirements.

School Psychologist Field Placement Requirements

Before they begin their internships, school psychology students complete 90 pre-practicum hours in conjunction with their coursework and 200 practicum hours. During the internship, the first semester, 600 clock hours, must be in a school setting. Most students complete the second semester (600 clock hours) in a school setting as well, but it is possible for the second semester to be in a non-school setting such as clinics and community mental health centers. Every student's internship must encompass experiences at both the elementary, junior high, and high school level. The student must have the opportunity to observe and work with typically developing students. It is also recommended that the student have opportunities to work with diverse student populations, including bilingual or ESL students; students at risk; and students eligible for a variety of state and federally-provided special services. Students should have opportunities to engage in the full range of school psychology activities including consultation, intervention, assessment, training, and research. School psychology interns must also have opportunities to conduct multiple case studies in which they design, monitor, and determine the effectiveness of interventions.

School Counselor Field Placement Requirements

Before they begin their internships, school counseling students complete 15 pre-practicum hours in conjunction with COUNSL 630 Professional Orientation to School Counseling. The University states that the school counseling field placements (practicum (100 clock hours) and internship (600 clock hours)) are supervised field experiences completed in either an elementary, middle or high school. School counseling students need to determine before the internship whether they are seeking state licensure as a grade K-8 school counselor (elementary and some middle schools) or a grade 5-12 school counselor (high schools). School counseling students should have opportunities to engage in the full range of school counseling activities including: guidance curriculum, including attending the student assistance team; responsive services, including individual counseling; individual planning, including career advisement; and system support, including teacher consultation.

Evaluation

The University of Massachusetts, Boston expects all students to demonstrate professional behavior throughout their training. If a student is observed to have significant difficulty in any area, individual faculty advisors or supervisors will meet with the student and attempt to help the student address the issue. If the student continues to have difficulty across a number of settings, the Program Coordinator will be notified and a plan of remediation is developed with the student. In circumstances where the student continues to show inadequate skills we may fail the student and require him or her to complete an additional year of internship. These skills are essential in the profession of school psychology and school counseling and extreme deficiencies in these areas may result in dismissal from the program. The University further emphasizes that, throughout their

training, students are expected to comply with all legal and professional codes of ethics as well as state and national standards, including the codes of the American Psychological Association and the National Association of School Psychologists (for school psychology students) and the American Counseling Association (for school counseling students). In addition, all students in the counseling and school psychology programs are expected to comply with the standards of academic propriety described in the enclosed University's *Graduate Studies Bulletin*.

Teachers of the Visually Impaired

For teachers for the visually impaired, the University requires students to work on the consolidation of their teaching skills by means of systematic cycles of planning, observation, and intensive intellectual, data-based analysis of their teaching performance. A dominant focus of supervision is to assist candidates in reflecting upon their assessment, teaching, and consultative practices and to identify specific ways they should make adjustments in their practice to accelerate the academic progress of their students with special needs.

The evaluation system for the Practicum experience consists of standards and requirements from four national and state associations and organizations, including the Council for Exceptional Children – Division on Visual Impairments (CEC-DVI), Massachusetts Department of Education and the University's Graduate College of Education (GCOE).

School Psychologists

School psychology practicum students and interns are evaluated, by their university supervisors and seminar instructors, using a variety of measures. The University requires students to keep a log and complete an internship portfolio in order to satisfy internship requirements for the school psychology program. The log should be shared with the University Supervisor during each visit. School psychology practicum students and interns are evaluated, by their university supervisors and seminar instructors, using a variety of measures, including program-generated evaluation forms, the national PRAXIS examination, and evaluation of psychoeducational evaluations and case studies. At the end of the semester, their completed portfolios are reviewed by the Seminar Instructor, the University Supervisor, and maintained by the Program Coordinator. Additional information can be found in the program handbook, found at www.umb.edu/academics/departments/gce/programs/counseling/Current_Students/ResourcesCurrentStudents.html.

School Counselors

For the school counseling program, the University requires students to keep an activity log for the practicum and internship. Students document brief descriptions of the activities they participate in while at the field placement. The log is kept on a daily basis according to the types of service the student engaged in. The log is shared with the University Supervisor and Field Supervisor during each site visit which is used as an evaluation tool to ensure a broad range of experiences. Additional information can be found in the program handbook, available at http://www.umb.edu/academics/departments/gce/programs/counseling/Current_Students/ResourcesCurrentStudents.html.

On-Site Supervision

Teachers of the Visually Impaired On-site Supervision Requirements

The University explains that due to the low incidence nature of visual disabilities, there is not a concentration of students in any particular site. It is unusual to have more than one or two children in a school, so services are delivered through an itinerant model, that is, the teacher of the visually impaired travels from one school to another, often with a caseload that includes several school districts. The program plans to use the collaboration that is already set up between the LEAs and the Connecticut Board of Education and Services for the Blind (BESB). BESB provides Teachers of the Visually Impaired to local districts at no cost to assist in meeting the needs of the students with visual disabilities. Currently 26 districts hire their own teachers and are reimbursed for the cost of the teacher by BESB. All the remaining districts are served directly by a BESB Education Consultant.

The University argues that its programs' student placement objectives are aligned with the appropriate Connecticut educator certification standards. The curriculum of 37 credits including 75 hours pre practicum experience and 300 practicum hours are fully aligned and exceed the requirements of the Connecticut Educator certification standards by adhering to the national professional standards of the Council for Exceptional Children (CEC), Division on Visual Impairments (DVI). The University's Graduate College of Education is a member of TEAC and is a candidate for TEAC accreditation.

School Psychologist On-Site Supervision Requirements

School psychology practicum and intern supervision must be provided by a qualified practitioner Field Supervisor at the field setting and by a University Supervisor. School psychology students are required to work under the direct supervision of a licensed/certified school psychologist. For the Massachusetts State Department of Education licensing, the supervising school psychologist(s) must have worked at least three years as a school psychologist and have a standard license. The student must be able to meet face-to-face with the supervisor at least two hours a week, preferably more.

In addition to Field Supervision, the school psychology program requires four site visits by a University Supervisor over the course of the year. Three of these visits must be "three way" with the student, field supervisor, and university supervisor meeting together to review internship requirements, student progress, and evaluation procedures. The University Supervision may be provided by a faculty member of the University or by a member of another school psychology program in agreement with the University.

School Counseling On-Site Supervision Requirements

The University states that field supervision shall be conducted by qualified practitioner Field Supervisor at the field setting and by a University Supervisor. School counseling students are required to work under the direct supervision of a licensed/certified school counselor. The student must be able to meet face-to-face with the supervisor at least two hours a week, preferably more.

In addition to Field Supervision, the school counseling program requires three site visits, by a University Supervisor over the course of the year. These visits must be “three way” with the student, field supervisor, and university supervisor meeting together to review internship requirements, student progress, and evaluation procedures. The University Supervision may be provided by a faculty member of the University or by a member of another school psychology program or school counseling program in agreement with the University.

Assessment of Need

Need for the Program

Teachers of the Visually Impaired

There is a national and regional shortage of teachers of the visually impaired. The current average caseload of Connecticut teachers hired by BESB is 25 students. For teachers hired by a local district, the average caseload is 19. State legislation passed in 2003 (RB 03-218) has set a goal of 15 students (including two braille readers) for each teacher. To attain that goal today, the state needs approximately 15 additional teachers. In addition, in a survey conducted by the Connecticut Board of Education and Services for the Blind in 2001 one half of the then 50 teachers for the visually impaired in Connecticut planned to retire by 2011.

There is no university program in Connecticut to train teachers in this specialty. The University of Massachusetts-Boston program is designed to serve the needs of the New England region through its master’s level web-based program. Connecticut students are able to access this program through the distance education format while continuing to work and live within the state. The University assists the students in finding pre-practicum and practicum placements within Connecticut.

The University states that its Northeast Regional Center for Vision Education was established as a regional response to a critical need to prepare low incidence Teachers of Students with Visual Impairments (TVI) at the request of the New England Regional Community. The University, being the only TVI teacher preparation program in all of New England, was supported to expand its capability to utilize distance education to regionalize and sustain a critical mass of students across six states.

School Psychologists

Across the United States, there is a shortage of school psychologists. The University reports that there is an increasing demand for out-of-state placements, and a particular interest in Connecticut due to its proximity, reputation for excellence and opportunity, and larger proportion of paid internship sites. The University has also had many prospective students who reside and work in Connecticut inquiring about its school psychology program. These individuals have expressed interest in eventually working as school psychologists in Connecticut.

School Counselors

The University has also had many prospective students who reside and work in Connecticut inquiring about its school counseling on campus and online programs due to its proximity and reputation for excellence and opportunity. These individuals have expressed interest in eventually working as school counselors in Connecticut.

Student Placements in Connecticut

The University reports that it has placed a total of ten students into Connecticut field placements and practicums since the program was first authorized in September 2006: 4 in 2006-07, 2 in 2007-08, and 4 in 2008-09. Those students have been placed with an Education Consultant who works for the Connecticut Board of Education and Services for the Blind. In that capacity, the University reports, those students have served students with visual impairments in many school districts throughout the state.

Resources

Faculty

The University states that all of its faculty members involved in the teachers of the visually impaired, school psychology, and school counseling programs meet the Connecticut standards of having terminal degrees in the fields in addition to other teaching and researching accomplishments.

The University further states that the program in Visual Impairments has hired a part time staff person who happens to have retired from Connecticut with many years of experience within the state in the content area of Visual Impairments. The University has assured the Department of Higher Education that the administrative function of this employee is centered in Boston and is not limited to the state of Connecticut. Her job function includes recruitment for the program across the six states and she advises all new students across the region with plans of study and registration. She and one other part-time employee assist all field placements with local practitioners serving as cooperating teachers; they do not directly serve as local cooperating field instructors. Both represent the university as the university supervisor of field placement as the University completes the reported five site visits supporting both the student and cooperating practitioner the student is placed with across all six states. Funding for field supervision services of both employees is contributed by each of the six State Departments of Education.

Library and Learning Resources

The University reports that its students will still have access to the University's library resources both on-campus and remotely. The University has invested in electronic media which includes access to over 2000 journal online (full articles) and other electronic resources such as videos. Students are also able to use the SERC Library in Middletown and the BESB Resource Library.