



P.O. Box 2008, New Britain, Connecticut 06050  
(203) 827-7700

RESOLUTION

concerning

LICENSURE AND ACCREDITATION

for a

SIXTH-YEAR PROFESSIONAL DIPLOMA

in

EDUCATIONAL ADMINISTRATION AND SUPERVISION

at

CENTRAL CONNECTICUT STATE UNIVERSITY

June 16, 1989

RESOLVED, That under the authority granted to the Board of Trustees of Connecticut State University in Chapter 185b, Sections 10a-87 and 10a-149 of the Connecticut General Statutes, the President of Connecticut State University is authorized to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Sixth-year Professional Diploma in Educational Administration and Supervision to be presented by Central Connecticut State University.

A Certified True Copy:

  
Dallas K. Beal  
President



An Equal Opportunity Employer

BOARD OF GOVERNORS FOR HIGHER EDUCATION

Attachment to BR#89-109

PROGRAM SUMMARY

61 SOURLAND STREET  
MIDDLETOWN, CONNECTICUT 06106

DESCRIPTION OF PROPOSED ACADEMIC PROGRAM OR DEGREE

PROGRAM NAME Educational Administration and Supervision	DATE OF SUBMISSION TO BHE
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TITLE (and abbreviation) Sixth-Year Professional Diploma
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* PROGRAM CODE NO. 1 : 3 : 0 : 4 : 0 : 4	TITLE CIP Title: Educational Supervision
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DEPARTMENT AND SCHOOL OR COLLEGE Department of Educational Administration, School of Education and Professional Studies
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APPLICANT INSTITUTION Central Connecticut State University	PROPOSED INITIATION DATE September, 1990
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GEOGRAPHIC LOCATION OF PROGRAM New Britain, Connecticut
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INSTITUTIONAL LIAISON PERSON Dr. Richard Pattenau	TITLE Vice-President for Academic Affairs	TELEPHONE 827-7288
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BOARD OF TRUSTEES STAFF LIAISON (if applicable) Dr. Thomas Porter, Provost, Connecticut State University
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NOTE: (Describe the proposed academic program below and on a separate page if necessary.) PLEASE FOLLOW THE GUIDELINES ON THE ATTACHED SHEET.

Recent state initiatives in education such as the Education Enhancement Act have created an unprecedented demand for professionals trained in administration, supervision, evaluation and curriculum development. With over 35,000 teachers in Connecticut, literally thousands of educators are engaged in administration and supervision. Nonetheless, Reports on Teacher Supply and Demand(1988) indicates that the staff demands for administrative positions will continue to increase at least until the year 2000.

The Sixth-Year Professional Diploma in Educational Administration and Supervision has been designed to meet the need to prepare well-educated and competent practitioners for leadership positions in the Capital Region's school districts. The proposed Professional Diploma meets the needs of educators who seek to acquire advanced career and professional development, the leadership skills and credentials necessary to function effectively in school settings, and the Intermediate Administrator/Supervisor Certificate. The major program objective is to prepare certified teachers with at least five years experience for informed leadership positions in education by providing a course of study which enables them to (1) shape organizational direction; (2) effect institutional planning and development; and (3) influence organizational performance. It is anticipated that the program when fully operational will serve approximately 300 students of whom 20% will be full-time and 80% will be part-time.

The program requires 30 semester hours including a professional core of 21 semester hours, 9 semester hours of advisor-approved electives, and a qualifying examination. The 21 hour core includes: ED 617, Personnel and Program Evaluation; ED 634, Seminar in Curriculum Development; ED 635, Seminar in Supervision; ED 636, Dynamics of Educational Leadership; ED 637, Practicum in Educational Leadership or Ed 650, Internship in Educational Leadership; Ed. 687, Seminar in Educational Policy Studies; Ed. 698, Research Seminar in Educational Leadership and Supervision. There are 15 hours of courses prerequisite to the core, nine of which may (with advisor approval) be applied to the elective requirement.

DO NOT FILL IN	LICENSURE ACTION	ACCREDITATION ACTION
These items will be completed by the BHE staff.	SCA _____	SCA _____
	PAAC _____	PAAC _____
	BHE _____	BHE _____

Note: Code to be selected from the CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (as provided by HEGIS).

Informal surveys over the past five years and a formal survey in 1988 indicate a high demand for the Sixth-Year Diploma. Approximately 71% of 169 respondents would apply for admission to a Diploma Program in Educational Administration and Supervision. This program is not anticipated to have a substantial impact on the enrollment in any other university. The Department presently offers a larger certification and non-degree planned program which is being phased out.

Graduates of the program will be eligible for such positions as elementary or secondary principal or assistant principal, program coordinator, department head, and assistant superintendent, or for positions on the staffs of central offices, regional educational agencies, and the State Department of Education. Notable features of the proposed program are its rigorous entry standards (minimum 2.7 undergraduate CPA, 3.3 graduate CPA), the qualifying examination for certification, and the required field experience. We believe this program meets or exceeds all State Department of Education requirements.

CONNECTICUT BOARD OF HIGHER EDUCATION  
Questionnaire for Licensure and Accreditation  
of a Program in Higher Education

May, 1989

CENTRAL CONNECTICUT STATE UNIVERSITY: SIXTH YEAR PROFESSIONAL DIPLOMA,  
EDUCATIONAL ADMINISTRATION AND SUPERVISION.

1. Purposes and Objectives

a. State the purpose and objectives of this program in relation  
to the goals and objectives of the institution.

The Connecticut State University Mission Statement (September, 1986) commits the four state universities to provide programs which are responsive to the changing educational needs of the citizens and the dynamic economy of our state, and to continue the legislatively mandated "special responsibility" of preparing personnel for public schools of the state.

Central Connecticut State University as one of the four universities comprising Connecticut State University shares fully CSU's instructional, research, and service mission as approved by the Connecticut Board of Governors for Higher Education. The University provides students and the community with a full range of academic opportunities, revising its array of services and programs in response to changing needs.

As the University looks to the future it has identified five opportunities and challenges: To strengthen its identification as a public service university involved in the capital region; to create additional needed academic programs; to increase external support; to emphasize faculty scholarship and research; and to expand outreach in the form of noncredit instruction and research partnerships.

As an academic department within the School of Education and Professional Studies at Central Connecticut State University, the Department of Educational Administration and Supervision contributes to the fulfillment of the system-wide mission. The Department is dedicated to discovering, understanding, transmitting, and applying the best of human knowledge. The faculty provide expertise to those formally enrolled in classes, and to teachers, administrators, and policy makers throughout the state.

The special mission of the Department of Educational Administration and Supervision is to prepare well-educated and competent practitioners for leadership positions in the school districts of the capital region and the state of Connecticut. The Department assumes the responsibility to nurture the development of those leadership skills that will enable graduates to shape organizational direction, to effect institutional planning and development, and to influence organizational performance.

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To achieve this mission, the Department has adopted the following goals derived from the instructional, research and public service mission of the Connecticut State University:

- o To prepare leaders for the schools of the capital region and the State.
- o To facilitate educational leadership opportunities in a variety of school settings and environments with a special emphasis on the needs of urban school systems.
- o To provide the knowledge base and skills needed for informed leadership in administration, supervision and curriculum.
- o To provide the knowledge base and skills necessary to analyze, critique, and implement educational policies.
- o To develop student research competence and to facilitate research opportunities for faculty.
- o To link faculty and students with area school districts through service projects, internships, and research.
- o To provide professional development and renewal opportunities for practicing school leaders.
- o To provide an open forum for the discussion of educational issues and problems facing school leaders.

The proposed Sixth-Year Professional Diploma in Educational Administration and Supervision is consistent with the University and Department mission. Of particular note is the commitment to outreach and service to the educational community, particularly urban schools; the expectation that faculty and student expertise will be directed toward collaborative research and other projects of significance to the educational community; and the emphasis on continuing education and professional opportunities for educators.

The proposed Sixth-Year Program will provide graduates with the skills, knowledge, and experiences necessary for informed leadership roles in school settings. In order to achieve these objectives and to support the University and Department mission, the Department has designed the Sixth Year Program to assure that graduates acquire the following proficiencies in the areas of leadership, supervision, curriculum, administration, and policy studies:

1.0 LEADERSHIP PROFICIENCIES

1.1 Applies the process of consensus building in achieving the school mission.

1.2 Uses appropriate decision making/problem solving strategies in particular situations.

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- 1.3 Inspires school staff, students, and community leaders to achieve the school mission.
- 1.4 Employs human, material, and financial resources in achieving school goals.
- 1.5 Creates a strong sense of school-community unity through human relations skills.
- 1.6 Effectively articulates a particular message to an intended audience.
- 1.7 Communicates in a clear, concise manner.
- 1.8 Applies conflict resolution strategies to troublesome situations.
- 1.9 Engages the total community environment in support of the school mission.
- 1.10 Identifies and implements school/community priorities.
- 1.11 Promotes a school climate where staff and student strive to achieve educational excellence.
- 1.12 Exhibits and encourages such ethical behavior as endorsed by the American Association of School Administrators.
- 1.13 Facilitates the concept of shared leadership in planning and implementing school policy.
- 1.14 Disseminates school information and meets regularly with faculty, students and community leaders.
- 1.15 Encourages community involvement in planning and support of the educational program.
- 1.16 Applies principles of group dynamics to the organizational setting.
- 1.17 Understands the role of the leader as a change agent in an organizational structure.

## 2.0 SUPERVISION PROFICIENCIES

- 2.1 Implements strategies that encourages increased support of the educational mission.
- 2.2 Effectively interprets and integrates the state and community goals into the school curriculum.

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- 2.3 Encourages faculty and community participation in the curriculum revision process.
- 2.4 Uses appropriate resources to implement curriculum change.
- 2.5 Creates a climate characterized by a positive faculty attitude toward professional development.
- 2.6 Facilitates the development and implementation of instructional goals and objectives.
- 2.7 Provides for appropriate in-service programs to assist staff in increasing instructional and organizational competencies.
- 2.8 Uses data from program evaluation to bring about appropriate program revision.
- 2.9 Uses appropriate strategies to evaluate student learning, program effectiveness and instructional effectiveness.
- 2.10 Uses human relations skills, communication skills, and assessment strategies to evaluate staff in a non-threatening manner.
- 2.11 Conducts instructional evaluation regularly to ensure that teaching strategies are in concert with program and student needs.
- 2.12 Serves as a resource agent for the total organizational structure.
- 2.13 Monitors the performance and development of new staff members.
- 2.14 Resolves personnel problems based on the application of specific management principles.
- 2.15 Uses effective conferencing skills.
- 2.16 Understands learning styles and teaching styles.
- 2.17 Provides and interprets current research on teaching and learning to the staff.
- 2.18 Monitors the process of curriculum development in light of goals, objectives, content, teaching strategies, learning experiences and evaluation.
- 2.19 Employs futuristic models and trends in curriculum development an instructional planning.

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## 3.0 ADMINISTRATION PROFICIENCIES

- 3.1 Complies with local, state, and federal rules and regulations.
- 3.2 Uses specific strategies to review and implement short-range and long-term goals.
- 3.3 Uses principles of effective time management.
- 3.4 Employs specific management tools (Management Information System) to manage efficiently the total school environment.
- 3.5 Maintains and uses school and student records.
- 3.6 Plans and prepares the annual school budget and operates within the budget allocation.
- 3.7 Maintains an acceptable accounting system for funds.
- 3.8 Communicates budget priorities and constraints to the school community.
- 3.9 Conducts needs assessment and develops capital improvement plans.
- 3.10 Employs appropriate strategies for engaging the political environment as a positive school support.
- 3.11 Maintains the school plant, and is knowledgeable in plant scheduling and school plant planning.
- 3.12 Understands pupil personnel services involving the counseling and guidance program, psychological, social, health services, and student activities programs.
- 3.13 Understands the legal basis upon which American public elementary and secondary education is based and functions.
- 3.14 Applies research findings to decision making situations.
- 3.15 Uses technology to collect, analyze and display school data.
- 3.16 Provides for staff and professional development.

## 4.0 POLICY PROFICIENCIES

- 4.1 Understands the nature of social policy, and of educational policy as a type of social policy.



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4.2 Understands the policy-making process, and educational policy formulation, in the American context.

4.3 Applies appropriate procedures and methods in the analysis of educational policies.

4.4 Demonstrates an awareness of and sensitivity to normative and value issues, theories and concerns related to educational policies.

4.5 Understands the major features involved in the implementation of an educational policy decision, and the ways in which those factors can impede or support the successful implementation of the policy.

b. State why this program is considered to be an appropriate offering for this institution at this time. Include reference to supporting information such as an institutional master plan.

Central Connecticut State University, with a long tradition of providing diverse educational opportunities and resources to the Capital Region, offers a broad range of teacher education programs including the bachelors, masters and sixth year level. This distinctive role has shaped Central Connecticut's academic profile for over a century and guides its future development where new opportunities and challenges exist to craft programs to meet the educational needs of its constituency.

Built on an extremely popular certification program and planned thirty-hour program in Educational Administration and Supervision, this proposed Sixth-Year Professional Diploma Program will provide graduates with marketable skills to meet the state-wide demand for educators trained in school administration, supervision, evaluation and curriculum development. Persons with leadership competencies in these areas will be in an excellent position to identify social needs and through effective leadership bring about important social change. The master's degree plus eighteen semester hours certification (presently the State Department of Education requirement for institutional recommendation) provides minimum entry requirements for the job marketplace. Career positions in educational leadership now almost always require a competitive candidate to possess a Sixth Year Professional Diploma.

The five year Institutional Plan for Central Connecticut State University (September 13, 1985) cites the need for degree programs including Sixth-Year Programs in specialized fields of education and notes that "certain graduate programs, such as counseling and curriculum and supervision, can be expected to grow." (As part of the 1988 reorganization of the School of Education and Professional Studies, the Curriculum, Research and Supervision Department was renamed the Department of Educational Administration and Supervision.)

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c. Describe the clientele(s) to be served by the program (students, employers, professional groups etc.)

The goal of the program is to prepare teachers to assume leadership positions in the schools of the Capital Region. Those teachers already possess master's degrees, have completed at least three years of teaching, and are seeking the Intermediate Administrator/Supervisor Certificate. Furthermore, the program will provide students with the necessary credentials for career advancement opportunities and salary enhancement.

A 1988 survey of one hundred sixty-nine students enrolled in educational administration and supervision courses at Central Connecticut revealed the following information:

Years of Teaching Experience

1-3: 13%; 4-6: 12%; 7-9: 14%; 10-12: 16%; 13+: 36%

Age

20-29: 21%; 30-39: 43%; 40-49: 32%; 50+: 4%

Sex

Male: 41% Female: 59%

Undergraduate CPA

2.0-2.4: 5%; 2.5-2.9: 35%; 3.0-3.4: 36%; 3.5-4.0: 21%

Graduate CPA

2.5-2.9: 4%; 3.0-3.4: 19%; 3.5-4.0: 72%

Career Aspirations for the next 5-10 years

Department head: 18%; Principal: 28%; Central Office: 28%; Teaching: 13%; Other: 11%

Reason for taking this course:

Salary advancement: 10%; Certification: 50%; Career Advancement: 25%; Exploring the field: 10%; Other: 3%

The proposed Sixth-Year Professional Diploma Program will serve the educational needs of the same Capital Region population currently enrolled in courses and programs in the department. We expect that demand for the Program will exceed enrollment limits; thus, there will be little need to market the program beyond the population now served by the University.

Graduates of the Program will meet the employment requirements of Capital Region Boards of Education seeking to fill such leadership positions as department heads, principals, and central office personnel. Other employment opportunities exist at the State Department of Education and Regional Educational Service Centers.

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2. Administration (see 10-330-12)

a. How were the program plans developed and approved? Give the dates of approval by the institution and the governing board.

The proposed Sixth-Year Professional Diploma in Administration and Supervision evolved from the career and professional development needs of students seeking the leadership skills and credentials necessary to function effectively under all of the Intermediate Administrator/Supervisory Certification categories. Initially our Master's degree and the post-master's certification program sufficiently served the professional needs of the student population seeking to acquire supervisory and management proficiencies for an entry level school administration position. However, recent surveys have indicated that a significant number of our students aspire to achieve leadership positions throughout the management structure of a school system.

Dr. Joseph Porter, a retired superintendent of schools with a national reputation, and the department curriculum committee began a review of our existing courses during the 1986-1987 academic year. These courses were compared with graduate courses at other universities such as University of Illinois, University of Iowa, University of Maryland, University of Virginia, and University of Wisconsin. Dr. Richard Lindgren, Principal of Illing Junior High School, and Dr. David McConnell, Principal of Lewis Mills Regional High School, joined the review committee as representatives of regional practitioners. Also during the 1987-88 year, an accreditation team from the State Department of Education reviewed the program and made specific recommendations for course additions/revisions. This team also identified the student concern that the department did not offer a Sixth-Year Professional Diploma,

The proposed Sixth-Year Professional Diploma in Administration and Supervision evolved from the best of the existing planned program of post-master's study, the best of programs at major universities and the best of our review committee's recommendations. We believe that it not only meets but also exceeds the requirements of the State Department of Education.

The formal planning for the program began in March 1987 with a memo from Dr. Richard Pattenaude, Vice President for Academic Affairs to Dr. Thomas Porter, Provost of Connecticut State University informing him that Dr. Charles Gervase, then Dean of the School of Education and Professional Studies, had submitted a letter of intent to develop a Sixth-Year Diploma program. Dr. Pattenaude authorized the department to begin the process of applying for licensure and accreditation from the Board of Governors for Higher Education.

The Department of Educational Administration and Supervision Advisory Council endorsed the proposed Sixth-Year Diploma on September 28, 1988. The Department formally approved the program on October 3, 1988 and recommended that the program be submitted to the necessary university governance bodies for approval following approval by appropriate university administrators including affected department chairs, the Dean of Education and Professional Studies, and the Dean of Graduate Studies. The program was submitted to the Teacher Education

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Assembly Curriculum Subcommittee on February 8, 1989 and following their approval to Graduate Studies Committee (approved February, 1989), the University Curriculum Committee (approved March, 1989), and the Faculty Senate (approved April, 1989). President John Shumaker signed the Senate Bill giving final university approval to the proposed program on April 9, 1989.

b. Who is directly responsible for the administration of the program and the supervision of its faculty?

The Dean of Graduate Studies and Research is responsible for the overall administration of graduate programs at Central Connecticut. The Graduate School offices provide centralized administrative support including admissions, record-keeping, and administrative oversight to ensure program quality and integrity, review of students' planned programs of study, evaluation for graduation, and enforcement of academic policies and standards.

The dean of a school where a program originates assists the Graduate Deans in the supervision and administration of that program and its faculty. The department chair is responsible for shepherding and managing the everyday operations of the that program.

ADMINISTRATIVE ORGANIZATION

Karen Beyard Ph.D., Arizona State University  
Dean, School of Graduate Studies

Nancy Seminoff Ed.D., Wayne State University  
Dean, School of Education and Professional Studies

Roger Zieger Ph.D., University of Connecticut  
Chair, Department of Educational Administration and Supervision

c. List (1) any accrediting agencies which already have accredited the institution and (2) any accrediting agency to which you plan to apply for program accreditation.

The University is accredited by the Connecticut Board of Governors for Higher Education, the New England Association of Schools and Colleges, and the National Council for Accreditation of Teacher Education. Other accreditations include: the National League for Nursing, the Technology Accreditation Commission of the Accrediting Board for Engineering and Technology, and the American Chemical Society.

The University will apply for program accreditation for the program only through the Connecticut Board of Governors for Higher Education. The program will also have to be approved by the Connecticut Board of Education.

CCSU SIXTH YEAR IN EDUCATIONAL ADMINISTRATION AND SUPERVISION3. Finance.

a. Describe the amount of financial support committed to the program by the administration and trustees. Indicated the date(s) these funds will be available.

Since 1978, Central Connecticut has committed significant funds to the Intermediate Administrator/Supervision Certification program and to the post-master's program in Educational Administration and Supervision. That funding includes six full-time faculty members, a budget for part-time faculty as needed, a full-time secretary, graduate assistants, routine departmental operating costs, and an adequate library allotment. Based on the BOGHE library formula, Board approval of the new program will generate some additional resources.

b. Complete a fiscal statement form provided and make it available to staff and the Board.

Please see the fiscal statement forms which follow this page.

c. If resources to operate the program are to be provided totally or in part through reallocation of existing resources, identify the resources to be employed and explain how existing programs will be affected.

The resources will be provided through reallocation. The Department currently offers a master's degree, a certification program, and a planned thirty-hour program of post master's study. Effective September, 1989, the department will no longer admit students to the planned post-master's program and will transfer the resources to the more rigorous Diploma Program. Because we plan to admit no more than 90 students per year and to admit no students to certification only once this program has been approved, the number of students enrolled in the new program will be smaller than the number currently enrolled in departmental programs beyond the master's degree. Thus, current resources will be adequate to support the new program.

The Diploma Program we propose reflects revised SDE requirements, supplemented by the additional courses we believe are necessary and a require clinical experience. To meet the needs of students for close clinical supervision, advising, and an appropriate student-faculty instructional ratio, the department plans to downsize current enrollment approximately 25% by establishing an admissions cap of ninety students per year. Students currently admitted to certification and/or planned programs of post-master's study will be encouraged to transfer to the new Sixth-Year Diploma if they qualify for admission. Those who do not will be assisted to complete their programs of study within the three-year period of time allowed for phase-in of the new program. The reallocation of resources, combined with downsizing, will assure that the new programmatic requirements have no impact on fiscal requirements. The six full-time staff members allocated to the department are sufficient to staff the new program.

## FISCAL STATEMENT

Proposed New Academic Program: Sixth-Year Professional Diploma In Education  
Administration and Supervision

Institution: Central Connecticut State University

	Year 1 1990	Year 2 1991	First Year of Full Operation 1992
<u>Estimated New Expenditure</u> (private institutions list expenditures on General Fund Lines)			
Personnel (Faculty and Support) <sup>1</sup>	0	0	0
Full-Time positions			
Number			
Salaries - General Fund	0	0	0
Salaries - Extension Fund	0	0	0
Part-time positions			
Number			
Salaries - General Fund	0	0	0
Salaries - Extension Fund	0	0	0
Other Expenses <sup>2</sup>			
General Fund	0	0	0
Extension Fund	0	0	0
Equipment (incl. Library Books) <sup>3</sup>			
General Fund	0	0	0
Extension Fund	0	0	0
TOTAL NEW EXPENDITURES	0	0	0
GENERAL FUND EXTENSION FUND	0	0	0

<sup>1</sup>Faculty, professional, managerial, clerical, and other persons employed by the institution in support of the proposed new academic program.

<sup>2</sup>Compensation for services secured by contract with firms or individuals not employed by the institution and purchases of supplies, materials, and equipment not normally regarded as capital items.

<sup>3</sup>Items of equipment with a normal useful life of three years or more and a value of \$100 or more or, if the useful life is less than three years, a value of \$250 or more.

Board of Higher Education  
61 Woodland Street  
Hartford, Connecticut 06105

**FISCAL STATEMENT**

Proposed New Academic Program: Sixth-Year Professional Diploma in Educational Administration and Supervision  
 Institution: Central Connecticut State University

	Year 1 1990	Year 2 1991	First Year of Full Operation 1992
<u>Estimated Revenue and Enrollment</u>	No new revenue. Two existing programs are being phased out.		
<b>Projected Enrollment (Headcount)*</b>			
Full-time Students	0	0	0
Part-time Students	0	0	0
<b>Income from Students</b>			
Tuition	0	0	0
Extension Fund Fees	0	0	0
<b>Funds Available from Other Sources (Federal, Private, Corporate, Foundation, etc.)</b>	0	0	0

\*Indicate what portion of projected enrollment, if any, represents students transferring from other programs. Tuition and fee revenue should be based upon new enrollments only. All student headcount in this program will be transferred from other programs which we are phasing out.

Use of Current Resources: Identify, describe, and estimate cost (prorated) of existing personnel and other resources which will be used in connection with this program. If existing personnel and resources are to be reallocated from other programs, indicate from where the resources will be diverted and what impact this action will have on any other activity within the institution.

	1989	1990	1991	1992
Salaries	225,199	* 244,131	* 264,577	* 285,743
Supplies	1,500	1,500	1,500	1,500
Equipment	1,000	1,000	1,000	1,000
<b>Total</b>	<b>227,699</b>	<b>246,631</b>	<b>267,077</b>	<b>288,243</b>

\*Includes an average 8% salary increase; computed on the basis of 4.75 FTE Faculty allocated to this program and to its predecessor which we are phasing out. Also includes .75 secretary and funds for part-time lecturers.

	1989	Year 1 1990	Year 2 1991	First Year of Full Operation 1992
<u>Cost Summary</u>				
New Expenditures		0	0	0
Cost of Existing Resources	227,699	246,631	267,077	288,243
<b>Total Program Cost</b>	<b>227,699</b>	<b>246,631</b>	<b>267,077</b>	<b>288,243</b>

SO M. J. L. L.  
 Signature of Institutional Fiscal Officer

Antoinette M. Bassetta  
 Signature of Chief Fiscal Officer (for system, if different than above)

V.P. Adumakha Aff  
 Title

V.P. for Finance & Mgt  
 Title

5/17/89  
 Date

5/31/89  
 Date

## Fiscal Statement Worksheet

No new income will be generated. This statement presents program-related income based on anticipated enrollment.

1. Tuition Income (Full-time Students)

1990      20 students X 2 semesters X 919.50 = 18,390  
 1991      40 Students X 2 semesters X 919.50 = 36,780  
 1992      40 Students X 2 semesters X 919.50 = 36,780

Tuition of 919.50 is based on current In-State tuition and fees. We do not anticipate significant enrollment by out-of-state students.

2. Extension Fund Income (Part-time students)

1990      70 students total X \$26.00 fee X 2 semesters  
           +35 students X 3 credits a semester @ 98 a credit X 2 semesters  
           +35 students X 6 credits a semester @ 98 a credit X 2 semesters  
           = 65,380

1991      140 students total X \$26.00 fee X 2 semesters  
           +70 students X 3 credits a semester @ 98 a credit X 2 semesters  
           +70 students X 6 credits a semester @ 98 a credit X 2 semesters  
           = 130,760

1992      210 students total X \$26.00 fee X 2 semesters  
           +105 students X 3 credits a semester @ 98 a credit X 2 semesters  
           +105 students X 6 credits a semester @ 98 a credit X 2 semesters  
           = 196,140

Extension Fund Income is based on Fall, 1989 Fees of \$98.00 per graduate credit hour and \$26.00 per semester registration fee.



CCSU SIXTH YEAR IN EDUCATIONAL ADMINISTRATION AND SUPERVISION4. Faculty

a. List the name, title and qualifications for each person in the program, including degrees with areas of specialization, institutions at which degrees were earned, pertinent experience, and professional experiences. Include the following additional information for each faculty member listed: full-time or part-time status as a faculty member of the institution and responsibilities in the proposed program.

The curriculum of the Sixth-Year Professional Diploma Program in Educational Administration and Supervision will be taught primarily by full-time faculty and a limited number of part-time lecturers with appropriate qualifications. The total part-time teaching load shall not exceed twenty percent of the total department teaching load. Although the full-time faculty possess the academic credentials and experiences necessary to teach the courses, the program will be enriched by the contributions of highly recognized practitioners who currently teach part-time for the department. In the future, those part-time lecturers will be used on an "as needed" basis; however, regional practitioners will be regularly involved as teachers, consultants, specialists and mentors.

All full-time and part-time teaching faculty in the department hold an earned doctorate and have had related experiences in the field of administration, supervision, evaluation, curriculum and research. For further information, please see Appendix A which presents the credentials of full-time and part-time faculty.

Full-time faculty members in the Department include:

James D'Angelo, Ph.D., Professor  
 Bill Morrison, Ph.D., Professor  
 Aldrige Vaillant, Ed.D, Professor  
 Roger Zieger, Ph.D., Associate Professor and Department Chair

Other full-time University personnel who teach in the Department include:

Karen Beyard, Ph.D., Dean of Graduate Studies  
 Robert Fitzsimmons, Ph.D., Professor of Psychology  
 Charlotte Koskoff, Associate Professor of Elementary Education  
 Timothy Reagan, Ph.D., Associate Professor of Educational Foundations  
 Suad Vaillant, Ph.D., Professor of Psychology

Full-time faculty from other Connecticut State Universities teaching part-time in the Department:

Shawkie Karas, Ed.D., Professor of Educational Research  
 Southern Connecticut State University

Part-time faculty teaching in the Department include:

Robert Blesh, Ph.D.  
 Connecticut State Department of Education

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Leonard Lanza, Ph.D.  
 Superintendent of Schools, Towns of Barkhamsted, Colebrook and  
 Norfolk

Richard Lindgren, Ph.D.  
 Principal, Illing Junior High School

William Perlotto, Ph.D.  
 Director, Oliver Wolcott Regional Vocational-Technical School

William Streich, Ph.D.  
 Superintendent of Schools, Farmington

The Department is currently completing university-approved national searches for two full-time Associate Professor positions in Educational Administration and Supervision. These two new faculty will be appointed to the Department beginning Fall Semester, 1989.

Courses in the proposed Sixth Year Program and the faculty who are available to teach them are listed below:

ED.511 Principles of Curriculum Development

Bill Morrison, Ph.D., University of Connecticut; Professor of Educational Administration and Supervision

William Perlotto, Ph.D., University of Connecticut; Director of Oliver Wolcott Regional Vocational-Technical School (part-time)

ED.513 Supervision

\* New appointment, Associate Professor of Educational Administration and Supervision

Robert J. Fitzsimmons, Ph.D., University of Iowa; Professor of Psychology

Richard Lindgren, Ph.D., University of Connecticut; Principal, Illing Jr. High School (part-time)

ED.514 Administration

\* New appointment, Associate Professor of Educational Administration and Supervision

James D'Angelo, Ph.D., University of Connecticut; Professor of Educational Administration and Supervision

Leonard Lanza, Ph.D., Florida State University; Superintendent of Schools, Towns of Barkhamsted, Colebrook and Norfolk, Connecticut (part-time)

CCSU SIXTH YEAR IN EDUCATIONAL ADMINISTRATION AND SUPERVISIONED.515 School Law

James D'Angelo, Ph.D., University of Connecticut; Professor of Educational Administration and Supervision

Charlotte Koskoff, Ph.D., University of Connecticut; Associate Professor of Teacher Education

Karen Beyard, Ph.D., Arizona State University; Dean, School of Graduate Studies

ED.540 Educational Motivation and the Learning Process

Roger Zieger, Ph.D., University of Connecticut; Associate Professor of Educational Administration and Supervision

Karen Beyard, Ph.D., Arizona State University; Dean, School of Graduate Studies

Robert Fitzsimmons, Ph.D., University of Iowa; Professor of Psychology

Robert Blesh, Ph.D., University of Connecticut; consultant, Connecticut State Department of Education, (part-time)

ED. 598 Research in Education

Aldrige A. Vaillant, Ed.D., University of Maryland; Professor of Educational Administration and Supervision

Suad K. Vaillant, Ph.D., University of Southern California; Professor of Psychology

Shawkie Karas, Ed.D, Teachers College, Columbia University; Professor at Southern Connecticut State University (part-time)

ED.617 Personnel and Program Evaluation

\* New appointment, Associate Professor of Educational Administration and Supervision

Roger Zieger, Ph.D., University of Connecticut; Associate Professor of Educational Administration and Supervision

ED.634 Seminar in Curriculum Development

Bill Morrison, Ph.D., University of Connecticut; Professor of Educational Administration and Supervision

William Perlotto, Ph.D., University of Connecticut; Director, Oliver Wolcott Regional Vocational-Technical School (Part-time)

CCSU SIXTH YEAR IN EDUCATIONAL ADMINISTRATION AND SUPERVISIONED.635 Seminar in Supervision

\* New Appointment, Associate Professor of Educational Administration and Supervision

William Streich, Ph.D., University of Wisconsin; Superintendent of Schools, Farmington (Part-time)

ED.636 Dynamics of Educational Leadership

\* New Appointment, Associate Professor of Educational Administration and Supervision

Richard Lindgren, Ph.D., University of Connecticut; Principal, ILLING Jr. High School (Part-time)

ED.637 Practicum in Educational Leadership

James D'Angelo, Ph.D., University of Connecticut; Professor of Educational Administration and Supervision

\* New Appointment, Associate Professor of Educational Administration and Supervision

ED.639 School Finance

James D'Angelo, Ph.D., University of Connecticut; Professor of Educational Administration and Supervision

\* New Appointment, Associate Professor of Educational Administration and Supervision

ED.640 The Principalship

\* New Appointment, Associate Professor of Educational Administration and Supervision

Richard Lindgren, Ph.D., University of Connecticut; Principal, ILLING Junior High School (Part-time)

ED.650 Internship in Educational Leadership

James D'Angelo, Ph.D., University of Connecticut; Professor of Educational Administration and Supervision

\* New Appointment, Associate Professor of Educational Administration and Supervision

Richard Lindgren, Ph.D., University of Connecticut; Principal, ILLING Junior High School (part-time)

CCSU SIXTH YEAR IN EDUCATIONAL ADMINISTRATION AND SUPERVISIONED.687 Seminar in Educational Policy Studies

Timothy Reagan, Ph.D., University of Illinois; Associate Professor of Teacher Education

ED.698 Research Seminar in Educational Leadership and Supervision

Aldrige A. Vaillant, Ed.D., University of Maryland; Professor of Educational Administration and Supervision

b. For each vacant or proposed position, provide title, position, qualifications and proposed date of appointment.

In June 1988 the University authorized the Department of Educational Administration and Supervision to conduct a nationwide search for appointments to replace lines vacated by the retirements of Thomas Banahan and Leonard Lieberman. The authorized rank for both positions is associate professor and the starting date for the appointments is fall 1989.

The closing date for the searches was November 15, 1988. A significant pool of qualified candidates applied. The vitae of new faculty will be submitted as an addendum to this application when the appointment process has been completed. A copy of the position description that appeared in the Chronicle of Higher Education and Black Issues in Higher Education is presented in Appendix B.

Each position requires an earned doctorate in Education with theoretical background in supervision and administration, including evaluation of personnel. Practical experience in school administration and/or supervision is required.

Including the two new appointments starting in fall 1989, the Department will have six full-time faculty members. Current and projected enrollments indicate that the six faculty members, supported by part-time lecturers will be able to staff the program adequately in the areas of teaching, advising, and field based experiences.

c. Describe the procedures and criteria, including minimum qualifications, for employing adjunct faculty.

Full-time faculty assume the major teaching responsibility in the Department; however, in special instances, part-time faculty with terminal degrees and particular expertise will teach a limited number of courses or service the internship/mentorship component of the program.

Part-time faculty are recruited and appointed in the same manner as full-time faculty. Departments communicate part-time faculty needs to the appropriate Dean, who in turn makes these needs known to the Vice-President for Academic Affairs. A job description is written and approved by the Department and Dean, and permission to conduct a search is requested from the Office of Affirmative Action and the Dean for Personnel.

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Administration. The position is then advertised in local and/or state newspapers. An Appointments Committee from the Department screens the applicants based on job description, and requests permission to interview the top candidates. After the Appointments Committee conducts the interviews, the names of the approved candidates are forwarded to the Dean of Education and Professional Studies and the Dean of Graduate Studies (who has the administrative responsibility for assuring that University and DHE requirements for faculty teaching graduate courses have been met), and to the Academic Vice President for approval.

In the rare instance when a search fails to produce a desired candidate and must be reopened, there is sometimes insufficient time to hire before the next semester. In such cases, emergency appointments, which do not follow usual search process but which must meet University, affirmative action, and DHE standards, can normally be made for a period of one semester only.

All part-time faculty in the Department of Educational Administration and Supervision must hold an earned doctorate and have had related experience in the areas to be taught such as administration, supervision, evaluation, curriculum or research. Each candidate must submit supporting evidence including a vita, letters of recommendation and official transcripts of all post-secondary academic work.

5. Curricula and Instruction

a. (1) Give the number, title and a narrative description for each course in the proposed program, noting which courses are new. Include sufficient detail in course descriptions so that content and level are clear, or attach appropriate and referenced excerpts from the catalog.

The curriculum for the Sixth-year Professional Diploma in Educational Administration and Supervision consists of core prerequisites, core courses including an internship or practicum, electives, and a qualifying examination which must be passed in order to receive institutional permission to enroll in a practicum or internship or institutional recommendation for certification.

PREREQUISITES (15 Semester Hours, of which 9 may be applied to elective requirements if not used in a previous degree program)

Up to nine hours of the required 15 semester hours of prerequisites may be applied to meeting the elective requirements if the prerequisite courses were not completed as part of a previous program of master's level or other post-baccalaureate study.

ED. 511: Principles of Curriculum Development 3 credits  
Examination of selected programs including stated objectives, organizational patterns, curriculum materials and instructional strategies. This examination will utilize various models of decision making.

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- ED. 513: Supervision 3 credits  
Study of major problems confronting supervisors in improving instruction: interpreting educational objectives to staff and public, coordinating education programs, teacher-supervisor relations, evaluating instruction and supervision of student teachers.
- ED 514: Administration 3 credits  
Study of leader's roles in developing programs in education. Major areas include: obligation toward learners, staff, boards of education, and parents, administrative organization, curriculum development, and stimulating research.
- ED. 540: Educational Motivation and the Learning Process 3 credits  
Multi-disciplinary approach to understanding of underachievement and resistance to learning. Emphasis on innovative ways of effecting learning by means of sociological, psychological and educational advances in practice and theory.
- ED. 598: Research 3 credits  
Students will construct hypotheses in education, design a pilot study and/or evaluate completed studies according to the minimum criteria approved by the Department of Educational Administration and Supervision. Additional objectives may be presented by the instructor of the course.

CORE REQUIREMENTS (21 SEMESTER HOURS)

A common core of 21 semester hours is required for the Sixth-Year Professional Diploma in Educational Administration and Supervision. Students enroll in Ed. 650, Internship only when the results of the qualifying examination completed after 21 hours of courses indicates unusual promise. Three semester hours of the six semester hour internship may be applied toward meeting elective requirements. Students who pass the qualifying examination with a score that does not indicate unusual promise will enroll in the three hour practicum. The core of 21 semester hours includes:

- ED. 617: Personnel and Program Evaluation 3 credits  
A study of current principles and procedures for the evaluation of school programs and personnel.
- ED. 634: Seminar in Curriculum Development 3 credits  
Prereq: Ed. 511, and approval of advisor. The study of curriculum design including the setting of objectives, selection of content material, instructional techniques, and program evaluation.
- ED. 635: Seminar in Supervision 3 credits  
Prereq: Ed. 513, and approval of advisor. The study of program evaluation including the design of a staff in-service program for developing instructional and organizational competencies.

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ED. 636: Dynamics of Educational leadership 3 credits

Prereq: Approval of advisor. Understanding of the various groups and subgroups to which a supervisor and curriculum specialist relates and of the significance of these relationships for leadership behavior. Demonstration of personal skills necessary to work successfully with groups of adults and conduct a successful one to one conference.

ED. 637: Practicum in Educational Leadership 3 credits  
New course

A practicum under the direction of a cooperating school administrator/supervisor/specialist and a University faculty member. Students complete a project which demonstrates mastery of state and department competencies. Seminar and evaluations to measure student progress jointly conducted by University faculty and the cooperating field specialist.

OR

ED. 650: Internship in Educational Leadership 6 credits  
Revised course

This internship is intended to provide an individually designed and carefully monitored learning experience for qualified students. Beginning and aspiring school leaders will take part in skill development seminars and will demonstrate leadership skills in their work settings under the guidance of University faculty and public school mentors. ("Outstanding" or "Competent" score on Qualifying Examination required for admission). One semester or one academic year. Note: Of the 6 credit required, 3 credits may apply to meeting the elective requirement.

ED. 687: Seminar in Educational Policy Studies 3 credits  
New course

Educational policy and policy-making will be examined, utilizing a critical sociocultural perspective. Students will study the formulation and implementation of educational policies and policy-making, and will analyze specific educational policies.

ED. 698: Research Seminar in Educational Leadership  
and Supervision 3 credits  
New course

Advanced seminar involving a critical review of research in Educational leadership and supervision. A research proposal and completed report is required.

ELECTIVES (9 SEMESTER HOURS)

The Sixth Year Program requires 9 semester hours of advisor approved electives selected from the following:

ED. 515: School Law 3 credits

Teachers study legal bases of chosen profession and develop more adequate understanding of federal, state and local laws applicable to teachers and pupils of public school. Primary emphasis is placed on Connecticut statutes and judicial interpretations.



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ED. 522: Comparative Education 3 credits

A comparative study of contemporary education in the cultural contexts of selected countries in the major areas of the world, to develop knowledge and understanding of how different educational values and objectives are achieved. Special comparison with education in the United States will be made to provide an international perspective.

ED. 538: The Politics of Education 3 credits

An introduction to the politics of education and the making of educational policy within our society's political system. Topics include: school governance and the decision-making process, problems of policy-making in bureaucracy, inter-governmental rivalries of local, state and Federal authority, legal and extra-legal influences, ideological conflict, and the struggle for change and reform in school institutions.

SCED 544: MATS Mastering Thinking Skills 3 credits

A workshop designed to assist K-12 teachers in the developing curricula, materials, and strategies for teaching thinking skills. Emphasis will be on decision-making, problem-solving and divergent thinking.

ED. 639: School Finance 3 credits

New course

This course is devoted to understanding contemporary local and state policies and practices for budgeting at the building, district and state levels. The course will examine such issues as establishing, monitoring and assessing fiscal planning policies, the role of the principal in site-based budgeting and zero-based budgeting, school purchasing, and comprehensive planning.

ED. 640: The Principalship 3 credits

New course

This course will identify those skills which exemplify effective principals. Among the topics and skill competencies to be examined are school organization, curricular needs, program and staff development, strategies for institutional changes, fiscal management and leadership styles. Students will employ simulations and case studies to examine problem-solving and conflict management techniques and procedures.

EDCO 513: Classroom Management Through Computers 3 credits

Use of teacher productivity software packages for improving instruction and management in school.

CNSL 500: Dynamics of Group Behavior 3 credits

Prereq: Matriculation into School of Graduate Studies. An experimental approach to more effective interpersonal communication. In addition, opportunity is offered for personal growth in awareness and understanding both of self and others, and in the communication of that self-awareness and understanding. The orientation of this course is educational rather than therapeutic; those wanting further information should see their advisor prior to enrollment.

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OMC 500: The Role of Management in Contemporary Society 3 credits  
 The study of American industry in its social and political environment. Topics include the structural characteristics and philosophical foundations, ethics, and issues of social responsibility in American business and industry.

OMC 501: Simulation of Management Systems 3 credits  
 Prereq: Introductory Statistics or Computer Science. Systems approaches to operations and production planning, production control, forecasting, and inventory and quality control.

OMC 502: Human Relations and Behavior in Complex Organizations 3 credits  
 Prereq: Principles of Management. Analysis of human relations in industrial organizations, including motivation, corporate processes, communication, and power.

QUALIFYING EXAMINATION

A "qualifying examination" is required after completing a minimum of 21 semester hours in the program. Successful completion of this examination is a prerequisite for enrollment in either Ed. 637 (Practicum) or Ed. 650 (Internship).

5. a. (2) Describe the course numbering systems.

Courses accepted for credit in the Sixth Year Program are assigned either a 500 or 600 level designation. All of the courses in the 21 semester hour core requirement are at the 600 level.

However, at Central Connecticut State University courses numbered 400 through 599 may be included in a graduate degree/certification program if approved by the advisor and the Graduate Dean. All 400 level courses are open to juniors, seniors, and graduate students. Enrollment in 500-level courses is limited to graduate students. Exceptions are granted only to undergraduate students who are seniors and have a 2.5 GPA, advisor recommendation, and department chair and dean approval. Enrollment in 600-level courses is limited to Masters and Sixth Year candidates only.

The table which follows on the next page summarizes enrollment policies.

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<u>COURSE NUMBERS</u>	<u>COURSE LEVELS</u>	<u>STUDENT ELIGIBILITY</u>
1-99	non-credit	As appropriate.
100	search course	General education search course for undergraduates.
101-199	first year	Normally open to first-year students and to other undergraduates.
200-299	sophomores	Normally open to sophomores and to other undergraduates.
300-399	juniors	Normally open to juniors and, in general, to sophomores and seniors.
400-499	seniors	Normally open to seniors and in general to juniors, seniors, and graduate students.
500-599	graduate	Exclusively for graduate students. Undergraduates must have completed 90 semester hours with 2.5 CPA, and have the approval of advisor, chair, and dean.
600-699	graduate	Only for Master's and Sixth Year Candidates.

5. a. (3) Describe each major component of the program, including the core of major area of specialization; the general education component (for undergraduate programs); cognate courses; and electives. Include a list of courses applicable to each of these requirements.

Please see 5. a. (1) for course descriptions.

The Sixth-Year Professional Diploma in Educational Administration and Supervision, including certification for the Intermediate Administrator or Supervisor, requires a 30 Semester hour program. The Program requirements include completion of a professional core of 21 semester hours which is oriented toward providing the knowledge base and skills needed for informed educational leadership, 9 semester hours of advisor approved electives, and a Qualifying Examination. In addition, there are 15 semester hours of prerequisites to the program, of which up to 9 semester hours may be applied to meeting the electives component of the program.

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Although the Diploma requirements and the certification requirements are separate, the Sixth-Year Program meets both Diploma and certification requirements for those students who desire both. To be recommended for an "Initial Educator Certificate" for the Intermediate Administrator or Supervisor, a prospective candidate must have completed a Master's Degree and 18 credits of graduate study beyond the Master's Degree. The Master's Degree plus the 18 credits beyond must include course work in the areas of (1) Psychological and Pedagogical Foundations of Learning, (2) Curriculum Development, (3) School Administration, (4) Personnel Evaluation and Supervision and (5) Policy Studies.

The Prerequisites for the core requirements include 15 hours of courses which some students may have completed as part of a previous degree program. A Prerequisite course not already completed as part of another degree program may be counted toward fulfillment of the required nine hours of electives in the Sixth-Year Professional Diploma. The Prerequisites (which if indicated by an asterisk may also may be applied to certification requirements) are: \*ED. 511, Principles of Curriculum Development; \*ED. 513 Supervision; \*ED. 514, Administration; \*ED. 540, Motivation and the Learning Process; and ED. 598, Research In Education.

The Professional Core of 21 semester hours required for the program includes: \*ED. 617, Personnel and Program Evaluation; ED. 634, Seminar In Curriculum Development; ED. 635, Seminar In Supervision; ED. 636, Dynamics of Educational Leadership; ED. 637, Practicum In Educational Leadership OR ED. 650, Internship in Educational Leadership; \*ED. 687, Seminar In Educational Policy Studies; ED. 698, Research Seminar In Educational Leadership and Supervision. (An asterisk indicates those course which address specific SDE requirements.)

The program requires nine semester hours of advisor-approved Electives selected from the following: ED. 515, School Law; ED. 522, Comparative Education; ED. 538, The Politics of Education; SCED. 540, MATS Mastering Thinking Skills; ED. 639, School Finance; ED. 640, The Principalship; EDCO 513, Classroom Management Through Computers; CNSL 500, Dynamics of Group Behavior; OMC 500, Role of Management in Contemporary Society; OMC 501, Simulation of Management Systems; OMC 502, Human Relations and Behavior In Complex Organizations.

The program total is 30 credits in addition to prerequisites. A Qualifying Examination is required following completion of 21 semester hours in the program. This examination is required prior to enrollment in either ED. 637 (Practicum) or ED. 650 (Internship), and consists of a one hour oral and a two hour written examination scored by a department committee and rated as follows: 1-Outstanding; 2-Competent; 3-Conditionally Acceptable; 4-Unacceptable, one retake permitted; 5-Unacceptable, no retake permitted. Only those students who receive scores of 1 or 2 will be eligible for institutional recommendation for certification prior to the completion of the entire Sixth-Year Professional Diploma program.

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A score of "Outstanding" or "Competent" on the Qualifying Examination is required for admission to ED. 650, Internship in Educational Leadership. A "Conditionally Acceptable" score is required for admission to ED 637, Practicum In Educational Leadership.

5. b. How do the institution's policy regarding transfer of credit, credit by examination or crediting experiential learning and noncollegiate sponsored instruction apply to this program?

The following statement describes the transfer policy of the University for all graduate students (Graduate Catalog, 1986-88, pp. 16-17):

Applicants who have taken graduate-level coursework prior to admission, whether at Central or elsewhere, do so with no guarantee that such course work will be counted toward their Degree or Certification program. A student wishing to transfer to Central from another accredited institution of higher learning must fill out an application for admission and submit official transcripts as specified.

All credits presented for transfer must show an earned grade of B or better, be related to the student's planned program of study, and be completed within a six-year period immediately preceding program completion. Guidelines for transfer of credit upon application and with Degree programs are as follows:

Up to 21 credits may be transferred from another Connecticut State University only. Regardless of the number transferred from another Connecticut State University, no fewer than 15 credits to complete the student's Degree program MUST be taken at Central with 6 or more of the 15 credits taken in the student's area of specialization.

Transfer of credits from other accredited institutions is limited to a total of 9 credits. Any combination of Connecticut State University and other accredited institution coursework is also limited to a total of 9 credits.

After admission to a graduate program, a student must obtain prior written approval from the academic advisor for courses to be transferred from other accredited institutions. Forms for requesting the transfer of credit are available in the Graduate Office. Upon completion of coursework intended for transfer, the student is responsible for providing the Dean of Graduate Studies with an official transcript from the other institution.

There is no provision for granting graduate credit by examination, experiential learning or noncollegiate sponsored instruction in the Sixth-Year Program in Educational Administration and Supervision.

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5. c. Indicate any requirements and arrangements for clinical affiliation, internships, and practice or work experience. Describe how these will be administered and furnish the following assurances:

(1) The courses of the program, and the related clinical or work experience, have been articulated with appropriate credit assigned.

(2) The institution has or will have a qualified staff coordinator for the program before its inception.

(3) The institution will provide appropriate arrangements for student work experience.

(4) The work activities of the students will be structured by the college as an educational experience with supervision, teaching and evaluation under the control of the college.

(5) Agreements or contracts exist between the college and the agency in which the students will receive their practical experience.

(6) Appropriate procedures have been established which the college will use for the evaluation of students.

The primary purpose of the Sixth-Year Program is to prepare students for leadership positions in school settings through planned programs that integrates theory and practice. To that end, the Department has a strong interest in developing leadership proficiencies in an on-the-job capstone experience such as either an internship or a practicum.

The internship (ED650) is intended to provide an individually-prescribed and closely monitored learning experience for interns in educational leadership. Beginning and aspiring school leaders will take part in skill development seminars and they will also implement newly learned leadership skills in their work settings under the guidance of University supervisors and trained public school mentors.

Students will be expected to become knowledgeable of the state established competencies which will probably become the future criteria for certification. They will also be asked to formulate in conjunction with their mentors professional development plans based on their assessed leadership skills.

The internship has four major outcomes. First, mentors and students will become familiar with the state established competencies (assuming such competencies are adopted by SDE) and utilize them as the basis for the assessment and development of each student's leadership related skills. Second, students will learn about and then utilize procedures which enable them to assess the current levels of their leadership skills and competencies. In addition, in conjunction with the University Supervisor and their assigned school mentor, students will develop and pursue a professional development plan. Finally, students will implement their newly developed leadership skills in their work settings. They will then evaluate the results of their actions and develop plans to change, refine or improve their skills as needed.

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The requirements of the internship are that:

1. Interns will participate actively in seminar discussions and interact with their supervisor and mentor based on extensive readings and individual study projects.
2. Interns will be expected to design and implement study projects and professional development activities in conjunction with their mentors.
3. Interns will implement on-the-job activities which will enable them to utilize newly developed leadership competencies. The results of these activities will be critiqued and evaluated by the school mentor and the University Supervisor.

The evaluation criteria for the internship include attendance and informed involvement in seminar discussions (25%); completion of self-assessment profile and professional growth plan (25%); submission of written plan of on-the-job activities designed to strengthen specific leadership skills (25%); and a written evaluation of the results of the on-the-job plan (25%).

Refining the intern's skills related to the following proficiencies will be the major emphasis in this internship. Additional leadership skills, competencies, activities, and experiences will be added as they are determined to be appropriate in enhancing the professional growth of each participant.

1. **PROBLEM ANALYSIS:** Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. **JUDGMENT:** Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
3. **ORGANIZATIONAL ABILITY:** Ability to plan, schedule and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. **DECISIVENESS:** Ability to recognize when a decision is required and to act quickly and appropriately.
5. **LEADERSHIP:** Ability to get others involved in solving problems; ability to recognize when a group required direction, to interact with a group effectively and to guide them to the accomplishment of a task.
6. **SENSITIVITY:** Ability to perceive the needs, concerns and personal problems of others; skill in conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.

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7. STRESS TOLERANCE: Ability to perform under pressure and during opposition; ability to think on one's feet.
8. ORAL COMMUNICATION: Ability to make a clear oral presentation of facts and ideas.
9. WRITTEN COMMUNICATION: Ability to express ideas clearly in writing; to write appropriately for different audiences- students, teachers, parents, et al.
10. RANGE OF INTEREST: Competence to discuss issues related education, politics, current events, economics and finance, etc.; desire to participate actively in events.
11. PERSONAL MOTIVATION: Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
12. EDUCATIONAL VALUES: Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

This internship is appropriate for students who desire to obtain a leadership position in a school setting under the Intermediate Administrator Certificate. Students selected for participation in Ed. 650 will enroll for 6 semester hours of credit during one semester or one academic year. The selection process is competitive in the internship program as all applicants are required to receive an "outstanding" or "competent" score on the three hour oral/written qualifying examination after completing 21 semester hours in the planned program with a minimum 3.3 cumulative point average.

The Department will assume the responsibility for working with school districts to identify appropriate on-the-job school experiences, placing the student in an on-the-job experience, training school leaders to act as mentors, supervising the experience, arranging seminars, and evaluating the results of the on-the-job activity.

The Practicum (ED 637), under the direction of a cooperating school administrator/supervisor/specialist and a University faculty member, is intended to provide an individualized "hands on" experience for the student consistent with the professional dictates of both the certification requirements of the state and those skills and competencies associated with school leaders. The school specialist and University supervisor will be responsible for insuring the student of a "hands on" experience in an appropriate educational setting, whereby the acquisition of skills and knowledge associated with leadership tasks and experiences may be assured.

Students selected for participation in ED 637 will enroll for 3 semester hours of credit during one semester. The selection process is also competitive in the practicum as all participants are required to receive a "conditionally acceptable" or higher score on the three hours in the planned program with a minimum 3.3 cumulative point average.



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Practicum students will participate in seminar discussions and interact with their University supervisor and cooperating school specialist on individual project. Participants will be expected to design and implement study projects, and they will maintain a log of activities which will be presented to and discussed with the University supervisor at regular intervals. Students will also participate in periodic conferences with the University supervisor, and the school specialist for purposes of directing learning experiences, and dealing with problems and issues germane to the practicum activity/project. Finally, students will submit a written final report to the University supervisor as a summation of activities and evidence of accomplishments.

The practicum grade will be determined by the University supervisor in consultation with the school specialist. That grade is predicated on the quality of performance as evidenced by the day-to-day hands on activities and the completed project report.

6. Resource Centers and Libraries

a. What library and other learning resources are available at the institution or elsewhere which support the program? Describe the accommodations in terms of study space, professional assistance and time schedule of availability.

The resources of the entire institution will be available for this program. Of special significance are the Elihu Burritt Library with its 420,873 volumes, which includes 295,005 volumes of books, 28,590 volumes of government documents, and 72,027 bound volumes of periodicals. There are also 2,338 current subscriptions titles, 263,757 microforms, and 5763 audiovisual materials.

The large, spacious, modern on-campus Elihu Burritt Library is administered by a Director and Assistant Director of Library Services who along with a full-time staff of sixteen professionally trained librarians offer direct assistance to all students and faculty associated with this program. The services and materials are available during the day and in the evening. Study stations and duplicating machines are also readily available. Bibliographic instruction and assistance are available to all users.

b. Report as accurately as practicable the number of volumes, periodicals and other materials, by subject area, which directly support the program.

For 1988-89, the Department of Educational Administration and Supervision has a library budget of \$4051 which will be devoted to purchasing books in subject areas related to advanced study in Educational Administration and Supervision, a field of study that draws from many educational and related subject areas. The books and periodicals and other resources listed reflect the diversity and interdisciplinary nature of this field of study.

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A chart of the number of titles available by Library of Congress classification and topic is provided below:

<u>LC Class</u>	<u>Topic</u>	<u>No. of Titles</u>
L	Education	600
LA	History of education	1323
LB	Theory and practice of education; includes curriculum, supervision, administration, educational law, educational evaluation; psychological foundations.	7641
LC	Special aspects of education; includes politics, sociology, economics.	1514
LD-LG	Individual institutions	174
LJ	Student fraternities	1
LT	Textbooks	3
TOTAL		11,256

In addition, some books on law and education can be found in the KF (law) section of the Library of Congress system. Approximately an 2,500 additional older titles are found in the Dewey Decimal Classification.

The Curriculum Laboratory of the Elihu Burritt Library is also an outstanding resource for the Department of Educational Administration and Supervision Program. That collection provides resource assistance to pre-service and in-service educators through its collection of texts, children's literature, software, curriculum guides, and so forth. It includes the following:

Microfiche (Kraus Dev. Lib.)	4,023
Armed Services	1,200
Sample Test Collection	190
Instructional Objectives Exchange	316
Paper copies	1,750
Professional Reading	5,150
Includes a small of materials in supervision, administration, psychological foundations, foundations of education. The bulk of the collection is curriculum, curriculum development and evaluation.	
Textbook collection sets, K-12	1,010
Industrial Arts textbook sets	325
Business Education textbook sets	125

The remainder of the collection is made up of:

Children's Books	11,050
Young Adult Books	4,325

The collection of non-print materials is divided among filmstrips, phonograph records, computer software, multimedia kits, charts and study

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prints, maps, slide kits, spirit masters and transparencies, cassette tapes, video recordings, games, and aids. Furthermore, there is a collection of uncatalogued pictures, pamphlets, portraits, maps, and realia that numbers close to 100,000.

6. c. Provide a representative listing of periodical literature in the library which will support the program.

Of the 2,338 periodical titles presently available in the Library, about 277 are assigned to the School of Education. Of those, 140 are directly related to the research and study of the major course content of the Department of Educational Administration and Supervision programs. A representative list of these periodicals is presented below:

AMERICAN ANNALS OF EDUCATION AMERICAN EDUCATION  
 AMERICAN EDUCATIONAL MONTHLY  
 AMERICAN EDUCATIONAL RESEARCH JOURNAL  
 AMERICAN JOURNAL OF EDUCATION  
 AMERICAN QUARTERLY REGISTER  
 AMERICAN SCHOOL  
 AMERICAN SCHOOL AND UNIVERSITY  
 BETTER SCHOOLS  
 BLACK SCHOLAR  
 BULLETIN OF THE INTERNATIONAL BUREAU OF EDUCATION  
 CALIFORNIA ADVISORY COUNCIL ON EDUCATIONAL RESEARCH  
 CALIFORNIA EDUCATION  
 CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH  
 CATHOLIC EDUCATIONAL REVIEW  
 CHANGING EDUCATION  
 COLORADO JOURNAL OF EDUCATIONAL RESEARCH  
 CONNECTICUT COMMON SCHOOL JOURNAL AND ANNALS OF EDUCATION  
 CONNECTICUT EDUCATION  
 CONNECTICUT SCHOOL JOURNAL  
 CONNECTICUT SCHOOLS  
 CONNECTICUT TEACHER  
 CONTEMPORARY EDUCATION  
 CURRENT INDEX TO JOURNALS IN EDUCATION  
 CURRICULUM REVIEW CURRICULUM JOURNAL  
 DIALOGUE (CONNECTICUT STATE DEPARTMENT OF EDUCATION)  
 EDUCATION ABSTRACTS  
 EDUCATION ADMINISTRATION QUARTERLY  
 EDUCATION AGE  
 HARVARD EDUCATION LETTER  
 EDUCATION IN URBAN SOCIETY  
 EDUCATIONAL EVALUATION AND POLICY ANALYSIS  
 EDUCATIONAL LEADER  
 EDUCATIONAL LEADERSHIP  
 EDUCATIONAL POLICY  
 EDUCATIONAL RECORD  
 EDUCATIONAL RESEARCH BULLETIN  
 EDUCATIONAL RESEARCH QUARTERLY  
 EDUCATIONAL RESEARCHER  
 EDUCATIONAL REVIEW

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EDUCATIONAL STUDIES  
 EDUCATIONAL THEORY  
 EDUCATIONAL TRENDS  
 ERIC EDUCATIONAL DOCUMENTS INDEX  
 GIFTED CHILD QUARTERLY  
 HARVARD EDUCATIONAL REVIEW  
 HARVARD STUDIES IN EDUCATION  
 HISTORY OF EDUCATION QUARTERLY  
 INDEPENDENT SCHOOL  
 INSTRUCTOR  
 INTELLECT  
 INTERNATIONAL BUREAU OF EDUCATION. BULLETIN  
 INTERNATIONAL REVIEW OF EDUCATION  
 JOURNAL OF EDUCATION  
 JOURNAL OF EDUCATIONAL ADMINISTRATION AND FOUNDATIONS  
 JOURNAL OF EDUCATIONAL ADMINISTRATION AND HISTORY  
 JOURNAL OF EDUCATIONAL MEASUREMENT  
 JOURNAL OF EDUCATIONAL RESEARCH  
 JOURNAL OF EDUCATIONAL SOCIOLOGY  
 JOURNAL OF EDUCATIONAL THOUGHT  
 JOURNAL OF EXPERIENTIAL EDUCATION  
 JOURNAL OF GENERAL EDUCATION  
 JOURNAL OF HUMAN RESOURCES  
 JOURNAL OF LAW AND EDUCATION  
 JOURNAL OF NEGRO EDUCATION  
 JOURNAL OF PROFESSIONAL STUDIES  
 JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION  
 KAPPA DELTA PI RECORD  
 MICHIGAN UNIVERSITY. SCHOOL OF EDUCATION. BULLETIN  
 NEA JOURNAL  
 NEA REPORTER  
 NEA RESEARCH BULLETIN  
 NEA TODAY  
 NATIONAL FORUM OF EDUCATIONAL ADMINISTRATION AND  
 SUPERVISION JOURNAL  
 NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS. BULLETIN.  
 NATION'S SCHOOLS  
 NATION'S SCHOOLS AND COLLEGES  
 NEGOTIATIONS RESEARCH DIGEST  
 NEW DIRECTIONS FOR HIGHER EDUCATION  
 NEW ENGLAND JOURNAL OF EDUCATION  
 NEW YORK STATE EDUCATION  
 NEW YORK UNIVERSITY EDUCATION QUARTERLY  
 PEABODY JOURNAL OF EDUCATION  
 PHI DELTA KAPPAN  
 PROGRESSIVE EDUCATION  
 RESEARCH IN EDUCATION  
 RESEARCH IN HIGHER EDUCATION  
 RESOURCES IN EDUCATION  
 REVIEW OF EDUCATION  
 REVIEW OF EDUCATIONAL RESEARCH  
 RHODE ISLAND INSTITUTE OF INSTRUCTION. QUARTERLY JOURNAL  
 SCHOLASTIC EDITOR'S TRENDS IN PUBLICATIONS  
 SCHOLASTIC UPDATE. TEACHERS EDITION

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SCHOOL ADMINISTRATOR  
 SCHOOL AND SOCIETY  
 SCHOOL JOURNAL  
 SCHOOL LAW BULLETIN  
 SCHOOL LIBRARIES  
 SCHOOL LIFE  
 SOCIOLOGY OF EDUCATION  
 SOCIOLOGY OF EDUCATION ABSTRACTS  
 TEACHERS COLLEGE JOURNAL  
 TEACHERS COLLEGE RECORD  
 TEACHER'S DIGEST  
 THEORY INTO PRACTICE  
 THRESHOLDS IN EDUCATION  
 TIMES. EDUCATIONAL SUPPLEMENT  
 TODAY'S EDUCATION  
 URBAN EDUCATION  
 URBAN REVIEW  
 USE OF ENGLISH  
 WESTERN JOURNAL OF EDUCATION

6. d. List any new learning materials which will be added for the program. Indicate when they will be available for student and faculty use.

Each fiscal year funds are designated to the Department of Educational Administration and Supervision for acquiring books and other new learning materials to ensure continuous growth and update of new learning materials. All participating faculty are involved in the selection of learning materials necessary for this program. The continuous update and expansion of related computer facilities and programs will likewise enhance the exchange of information as we provide new teaching and research materials for both students and faculty.

7. Admission/Student personnel, and graduation policies .

a. Describe the admission requirements for the program, the policies and requirements for academic achievement to remain enrolled in good standing, and the requirements for graduation. Note any differences from general institutional policies.

The Department of Educational Administration and Supervision encourages the applications of highly motivated professionals who seek a career in educational leadership and have the potential for academic achievement. The general admission procedures and policies of the School of Graduate Studies are adhered to by the Department. All applicants seeking admission to the Program will be subject to the regulations and procedures found in the 1988-90 Central Connecticut State University Graduate Catalog. In particular, the University accepts applications from all persons "regardless of race, color, religion, sex, age, national origin, ancestry, marital status, veteran status, or the presence of any sensory, physical or mental handicap."

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In addition to meeting the general requirements for admission to the School of Graduate Studies, admission decisions will be based on an evaluation of all materials submitted including the following criteria:

1. Candidates must possess a Master's Degree from a regionally accredited institution of higher education.
2. Candidates with a 3.3 or higher post-baccalaureate cumulative grade point average (CPA) on a 4-point scale or its equivalent will receive first priority for admission into the Program. A 3.0 minimum CPA is required.
3. Candidates must have a minimum of three years teaching experience and possess, or be eligible for, a Connecticut teaching certificate.
4. Candidates must submit two letters from school administrators supporting the application and concentrating on such areas as applicant strengths and weaknesses, people skills, intellectual ability and leadership potential.
5. Candidates must be interviewed. Provisional admission for one semester may be granted to applicants who are not able to be interviewed prior to the start of the semester.
6. Candidates must submit a formal, typed "application essay" which focuses on (1) the reasons that led the candidate to the area of school leadership, and (2) future career goals.

The School of Graduate Studies will evaluate all applications and forward to the Department of Educational Administration and Supervision the materials of all candidates who meet the general requirements for admission. A departmental faculty committee will then review the materials submitted by the candidates. The applicant's letter, supporting letters, and professional success/experience are all significant factors in the review process. As there will be a limited number of yearly admissions, the review process will focus on a comparison and ranking of the qualifications of the applicants. After completing the review and selection process, the Department will forward to the Dean of the School of Graduate Studies the names of applicants recommended for admission to the Sixth-year Professional Diploma in Educational Administration and Supervision.

All applications and supporting materials for admission to the Program for the following academic year must be received by the School of Graduate Studies by March 1 for admission to the following fall semester. Once admitted to the Sixth-Year Professional Diploma Program, the student must maintain a 3.3 or higher Cumulative Point Average after completing 15 semester hours. Those students who drop below the minimum normally receive a warning from the Graduate Dean and are expected to achieve the good standing status of 3.3 C.P.A. by 21 semester hours. No student will be permitted to take the Qualifying Examination without a 3.3 or higher C.P.A. Those students who achieve grades low enough so that, in the judgment of the Graduate Dean and the department, they will not be able to achieve an adequate C.P.A. are dismissed. Students dismissed for academic reasons may appeal to the Graduate Studies Committee.

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Students are eligible for the Sixth-Year Professional Diploma in Educational Administration and Supervision on successful completion of 30 semester hours of a planned program and all other program requirements. Students must maintain a minimum 3.3 C.P.A. and complete program requirements within six years. As part of the Program requirements students must achieve a "conditionally acceptable" or higher score on the Qualifying Examination, successfully complete either the Practicum or Internship, and complete the research activity for Ed. 698, Research In Leadership and Supervision.

The admissions requirements for the Program, the policies for remaining in good standing, and the requirements for receiving the Diploma are intentionally rigorous, and exceed the general standards of the School of Graduate Studies and Central Connecticut State University.

7. b. What academic and career counseling or other services will be provided for students who may enroll in this program?

Each student entering the Sixth-Year Professional Diploma Program in Educational Administration and Supervision will have an assigned faculty advisor to help in developing the planned program of study and to assist with academic and professional concerns. Furthermore, the faculty advisor provides advice about course selection, course sequence, the practicum or internship, and how best to prepare for the Qualifying Examination.

Advice on procedural matters and information related to the program can be obtained in the Graduate Office or the Department Office. Staff in these offices know procedures for completing paperwork, and provide required forms and information pamphlets. The Director of Central's Center for Career Development and Placement and that Center's staff will be available to assist students and alumni in career and life planning. That office also maintains a file of current job vacancies and advises job-seeking students on application procedures. Seminars and discussions are held on various career and job topics. Central Connecticut's Counseling Center staff is available for a wide range of counseling services to assist students with vocational or personal concerns.

As part of their regular University responsibilities, faculty members are expected to contribute to the program of student advisement either as departmental major advisors or as members of departmental advising committees. Such efforts are considered to be such an integral part of the instructional program that under normal circumstances no faculty load credit is provided. However, because of the heavy advisement load for certification students, the Dean of the School of Education and Professional Studies has provided 3 credit hours per semester for a certification coordinator in Educational Administration and Supervision.

In addition to individual faculty advisement of graduate students enrolled in the Program, each semester the Department will schedule an informational meeting for all students to interact with faculty, and to

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discuss such items as program innovations, procedural matters, certification changes, and general University matters of mutual interest.

The Practicum and Internship will also provide the students with opportunities to interact with University faculty and school practitioners in a field setting, and to discuss available career alternatives. This Student/University Faculty/School Practitioner mentor triad enables the student to develop and pursue a professional growth plan whereby aspiring/beginning school leaders realistically evaluate their leadership potential while participating in an on-the-job mentored experience.

7. c. How many students are expected to enroll in the program? List the numbers by part-time and full-time.

Since the State Department of Education approved certification program for the Intermediate Administration/Supervisors was first offered in 1978, the School of Graduate Studies and the School of Education and Professional Studies have received numerous requests from students and school leaders who wish to expand the Program beyond the Masters and Certification Programs to a Sixth-Year Professional Diploma, including certification, in Educational Administration and Supervision. Currently the Department has 149 active part-time and full-time students enrolled in the Certification Program and 316 active part-time and full-time students enrolled in a planned 30 semester hour program of post-master's study.

During its Spring, 1988 review of Central Connecticut's certification program, the State Department of Education cited as an area of concern student misunderstanding about receiving a "Professional Diploma" versus completion of 30 semester hours beyond the Masters in a planned program. Students had expressed concern that they are in a program which will allow them to apply for state certification but which does not offer them a sixth year certificate as now required for advancement on the payscale for some collective bargaining agreements.. The 1986-88 Graduate Catalog had described the post-master's certification program as follows:

In order to prepare teachers for leadership positions in Educational Supervision and Curriculum Development and provisional certification, the Department of Educational Administration and Supervision offers a planned program of courses beyond the Master's Degree sufficient to meet certification requirements and to provide for a specialization in personnel evaluation and educational program assessment and evaluation.

The Department has identified a group of courses and related competencies which must be completed before provisional certification is recommended. To be recommended for a provisional certificate, a prospective candidate must have completed a Master's Degree and a range of 15 to 30 credits of graduate study beyond the Master's Degree, depending on one's academic background. The Master's Degree, plus the credits beyond, must include course work in Learning Theory,



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Administration, Supervision, Foundations of Education, Curriculum Development, Evaluation, Research, and Educational Leadership.

In order to meet the programmatic needs of students, and to comply with Connecticut certification regulations requiring 30 semester hours beyond the Masters for standard certification, the Department of Educational Administration and Supervision, formerly the Department of Curriculum, Research & Supervision, enrolled students in either a 15 credit certification program or a planned program of 30 semester hours including certification.

Because the nature of Connecticut certification regulations is such that persons who spend 20% or more of time in the non-teaching activities of supervision, evaluation, and curriculum development must hold an Intermediate Administrator/Supervisor Certificate, literally thousands of professionals are engaged in leadership responsibilities under the umbrella of that certificate in Connecticut. As a result of that legislation, a relatively small Master's and certification program in Administration and Supervision at Central Connecticut State University has mushroomed into an extra ordinarily large program consisting of over six hundred active students.

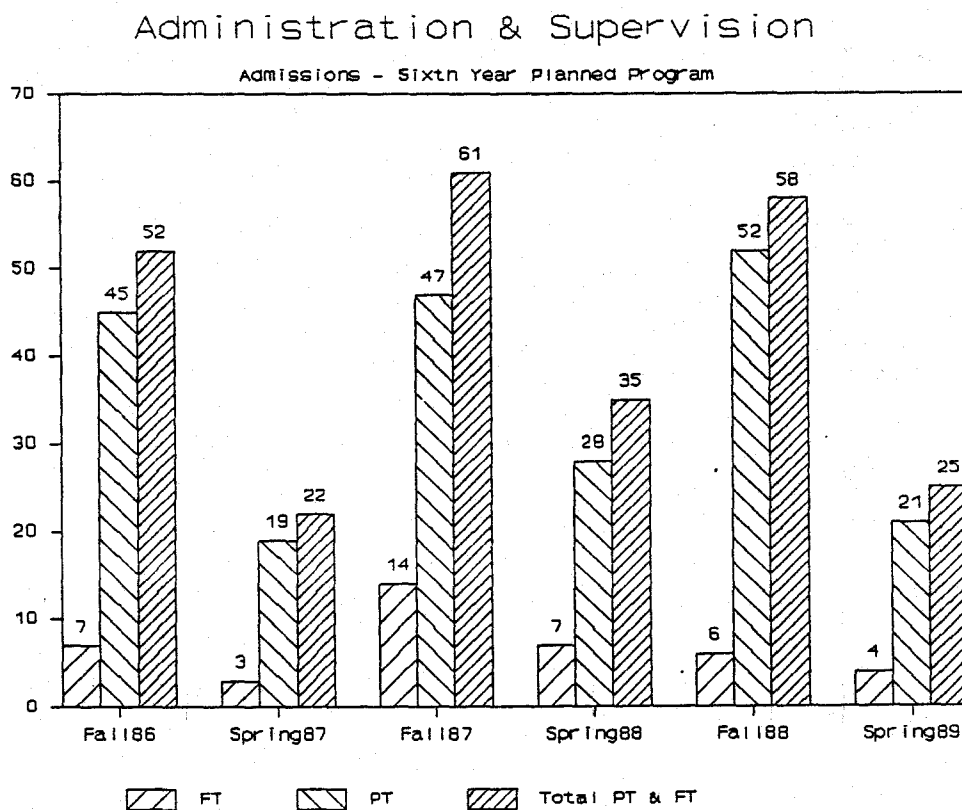
Also, initial student interest in the 1978 program focused on those evaluation and supervision skills necessary to succeed at such entry level leadership positions as department chairperson. However, recent student surveys suggest a changing student population with career aspirations now focusing on all levels of school leadership including principal and assistant superintendent. The program described in Section 5 of this application reflects the program necessary for our graduates to achieve future success in leadership positions.

The recent review and revision of the 1978 program which focused on competencies, course content, program requirements and University resources indicated that in order to implement a quality program with academic rigor the Department would need to (1) raise the entrance requirement C.P.A. to 3.3 and, (2) downsize current admissions by approximately 10%.

Heavy student demand for the program in Educational Administration and Supervision over the past five years permits the University to be selective in the admissions process. Applications to the current post-master's program have been increasing at an annual rate of approximately 10%. The total part-time and full-time admissions for 1988-89 is over 100 students. Figure 1 which follows displays actual admissions beginning with Fall 1986. Total Department admissions and enrollment figures for all programs are displayed in Appendix C.

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FIGURE 1



Resource availability and the need to establish an admissions cap to assure a quality academic program have lead to the following annual admissions projections:

<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
20 students	70 students	90 students

Thus, the total admissions of students into the Program would be 90 during one academic year. Full-time students will be able to complete the Program within two years; however, most students will require three or to four years to complete. All work must be completed within six years. It is projected that no more that 285 students (40 full-time and 245 part-time will be enrolled in any given semester.

8. Student and Alumni Records. How is the program to be evaluated internally? What criteria have been established? Where will the program records be kept?

As an academic department at the University, The Department of Educational Administration and Supervision is committed to discovering, understanding, transmitting, and applying the best of human knowledge.

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As part of this commitment the Department assumes a responsibility to conduct a continuous and systematic program review (1) to evaluate program quality, need, demand, (2) to determine program effectiveness, and (3) to suggest possible revisions. In addition to improving the Sixth-Year Program, other reasons for considering the review include meeting state mandates for review and for facilitating future Department, School and University planning and budgeting.

The Department review process attempts to use one systematic process to satisfy its own review agenda and that of such external agencies as the State Department of Education, the BOGHE and NCATE. That systematic plan focuses on the dimensions of the Program that are important for the assessment of quality, and the procedures and methods used to conduct the assessment. The plan includes the following nine program characteristics as the criteria for the evaluation of the program: environment for learning; scholarly excellence; quality of teaching; faculty concern for students; quality of curriculum; student commitment and motivation; internship experience; value of educational experience for employment; department procedures.

The department curriculum committee coordinates and implements the program evaluation process. On an informal basis departmental members will be constantly evaluating the program because of their on-going interaction with students and curriculum. Faculty members monitoring the internship will interact with school mentors who offer an excellent source for feedback, comments and evaluation of the program.

The formal evaluation procedure will employ two distinct instruments administered to students, faculty and alumni on a systematic time schedule over a period of three years. For each of the first two years, active students in the program will be asked to respond to a survey designed by Dr. William Streich, Farmington Superintendent of Schools, for a twofold purpose: (1) to assess student perception of the Educational Administration and Supervision Program and, (2) to determine student personal career goals and program expectations. A copy of this instrument is included in Appendix D. As a formative evaluation tool, the results of this survey will be helpful in revising program content, instructional strategies, departmental procedures and advising students.

During the third year of the program and every fifth year thereafter, the curriculum committee will employ the Graduate Program Self-Assessment Service (GPSAS) sponsored by the Council of Graduate Schools and the Graduate Record Examination Board to assess such specific dimensions of quality as faculty, students, resources, learning environment, programs and alumni. GPSAS, a nationally accepted instrument for assessing the quality of graduate programs, serves as a formative instrument to focus on instructional programs that are still capable of being modified, and to inform the department about those areas indicating deficiencies. It also provides a summative appraisal of quality. The information obtained from surveys of students, alumni, and program faculty would be available to such external sources as the State Department of Education, the BGHE and NCATE. Samples of the GPSAS faculty, student and alumni questionnaires are included in Appendix E.

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Individual faculty are evaluated under CSU/AAUP contractual procedures which include student evaluations of courses and peer review of the quality of teaching, scholarship and professional and university service.

The overall evaluation plan established by the Department is presented below:

EVALUATION PLAN  
Department of Educational Administration and Supervision

Year	Semester	Instruments	Category
I, 2	spring	Departmental (Appendix F); CSU Course Evaluation	Faculty (by contract) Students (admissions, goals, demographics) Courses (quality)
3	spring	Departmental; GPSAS; CSU Course Evaluation	Faculty (by contract; also scholarship, demographics, workload, advising.) Students (demographics, clinical experience, scholarship, values, intellectual environment.) Alumni (academic development, professional development, preparation, counseling/placement) Curriculum (objectives, teaching methods, clinical experiences, content, skill development, grading)

All records will be maintained in the departmental offices or in other administrative offices as appropriate or required by collective bargaining agreement.

9. Physical plant and facilities. Describe the physical facilities (classrooms, laboratories, offices) and specialized equipment now available, or which will be provided (including schedule for acquisition) to initiate and maintain the program.

Section 6 of this questionnaire describes library facilities. Appendix G contains an extensive description, appraisal, and projection for the University facilities as reported in the September, 1988 Self-Study for Reaccreditation prepared for the Commission on Institutions of Higher Education New England Association of Schools and Colleges.

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The University has excellent computer facilities for instructional purposes appropriate to the degree program. In addition, there are many open, general laboratories which are available for the use of students to complete their course assignments and projects. The University's current equipment is as follows:

1. Two VAX 8650 systems, and a VAX 11/750 system provide primary academic support. In addition, there is a Microvax II system that runs the Unix operating system for student use.
2. The University has access to dual IBM 3081 processors at UCONN, via remote job entry.
3. The University has two general purpose laboratories, that are open approximately 90 hours a week. The Marcus White Microcomputer Lab has 60 DEC Rainbow microcomputers of which 40 can be used as terminals to the VAX systems. There are also 40 IBM or IBM compatible machines in this lab. The Barnard Microcomputer Lab contains Apple II and/or IIGS machines in this lab. Innumerable software packages are available in the general University labs. In addition, the School of Business supports a microcomputer with 40 IBM or IBM compatible machines, and the School of Technology supports a lab of similar size for CAD/CAM applications. The Math/Computer Science Department has a lab of 20 machines for introductory classes.
4. There are also two terminal rooms on campus, with a total of 20 terminals, to support access to the VAX systems. These rooms are open 24 hours a day.

10. Catalog and Publications. List and submit copies of any catalog(s), brochure(s) or other publications in which the program is listed or described or will be listed or described.

The Program will be listed and described in the following University publications:

1. The Central Connecticut State University Graduate Catalog which is revised and printed every two years. Five copies of the current 1988-90 Graduate Catalog are submitted with this questionnaire.
2. The Bulletin of the College of Continuing Education which is revised and printed prior to each semester and summer sessions. Five copies of the spring 1989 Bulletin are submitted with this questionnaire.
3. The department brochure, "Certification As Intermediate Administrator or Supervisor Provisional," will be revised to reflect the new Sixth-Year Program. Five copies of an earlier version are included with this questionnaire.
4. An advisee handout. Each advisee will receive a revised program booklet which will include updated certification information, course offerings and schedules, and specific departmental procedures. Five

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copies of the current booklet (which will be revised appropriately to reflect the new program) are included with this questionnaire.

11. Certification. Provide certification that program and institutional hiring and admission practices are in compliance with all applicable state and federal laws, regulations, and orders; and that the institution will operate under the provisions of approved non-discrimination plans including consideration for women and minorities and accessibility for the handicapped.

The University's Affirmative Action Policy of non-discrimination and equal opportunity is described on page 17 of the 1986-88 Graduate Catalog. Included in Appendix H is:

1. President John Shumaker's official statement of University policy.

2. Statement of acceptance of the University's Affirmative Action Plan by the Commission on Human Rights and Opportunities.

12. Time Schedule and Authorizations.

a. Indicate any specialized approval, licensure or accreditation, by any agency other than the Board of Higher Education, to the extent it is related to this program.

One part of the Sixth-Year Professional Diploma Program in Educational Administration and Supervision is the certification component for Intermediate Administrator/Supervisor; accreditation by the State Department of Education is required. The Certification Program in Administration and Supervision was authorized and accredited by the SDE in 1979. The SDE completed a program review during the spring 1988 semester and granted the Program provisional accreditation for one year with a program report due to SDE by September 1989.

12. b. Indicate the earliest date on which students may be expected to complete the program.

Some full-time students will complete the Program within three semesters. However, we expect that most part-time students will finish their programs within a four to ten semester time frame. All students must complete the program within a six year period. The earliest date on which students may be expected to complete the program is 1992.

CCSU SIXTH YEAR IN EDUCATIONAL ADMINISTRATION AND SUPERVISION13. Educational Planning Assessment.

The Board will take into account there maybe a difference in the types of data and justification for different levels of programs. Provide the following information:

a. The relationship of the proposed program to other programs and resources in the institution, and any institutional plan.

The Connecticut State University Mission Statement (1986;p.6) states that "in recognition of the traditional role of Connecticut State University campuses in teacher education the general assembly has directed that the State University shall have special responsibility for preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education." The Campus role Statement as approved by the Board of Trustees and the Board of Governors on June 7, 1988, adds that future consideration will be given to degree programs in a number of areas such as sixth year certificates in specialized education fields. Furthermore, pages 16-17 of Central Connecticut State University's five year Institutional Plan approved by the Connecticut State University Board of Trustees on September 13, 1985 includes references to implementing Sixth-Year Programs in specialized fields of Education and to the expected growth in the Administration, Supervision and Curriculum program.

The Department of Educational Administration and Supervision, as a part of the School of Education and Professional Studies at Central Connecticut currently offers a Master's Degree, an accredited certification program for the Intermediate Administrator/Supervisor Certificate and a 30-hour planned program of post-master's study which can satisfy the State requirement for standard certification.

To prepare Capital Region teachers for leadership positions in educational administration, supervision and curriculum development, the Department has designed a core of courses and electives beyond the Master's Degree sufficient to meet certification requirements and to provide for a specialization in such areas as personnel evaluation, educational program development and assessment, and school administration. This program has been developed so graduate students may enter at the Master's Degree level or at a post-Master's level.

b. Data and commentary to indicate what consideration has been given to similar programs in the geographic area to be served by the program. Identify any similar existing or proposed academic programs or degrees in Connecticut in public, independent or proprietary institutions.

Six institutions of higher education in Connecticut offer graduate programs in educational administration and supervision, including requirements for the provisional Intermediate Administrator/Supervisor Certificate. The current program at Central Connecticut State University consists of a Master's Degree (CIP 130404) and a planned 30 credit hour program including certification.

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(Data Supplement to research Report R-1-88 May 1988; Department of Higher Education)

Institution	Educational Administration 13.0401	Educational Supervision 13.0404
University of Hartford	12	
University of Bridgeport	4	7
University of Connecticut	13	
Fairfield University	36	
Southern Connecticut State Univ.	152	
Central Connecticut State Univ.		18

These data indicate that of the six institutions offering degree programs, only two (University of Bridgeport and Central Connecticut State University), have programs in Educational Supervision. It would appear that the programs leading to the Intermediate Certificate in Administration and Supervision, at most of the universities, tend to be oriented more toward the administrative rather than the supervisory role particularly in curriculum, instruction and personnel. Although the program at Central Connecticut does focus on administration proficiencies, this program has a somewhat different orientation in that the knowledge base is broad enough to meet the needs of those prospective candidates interested in becoming department chairs, supervisors of instruction, curriculum specialists, and program/personnel evaluators.

Central Connecticut is the only institution in the Capital Region awarding degrees under CIP 13-0404, Educational Supervision.

c. Data and commentary regarding the relationship of the proposed program to further educational opportunities and current employment trends.

The programs in Educational Administration and Supervision serve to educate the citizens of a diverse society in the Capital Region and the state for productive service.

Recent State initiatives in education such as the Education Enhancement Act, have created an unprecedented demand for professional people trained and re-trained in administration, supervision, evaluation and curriculum development. The number of persons in Connecticut who evaluate and supervise professional personnel in the public schools is considerable. With over 35,000 teachers in Connecticut, literally thousands of persons are engaged in administration and supervision. Professionals with leadership competencies in these areas will be in an excellent position to identify social needs and through effective leadership bring about important social changes.

The Connecticut SDE Office of Research and Evaluation Reports on Teacher Supply and Demand (1988) indicates that although over the next



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decade the supply of teachers may decline because of certification requirements, the staff demand for administration positions will increase from 58 positions in 1986 to 199 positions in 2000. Furthermore, the revised certification regulations requiring department chairpersons responsible for directing, coordinating or managing staff in the subject area department for 50 percent or more of the assigned duties to hold the Intermediate Administrator/Supervisor certificate will create a significant increase in demand for the program as an employment opportunity.

d. A description of any efforts to identify student demand for the program an estimate of enrollments for the first five years.

Informal surveys taken over the past five years and a formal survey of 169 students enrolled in departmental courses during Fall, 1988 indicate a high demand for the Sixth-Year Professional Diploma Program. Given the opportunity, approximately 71% of the respondents would elect to earn the Diploma in Educational Administration and Supervision. Students seeking only the Intermediate Administrator/Supervisor Certificate are included in the sample.

In order to prepare teachers for leadership positions in Educational Administration and Supervision, the Department has offered a planned program of courses beyond the Master's Degree sufficient to meet certification requirements. State accreditation for the Intermediate Administrator/Supervisor was granted in 1978. However, upon meeting the minimum requirements for provisional certification, the students have been given the opportunity to continue their study at Central Connecticut by pursuing a planned program leading to the standard certification. Since 1978, demand for this planned program has been significant, indicating a definite need for a formal Sixth-Year Professional Diploma Program.

There are presently over six-hundred students enrolled in department programs. The Sixth-Year Program would draw from large pool of prospective candidates in the Capital Region with similar professional needs. The potential of this Program to compete with other Universities for candidates is minimal because the department already serves this population, albeit without awarded a professional Diploma.

Yearly admission to the program will be set at 90 students. After five years, the total program enrollment should not exceed 400 students although most students will be part time and are expected to require three or more years to complete degree requirements.

e. A description of program and career articulation noting career opportunities as applicable (local, regional, state and/or national estimates), according to the nature and goals of the program.

The Department of Educational Administration and Supervision functions to prepare students for school leadership positions and offers programs leading to the M.S., Intermediate Administrator/Supervisor, and a thirty hour planned program beyond the Masters. Provision is made

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throughout the programs to prepare students for the broadest range of job opportunities and assist students to achieve individual career goals.

Those students who attain the Intermediate Administrator/Supervisor Certificate are eligible for such positions in the educational marketplace as:

- o Elementary or Secondary Principal, Assistant Principal
- o Central Staff Position
- o Coordinator
- o Department Head
- o Assistant Superintendent
- o Regional Educational Agencies and State Department of Education Positions

Recent data, such as those cited in the state report Teacher Supply and Demand, suggest a continuing strong demand in the economic marketplace for individuals with the type of preparation in school leadership that this proposal describes.