



# STATE OF CONNECTICUT

## BOARD OF TRUSTEES FOR THE STATE COLLEGES

P. O. BOX 2008                      NEW BRITAIN, CONNECTICUT 06050  
TEL. NEW BRITAIN: 203-229-1607                      TEL. HARTFORD: 203-566-7373

### RESOLUTION

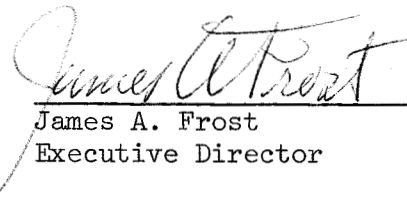
concerning

A SIXTH YEAR PROGRAM  
in  
EDUCATIONAL SUPERVISION AND CURRICULUM DEVELOPMENT  
at  
CENTRAL CONNECTICUT STATE COLLEGE

April 14, 1978

RESOLVED, Under the authority granted the Board of Trustees in Chapter 164, Section 109 and 10-326 of the General Statutes, Central Connecticut State College is hereby authorized to submit a program proposal leading to a Sixth Year Degree in Educational Supervision and Curriculum Development for planning approval.

A Certified True Copy:

  
\_\_\_\_\_  
James A. Frost  
Executive Director

Resolutions Adopted by the Board

It was the recommendation of the Planning Committee that certain resolutions be adopted by the Board.

1. New program - CCSC

Moved by Mr. Robinson, seconded by Mr. Dyer, the following resolution was approved.

RESOLVED, that the Board of Trustees for the State Colleges hereby authorizes Central Connecticut State College to begin a Master of Science and 6th Year Program in Educational Supervision and Curriculum Development effective September 1972, or as soon thereafter as practicable.



# STATE OF CONNECTICUT

BOARD OF TRUSTEES

FOR THE STATE COLLEGES

1280 ASYLUM AVENUE HARTFORD, CONNECTICUT 06105

*efg*

November 19, 1973

*Copy  
Dr. Jester*

Dr. Louis Rabineau  
Vice-Chancellor  
Commission for Higher Education  
340 Capitol Avenue  
Hartford, Connecticut

Dear Lou:

This letter is written in response to Frank McLean's telephone call on November 16, concerning the master's program in curriculum development at Central. At the present time the Trustees do not wish to re-open discussions concerning this program; however, they reserve the right to return to the question at a later date.

Sincerely,

*JAF*

James A. Frost  
Executive Secretary

JAF/bh

cc: Dr. F. Don James



STATE COLLEGE HARTFORD, CONNECTICUT

SAVE TIME: Handwritten messages are acceptable.  
Use carbon if you really need a copy. If typewritten, ignore faint lines.

James Frost, Executive Secretary	AGENCY Board of Trustees for State Colleges	DATE Nov. 13, 1972
Ms Rabeau	AGENCY Commission for Higher Education	TELEPHONE

This is to advise you of the current status of the following proposal which is under consideration by the CHE's Subcommittee on Coordination of Planning:

Masters and Sixth-Year Program in Curriculum Development and Supervision at Central Connecticut State College.

The following is an excerpt from the minutes of the SCP's November 7 meeting:

It was voted that this program would remain tabled, noting with interest the cooperative study in the State College System and inviting reconsideration with particular reference to (1) the new certification law (P.A. 204), (2) Public Acts 761-230 (cooperative school-college pilot projects to strengthen clinical experience in teacher education), (3) Master Planning

1972

*ms. Hill*

- W. Hill
- C. Ritchie
- W. Sanders
- Ad Hoc Program Committee

AUTHORIZING RESOLUTION  
ED. SUPV. & CURR. DEV.

PROPOSED PROG. IN EDUC.  
SUPV. & CURRICULUM DEV.

COMMISSION FOR  
HIGHER EDUCATION

NEW PROGRAM CLASSIFICATION AND  
PROPOSAL SUMMARY

I. Program Classification

- A. Program Name: Educational Supervision and Curriculum Development
- B. Title of Degree: Sixth Year Program in Educational Supervision and Curriculum Development.
- C. HEGIS Classification Code Numbers and Title: 0828--Educational Supervision } Combined  
0829--Curriculum & Instruction } Program
- D. Department and School: Department of Curriculum, Research & Supervision,  
School of Education and Professional Studies
- E. Institution: Central Connecticut State College.

II. Proposal Summary

The proposed Sixth Year Program is designed to produce educational personnel who are skilled and knowledgeable in the evaluation of teachers and educational programs. Evidence from the public, teachers, and administrators indicates that the products of this program are badly needed now. Statements from educational leaders representing teachers and administrators of the region's school districts show that:

1. Evaluation of personnel and programs is one of the most significant current needs,
2. The need has been apparent for several years,
3. The program as outlined in the proposal will meet the need,
4. Central Connecticut State College has the resources to produce the program.
5. There is no other college in the area served by Central Connecticut State College that offers the type of program for which approval is being requested.

There is a Teacher Evaluation Law (P.A. 74-278) which is to be fully implemented in 1979-80. There is growing concern regarding the appropriateness and value of various programs offered by public school systems. Though courses and options are available in several universities that can give some help to local school districts and teachers in the matter of program and personnel evaluation, none have met this need in this region and none have offered such a program as its institutional specialty. It is essential that the program be approved for immediate implementation at Central Connecticut State College.

PROPOSED PROGRAM IN  
EDUCATIONAL SUPERVISION AND CURRICULUM DEVELOPMENT

at

Central Connecticut State College

A Proposal Prepared for  
Board of Trustees for Connecticut State Colleges,  
New Britain, Connecticut

February 22, 1978

NEW DEGREE PROGRAMS AT CONNECTICUT STATE COLLEGES

Central Connecticut State College  
Name of College

September, 1978  
Starting Date of Program

Curriculum and Supervision  
Title of Proposed Program

Sixth Year Program  
Level of Program by Degree

Curriculum, Research and Supervision  
College Department or Division

- I. Introduction - The major purpose of the proposed program should be carefully stated and justified. Explanations should provide a brief statement of the need and demand for such a program. Such statistical information as is readily available should support the proposal.

The proposed Sixth Year Program in Curriculum and Supervision is designed to prepare and certify teachers for leadership positions in Educational Supervision and Curriculum Development. More specifically, the program is designed for those teachers who are involved in evaluating school programs and personnel at the middle management level, i.e., as department heads and supervisors of subject areas.

1. In 1976 the school districts in the Capitol Region endorsed a Title IV proposal written by the Capitol Region Education Council to assist school districts in the development of quality teacher evaluation programs consistent with the Connecticut teacher evaluation legislation. As part of the Title IV program CREC wrote a survey to assess the status of the teacher evaluation programs in the 165 school districts who participated in the project. The results of the survey clearly indicate that Public Act 74-278 could be more effectively implemented if certain needs were met. The following is an excerpt from Teacher Evaluation in Connecticut, Educational Resources and Development Center, Connecticut State Department of Education, April, 1977.

"Inservice Needed:

A wide variety of inservice needs related to teacher evaluation were reported. These needs are listed in rank order below according to the number of districts indicating such a need:<sup>1</sup>

1. Skills and techniques for evaluators including: conferencing techniques, observation techniques clinical supervision, and general training for evaluators.
2. The writing of meaningful and/or measureable objectives, MBO's and the mutual setting of objectives.

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<sup>1</sup>A significant decrease in the number of districts expressing a need for the respective inservice activity occurred after item number eight of this list.

3. The components of a good teacher evaluation program.
  4. Evaluator/evaluatee relationships
  5. Writing job descriptions.
  6. The provisions of the Connecticut teacher evaluation law and guidelines (clarification).
  7. The uses of teacher evaluation data.
  8. Self-evaluation techniques
  9. Teaching styles vs. learning styles.
  10. Pilot or model teacher evaluation programs.
  11. Consultants provided by CSDE.
  12. Financial Assistance.
  13. Goals of teacher evaluation.
  14. General help.
  15. State minimum teacher competencies.
  16. State/federal teacher evaluation grants."
2. As a result of the passage of Public Act 74-278, Connecticut as well as other states that have passed similar legislation have an unprecedented demand for professional people trained and re-trained in Supervision, Evaluation and Curriculum Development. The number of persons in the State who are engaged in the evaluation and supervision of professional personnel in the public schools as mandated by the guidelines is considerable. It is apparent, with over 35,000 teachers in Connecticut, that literally thousands of persons will be engaged in supervision and evaluation. Persons well trained to implement the evaluation law will be in a good position to identify social needs and through their leadership bring about important social changes.
3. For the past five years and especially since the passage of PA 74-278, the Graduate Office and the Department of Curriculum, Research and Supervision at Central Connecticut State College continues to receive numerous inquiries relative to a Sixth Year Certification Program in Educational Supervision. In a recent survey of our 1975 and 1976 M.S. graduates who pursued a concentrate in Elementary Education and Curriculum and Supervision, and the 161 candidates in Curriculum and Supervision currently in our M.S. program, 103 persons indicated a desire to pursue a Sixth Year Certification Program in Supervision if one were offered at Central Connecticut State College. In addition, the previously mentioned CREC survey is clearly supportive of our data, i.e., supervisors and teachers want additional training so that they feel competent to follow through with the many aspects of Supervision and Evaluation mandated by Connecticut law.



II. Rationale and Objectives - Include a concise statement of the rationale on which the paradigm for the proposal is based. Specify the particular objectives which the students might be expected to achieve within the proposed program.

1. The primary purpose for presenting a Sixth Year program in Curriculum and Supervision is to meet the growing demand to train supervisors who need to develop competency in being able to evaluate both student learning and school personnel. The students who are trained in our program will be certified to implement Public Act 74-278. An act concerning Teacher Evaluation.
2. Upon completion of the program in Curriculum and Supervision the student will be able to:
  1. Identify educational problems and hypothesize tentative solutions.
  2. Define a structure of knowledge and process goals for an educational program.
  3. Write specific instructional objectives aimed at defining levels of pupil achievement for the knowledge and process goals in an educational program.
  4. Define independent variables (teacher, activities, instructional methods, etc.) needed to bring about changes in student behavior such as achievement, attitudes, personality, etc.
  5. Define teaching strategies, multi-media concepts and pupil activities geared to helping students acquire changes in behavior.
  6. Construct measurement and evaluation devices to determine the degree to which educational objectives have been attained.
  7. Design a staff inservice program for developing instructional and organizational competencies.
  8. Demonstrate personal skills necessary to conduct a successful one to one conference.
  9. Demonstrate personal skills necessary to work successfully with groups of adults.
  10. Construct personnel evaluation instruments, such as: (a) questionnaires and schedules for follow-up evaluation; (b) rating scales; (c) content analyses; and (d) sociometric devices.
  11. Design a curriculum to include the setting of objectives, selection of content material, instructional techniques and program evaluation.
  12. Design an evaluation program for the purposes of evaluating school personnel.

13. Demonstrate a general understanding of theories and practices of organizational and administrative behavior.
14. Conduct a research study and report the findings, conclusions and recommendations.

III. Program Content and its Organization - Describe the content of the proposed program in full and indicate how it will be organized for instruction.

In order to prepare teachers for leadership positions in Educational Supervision and Curriculum Development, the Department of Curriculum, Research and Supervision has prepared a program that will take a student through a Sixth year.

The core of professional courses (at 500 and 600 level) that the student will need to complete prior to being recommended for the provisional certificate as Intermediate Administrator or Supervisor are the following:

1. A graduate course in Foundations of Education
2. A basic graduate course in Curriculum Development
3. A graduate course in Psychology of Learning
4. A basic graduate course in Supervision
5. A basic graduate course in Research in Education
6. Evaluation
7. Administration
8. Seminar in Curriculum Development
9. Seminar in Supervision
10. Group Dynamics

The first fifteen hours of the Program, beyond a Masters degree and the core requirements (#1-5) will include the following courses: Evaluation, Administration, Seminar in Curriculum Development, Seminar in Supervision and Group Dynamics. The Evaluation course will fulfill objectives 3. (Write specific instructional objectives aimed at defining levels of pupil achievement for the knowledge and process goals in an educational program.), and 6. (Construct measurement and evaluation devices to determine the degree to which educational objectives have been attained.). The course in Administration will fulfill objective 13. (Demonstrate a general understanding of theories and practices of organizational and administrative behavior.). The seminar in Curriculum Development will fulfill objectives 2. (Define a structure of knowledge and process goals for an educational program.), 4. (Define independent variables (teacher, activities, instructional methods, etc.) needed to bring about changes in student behavior such as achievement, attitudes, personality, etc. 5. (Define teaching strategies, multi-media concepts and pupil activities geared to helping students acquire changes in behavior.), and 11. (Design a curriculum to include the setting of objectives, selection of content material, instructional techniques and program evaluation.). The Seminar in Supervision will fulfill objectives 7. (Design a staff inservice program for developing instructional and organizational competencies.), 10. (Construct personnel evaluation instruments, such as: (a) questionnaires and schedules for follow-up evaluation; (b) rating scales; (c) content analyses; and (d) sociometric devices.). and 12. (Design an evaluation program for the purposes of evaluating school personnel.). The Group Dynamics course will fulfill objectives 8. (Demonstrate personal skills necessary to conduct a successful one to one

conference.) and 9. (Demonstrate personal skills necessary to work successfully with groups of adults.). When the student successfully completes the courses listed on page 4, 1 through 10, he will be ready to apply for a provisional certificate as an Intermediate Supervisor.

The final fifteen hours of the Program will include an Internship in Supervision and Curriculum Development, a Research Seminar, and nine hours of electives. The three credit Internship in Supervision and Curriculum will be taken for a period of one semester during which time the student will be working under the supervision of a certified curriculum/specialist or supervisor at either the elementary or secondary level. In administering the internship, all students will have, in addition to the school supervisor, a college supervisor who will make periodic visits to the schools and conduct weekly seminar sessions on the Central campus. The final required course, the Research Seminar, will fulfill objectives 1. (Identify educational problems and hypothesize tentative solutions.) and 14. (Conduct a research study and report the findings, conclusions and recommendations.).

The nine hours of electives will be open to flexible planning in order to provide the students an opportunity to overcome weaknesses in both their general education and professional background, to help provide strength in their area of interest. In cases where a student has a Masters degree in a discipline other than Supervision and Curriculum, electives may be used to partially or fully complete required courses such as the basic courses in Curriculum, Supervision and Psychological Foundations prior to taking the courses listed as the first fifteen hours and still have these nine semester hours count towards the sixth year.

In conclusion, it should be emphasized that our proposed program in Supervision and Curriculum Development can be pursued by the classroom teacher as a unique graduate program providing knowledge, understandings, and experiences which will improve his instructional abilities and skills even if he might decide to remain in the classroom. In addition, the Program has the advantage of opening up new vistas if and when the classroom teacher decides to make a move.

A. Content

1. List current undergraduate offerings that would be appropriate parts of the proposed program.  
  
(Does not apply)
2. List new undergraduate offerings that would be designed as appropriate parts of the proposed program.  
  
(Does not apply)
3. List current graduate offerings that would be appropriate parts of the proposed program.

A graduate course in Foundations of Education currently being offered  
Ed. 511 - Principles of Curriculum Development  
Ed. 513 - Supervision

- Ed. 514 - Administration
- Ed. 517 - Evaluation
- Ed. 540 - Educational Motivation and the Learning Process
- Ed. 598 - Research in Education

4. List new graduate offerings that would be designed as appropriate parts of the proposed program.

Ed. 611 - Seminar in Curriculum Development

Design a curriculum to include the setting of objectives, selection of content material, instructional techniques, and program evaluation.

Ed. 613 - Seminar in Supervision

Design an evaluation program for the purposes of evaluating school personnel. Also, students will design a staff inservice program for developing instructional and organizational competencies.

Ed. 615 - Group Dynamics

In the first part of the course the students will be provided with an understanding of the various groups and subgroups to which a supervisor and curriculum specialist relates and to the significance of these relationships for leadership behavior. In the latter part of the course students will demonstrate personal skills necessary to work successfully with groups of adults and conduct a successful one to one conference.

Ed. 690 - Internship in Supervision and Curriculum Development

An internship will provide the students with an opportunity to work under the supervision of a certified curriculum specialist or supervisor at either the elementary or secondary level. Students will have, in addition to the extern supervisor, a college or intern supervisor who will make periodic visits to the schools and conduct weekly seminars on the Central campus.

Ed. 698 - Research Seminar

Students will utilize the ideas that they have acquired, from the various courses that they have taken, as a basis for developing a proposal for a research project. The major aim of the seminar will be to focus on the research process as a basis for decision-making. The proposal shall include a research problem, hypothesis, design, and short review of the literature. Once the proposal has been refined and approved by the instructor, the students will conduct the study and report the findings, conclusions and recommendations.

IV. Professional Staff - Indicate the staff members who would participate in the proposed program and provide in detail pertinent information as to their training (academic degrees and institutions where conferred) and experience (rank, teaching, or administrative consignment, relevant professional experiences, and publications) and clearly define each staff member's responsibilities in terms of the proposed program.

The following are the staff members who have participated in the proposed

program and will be involved in teaching the courses.

Banahan, Thomas, Ed.D.  
Beach, Justus, Ed.D.  
Bennion, Donald, Ph.D.  
D'Angelo, James, Ph.D.  
Dethy, Ray, Ph.D.  
Klein, Lawrence, Ed.D.  
Lieberman, D. Leonard, Ph.D.  
Lindia, Albert, Ph.D.  
Martin, Helen, Ed.D.  
Smith, Norma, Ed.D.  
Vaillant, Aldrige Ed.D.  
Zulick, John, Ph.D.

A personal vita sheet is included in Appendix A for each faculty member. Each vita sheet includes name, rank, date of appointment, earned degrees, educational experience, loads, including administrative assignments, 1975-77, current professional and academic association memberships, publications and responsibility in terms of the proposed program.

How many staff members would be involved in the first year? How many in the fifth year?

During the first year of the program the department will offer all of the 500 level courses in curriculum and supervision, and three of the advanced courses (Ed. 611 - Seminar in Curriculum Development, Ed. 613 - Seminar in Supervision, and Ed. 615 - Group Dynamics). These offerings will mean that seven staff members will be involved during the first year of the program. All staff members listed above, plus replacements for retirement, will be involved in the program during the fifth year.

- V. Institutional Resources and Facilities - Indicate all available institutional resources and facilities such as a library, laboratories, clinics, community relationships and other projects having specific bearing on the proposed program. Indicate also what resources and facilities need to be made available to enhance the proposed program in terms of the particular groups of students who will participate.

The Program Committee within the Department of Curriculum, Research and Supervision has completed a survey of the textbooks related to the program and find that the library holdings are adequate. The Department has allotted a certain portion of the library funds for academic year 1978-79 to be used specially to order new materials in evaluation, curriculum, and supervision.

The School of Education has developed an excellent professional relationship with public schools in Connecticut. One of the most important examples of contact with school systems is the Connecticut Competency Based Teacher Education Consortium project. This project was initiated by the College and includes teachers, superintendents and Board of Education members from five school systems working with five college faculty members from Central over the past three years developing a competency based alternative to the regular Central Connecticut State College Elementary Education preservice program.

In the consortium all members operate on a parity basis for making decisions. In addition, the School of Education has serviced many school districts by successfully offering inservice programs for both teachers and administrators.

Support from Connecticut school districts for our proposed program is especially important in light of the fact that an internship is included in the final fifteen hours of the program. The three credit internship in supervision and curriculum will be taken for a period of one semester during which time the student will be working under the supervision of a certified curriculum specialist or supervisor at either the elementary or secondary level. In administering the internship, all students will have, in addition to the school supervisor, a college supervisor who will make periodic visits to the schools and conduct weekly seminar sessions on the college campus.

The supporting letters from Connecticut school districts found in Appendix B of this document clearly indicates support for our proposed program.

The Sixth Year Certification Program in supervision at Central Connecticut State College will primarily serve as a part-time program for teachers and supervisors already working in the Connecticut public schools. Since these students will be enrolled late afternoons and evenings, much of the program will be self-supporting.

In addition, no special facilities or equipment are required for this program. A basic collection of relevant books is on hand in the library and it is estimated that an additional \$1,000 is scheduled in the department budget for additional resource texts in evaluation, supervision and curriculum development.

VI. Provision for Program Evaluation and Follow-up - Indicate provisions for the continuing self-evaluation of the proposed program and for improving it while it is in operation. Explain methods with which the college might expect to evaluate the proposed program in terms of the stated objectives.

Continual program appraisal is considered to be an important part of the total program. The three distinct forms that program appraisal will take are as follows:

- (a) Content analysis. A continuing analysis of the content of these courses is envisioned as a means of keeping them current, relevant and functional.
- (b) Process analysis. A continuing effort to assess the effectiveness of different procedures for obtaining program objectives will be considered. The effectiveness of some of the newer procedures, e.g., simulation, role playing will be assessed.
- (c) Product evaluation. Follow-up studies based on the exit criteria of those who graduate from the program will be entered upon. The results of these follow-up studies will determine the future direction of the program.

VII. Specific Questions -

- A. Accreditation - What is the accreditation status of the undergraduate program? (Regional and National) When and by what organization was the undergraduate program last accredited and reaccredited?

Central Connecticut State College is accredited by the New England Association of schools and colleges. The National Council for Accreditation of Teacher Education, for the preparation of elementary and secondary teachers, with the Master of Science degree as the highest degree approved. These programs are also approved by the Connecticut State Board of Education. The programs were reaccredited by the National Council for Accreditation of Teacher Education in 1967.

- B. Cooperative Programs - Is it possible or practical to develop the proposed new programs in cooperation with another state college (or other collegiate institution) in the state? State reason for answer.

Discussions have occurred among the other colleges concerning cooperative programs of this type. The proposed program lends itself to an individual institution for the following reasons:

1. The program reflects not only a design but also the department's conception of a total philosophy and not the disparate parts of a group of aggregate offerings. The specific objectives of the total program are clearly stated on pages 3 and 4.
2. The program is specifically designed for those interested in pursuing the area of educational curriculum and supervision. Whereas, programs at other state institutions reflect a primary philosophy of preparing administration (training for the position of Principal, Superintendent, etc.), student clientele to be served by this program are primarily interested in supervision, it will not be necessary to involve other institutions initially. After the program has been implemented, some students may desire and request options other than supervision. Various combined activities with other in-state institutions may be considered for specialized program options at that time.
3. Transfer articulation considerations. In the case of students transferring into the Central Connecticut State College program from other institutions, a maximum of 6 semester hours of credit with a minimum grade of B will be accepted if the courses fulfill our program objectives. Each transfer course will be individually assessed by the advisors of the program.
4. Although some objectives may undoubtedly be achieved by way of the usual university or college courses, the entire sixth year (seminars and internships) will consist of activities related specifically to model building in curriculum and supervision. In this latter segment, students will assume responsibility to plan, organize, execute, and evaluate a portion of their own learning activities; the faculty's role will be devoted to non-traditional, experience broadening, innovative activities designed to inspire the students to go beyond custom, tradition, and orthodoxy.

5. The success of the total program will require the kind of team spirit that has been exemplified by those professors responsible for the implementation. A high degree of cooperation has been and will continue to be required of the team responsible for developing syllabi, behavior oriented activities, simulation and role playing activities, and the coordination of seminars and internships.

C. Cost - How much would the proposed program cost to operate the first year? The fifth year? What would be the capital costs the first year? The fifth year?

During the first years, the proposed program may be offered without additional staff. The college community is serving 200 students in a non-certifiable program in curriculum and supervision. Judicious allocation of existing resources over the next several years will permit the college to serve 400 students.

A limited number of courses will be staffed by adjunct leadership persons. Since the Extension College courses are totally self-supporting, a part-time staff member would be paid from student tuitions.

D. Number of Students - How many students do you estimate would be enrolled the first year? In the fifth year?

Based on estimates of need and the numbers currently enrolled in the Master's program in Curriculum and Supervision at Central Connecticut State College, it is felt that the number of students will range from 200 to 400 or more.

E. Similar Programs in Other Colleges - Name the other colleges in Connecticut where the same or similar programs are offered. What are the enrollments in such programs?

Five institutions of higher learning in Connecticut have programs leading to an intermediate Certificate in administration and supervision.

GRADUATE DEGREE RECIPIENTS - JUNE 1977

Institution	Educational Administration	Educational Supervision	Curriculum & Instruction
	0827 - 1977	0828 - 1977	0829 - 1977
University of Hartford	6	0	0
University of Bridgeport	46	0	0
University of Connecticut	18	18	0
Fairfield University	77	0	0
Southern Connecticut State College	104	0	0

The data provided by the Board of Higher Education indicates that of the five institutions offering degree programs only two (University of Bridgeport and University of Connecticut) have programs in supervision. In addition, none



of the five institutions offer programs in Curriculum and Instruction. It would appear that the programs leading to the intermediate certificate in administration and supervision, at most of the colleges and universities tend to be more oriented toward the administrative role rather than the role of curriculum and personnel evaluator. Central's program has a somewhat different orientation in that it has been specifically designed for those prospective candidates interested in becoming department Chairmen, supervisors of instruction, curriculum specialists and evaluators.

VIII. Additional Information - Submit any additional information that could be helpful in evaluating the potential benefits of initiating the proposed program.

1. Admission requirements to the program.

(a) Students desiring admission to program must have completed a Masters degree from an accredited institution.

(b) All core requirements must be successfully completed before admission to the first fifteen hours beyond the Masters degree.

2. Relationship of the program to the mission of the institution.

Fundamental to the mission of Connecticut public colleges is the provision of relatively low cost, high quality, conveniently accessible higher education opportunities for residents of Connecticut. Central Connecticut State College functions in a variety of ways to achieve its part of this mission, including the assessment of needs of school personnel as a basis for providing both preservice and inservice programs. Therefore, the proposed Sixth Year Certification Program in Supervision will make available to the many department heads and supervisors in the Capitol Region, who need additional training in evaluation and supervision, a high quality program within easy commuting from their homes and schools.

3. If the program includes clinical and work experience activities, please furnish complete information regarding the nature of these activities.

Clinical facilities will be in a public school where the student gains experience in assisting teachers to prepare objectives, curriculum materials, and prepare an evaluation program for evaluating staff personnel. The work experience will be planned in advance and an on-going evaluation will take place. The evaluation will be based on written objectives set forth and agreed upon in advance by the student, the college coordinator and the certified school supervisor. The internship will be under the control and supervision of the College.

4. Other information may be requested under this category as appears appropriate when application for licensure is being reviewed.

The following persons have been involved in the determination of need of the program; the degree to which the proposed program meets the need; and, the extent to which they believe Central Connecticut State College can produce such a program. The full text of their endorsements is enclosed in Appendix B.

Dr. John J. Allison, Jr., Executive Director  
Capitol Region Education Council

Dr. Paul R. Burch, Superintendent  
West Hartford Public Schools

Dr. Herbert Chester, Superintendent  
Bloomfield Public Schools

Dr. Nicholas DePaola, Director of Elementary Education  
Southington Public Schools

Dr. Louis J. Esparo, Superintendent  
Torrington Public Schools

Mr. Dino Galiano, Director  
Instructional Support Services  
Hartford Public Schools

Dr. Robert W. Goldman, Superintendent  
South Windsor Public Schools

Mrs. Gayle W. Gordon, Coordinator of Professional Development  
Connecticut Education Association

Mr. S. J. Leone, Assistant Superintendent/Instruction  
East Hartford Public Schools

Dr. Richard F. Lindgren, Principal  
Arthur H. Illing Junior High School, Manchester

Dr. James J. Moore, Director of Personnel Services  
West Hartford Public Schools

Dr. Philip S. Saif, Coordinator, Research, Development & Evaluation  
Capitol Region Education Council

Dr. Norman J. Schmitt, Assistant Superintendent  
Newington Public Schools

Dr. Paul J. Sorbo, Superintendent of Schools  
Windsor Public Schools

Dr. Richard J. Zanini, Assistant Superintendent  
Wethersfield Public Schools

Danahan, Thomas F., Ed.D.  
Professor

Appointed September 1, 1967

1. Earned Degrees:

B.S. degree, Eastern Connecticut State College, 1948  
M.A. degree, Columbia University, 1950  
Ed.D. degree, Columbia University, 1956

2. Educational Experience:

Fairfield (Conn.) 1948-1951, Elementary Teacher  
Fairfield (Conn.) 1951-1953, Asst. Supervising Principal  
Fairfield (Conn.) 1953-1959, Elementary Principal  
University of Bridgeport, 1959-1961, Associate Professor  
Shaker Heights (Ohio) 1961-1964, Director of Elementary Education  
Norwich, (Conn.) 1964-1967, Supt. of Schools  
Central Connecticut State College, 1967- present, Professor

3. Loads, including administrative assignments, 1975-1977:

Fall Semester, 1975  
Education 401 Foundations of Education 6 S.H.  
Half time Graduate Office - Asst. Dean  
Spring Semester, 1976  
Same as above  
Summer Session, 1976  
Full time Graduate Office - Asst. Dean  
Fall Semester 1976  
Education 401 Foundations of Education 6 S.H.  
Half time Graduate Office - Asst. Dean  
Spring Semester 1977  
Same as above  
Summer Session 1977  
Three semester hours teaching  
Two-thirds time Graduate Office

4. Current Professional and Academic Association Memberships:

Association for Supervision and Curriculum Department  
Connecticut Professor of Educational Administration (President elect)

5. Publications:

Submitted article on early retirement of teachers to The Connecticut Teacher  
(1977)  
Presented results of survey (See Research below) to members of Connecticut  
Council of Mayors and Selectmen for submission to that organization. Survey  
results also presented to Conn. Association of School Administrators and the  
Conn. School Board Association.

Responsibility in the proposed program -

Dr. Banahan will teach advanced courses in Supervision and Curriculum and  
serve as a college supervisor in the Internship Program. Dr. Banahan will  
also serve as a student advisor.

Beach, Justus., ED.D.  
Professor

September 1, 1960

1. Earned degrees:

B.S. degree, Central Connecticut State College, 1943  
M.S. degree, Teachers College, Columbia University, 1949  
ED.D. degree, Teachers College, Columbia University, 1960

2. Educational Experience:

Milford (Conn) 1946-1950, Elementary Teacher  
Milford (Conn) 1950-1951, Principal of Ft. Trumbull School  
Milford (Conn) 1951-1953, Principal of Woodmont School  
Milford (Conn) 1953-1959, Principal of Seabreeze School  
New York (NY) 1959-1960, Visiting Lecturer, Queens College, Univ. of City of NY  
CCSC (Conn) 1960-1977, Asso. Prof  
West Yorkshire (England) 1975-1976, Exchange Professor, Bingley College

3. Loads, including administrative assignments 1975-1977

Fall Semester 1975, Spring and Summer of 1976:

Exchange Prof., Bingley College of Education, Bradford Univ., West Yorkshire England. Supervising. Senior and Junior Student Teachers, Teaching Psychology of learning and Learning theory, History of British State Education, Methods, Evaluation, A-V Materials.

Fall Semester 1976,

Ed 400, Philosophy of Education, ED 401 Foundations of Education,  
ED 100, Search in Education, Faculty Sponsor of Education Marathon.

Spring Semester 1977

ED 100 - Search in Education, ED 400 - Philosophy of Education,  
Ed 401 - Foundations of Education.

Summer Session 1977

Ed 543 - Glasser under Glass, ED 500 - Contemporary ED problems (6 s.h)

4. Current professional academic association membership:

A.A.U.P.  
PHI Delta Kappa  
Kappa Delta Pi  
New England Philosophy of Education Asso.  
Eastern States Asso. of Teacher Education  
Humanistic Education Asso.

5. Publications or Presentations:

T.V. Presentation - "C.C.S.C and the open Classroom" Channel 30.  
Slide Show - "Development of Positive self image in the Classroom."

Responsibility in proposed program -

Dr. Beach will teach courses in Foundations and Ed. 615 - Group Dynamics

Bennion, Donald H., Ph.D.  
Professor

Appointed September 1, 1970

1. Earned Degrees:

B. S. degree, State UGNY, Social Science Education, 1963  
M. S. degree, State UGNY, Social Science Education, 1966  
M. A. degree, Ohio University, Economics, 1968  
Ph. D. degree, Ohio University, Secondary Education, 1972

2. Educational Experience:

1963-1967 Grade 12 Social Studies, Gainesville, N.Y.  
1968-1970 Research assistant, Ohio Council of Economic Education  
1970-1974 Assistant Professor of Education, Central Conn. State College  
1974-present Associate Dean, School of Education and Professional Studies  
and Associate Professor of Education, Central Conn. State College

3. Loads, including administrative assignments, 1975-1977:

Fall Semester, 1975  
Education 517 Evaluation two sections 6 S.H.  
Six semester hours as Associate Dean of Education  
Spring Semester, 1976  
Same as above  
Summer session, 1976  
Education 598 Research in Education 3 S.H.  
Six semester hours as Associate Dean of Education  
Fall Semester, 1976  
Education 517 Evaluation two sections 6 S.H.  
Six semester hours as Associate Dean of Education  
Spring Semester, 1977  
Same as above  
Summer Session, 1977  
Nine semester hours as Associate Dean of Education

4. Current Professional and Academic Association Memberships:

Phi Delta Kappa, CCSC Campus Chapter (President 1973-1975)  
Connecticut Association of Colleges and Universities for Teacher Education,  
Chairperson, research and information committee 1974-1975, Treasurer 1976-present  
National Education Association  
Connecticut Education Association  
American Association of University Professors

5. Publications:

Adventive Economics with Kenneth Light et al, The Ohio State Department of Education  
1971  
Evaluation Procedures for the Classroom Teacher, Dubuque, Iowa: Kendall Hunt  
Publishing Company, 1973 (2nd edition 1975)  
"Connecticut Takes Cooperative Approach to" The Common, Vol. IV, Number 1  
September 1975 p. 4.  
Assessing Student Planning, Dubuque, Iowa, Kendall Hunt Publishing Company, 1977.

Responsibility in proposed program -

Dr. Bennion will teach the course in Evaluation and Research

D'Angelo, James F., Ph.D.  
Associate Professor

Appointed September 1, 1966

**1. Earned Degrees:**

B.S. degree, 1952  
M.S. degree, 1955  
Ph.D. degree, 1966

**2. Education Experience:**

New Britain (Conn) 1952, Instructor at Moody School of Commerce  
Berlin (Conn) 1955, Teacher at Berlin High School  
Berlin (Conn) 1956, Ass. Sup't. for Berlin Public Schools  
CCSC (Conn) 1966, Chairman Dept. of Sec. Educ./Instructor

**3. Loads, Including administrative assignments 1975-1977**

Fall Semester 1975  
12 S.H. (Teaching)  
Spring Semester 1976  
12 S.H. (Teaching)  
Summer Session 1976  
6 S.H. (Teaching)  
Fall Semester 1976  
12 S.H. (Teaching ) ED 375, 515  
Spring Semester 1977  
12 S.H. (Teaching)  
Summer Session 1977  
9 S.H. (Teaching)

**4. Current professional academic association membership:**

National Educ. Assoc.  
Conn. Educ. Assoc.  
CCSC Faculty Assoc.  
Conn. State Employees Assoc.  
Amer. Assoc. of Univ. Professors  
Phi Delta Kappa (Treasurer)

**5. Publications or Presentations:**

Testimony in the Horton vs. Meskill court case -- supplying and presenting data relative to the relationship between the quality of education and Taxable wely per pupil.

Principal participant in two television programs (Channel 8): The relationship between and the ingredients of quality education in regard to funding.

Evaluation seminar for Social Security managers.

Responsibility in proposed program -

Dr. D'Angelo will teach courses in Foundations, the course in Administration and serve as a college supervisor in the Internship Program

Dethy, Ray C.  
Dean, School of Education

1973

1. Earned Degrees:

B.S., Ohio State University, 1950  
M.A., University of Illinois, 1959  
Ohio State University  
Ph.D., Ohio State University, 1963

2. Educational Experience:

1973 to present, Dean, School of Education and Professional Studies, Central Connecticut State College, New Britain, Connecticut

October, 1972 to July 1, 1973 - St. John's University, Jamaica, New York - Dean of Special Programs

July, 1969 to October, 1972 - St. John's University, Jamaica, New York - Dean of School of Education.

July, 1968 to 1969 - Northeastern University, Boston, MA, Director of University Center for Urban Education.

July, 1967 to 1969 - Northeastern University, Boston, MA - Professor of Education, with tenure and Associate Dean, School of Education

July, 1965 to 1976 - Northeastern University, Boston, MA - Director, Graduate School of Education.

July, 1963 to 1965 - Northeastern University, Boston, MA - Associate Professor and Chairman, Department of Curriculum and Administration.

March, 1962 to June, 1963 - The Ohio State University - Administrative Assistant, Associate Dean, College of Education.

October, 1960 to February, 1962 - The Ohio State University - Instructor, Secondary Education.

May, 1960 to December, 1960 - Newark Public Schools, Newark, Ohio - Administrative Assistant to Superintendent to complete \$5,000,000 building program.

September, 1957 to October, 1960 - Newark Public Schools, Newark, Ohio - Assistant Superintendent of Schools.

July, 1956 to August, 1957 - Amith Local Schools, Rt. #1, Mt. Vernon, Ohio - Local Superintendent of Schools.

September, 1954 to June, 1956 - Whitehall High School, Whitehall, Ohio - Teacher: Latin and Physical Education; Coach: Football and Track.

December, 1953 to June, 1954 - Whitehall Elementary Schools, Whitehall, Ohio -  
Traveling Teacher, Elementary Schools, Physical Education.

July, 1951 to January, 1952 - University of Illinois, Champaign - Assistant,  
Undergraduate Health Program.

3. Loads, including administrative assignments 1975 - 1977:

Fall, 1975

Dean, School of Education

Spring, 1976

Dean, School of Education

Summer, 1976

Dean, School of Education

Fall, 1976

Dean, School of Education

Spring, 1977

Dean, School of Education

4. Current Professional Academic Association Membership:

New England Association of School Superintendents

National Education Association

American Association of School Administrators

Phi Delta Kappa

Kappa Delta Pi (Honorary)

National Conference of Professors of Educational Administration

Connecticut Association of Colleges and Universities for Teacher Educators

Hartford Area Superintendents Association

5. Publications or Presentations:

Relationship Between Public School Expenditure Levels and Service Received in  
Ohio City School Districts, unpublished Ph.D. dissertation, Ohio State University

"Anecdotes of Commercial Pressures: Institutionally Oriented", Theory into  
Practice, December, 1965, Volume IV, no. 5.

A Values Approach to Educational Administration, R.H. Ostrander and R.C. Dethy,  
Van Nostrand-Reinhold Company, 1968, 487 pp. (2nd Edition-1972).

"The Administrator and His Value System", A Monograph of Values in Educational  
Administration, National Conference of Professors of Educational Administration  
1969.

Responsibility in proposed program -

Dr. Dethy will teach the course in Administration.



Klein, Lawrence D., Ed.D.  
Associate Professor

Appointed September 1, 1970

1. Earned Degrees:

- B. A. degree, 1962 Harpur College of the State University of New York at Binghamton - English Literature-Liberal Arts.
- M. S. degree, 1964 Indiana University, Bloomington, Indiana - Guidance and student personnel in higher education.
- Ed.D. degree, 1971 - Indiana University, Bloomington, Indiana, History and Philosophy of Education

2. Educational Experiences:

- New York University, Guidance Counselor and Teaching Fellow - 1964
- Indiana University, Research Fellow, Center for Study of Ed. Policy, 1965-1966.
- Stockholm University, Research Fellow, 1966-67.
- Human Relations Commission, Indiana University, 1969-1970
- University of Connecticut, Lecturer in Education, 1975-1976
- Editorial Consultant, Prentice-Hall (College Division-Sociology of Education and Philosophy of Education

3. Loads, including administrative assignments, 1975-1977

- Fall Semester, 1975
  - Education 500 Contemporary Educational Problems 3 S.H.
  - Education 400 Philosophy of Education 9 S.H.
- Spring Semester, 1976
  - Education 521 History of Educational Ideas 3 S.H.
  - Education 400 Philosophy of Education 9 S.H.
- Summer Session, 1976
  - Education 500 Contemporary Educational Problems 6 S.H.
- Fall Semester, 1976
  - Education 523 Moral Education and the Value Process 3 S.H.
  - Education 400 Philosophy of Education 9 S.H.
- Spring Semester, 1977
  - Education 521 History of Educational Ideas 3 S.H.
  - Education 400 Philosophy of Education 9 S.H.
- Summer Session, 1977
  - Education 500 Contemporary Educational Problems 6 S.H.

4. Current professional academic association membership:

- Fellow, Philosophy of Education Society
- Ohio Valley Philosophy of Education Society
- New England Philosophy of Education Society
- Phi Delta Kappa
- American Association of University Professors (National and Local)
- American Educational Studies Association
- International Council on Education

5. Publications or Presentations:

"Ideological Obstacles to American Social Transformation: A Current Response to George Counts' DARE THE SCHOOLS BUILD A NEW SOCIAL ORDER?" A paper presented at Rhode Island College for the New England Philosophy of Education Society, April 3, 1976.

Paper respondent to Dr. Harland Cleveland, Connecticut Educational Seminar, "Future of Tenure," at Trinity College, October 22, 1974.

Guest Lecture at Central Connecticut State College: "The Accountability Movement: Some Questions." February 26, 1974.

Review: S. Margaritis, In Search of a Future for Education, in EDUCATIONAL STUDIES, Vol. 4, 1973, pp. 138-139.

Essay Review: J. Nelson, et. al., Radical Ideas and the School, in KAPPAN, January, 1973, pp. 417-418.

"Three Areas of Contention in Sex Education Controversy: The Policy Problem for American Public Schools, published doctoral dissertation, DISSERTATION ABSTRACTS, Vol. 32, No. 5, Reference #71-24, 539.

"The Minority of Civilian Man and International Militarism", Paper presented at the University of Connecticut, December 10, 1971, World Education Workshop. It appears in MINORITY EDUCATION IN GLOBAL PERSPECTIVE, Patricia A. Synder and Frank A. Stone, (eds.) pp. 78-81.

Recorded a series of five tapes (5 min each) on "sex education" for college distribution to Connecticut radio stations. 1971-1972.

Responsibility in the program -

Dr. Klein will teach courses in Foundations.



Lindia, Albert  
Associate Professor

August, 1969

1. Earned degrees:

B.S., University of Rhode Island, 1955  
M.A., University of Connecticut, 1961  
Ph.D., University of Connecticut, 1971

2. Educational Experience:

1955-1957, Teacher-Guidance Counselor, Rhode Island  
1957-1958, Research Assistant, University of Rhode Island  
1958-1962, Administrator-Teacher, Rhode Island  
1962-1966, Superintendent of Schools, Rhode Island  
1966-1968, Chief, Teacher Education and Certification, State Department  
of Education, Rhode Island  
1968-1969, Special Assistant, Office of Admin., U.S. Office of Education  
Sept., 1969, Assistant Professor of Education/Asst. Director of Research, CCSC  
Jan., 1975, Affirmative Action Officer/Associate Professor of Education, CCSC

3. Loads, including administrative assignments 1975-1977:

Fall, 1975

Ed. 400 - 3 hrs.

Spring, 1977

Ed. 500 - 3 hrs.

4. Current Professional and Academic Association memberships:

Phi Delta Kappa  
American Association of University Professors  
Connecticut Education Association  
Association of Affirmative Action Officers

5. Publications or Presentations:

Affirmative Action Plans, Central Connecticut State College, 1975, 1976, 1977

Responsibility in the program -

Dr. Lindia will teach courses in Foundations and the course in Group Dynamics.

Martin, Helen E., Ed.D.  
Professor

Appointed September 1, 1965

1. Earned Degrees:

B. Ed. Plymouth State College  
M. Ed. Plymouth State College  
Ed. D. Harvard University

2. Educational Experience:

Teacher, Elementary School, New Hampshire  
Teacher, Junior High School, English and Social Studies, New Hampshire  
Teacher, High School, English and History, New Hampshire  
Supervisor, K-12 New Hampshire  
Assistant to Superintendent of Schools, New Hampshire  
Elementary School Principal, Connecticut and Evening College Instructor, CCSC  
Chairman, Department of Elementary Education at ccsc

3. Loads, including administrative assignments, 1975-1977

Fall Semester, 1975  
Education 255 Learning Theories 6 S.H.  
Department Chairman 6 S.H.  
Spring Semester, 1976  
Education 255 Learning Theories 6 S.H.  
Department Chairman 6 S.H.  
Summer Session 1976  
Education 511  
Department Chairman 3 S.H.  
Fall Semester, 1976  
Education 255 2 sections Learning in Elem. Ed. 6 S.H.  
Education 907 Department Chairman 6 S.H.  
Spring Semester, 1977  
Education 255 2 sections Learning in Elem. Ed. 6 S.H.  
Education 907 Department Chairman 6 S.H.  
Summer Session, 1977  
Education 907 Department Chairman 3 S.H.

4. Current professional academic association membership:

National and Connecticut Association for Supervision and Curriculum Dev.  
AAUP  
Delta Kappa Gamma Society

5. Publications or Presentations:

"You Can Improve Your Supervision, " brochure from workshop conducted for  
New Hampshire State Department of Education.

Responsibility in the program -

Dr. Martin will teach advanced courses in Supervision and Curriculum Development.  
In addition, Dr. Martin will teach Ed. 511 - Principles of Curriculum Development.

Smith, Norma D., Ed.D.  
Assistant Professor

Appointed September 1, 1970

1. Earned Degrees:

BA 1945 Univ. of So. Calif. Speech Correction  
MA 1951 T.C. of Columbia Univ. Speech Pathology  
6th Year 1970 Univ. of Hartford Supervision and Administration  
Ed.D. 1975 Univ. of Mass. Amherst Education  
1966 State Dept. of Ed. grant for work in childhood aphasia SCSC  
1967-68 St. Joseph College, Special work in Learning Disabilities

2. Educational Experience:

1948-52 Rocky Hill Veterans' Hospital, Aphasia Clinician, Hearing Impaired Children  
1952-66 Hartford Public Schools, Speech and Hearing Clinician  
1966-68 Hartford Public Schools, Implemented Childhood Aphasia Prog.  
1968-70 Hartford Public Schools, Education Coordinator Head Start-Child Dev. Prog.  
1970- present CCSC  
1972-73 Monson State Hosp. for Mentally Retarded, Administrator for Dev. Programs.  
(While on Educational leave to complete doctoral studies).

3. Loads, including administrative assignments, 1975-77

Fall Semester, 1975

Speech 115	2 sections	6 S.H.
Sp. Pa. 491		3 S.H.
Speech 140		3 S.H.

Spring Semester, 1976

Speech 115	3 sections	9 S.H.
Sp. Pa. 491		3 S.H.
Education 501		3 S.H.

Summer Session, 1976

None

Fall Semester, 1976

Speech 115	2 sections	6 S.H.
Education 352		3 S.H.
Education 353		3 S.H.

Spring Semester, 1977

Education 352	Diag. & Eval of Cult Dif.	3 S.H.
Education 353	Tch. Lang. Arts to Cult Dif.	3 S.H.

Summer Session, 1977

None

4. Current professional academic association membership:

None

5. Publications or Presentations:

None

Responsibility in the program -

Dr. Smith will teach Ed. 615 - Group Dynamics and Ed. 540 - Educational Motivation and the Learning Process.

Vaillant, Aldrige, A., Ed.D.  
Professor

Appointed September 1, 1969

1. Earned degrees:

Ed.B. degree, Plymouth State College, University of New Hampshire, 1963  
Ed. M. degree, Plymouth State College, University of New Hampshire, 1965  
Ed.D. degree, University of Maryland 1969

2. Educational Experience:

Littleton Senior High School, Littleton N.H., History Teacher 1963-4  
Nanuet Senior High School, Nanuet, N.Y., History Teacher 1965-68  
Graduate Assistant to Director of Graduate Studies, University of Maryland,  
College Park Maryland 1968-69  
Central Connecticut State College 1969 - present

3. Loads, including administrative assignments, 1975-77

Fall Semester, 1975  
Director of Professional Education 9 S.H.  
Research in Education 3 S.H.  
Spring Semester, 1976  
Same as above  
Summer Session, 1976  
Same as above  
Fall Semester, 1976  
Education 907 Department Chairman 6 S.H.  
Education 916 Coord in Service 3 S.H.  
Education 598 Research in Education 3 S.H.  
Spring Semester, 1977  
Same as above  
Summer Session, 1977  
Administrative Assignment 3 S.H.  
Education 598 Research in Education 6 S.H.

4. Current professional academic association membership:

Curriculum Professor Academic Association membership  
American Educational Research Association  
Phi Delta Kappa

5. Publications or Presentations:

Vaillant, Aldrige and Vaillant, Suad, An Approach to Evaluating Research in Education, Avery Publishing Group, 1977.

Responsibility in the program -

Dr. Vaillant will serve as the coordinator of the program, teach Ed. 698 - Research Seminar, and the advance course in Supervision. In addition, Dr. Vaillant will serve as a student advisor.

Zulick, John M., Ph.D.

Appointed September 1, 1970

1. Earned degrees:
  - B. S. degree, Education - Eastern Conn. State College
  - M. S. degree, Education - Eastern Conn. State College
  - Ph.D. degree, Curriculum & Supervision, UConn
2. Educational Experience:
  - 1960-61 Junior High School Science & Math, Ashford, Conn.
  - 1961-65 Supervising Teacher, ECSC
  - 1965-70 Media Director, Noble School, ECSC
  - 1970-71 Asst. Professor CCSC Media Specialist
  - 1971-75 Audio Visual Director CCSC
  - 1975- Director of Media
3. Loads, including administrative assignments, 1975-77
  - Fall Semester, 1975
    - Full time administrative
  - Spring Semester, 1976
    - Full time administrative
  - Summer Session, 1976
    - Full time administrative
  - Spring Semester, 1977
    - Full time administrative
  - Summer Session, 1977
    - Full time administrative
4. Current professional academic association membership:
  - Association of Educational Communication and Technology
  - Connecticut Education Media Association
  - New England Education Media Association
  - Commission on Higher Education Television Association (treasurer)
5. Publications or Presentations:
  - Presentation to CEMA on legislation for media certification.

Responsibility in the Program -

Dr. Zulick will teach courses in Educational Media





Capitol Region Education Council

800 Cottage Grove Road, Bldg 2  
Bloomfield, Connecticut 06002

Area Code 203 243-8923

November 14, 1977

Dr. Aldridge Vaillant, Chairman  
Department of Curriculum,  
Research and Supervision  
Central Connecticut State College  
1615 Stanley Street  
New Britain, Connecticut 06050

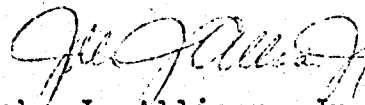
Dear Dr. Vaillant:

The program proposed by Central Connecticut State College to prepare students for Connecticut intermediate administrator certificate is designed to meet the needs of today's schools -- administrators skilled and schooled in curriculum development, program evaluation and personnel supervision.

A recent survey of schools in the CREC area has documented the need for school leaders able to deal with the changing needs of students. They must be met by a staff that will remain virtually constant in times of declining enrollment.

The proposed CCSC program promises to supplement the typical administrative training of public school personnel with preparation in required leadership skills, program growth and staff supervision. Such a program is not now offered in our area, and Central is well equipped and staffed to implement one. I fully support your proposal to the Commission on Higher Education.

Yours truly,

  
John J. Allison, Jr.  
Executive Director

JJA:vrđ

CC: Ray Dethy  
Howard Klebanoff

# West Hartford Public Schools

211 Steele Road, West Hartford, Connecticut 06117 Telephone (203) 236-6081

November 23, 1977

Dr. Aldrige Vaillant, Chairman  
Department of Curriculum, Research and Supervision  
Central Connecticut State College  
New Britain, Connecticut 06050

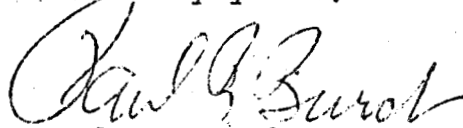
Dear Dr. Vaillant:

It has come to my attention that your Department has under consideration the offering of a program to train intermediate administrators and supervisors in the area of curriculum development and supervision.

I urge you to pursue such a program as aggressively as possible in view of the evaluation law which must be implemented throughout the state effective September 1979. It is essential that an offering of this nature be developed to provide people working in administration and/or supervision the opportunity to develop more expertise in these areas.

If there is anything I can do to assist you in this matter, rest assured I will be more than happy to do so.

Sincerely yours,



Paul R. Burch  
Superintendent

PRB:rpc

EDUCATION

242-0791

705 PARK AVE. BLOOMFIELD, CONN. 06002

November 21, 1977

Dr. Aldrige Vaillant, Chairman  
Dept. of Curriculum, Research and Supervision  
Central Connecticut State College  
New Britain, Connecticut

Dear Dr. Vaillant:

I wish to express my strong support for the need of providing programs which focus on developing skills and knowledge in curriculum development, program evaluation and personnel evaluation. This program should be available to individuals seeking to gain the intermediate administrator certificate.

Few, if any, of current administrative programs have what I consider a strong background in these increasingly important areas and yet there is a great need.

Again, as one school administrator I am fully aware of school needs and whole heartedly support CCSC in its attempt to provide a program for the intermediate administrator's certificate which provides strengths in the areas of curriculum and evaluation.

Sincerely,



HERBERT CHESTER  
Superintendent of Schools

hc:s

cc: Dr. Ray Dethy

BOARD OF EDUCATION  
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DIRECTOR OF SECONDARY EDUCATION  
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VICTOR R. DIHELLO  
BUSINESS MANAGER  
THEODORE T. BUZANOSKI  
PURCHASING AGENT  
ROBERT W. SMITH

## SOUTHINGTON PUBLIC SCHOOLS

49 BEECHER STREET  
SOUTHINGTON, CONNECTICUT 06489  
OFFICE TELEPHONE  
628-0331

November 28, 1977

Dr. Aldrige A. Vaillant  
Curriculum Research Department  
1615 Stanley Street  
New Britain, Connecticut 06050

Dear Dr. Vaillant:

I have heard of the program you are preparing at Central Connecticut State College which will offer educators some first-hand experiences at educational program development, personnel evaluation and program evaluation.

To my way of thinking, this is an excellent idea and one which should prove to be most rewarding for those who are involved in or have aspirations in these areas. Needless to say, I am in full support of your proposal and certainly hope that you will be successful in your endeavor.

Please feel free to call on me for any additional support you may desire.

Sincerely yours,

Nicholas DePaola  
Director of Elementary Education

NDP:rva

BOARD OF EDUCATION  
ADMINISTRATION BUILDING  
355 Migeon Avenue  
TORRINGTON, CONNECTICUT 06700

DR. LOUIS J. ESPARO  
Superintendent of Schools

December 7, 1977

Dr. Aldridge Valiant  
Department of Curriculum & Supervision  
Central Conn. State College  
New Britain, Connecticut 06050

Dear Dr. Valiant:

I was very pleased to learn of your plans to initiate a sixth year level course in program and staff evaluation. I understand, too, that the course is intended to develop these skills for department chairpeople and other supervisory personnel.

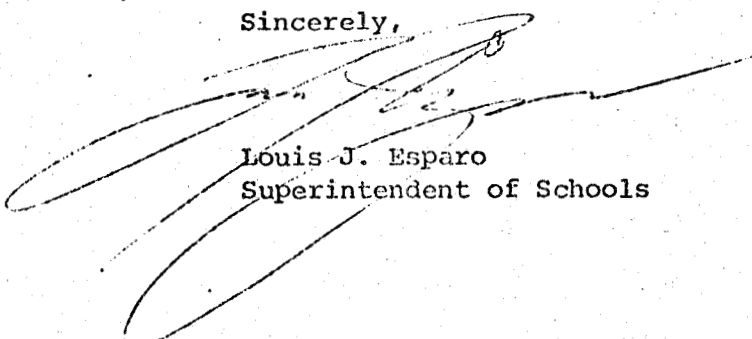
Inasmuch as our publics are demanding higher quality programming and more productive output from staff, it is necessary and appropriate that personnel be sensitized to the crucial need for program and staff evaluation.

I commend you and your colleagues for recognizing this need and translating that into action through implementation of this course.

If I can be of any assistance, I'd be very pleased to cooperate with you.

Best wishes for success.

Sincerely,



Louis J. Esparro  
Superintendent of Schools

LJE/sgm

Edythe J. Gaines  
Superintendent Of Schools

December 5, 1977

Dr. Aldridge Vaillant, Chairperson  
Department of Curriculum and Supervision  
Central Connecticut State College  
New Britain, Connecticut 06050

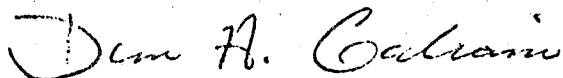
Dear Dr. Vaillant,

I understand that Central Connecticut State College is designing a new administrative training program, with emphasis in curriculum development and teacher evaluation, that will fulfill requirements for obtaining the State intermediate certificate.

I heartily endorse this proposed training program since it is my feeling that middle management administrators presently, and in the future, will be heavily involved in these two areas.

The only suggestion that I would give for your consideration would be that you actively recruit bilingual persons for the program as we presently have a dearth of certified administrators in this area.

Sincerely yours,



Dino A. Galiano, Director  
Instructional Support Services

DAG/clk

SOUTH WINDSOR PUBLIC SCHOOLS

771 MAIN STREET

SOUTH WINDSOR, CONNECTICUT 06074

DR. ROBERT W. GOLDMAN  
SUPERINTENDENT OF SCHOOLS  
528-2191

WILLIAM L. PERRY  
ASSISTANT SUPERINTENDENT OF SCHOOLS  
528-2192

DONALD C. MERCURE  
BUSINESS MANAGER  
528-2191

December 2, 1977

Dr. Aldridge Vaillant, Chairman  
Department of Curriculum, Research, and  
Supervision  
Central Connecticut State College  
1615 Stanley Street  
New Britain, Connecticut 06050

Dear Dr. Vaillant:

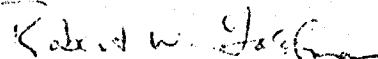
It has been brought to my attention through discussions with area superintendents and with members of Central Connecticut's staff that your college is in the position of considering addressing a problem the public schools will be facing for some time to come. This problem is one of providing academic training, field experiences, and course work to prepare supervisors, coordinators, and department chairmen of the public schools to implement evaluation systems mandated by the State and to provide supervisory activities in the form of inservice, etc., for staffs that are experiencing no turnover.

I do support any organization that is attempting to address this problem which will be the key concern of school districts as the number of new entries into education from undergraduate schools diminishes because of the decrease in enrollment and subsequent diminution of professional staffs.

I believe further that Central has the capacity and the ability to form programs to meet this felt need. These programs may be degree programs as well as taking other shapes as they relate to the specific needs of individual school systems.

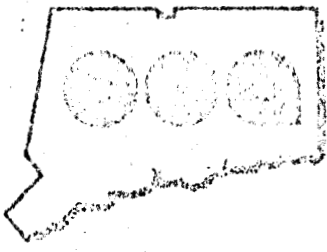
I will be available to you to discuss further this concern and to assist the College in whatever way I may in developing plans for future programs.

Sincerely,



Robert W. Goldman, Ph.D.  
Superintendent of Schools

RWG-ws



# Connecticut Education Association

21 Oak Street • Hartford, Connecticut 06106 • (203) 525-5641

November 2, 1977

Dr. Aldrige Vaillant  
Marcus White Hall 110  
Central Connecticut State College  
1615 Stanley Street  
New Britain, CT 06050

Dear Dr. Vaillant:

I am most anxious to support your attempt to offer a Master's and Sixth Year program which will develop specific expertise in Curriculum Supervision and Program and Teacher Evaluation skills and knowledge. It is time that a program be offered which, though it will lead to intermediate administrators certification, pays special attention to the needs in the public schools at this time--namely, program supervision and personnel evaluation.

I hope that Central Connecticut State College is able to have such a program approved in a timely fashion so that graduates can be working in the schools as soon as possible.

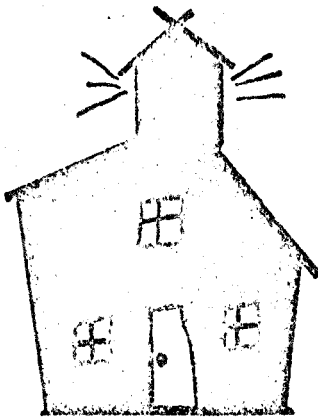
Very truly yours,

(Mrs.) Gayle W. Gordon  
Coordinator  
Professional Development

GWG:jr







## NEWINGTON PUBLIC SCHOOLS

131 CEDAR STREET • NEWINGTON, CONNECTICUT 06111 • AREA CODE 203 - 666-5467

November 8, 1977

Dr. Aldridge Vaillant, Chairperson  
Curriculum Research and Supervision  
CENTRAL CONNECTICUT STATE COLLEGE  
1615 Stanley Street  
New Britain, Connecticut 06050

Dear Al,

As Central Connecticut State College considers new directions and concentrations for the future, I have a few suggestions for your consideration.

The school districts in Connecticut are presently very involved in the full and effective implementation of the Connecticut Teacher Evaluation Law. This can not be accomplished effectively without full attention to supervisory skills and competencies such as: conferencing skills, observation skills, data collection procedures, etc. Our district fulfilled this need by engaging consultants from the University of Pittsburg and Kent State University to conduct training sessions with all of our administrators over a three year period. The administrators in turn planned workshops for their staffs on similar topics. It seems to me that C.C.S.C. might develop a program to address this important need so that other school districts in the central Connecticut area would have a resource to draw upon.

We are also all very much involved in the area of program evaluation. The Connecticut Assessment of Educational Progress and the National Assessment of Educational Progress are some clearly visible signs of the importance of the movement in public education. Program evaluation skills which can be used at the classroom, school building, and school system levels are also needed. We have been involving our administrators and department chairpersons in this effort in our system and are beginning to develop a cadre of evaluation conscious staff members to manage our instructional and non-instructional programs. It would appear to me that C.C.S.C. might also make a significant contribution to this effort in the many school systems which it serves.

WILLIAM P. WARD, Superintendent

NORMAN J. SCHMITT, Assistant Superintendent

D. FRANK ORSOMARSO, Assistant Superintendent

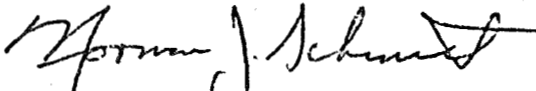
Dr. Aldridge Vaillant, Chairperson  
Curriculum Research and Supervision  
CENTRAL CONNECTICUT STATE COLLEGE

November 8, 1977

- 2 -

I trust that these ideas might be of some use to you as you and your colleagues deliberate on the role of Central Connecticut State College in the late 70's and 80's.

Best regards,



Norman J. Schmitt, Ed.D.  
Assistant Superintendent

NJS/lk



Capitol Region Education Council

800 Cottage Grove Road, Bldg 2  
Bloomfield, Connecticut 06002

Area Code 203 243-8923

November 21, 1977

Dr. Aldridge Vaillant, Chairman  
Curriculum Research and Supervision  
Central Connecticut State College  
1615 Stanley Street  
New Britain, CT  
06050

Dear Al,

As Central Connecticut State College is preparing for a new program in curriculum and supervision, I thought of sending you a brief summary of the needs assessment that was conducted in the CREC area last year.

The needs assessment revealed that there is a definite need for specific skills in supervision. Enclosed is a copy of the findings in a general form.

Examining these results one can easily reach the following conclusions:

- 1.) There is a definite need for a strong program in supervision;
- 2.) Curriculum development could be utilized as the vehicle for proper evaluation of teachers;
- 3.) Schools are looking for development of their own resources instead of relying on outside consultants all the time;
- 4.) The evaluation of teachers is closely

related to the evaluation of programs,  
students and materials.

The location of Central Connecticut State College  
will help many school districts around it. I have  
no doubt in my mind that a strong program in  
supervision will be of vital interest among  
school districts.

If you have further questions or if you need  
further information, please let me know.

Sincerely,



Philip S. Saif  
Coordinator, Research, Development  
& Evaluation

PSS/vw  
:Enc. (1)

# West Hartford Public Schools

211 Steele Road, West Hartford, Connecticut 06117 Telephone (203) 236-6081

November 15, 1977

Dr. Aldrige A. Vaillant  
Chairperson of Curriculum Research  
and Supervision  
Central Connecticut State College  
New Britain, Connecticut

Dear Dr. Vaillant:

Several years ago a committee under the direction of Dr. Aldrige Vaillant met to develop recommendations relative to the design of a program intended to develop trained, professional evaluators. This committee did meet and did develop guidelines for the design of this program. Specific courses, sequences, and objectives were developed which if implemented would provide a thorough background to anyone charged with the ultimate responsibility of evaluating either program or personnel.

Programs such as this are most needed today with the recent stress on accountability, as well as P.A. Act No. 74-278 dealing with teacher evaluation.

I would respectfully request the adoption of this program. Central Connecticut State College can perform a distinctive service to the educational community by support and implementation of this program.

Respectfully submitted,



James J. Moore  
Director of Personnel Services

JJM:mf

Arthur H. Illing Junior High School  
227 Middle Turnpike East  
Manchester, Connecticut 06040

RICHARD F. LINDGREN, Ph.D.  
Principal

November 3, 1977

ANDREW P. VINCENS  
Assistant Principal

JAMES J. BREZINSKI  
Assistant Principal

Dr. Alfred Vaillant  
Department of Education  
Central Connecticut State College  
New Britain, Connecticut

Dear Dr. Vaillant:

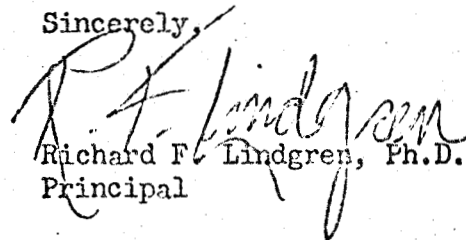
It has come to my attention that Central Connecticut State College is considering instituting a sixth year program in the area of curriculum and supervision. I am writing this letter to indicate my great support for the establishment of such a program at Central Connecticut.

In working as an administrator for sixteen years in the greater Hartford area, I have found that many department chairman and other supervisors seriously lack skills in supervisory techniques. The new state legislation which mandates more extensive evaluation, and consequently more frequent supervision, makes it imperative that those who are responsible for supervision improve their capabilities.

I strongly feel that the convenience of such a sixth year program at Central Connecticut State College, along with the outstanding reputation as a graduate institution that Central Connecticut enjoys, would entice many applicants. Ultimately the educators and the students in the greater Hartford area would benefit greatly if such a program is instituted.

Please advise me if there is anything further that I or my colleagues can do to assist you in this endeavor.

Sincerely,

  
Richard F. Lindgren, Ph.D.  
Principal

RFL/bm



# THE PUBLIC SCHOOLS OF EAST HARTFORD

November 28, 1977

Dr. Aldrige Vaillant, Chairman,  
Department of Curriculum,  
Research and Supervision,  
Central Connecticut State College  
New Britain, CT 06050

Dear Dr. Vaillant:

This letter is to inform you of my support for a 6th year program in curriculum and supervision that will lead to intermediate certification. I believe the current demand of accountability in public education i.e., teacher evaluation law, "back to basics", competency requirements, etc. exhibits the need for specialization in curriculum and supervision. I encourage you to pursue this program at Central Connecticut State College. If I may be of assistance, please contact me.

Sincerely,

S. J. Leone,  
Assistant Superintendent/Instruction

SJL:lmh

WINDSOR  
PUBLIC  
SCHOOLS



PAUL J. SORBO, JR.  
SUPERINTENDENT OF SCHOOLS

12 December 1977

Dr. Aldrige Vaillant, Chairman  
Department of Curriculum, Research  
and Supervision  
Central Connecticut State College  
Stanley Street  
New Britain, Conn. 06050

Dear Dr. Vaillant,

In my position as Superintendent of Schools, I am writing to offer support and encouragement for the postgraduate program in administration and supervision, with emphasis on curriculum development, program evaluation, and personnel evaluation, and would especially support this type of graduate program being offered by Central Connecticut State College as soon as possible. The need for such a program exists. This need has been expressed by teachers, department chairpersons, principals, and other administrators within the Windsor Public School District as well as confirmed by the recent CREC needs assessment in the area of personnel evaluation.

Immediate and long-term need of a public school district is to have members of its supervisory staff with skills and knowledge in the area of establishing and implementing models of program evaluation and staff evaluation. This resource is presently lacking in the preparation of department and curriculum supervisors and building administrators. To my knowledge, this type of program is not presently offered in the Connecticut area.

Once again, let me reiterate my support of your efforts to establish a graduate program that would create a cadre of public school supervisors with a high degree of skill and knowledge in developing and implementing program evaluation and personnel evaluation.

Sincerely yours,

A handwritten signature in cursive script that reads "Paul J. Sorbo, Jr.".

Paul J. Sorbo, Jr.  
Superintendent of Schools

PJS:jc

cc: Ray Dethy, Dean, CCSC

P.O. BOX 10 • 150 BLOOMFIELD AVENUE • WINDSOR, CONNECTICUT 06095 • TEL: 688-3631





**Board of Education**  
222 MAIN STREET  
WETHERSFIELD, CONNECTICUT 06109

OFFICE OF THE  
ASSISTANT SUPERINTENDENT OF SCHOOLS

2 November 1977

Dr. Aldrige A. Vaillant  
Department Chairman  
Curriculum, Research and Supervision  
Central Connecticut State College  
1615 Stanley Street  
New Britain, Connecticut 06050

Dear Dr. Vaillant:

I have observed with interest and support the development of the Department of Curriculum, Research and Supervision at Central Connecticut State College in recent years. I am particularly impressed with the Department's commitment to developing the skills and competencies of its graduate students.

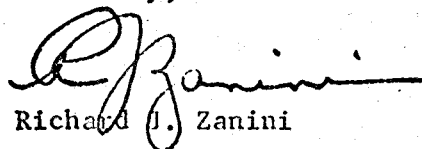
From my position in public school administration, I would encourage your Department's expanding its training programs in the areas of supervision and administration. It is clear to me that a very specific need exists in the Greater Hartford and Central Connecticut regions for our principal, local State graduate school to offer more programs and services in these areas.

The increasing demands that our administrators and supervisors possess the requisite skills in staff evaluation, program evaluation, and student competency assessment are testimony of our current needs in public education.

I am confident that your Department and Graduate School have the ability to serve our constituency with both pre-service and in-service preparatory programs.

I offer my support and assistance to the advancement of your programs in supervision and administration.

Sincerely,



Richard J. Zanini

RJZ/ld

Copy to FA 10

*Dr. Porter  
your meeting had  
- sub  
- 27 Mar 78*



CENTRAL CONNECTICUT STATE COLLEGE  
New Britain, Connecticut

RECEIVED

MAR 27 1978  
BOARD OF TRUSTEES  
FOR THE STATE COLLEGES

Office of the President

March 27, 1978

Dr. James A. Frost, Executive Director  
Board of Trustees for the State Colleges  
P.O. Box 2008  
New Britain, Connecticut

Dear Jim:

The School of Education and Professional Studies and the Department of Curriculum, Research and Supervision at Central have prepared an updated proposal of the Sixth Year Program in Educational Supervision and Curriculum Development for consideration by the Board of Trustees. This program has been processed through all the appropriate internal procedures and carries the approval of the academic administration of the College.

Enclosed please find fifteen copies of the full proposal along with other materials which provide additional information about it. I am pleased to recommend this to the Board of Trustees. We would hope that the Board would approve this program and transmit it with an appropriate resolution to the Board of Higher Education for approval to implement it in September, 1978.

Additional copies of the full packet of materials can be provided as required. I would appreciate your presenting this proposal to the Planning Committee of the Board.

Sincerely yours,

F. Don James  
President

fdj:lp  
cc: Dr. Jestin  
Dr. Dethy  
Dr. Vaillant  
Dr. Dunn

# Interdepartment Message

STO-201 REV. 3/74 STATE OF CONNECTICUT  
(Stock No. 6938-051-01)

SAVE TIME: *Handwritten messages are acceptable.*

*Use carbon if you really need a copy. If typewritten, ignore faint lines.*

<b>To</b>	NAME Dr. H. B. Jestin	TITLE Vice President for Academic Affairs	DATE January 30, 1978
	AGENCY	ADDRESS	
<b>From</b>	NAME Ray C. Dethy	TITLE Dean	TELEPHONE
	AGENCY School of Education and Professional Studies	ADDRESS	
SUBJECT			

Attached, please find a copy of the proposal for the Sixth Year Program in Educational Supervision and Curriculum Development.

As you will recall, this proposal was tabled by the SCP of the Commission for Higher Education on November 7, 1972. The reasons are as stated in several communications from Dr. Rabineau to Dr. Frost (copies of which are attached) were three:

- 1) A cooperative study in the State College system was being undertaken with consideration for reference to the new Certification Law - P. A. 204.
- 2) Implications with reference to P. A. 76-230 (Cooperative school-college pilot projects to strengthen clinical experiences in teacher education).
- 3) Master planning -

Dr. Frost indicated in responding letter to Dr. Rabineau that he did not wish to re-open discussion at that time but reserved the right to do so at a later date ( a copy of this letter is attached).

I should like to respond to each of the concerns which produced the tabling of the program, give some indication as to what has occurred in the interim, and finally to request that the matter be taken from the table and that the program be approved as a Central Connecticut State College offering as soon as possible.

- 1) The new certification law (P. A. 204 may have potentially had some bearing on this matter. It was, however, rescinded by the Legislature the following year and is no longer an issue.
- 2) The reference to the cooperative school-college Pilot Projects Act has been implemented in all the years since 1972 with the exception of 1976 (when the Legislature did not fund same) and has produced extremely useful relationships between public schools and colleges. It is not, however, germane to the program proposed because the bench mark for the relationship between the schools and colleges was the "new" certification law (P. A. 204) and as noted earlier, this law was rescinded shortly after its passage.

The reference to Master Planning and the fact that the Board of Trustees representatives indicated that "the Board of Trustees had been seeking to view state-wide potentials in implications for program development" had some positive

meaning for the proposed program. Public Act 73-456 was revised in 1974 to become Public Act 74-278 "An Act Concerning Teacher Evaluation" (copy of which is attached), and is currently a matter of great potential and great concern for the public schools in the State of Connecticut. I have talked to Dr. Mark Shedd, Commissioner of Education, and a great many superintendents of schools, curriculum directors and the leadership of various teacher organizations and all agree that one of the most pressing matters facing the public schools and Schools of Education is the provision of adequate expertise for both teacher and program evaluators as well as for those who are being evaluated. The third annual report of "Teacher Evaluation in Connecticut" which was published this year, copy attached, indicates that the sixteen highest priority needs to implement the intent and substance of the teacher evaluation are as listed below in rank order from the most needed to the least needed.

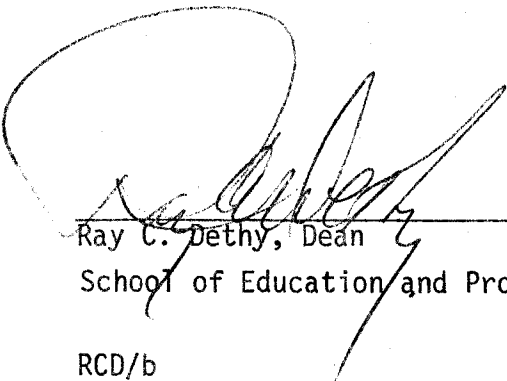
1. Skills and techniques for evaluators including: Conference techniques, observation techniques, clinical supervision, and general training for evaluators.
2. The writing of meaningful and/or measureable objectives, MBO's and the mutual setting of objectives.
3. The components of a good teacher evaluation program.
4. Evaluator/evaluatee relationships.
5. Writing job descriptions.
6. The provisions of the Connecticut teacher evaluation law and guidelines (clarification).
7. The uses of teacher evaluation data.
8. Self-evaluation techniques.
9. Teaching styles vs. learning styles.
10. Pilot or model teacher evaluation programs.
11. Consultants provided by CSDE.
12. Financial assistance.
13. Goals of teacher evaluation.
14. General help.
15. State minimum teacher competencies.
16. State/federal teacher evaluation grants.

The proposed program meets most of the highly ranked priority needs established by the teacher evaluation survey. In addition, various superintendents of schools and teacher organization personnel have indicated that the need for additional skills and knowledge in program and personnel evaluation is absolutely essential; that the program that Central Connecticut State College has proposed will meet these needs; and that Central Connecticut State College should be permitted to offer same. Supported statements from these leadership personnel are included as an appendix in the proposal. In addition, many of the school systems are requiring that the evaluations be accomplished with the aid of Department Heads and other supervisory personnel, and the school systems are requiring that said Department Heads be properly certified. In this case, the certification is the Intermediate Administrator certificate.

The need for this program in Connecticut is great and is well-documented both in the attached prospectus and in the written statements of educational leaders in the Region who have supported CCSC's effort. I, therefore, ask that the needs of the school systems of the Region be recognized and that you request

Page 3.  
Dr. H. B. Jestin  
January 30, 1978

that the program be approved for implementation as of September, 1978.



---

Ray C. Dethy, Dean  
School of Education and Professional Studies

RCD/b  
Atts.

cc: Dr. George Muirhead  
Dr. Aldrige Vaillant  
Dr. Donald Bennion  
Dr. Charles Gervase  
Dr. Allan Erickson



STATE OF CONNECTICUT

BOARD OF TRUSTEES

FOR THE STATE COLLEGES

1280 ASYLUM AVENUE HARTFORD, CONNECTICUT 06105

*2708*

November 19, 1973

*Copy  
Dr. Jester*

Dr. Louis Rabineau  
Vice-Chancellor  
Commission for Higher Education  
340 Capitol Avenue  
Hartford, Connecticut

Dear Lou:

This letter is written in response to Frank McLean's telephone call on November 16, concerning the master's program in curriculum development at Central. At the present time the Trustees do not wish to re-open discussions concerning this program; however, they reserve the right to return to the question at a later date.

Sincerely,

*JAF*

James A. Frost  
Executive Secretary

JAF/bh

cc: Dr. F. Don James



NOTE: Handwritten notes are acceptable.  
Use carbon if you really need a copy. If typewritten, ignore faint lines.

James Frost, Executive Secretary	AGENCY Board of Trustees for State Colleges	DATE Nov. 13, 1972
Ms Rabeau	AGENCY Commission for Higher Education	TELEPHONE

is to advise you of the current status of the following proposal which  
under consideration by the CHE's Subcommittee on Coordination of Planning:

Masters and Sixth-Year Program in Curriculum Development and  
Supervision at Central Connecticut State College.

following is an excerpt from the minutes of the SCP's November 7 meeting:

It was voted that this program would remain tabled, noting  
with interest the cooperative study in the State College  
System and inviting reconsideration with particular reference  
to (1) the new certification law (P.A. 204), (2) Public Acts  
761-230 (cooperative school-college pilot projects to strengthen  
clinical experience in teacher education), (3) Master Planning

1972

*ms. Hill*

ca  
W. Hill  
C. Ritchie  
W. Sanders  
Ad Hoc Program Committee

AUTHORIZING RESOLUTION  
ED. SUPV. & CURR. DEV.

PROPOSED PROG. IN EDUC.  
SUPV. & CURRICULUM DEV.

COMMISSION FOR  
HIGHER EDUC.

NEW PROGRAM CLASSIFICATION AND  
PROPOSAL SUMMARY

I. Program Classification

- A. Program Name: Educational Supervision and Curriculum Development
- B. Title of Degree: Sixth Year Program in Educational Supervision and Curriculum Development.
- C. HEGIS Classification Code Numbers and Title: 0828--Educational Supervision } Combined  
0829--Curriculum & Instruction } Program
- D. Department and School: Department of Curriculum, Research & Supervision,  
School of Education and Professional Studies
- E. Institution: Central Connecticut State College.

II. Proposal Summary

The proposed Sixth Year Program is designed to produce educational personnel who are skilled and knowledgeable in the evaluation of teachers and educational programs. Evidence from the public, teachers, and administrators indicates that the products of this program are badly needed now. Statements from educational leaders representing teachers and administrators of the region's school districts show that:

- 1. Evaluation of personnel and programs is one of the most significant current needs,
- 2. The need has been apparent for several years,
- 3. The program as outlined in the proposal will meet the need,
- 4. Central Connecticut State College has the resources to produce the program.
- 5. There is no other college in the area served by Central Connecticut State College that offers the type of program for which approval is being requested.

There is a Teacher Evaluation Law (P.A. 74-278) which is to be fully implemented in 1979-80. There is growing concern regarding the appropriateness and value of various programs offered by public school systems. Though courses and options are available in several universities that can give some help to local school districts and teachers in the matter of program and personnel evaluation, none have met this need in this region and none have offered such a program as its institutional specialty. It is essential that the program be approved for immediate implementation at Central Connecticut State College.