

AGENDA
Meeting of
BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education
Hartford, CT 06105
January 21, 2004

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1. Call to Order
2. [Approval of the Board Minutes of the December 17, 2003 Meeting](#)
3. Public Participation
4. Report of Board Chairman
5. Report of Commissioner
6. Commissioner's Consent Calendar

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Information Item

- a. Monthly Update

8. Finance and Administration

- a. Executive Session – Personnel Matters

Information Item

- b. Tuition Policy Review Committee Recommendations to be mailed separately

9. Report of the Standing Advisory Committee

10. Other Business

11. Adjournment

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Briarwood College
Item: Reaccreditation of the College

Briarwood College has requested reaccreditation by the Board of Governors for Higher Education on the basis of continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited last by the Board of Governors in October 1999 until December 31, 2003.

Briarwood College, in Southington, was founded in 1966 as Briarwood Secretarial School. It was licensed as Briarwood College in 1979. The College enrolls some 550 students in twenty-six Associate degree programs (Associate in Arts and Associate in Applied Science) and thirteen certificate programs in four divisions: Allied Health, Arts and Sciences, Business and Office Administration, and Computer Information Systems and Technologies. It also provides credit and non-credit courses in its Division of Continuing Education.

The Commission on Technical and Career Institutions of the New England Association of Schools and Colleges, at its meeting on November 12, 2003, reviewed the report of its decennial visiting team and voted to continue the accreditation of the College. The Commission commended the College for having a clear vision for its future and a strong awareness of what areas require planning for improvement and expansion; faculty and staff involvement in decision-making to assure a broader base of participation and enhancement of professional growth and development; faculty dedication and accessibility to students; facilities that are well-maintained and appropriate to offered programs; and a healthy balance sheet.

The Commission requested a Special Progress Report, due October 1, 2005. That report should address areas of concern, to which the College should pay particular attention, as listed below:

- (1) The College should remove reference to baccalaureate programs in its current statement on missions and goals until those programs are approved and available;
- (2) The Board of Trustees should review its role, increase its responsibilities, increase the frequency of meetings, and keep precise minutes reflecting actions affecting the College;
- (3) The College needs to consider appointing an academic officer to focus on all aspects of academic leadership and administration;
- (4) The College should search for alternative sources of revenues to offset its dependence upon tuition;
- (5) The College should address without delay documentation to assure completion of the recommendations made by the 2002 Audit of Safety.

Connecticut Regulations 10a-34-6(c) state that “the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation.” The letter of notification from the New England Association of Schools and Colleges, dated December 3, 2003, gives no indication of serious problems at the institution, and the Board of Governors has no other information which could be interpreted as “cause” under 10a-34-6(c).

Commissioner’s Recommendation

It is recommended that the Board of Governors accredit Briarwood College until December 31, 2008. This recommendation is made with the understanding that the College will forward to the Department of Higher Education a copy of its Special Progress Report, due October 1, 2005, and that it will also forward a copy of the decisions and recommendations made by the New England Association of Schools and Colleges regarding that Special Progress Report. The Department will rely on the decisions and recommendations of the New England Association of Schools and Colleges to prepare a report to the Board of Governors about the College’s continuing progress during the five-year accreditation period.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Mitchell College
Item: Reaccreditation of the College

Mitchell College has requested reaccreditation by the Board of Governors for Higher Education on the basis of continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited last by the Board of Governors in 1999 until December 31, 2003.

Mitchell College was founded in 1938 as New London Junior College, a private, non-profit, two-year coeducational college. The name Mitchell College was officially adopted by the Board of Trustees in 1950. The College began offering its first baccalaureate program in 1998 and has since added six additional four-year degrees to its programs of study. The College grants associate and baccalaureate degrees to students from Greater New London, from across the United States and from various parts of the world. It enrolls about 700 students.

The Commission on Institutions of Higher Education of the New England Association of Schools and Colleges reviewed the College's institutional report. The Commission, at its meeting on September 26, 2003, continued the College's accreditation. In taking that step, the Commission asked the College to submit a report in Fall 2005 describing its progress in the following areas: (1) achieving its enrollment goals in the areas of recruitment, retention, and graduation, supported by data to inform institutional planning, and (2) assuring the College's financial stability. The Commission also asked the College to submit a fifth-year report in Spring 2008, in that report giving emphasis to (1) achieving its enrollment in and graduation from the College's baccalaureate programs, (2) achieving financial stability, including through the broadening of revenue sources, (3) developing evidence from its activities in assessment and evaluation that are used to improve institutional effectiveness particularly in the areas of enrollment, student services, and the academic program, and (4) upgrading library and information resources appropriate to support programs at the bachelor's degree level.

Connecticut Regulations 10a-34-6c state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." The letter of notification from the New England Association of Schools and Colleges, dated October 22, 2003, gives no indication of serious problems at the institution, and the Board of Governors has no other information which could be interpreted as "cause" under 10a-34-6c.

Commissioner's Recommendation

It is recommended that the Board of Governors accredit Mitchell College until December 31, 2008. This recommendation is made with the understanding that the College will forward to the Department of Higher Education a copy of its Report to the Commission on Institutions of Higher Education, due in Fall 2005, and that it will also forward a copy of the decisions and recommendations made by the New England Association of Schools and Colleges regarding that Report.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Norwalk Community College

Item: Licensure and Accreditation of a program in Design for the Web leading to the Associate of Applied Science (A.A.S.) degree

Executive Summary

Norwalk Community College has applied for licensure and accreditation of a program in Design for the Web leading to the Associate in Applied Science degree. The College is at the forefront in creating associate degrees dedicated to web design in the Community College System. It is also at the forefront of Computer/Information Systems programming. The College states that the program, when added to its other computer and information systems programs, will continue to position the College as a center of excellence in information technology in Connecticut. This is important because information technology is identified as a growth area for the College's service region according to the Southwest Area Commerce and Industry Association (SACIA), and the program was developed to respond to a growing business need for individuals skilled in web design as well as to increasing student interest in the field.

The College currently has options and certificate programs in Art, Studio Art, and Graphic Design, and offers a certificate in Web Development as well as degree options in Computer Systems and Information Technology. Faculty from those areas will be integral to the proposed degree program.

The Advisory Committee on Accreditation, at its meeting on December 19, 2003, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The Committee's vote to recommend the program to the Board was unanimous.

Commissioner's Recommendation

It is recommended that the Board of Governors license and accredit a program in Design for the Web, leading to the Associate of Applied Science (A.A.S.) degree, to be offered by Norwalk Community College, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

This is a two-year career program that provides training to area high school graduates interested in acquiring skills for the job market. It also provides transitional opportunities to students at four-year institutions who need the skills provided by the degree as well as professional development opportunities to individuals changing careers and to art and design professionals looking to expand their skills into web design.

Administration

The coordinator of the program holds a faculty appointment in Web Design and Graphic Design. The coordinator will be assisted in the coordination of staffing, course development and program planning – among other responsibilities – by the Chair of Humanities, the Program Coordinator of Art and Graphic Design, the Chair of Computer/Information Systems, the Coordinator of Information Technology Programs, and by the Director of the Center for Information Technology.

Enrollment

The College projects a program enrollment of 8 full-time and 12 part-time students the first year; 15 full-time and 20 part-time students the second year, and 20 full-time and 22 part-time students the third year.

Curriculum

The program will use the existing resources of the Humanities and Computer/Information Systems Departments, using many of the courses taken from the Graphic Design degree. It also will use the College's computer art laboratories as well as several Computer/Information Systems Department computer labs. Additional courses will be drawn from the Computer/Information Systems Department.

The program has three parts: general education requirements, Art and Graphic Design Courses, and Computer Information Systems Courses, for a total of 62-65 course credits.

Because the degree is a career-oriented program, opportunities for internships and workplace experience are essential. Students will be placed with the design or IT department of an area business and will spend a semester working along with staff. Agreements or contracts exist between the College and the workplace in which students will receive their practical experience. Students will be required to work a minimum of 135 hours during the semester. Students will sign a "Learning Contract" with the employer and an advising faculty member; that faculty member will be responsible for site approval, assignments, evaluation of the student, and overall cooperative activity.

The program's curriculum is as follows:

		<i>Credits</i>
Eng 101	Composition	3
Eng 102	Literature and Composition	3
Math 100	Intermediate Algebra	3-4
STA 203	Speech Communication	3
	Science Elective	3-4
	Humanities Elective	3
	Social Science Elective	3
	General Elective	3
Core Total:		24-26 credits
Art 115	Drawing I	3
GRD 131	Graphic Design I: Sills & Principles	3
GRD 132	Graphic Design II: Process & Presentation	3
GRD 133	Computer Graphics I: QuarkXPress	3
GRD 233	Computer Graphics II: Adobe Photoshop	3
GRD 234	Computer Graphics III: Adobe Illustrator	3
GRD 251	Design for the Web I: Macromedia Dreamweaver	3
GRD 261	Design for the Web II: Macromedia Flash	3
CMP 111	Internet Commerce Technology	3
CMP 116	Web Developer I	4
CMP 216	Web Developer II	4
ART 299	Cooperative Education Work Experience or, 200 Level Art, GRD, or CMP course	3-4
Total		38-39 credits
Degree Requirements		62-65 credits

Assessment of Need

The program will help meet a growing demand for individuals trained in graphic design for the web. In addition, the program will expand partnerships with business, industry, government, education and the community. It will increase Co-op partnerships with area firms as well as strengthen business and industry partnerships with a focus on the education and training of incumbent workers in southwestern Connecticut. There is no other associate degree program of this type in the Community College System.

Capital Community College offers a Web Publishing Option and a Web Publishing Certificate within its Computer and Information Systems A.S. degree program. Middlesex Community College offers a Multimedia Web Design and Development Certificate. Naugatuck Valley Community College offers a Web Site Development for

E-Commerce Option within its Computer Information Systems A.S. degree program; a Digital Arts Technology Multimedia A.S. program; and a Web Authoring Option; and Northwestern Connecticut Community College offers a Computer Web Master and Internet Design Option within its Computer Systems Technology A.S. degree program and a Web Master and Internet Design Certificate.

Gibbs College has offered an AAS program in Visual Communications since 1998 (accredited in 2001). It has awarded a total of 167 since its accreditation.

Faculty

The College lists six full-time faculty members who will teach in the program. Adjunct faculty will be hired as needed.

Library and Learning Resources

The evolving nature of the subject will require the College constantly to monitor developments. Therefore, reliance on the Internet will dominate as a source of materials for the program. Nearly 500 ‘titles’ on a wide variety of information technology subjects are now available via the Intranet to faculty and students for self or group study. Additionally 31 videos and CD-ROMs are in the library on various technology subjects. In addition, the College’s Baker Library has more than 45 books on Web Design, over 75 on the Internet, and about 100 on graphic design. The College also participates in iCONN.

Facilities and Equipment

The College has well-established computer labs which will support the program. No additional facilities or specialized equipment is needed for the program.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on December 19, 2003, reviewed the program and found it to be in compliance with Board of Governors’ approval standards. The Committee’s vote to recommend the program to the Board was unanimous.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Fairfield University
Item: Licensure of a program, called the Individually Designed Major, leading to a Bachelor of Arts (B.A.) or to a Bachelor of Science (B.S.) degree

Executive Summary

Fairfield University has submitted an application to the Board of Governors for licensure of a program, the Individually Designed Major, leading to a Bachelor of Arts (B.A.) degree or Bachelor of Science (B.S.) degree.

The University's College of Arts and Sciences currently offers twenty undergraduate programs leading to the Bachelor of Arts or Bachelor of Science degree. It is also the setting for the University's core curriculum, which seeks to unify the educations of all Fairfield undergraduates, and for several interdisciplinary minor programs.

The Advisory Committee on Accreditation, at its meeting of December 19, 2003, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend the program to the Board was nine in favor, with Vagos Hadjimichael, of Fairfield University, abstaining.

Commissioner's Recommendation

It is recommended that the Board of Governors license a program, called Individually Designed Major, leading to the Bachelor of Arts (B.A.) or to the Bachelor of Science (B.S.) degree, to be offered by Fairfield University, for a period of three years, until December 31, 2006.

Description

Purposes and Objectives

The proposed program seeks to provide opportunities for students to design and pursue interdisciplinary majors in areas where a formal major does not currently exist. Students who become deeply interested in a particular topic or field – for example, Classical Studies – which is also an area of expertise of a given member or members of the faculty, will have the opportunity, through the proposed major, to have what the University calls an “immersive experience” which will often be more refined or more interdisciplinary than what is available through the University’s standard majors. The proposed major also provides the College of Arts and Sciences with a mechanism for supplementing the range of majors presently available to its students.

Administration

The program will be administered by the Associate Dean of the College of Arts and Sciences. He will appoint a three-member review panel to review and approve each application. Members of the panel will have sufficient expertise to handle applications for that year. Panel members may also be changed, as appropriate, in response to expressed student interests.

Admissions/Enrollment

The admission and graduation requirements for the program will be consistent with requirements for admission and graduation at the University. To be eligible for the program, students must have a GPA of at least 3.0 at the time of application, which will usually be in their second year. The University states that the demand for such a program has not been high and anticipates two to four students per academic class to elect the new major.

Curriculum

The program will be a major designed by a student. It will be a true major, with a progression of courses, including an appropriate number of advanced courses as approved by the review panel. It will not be a simple collection of introductory courses in several disciplines.

The major will require a minimum of 10 courses out of the minimum of 38 3-credit or 4-credit courses and 120 credits required to graduate. The major will be interdisciplinary: at least four of its courses must be taken outside of the primary department. It will also require a senior project (seminar, capstone course, supervised lab, or whatever is

appropriate for the relevant disciplines). It will also require each student to maintain a portfolio for the purpose of a reflective review and self-assessment of the progress and changes in direction, if any, of the major.

Some though not all, of the courses in the major may also count toward the general education core requirements: 3 courses in English, 2 in Mathematics, 2 in a natural science, 2 in History, 2 in social and behavioral sciences, 2 in Visual and Performing Arts, 5 in Philosophy and Religious Studies, and 2 at the intermediate level in a foreign language. The core requirements also include at least one course with an emphasis on diversity in the United States and at least one world diversity course.

Students enrolled in the major will develop mentor relationships with members of the faculty and will engage in intense and individualized work, effort which will also prepare students for particular graduate programs.

Educational Planning Context

The University states that it strives to offer a broad array of opportunities to its students as part of its educational mission. The University seeks, too, to accompany breadth of learning – as imparted through the Jesuit liberal arts tradition – with a corresponding depth of learning. The proposed major seeks to do so especially for students with deep interests in fields not currently offered as majors by the University but in which there is faculty interest and strength.

Comments from Other Institutions

No comments or questions about the program were received from other institutions.

Similar Programs in Connecticut

Individually Designed Majors

Institution	Degree	Program Name	# of Degrees Awarded		
			00-01	01-02	02-03
CCSU	BA	Special Studies	8	10	3
Connecticut College	BA	Interdisciplinary Major	7	12	4
Quinnipiac University	BA	Independent Major	1	1	2
St. Joseph College	BA/BS	Interdisciplinary Studies	1	2	0
Trinity College	BA/BS	Individualized Interdisciplinary Major	8	11	7
UCONN	BA	Individualized Major	90	71	90
University of Hartford	BA/BS	Interdisciplinary Contract Major	2	5	7
Wesleyan University	BA	University Major	0	3	3
WCSU	BA/BS	Contract Major	2	0	1
Yale University	BA/BS	Special Divisional Major	1	1	1
		TOTAL	120	116	118

Resource Support

Faculty

The University indicates that no new faculty will be required for the major. All courses will be taught by current faculty and advising of students will be part of normal faculty responsibilities.

Library and Learning Resources

Students will use the resources of the DiMenna Nyselius Library, the University's principal library center.

Facilities

The University has appropriate space for both teaching and research in the program, and no new specialized facilities or equipment will be necessary.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting of December 19, 2003, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend the program to the Board was nine in favor, with Vagos Hadjimichael, of Fairfield University, abstaining.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Holy Apostles College and Seminary, Cromwell

Item: Accreditation of a program in Philosophy leading to a Master of Arts (M.A.) in Philosophy (via distance learning)

Background

Holy Apostles College and Seminary has applied for accreditation of a program in Philosophy leading to the Master of Arts degree. At the time of licensure (June, 2002), there were no Board of Governors' stipulations. The program is offered to students at a distance in collaboration with the International Catholic University (ICU), Notre Dame, IN. Over the past five years, courses have been offered on a pilot basis.

Holy Apostles utilizes the technical infrastructure of the Connecticut Distance Learning Consortium. Holy Apostles subcontracts with ICU to obtain lectures on video and/or audio tapes by selected Catholic professors, along with supporting course books, assignments and exams. Oversight and quality assurance of the curriculum are the responsibility of Holy Apostles College.

There are approximately 30 students enrolled in the program at this time.

The Advisory Committee on Accreditation, at its December meeting, found the program to be in compliance with the Board of Governors' approval standards. The motion to recommend the program to the Board of Governors passed, with Thomas Forget voting in opposition.

Commissioner's Recommendation

It is recommended that the Board of Governors accredit a program (via distance learning) in Philosophy leading to a Master of Arts in Philosophy, to be offered by Holy Apostles College, concurrent with institutional accreditation.

Description

Purpose and Objectives

The goal of the philosophy curriculum, both for its in-house and distance learning programs, is to ensure that students have a working knowledge of the basic areas of philosophy as they relate to Catholic theology.

Courses deal with the importance of philosophical thought as it relates to contemporary and classic theology. The courses are geared to help students combine faith with knowledge, and to practice looking at life through the paradigm of Catholic theology.

Administration

The person directly responsible for the administration of the program is the Director of Distance Learning. That person reports to the Academic Dean. The Director oversees the daily operation of the program, ensures comments from student evaluation forms as well as informal comments by students are followed up with appropriate parties, plans for the future of the program with the Academic Dean and President-Rector, and manages the Distance Learning Coordinator.

The Distance Learning Coordinator performs administrative tasks; coordinates distance education activities on campus and interacts with the technical staff at the Connecticut Distance Learning Consortium.

Curricula and Instruction

The requirements for the Master of Arts degree in Philosophy are a total of 30 credit hours distributed among three areas (History of Philosophy, Systematic Philosophy, and Topics Courses in Philosophy) and a major research paper of at least 50 pages in length. A list of the courses is attached.

All students are now required to pass a foreign language reading examination in a classical or modern language and pass a written comprehensive examination.

Holy Apostles' faculty members mentor each student who enrolls in the program. The student communicates with the tutor on a periodic basis by e-mail, and on occasion by fax, telephone and mail. The tutor is responsible for making assignments (e.g., the videos to watch or listen to, Internet material and supplementary books and/or journals to read, and subject matter for written work.) The tutor assists the student in the learning process as needed, evaluate the student's completed assignments, and test the student's mastery of the subject matter. Lastly, the tutor corrects the final exam and determines and provides a final course grade.

As noted, the College has joined the Connecticut Distance Learning Consortium (CTDLC) and all faculty members involved in distance education have received training.

The College has appointed a Director of Distance Learning and hired a Distance Learning Coordinator. Twenty courses were scheduled to be on-line in June 2002, utilizing the Web-Mentor format through the CTDLC. The Web-Mentor format allows students to exchange ideas and comment on issues/topics in a bulletin board format. Students have more than one mentor throughout the program. Additional philosophy tutors are now available.

Resource Support

Faculty

In the philosophy program there are five faculty members who work directly with students through the WebMentor software. All have their doctorates.

Resource Centers and Libraries

The College will ship required books to students. Students will have access to other books through interlibrary loan and on-line vendors. The College library has over 60,000 volumes and over 200 periodicals. These resources are available to distance learning students. The institution shares computer access to the Trinity College, Connecticut College and Wesleyan University consortium. ICONN, the state online library, supplements the institution's resources.

Facilities and Equipment

Holy Apostles uses the technical infrastructure of the CTDLC. Because this is a distance learning program, it is required that students own or have access to the following:

- A television with a VCR, or an audio cassette player;
- A computer with access to the internet and e-mail capabilities;
- A word processing software package.

A television with a VCR is used to watch lectures; the audio cassette player is to listen to lectures.

The computer must include internet access, so lecture notes and other material can be read from WebMentor. Downloading this information to a disk is not required, nor is printing it. Thus the student is not required to have disk capabilities nor a computer printer. E-mail capabilities are required so the student and the tutor from Holy Apostles College and Seminary can communicate about questions, assignments, etc.

A word processing software package is required so the student can write homework assignments and e-mail them to the tutor. There is no requirement as to the specific software, although WORD is usually suggested.

Tutors already have the same equipment.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its December meeting, found the program to be in compliance with the Board of Governors' approval standards. The motion to recommend the program to the Board of Governors passed, with Thomas Forget voting in opposition.

Distance Learning Master of Arts in Philosophy

The requirements for the Master of Arts degree in philosophy are a total of 30 credit hours distributed among three areas (History of Philosophy, Systematic Philosophy, and Topics ` Courses in Philosophy) and a major research paper of at least 50 pages in length. To obtain the degree, the student must take two courses in Section I, five courses in Section II, and three courses in Section III.

Courses

Section I: History of Philosophy Courses - 6 credits

- a. Ancient & Medieval Philosophy 024 (3 credits) - Ralph McInerny
Six lectures of one hour each
Topics include before Socrates; Plato and the forms; Aristotle and after; Augustine and Boethius; Thomas Aquinas; the end of Scholasticism
- b. Modern Philosophy 021 (3 credits) - John Hittinger
Six lectures of one hour each
Topics include the Modern Project (significance and scope); founding the Project (Descartes); the sweep of the Project (Hobbes, Spinoza, Pascal); moderating the Project (Locke); radicalizing the Project (Hume and Rousseau); the Project's salient (Kant); evaluating the Project; towards an integral humanism

Section II: Systematic Courses -15 credits

- a. Introduction to Moral Philosophy 004 (3 credits) - Ralph McInerny
Eight lectures of one hour each
Topics include moral philosophy as philosophy; the purpose of life; virtue; the cardinal virtues; moral reasoning; the conscience; the three fonts of morality
- b. Logic (3 credits)
This course is not yet offered; however, this is what the college plans.
Professor: John Deely
Six lectures of one hour each
Topics will include linguistic arts; the doctrine of signs; propositional logic; syllogistic logic; apodictic reasoning; fallacies
- c. Philosophy of Human Nature O 15 (3 credits) - Thomas Hibbs
Six lectures of one hour each
Topics include the importance of the study of the soul; the study of nature; Aristotle's *De anima*; human knowledge and its implications; human freedom

- d. Philosophy of Nature 020 (3 credits) - William Wallace, O.P.
Six lectures of one hour each
Topics include fundamental concepts; nature, the inner dimension; nature's powers and natural kinds; nature's property (motion or change); nature's measures (place and time); nature's First Unmoved Mover
- e. Metaphysics O 19 (3 credits) - Ralph McInerny
Six lectures of one hour each
Topics include the metaphysics of Aristotle; presuppositions of metaphysics (incorruptibility of the human soul/proof of Prime Mover); the subject matter of metaphysics; the scandal of generality; substance and essence; from finite to Infinite Being; the nature of existence; the names of God
- f. Political Philosophy 027 (3 credits) - John Hittinger
Six lectures of one hour each
Topics include man is social and political by nature; the "pre-political" and the problem of rule; the citizen and the regime; typology of regimes; democracy and the mixed regime; tyranny, totalitarianism and structural pluralism; natural law and the roots of authority; justice and rights; education and politics; Church and State; politics, realism and power; war, peace and the problem of World Government

Section III: Topical Courses - 9 credits

- a. Phenomenology (3 credits)
This course is not yet offered; however, this is what the college plans.
Professor: Frederick Crosson
Six lectures of one hour each
Topics will include Husserl: logical investigations; phenomenological method; the turn toward idealism; crisis of European civilization; Edith Stein; John Paul II and phenomenology
- b. Analytic Philosophy (3 credits)
This course is not yet offered; however, this is what the college plans.
Professor: John Haldane
Six lectures of one hour each
Topics will include philosophy of logical atomism; *principa ethica*; Wittgenstein I; Wittgenstein II; Putnam and Quinte; analytic Thomism
- c. Medical Ethics (3 credits)
This course is not yet offered; however, this is what the college plans.
Professor: Christopher Kaczor
Six lectures of one hour each
Topics will include technical and ethical judgements; reproductive issues; in vitro fertilization; death and dying; cloning; quodlibetal issues

- d. Newman and Kierkegaard (3 credits)
This course is not yet offered; however, this is what the college plans.
Professor: Ralph McNerny
Six lectures of one hour each
Topics will include the Kierkegaardian Literature; philosophical fragments; concluding unscientific postscript; *apologia pro vita sua*; university sermons; grammar of assent

- e. Contemporary Moral Philosophy (3 credits)
This course is not yet offered; however, this is what the college plans.
Professor: William David Solomon
Six lectures of one hour each
Topics will include naturalistic fallacy; utilitarianism; R.M.Hare; Wittgensteinian influences; Irish Murdoch and Elizabeth Anscombe; MacIntyre and virtue ethics

- f. Introduction to Sexual Ethics 002 (3 credits) - Janet Smith
Eight lectures of one hour each
Topics include natural law; meaning of human sexuality; contraception; natural family planning; reproductive technologies; conscience

- g. Galileo 029 (3 credits) - William Carroll and Peter Hodgson
Eight lectures of 45 minutes each
Topics include Galileo and the Renaissance; Galileo the physicist; Galileo the astronomer; Galileo and the Inquisition; Galileo the legend

- h. Science & Belief 023 (3 credits) - Peter Hodgson
Eight lectures of 45 minutes each
Topics include the nature of belief; early religions and the rise of Christianity; the Middle Ages and the birth of science; the Renaissance; biology and geology; relativity and quantum physics; cosmology and theology; science in non-Christian cultures

The Master of Arts in Philosophy program requirements are similar to those of any Philosophy Department (i.e., 30 credits distributed among several areas of philosophy and a major research paper.) The Academic Senate of Holy Apostles College and Seminary reserves the right to evaluate and approve all lecture videos and supplemental instructional materials. Because of the Institution's focus and expertise with regard to philosophy, it is eminently qualified to render this review and control.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Holy Apostles College and Seminary, Cromwell

Item: Accreditation of a program in Theology leading to a Master of Arts (M.A.) in Theology (via distance learning)

Background

Holy Apostles College and Seminary has applied for accreditation of a program in Theology leading to the Master of Arts degree. At the time of licensure (June,2002), there were no Board of Governors stipulations. The program is offered to students at a distance in collaboration with the International Catholic University (ICU), Notre Dame, IN. Over the past five years courses have been offered on a pilot basis.

Holy Apostles utilizes the technical infrastructure of the Connecticut Distance Learning Consortium. Holy Apostles subcontracts with International Catholic University to obtain lectures on video and/or audio tapes by selected catholic professors, along with supporting course books, assignments and exams. The College is responsible for program oversight and quality assurance of the curriculum.

There are approximately 45 students enrolled in the program at this time.

The Advisory Committee on Accreditation, at its December meeting, found the program to be in compliance with the Board of Governors' approval standards. The motion to recommend the program to the Board of Governors passed, with Thomas Forget voting in opposition.

Commissioner's Recommendation

It is recommended that the Board of Governors accredit a program (via distance learning) in Theology leading to the Master of Arts degree, to be offered by Holy Apostles College, concurrent with institutional accreditation.

Description

Purpose and Objectives

The goal of the theology curriculum, both for its in-house and distance learning programs, is to ensure that students have a working knowledge of the major theological disciplines, including a clear understanding of Tradition, Scripture and the Magisterium.

Courses are designed to examine the doctrine of the Catholic Church in every aspect (i.e., what is believed and why) and to use philosophical tools to theoretically and practically evaluate complex issues of morality. The courses are geared to help students combine faith with knowledge, and to practice looking at life through the paradigm of Catholic theology.

Administration

The person directly responsible for the administration of the program is the Director of Distance Learning. That person reports to the Academic Dean. The Director oversees the daily operation of the program, ensures comments from student evaluation forms as well as informal comments by students are followed up with appropriate parties, plans for the

future of the program with the Academic Dean and President-Rector, and manages the Distance Learning Coordinator.

The Distance Learning Coordinator performs administrative tasks; coordinates distance education activities on campus and interacts with the technical staff at the Connecticut Distance Learning Consortium.

Curricula and Instruction

The requirements for the Master of Arts degree in theology are a total of 30 credit hours distributed among four areas (Scripture, Church History, Fundamental/Systematic Theology, and Topics Courses in Theology) and a major research paper of at least 50 pages in length. A list of courses is attached.

All students are now required to pass a foreign language reading examination in a classical or modern language and pass a written comprehensive examination.

Holy Apostles' faculty members mentor each student who enrolls in the program. The student communicates with the tutor on a periodic basis by e-mail, and on occasion by fax, telephone and mail. The tutor is responsible for making assignments (e.g., the videos to watch or listen to, Internet material and supplementary books and/or journals to read, and subject matter for written work.) The tutor assists the student in the learning process

as needed, evaluate the student's completed assignments, and test the student's mastery of the subject matter. Lastly, the tutor corrects the final exam and determines and provides a final course grade.

As noted, the College has joined the Connecticut Distance Learning Consortium (CTDLC) and all faculty members involved in distance education have received training. The College has appointed a Director of Distance Learning and hired a Distance Learning Coordinator. Twenty courses were scheduled to be on-line in June 2002, utilizing the Web-Mentor format through the CTDLC. The Web-Mentor format allows students to exchange ideas and comment on issues/topics in a bulletin board format. Students have more than one mentor throughout the program. Additional theology tutors are now available.

Resource Support

Faculty

The College lists six faculty members who work directly with students through WebMaster software.

Resource Centers and Libraries

The College will ship required books to students. Students will have access to other books through interlibrary loan and on-line vendors. The College library has over 60,000 volumes and over 200 periodicals. These resources are available to distance learning students. The institution shares computer access to the Trinity College, Connecticut College and Wesleyan University consortium. ICONN, the state online library, supplements the institution's resources.

Facilities and Equipment

Because this is a distance learning program, it is required that students own or have access to the following:

- A television with a VCR, or an audio cassette player;
- A computer with access to the internet and e-mail capabilities;
- A word processing software package.

A television with a VCR is used to watch lectures; the audio cassette player is to listen to lectures. One or the other must be available to the student.

The computer must include internet access, so lecture notes and other material can be read from the International Catholic University web site. Downloading this information to a disk is not required, nor is printing it. Thus the student is not required to have disk capabilities nor a computer printer. E-mail capabilities are required so the student and the tutor from Holy Apostles College and Seminary can communicate about questions, assignments, etc.

A word processing software package is required so the student can write homework assignments and e-mail them to the tutor. There is no requirement as to the specific software, although WORD is usually suggested.

Tutors already have the same equipment.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its December meeting, found the program to be in compliance with the Board of Governors' approval standards. The motion to recommend the program to the Board of Governors passed, with Thomas Forget voting in opposition.

Distance Learning Master of Arts Program in Theology

The requirements for the Master of Arts degree in theology are a total of 30 credit hours distributed among four areas (Scripture, Church History, Fundamental/Systematic Theology, and Topics Courses in Theology) and a major research paper of at least 50 pages in length. To obtain the degree, the student must take two courses in Section I, two courses in Section II, four courses in Section III, and two courses in Section IV.

Courses

Section I: Scripture Courses - 6 credits

- a. Old Testament (3 credits)
Genesis
This course is not yet offered; however, this is what the college plans.
Six lectures of one hour each
Topics will include the Pentateuch; Genesis; creation; man and woman; original sin; the effects of original sin
- b. New Testament (3 credits)
Gospel of Saint John
Professor: Msgr. James Turro
This course is not yet offered; however, this is what the college plans.
Six lectures of one hour each
Topics will include St. John and the Synoptic Gospels and St. John 1:19-20; St. John 1:21-31; St. John 1:29-50; St. John 2:1-11; St. John 2:11-25; St. John 3:1-4 and 29

Section II: Church History - 6 credits

- a. Counter Reformation 018 (3 credits) – Maurice Sheehan, O.F.M. Cap.
Six lectures of one hour each
Topics include the causes of the reformation; the Council of Trent; counter-reformation popes and religious orders; saints and foundresses; France, the field of battle; Thirty Years' War and the Peace of Westphalia
- b. History of Vatican II 022 (3 credits) - James Hitchcock
Six lectures of one hour each
Topics include the background of the Council; the nature of the Church; inner spiritual renewal; the Church and the world; the effects of the Council
- c. Patristics 017 (3 credits) – Douglas Mosey, C.S.B.
This course has been taped but is not yet offered
Six lectures of one hour each

Topics include the importance of studying the Church Fathers; the Trinity; Christ's saving work; the Fathers' theological anthropology-sacraments; St. Augustine *The Magister*; the writings of the Church Fathers

Section III: Fundamental/Systematic Theology – 12 credits

- a. Moral Magisterium of John Paul II
Six lectures of one hour each
Topics include the sacred sources of Christian moral teaching; a correct understanding of human freedom; conscience and its application; *Veritatis Splendor*; *Evanleium Vitae*
- b. Moral Theology: Biblical Foundations (3 credits) – Benedict Ashley, O.P.
Eight lectures of one hour each
Topics include difficulty in constructing a Biblical moral theology; Old and New Testament Christian morality; tradition and development of moral doctrine; the theological virtues of faith, hope, and charity; Christian life today
- c. One and Triune God (3 credits) – Kenneth Baker, S.J.
Twelve lectures of 30 minutes each
Topics include the Trinity and major heresies; God the Father; Son and Holy Spirit are distinct, Divine Persons; the Trinity in tradition; two processions and three Persons; intellectual generation of the Son; spiration of the Holy Spirit; internal Divine relations; the three Persons are subsistent relations; circuminsession and works; missions and Divine indwelling
- d. Nature and Grace (3 credits) - Brian Mullady, O.P.
Six lectures of one hour each
Topics include the natural desire to see God; controversy over the desire to see God; the state of human nature; the nature of the law; the new law of Christ – sanctifying grace; the nature, necessity, and effects of sanctifying grace
- e. Elements of Moral Theology (3 credits) - Romanus Cessario, O.P.
Six lectures of one hour each
Topics include what is Moral Theology; the doctrine of *Imago Dei*; natural law; human action; evaluating moral actions; the Christian virtues and charisms
- f. Sacraments (3 credits)
This course is not yet offered; however, this is what we plan.
Six lectures of one hour each
Topics will include Christ and the Sacraments; baptism; penance; confirmation; orders; Eucharist

Section IV: Topical Courses - 6 credits

- a. Spiritual Life
This course is not yet offered; however, this is what the college plans.
Six lectures of one hour each

Topics will include theology of the spiritual life; the great masters of spirituality; St. Teresa of Avila; St. John of the Cross; St. Catherine of Siena; St. Therese of Lisieux

b. Modernism

This course is not yet offered; however, this is what the college plans.

Six lectures of one hour each

Topics will include Pius IX to Pius X; who were the modernists?; *Pascendi*; the *Syllabus of Errors*; political and theological liberalism; modernism and Vatican II

c. Just War and Pacifism

This course is not yet offered; however, this is what we plan

Six lectures of one hour each

Topics will include justice and patriotism; conditions for a just war; modern warfare; nuclear deterrent; pacifism; peacemaking

d. Introduction to Sexual Ethics 002 (3 credits) - Janet Smith

Eight lectures of one hour each

Topics include natural law; meaning of human sexuality; contraception; natural family planning; reproductive technologies; conscience

e. Galileo 029 (3 credits) - William Carroll and Peter Hodgson

Eight lectures of 45 minutes each

Topics include Galileo and the Renaissance; Galileo the physicist; Galileo the astronomer; Galileo and the Inquisition; Galileo the legend

f. Science and Belief 023 (3 credits) - Peter Hodgson

Eight lectures of 45 minutes each

Topics include the nature of belief; early religions and the rise of Christianity; the Middle Ages and the birth of science; the Renaissance; biology and geology; relativity and quantum physics; cosmology and theology; science in non-Christian cultures

The Master of Arts in Philosophy program requirements are similar to those of any Philosophy Department (i.e., 30 credits distributed among several areas of philosophy and a major research paper.) The Academic Senate of Holy Apostles College and Seminary reserves the right to evaluate and approve all lecture videos and supplemental instructional materials. Because of the Institution's focus and expertise with regard to philosophy, it is eminently qualified to render this review and control.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Bridgeport

Item: Program Modification: Approval to offer a program in Computer Science (on-line) leading to the Master of Science degree

Background

The University of Bridgeport has applied for approval to offer an on-line Computer Science program leading to the Master of Science degree. The program is identical to the existing approved program offered on the main campus.

The University believes that the proposed on-line program will allow it to reach a broader constituency and that the program is consistent with its mission as an international university.

Over the past several years the University has developed a distance learning infrastructure, including drawing on the expertise of the Connecticut Distance Learning Consortium that is capable of supporting its further expansion into distance education.

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

Commissioner's Recommendation

It is recommended that the Board of Governors approve the University of Bridgeport's request to offer a program in Computer Science (on-line) leading to the Master of Science degree.

Description

Purpose and Objectives

The proposed program is intended to prepare individuals with a strong mathematical, scientific or technical background for entry into the computer science field at an advanced level and for further study leading to the doctorate.

Administration

The on-line Computer Science Program Coordinator will be directly responsible for the administration of the on-line curriculum. Additionally, that person will have responsibility for the following: development of the program; identify and contract faculty for the for courses; review applications for admission; supervise and assess courses and teaching; and advise students and assess student academic progress.

Curriculum

The program requires 33 students for completion. Attached is a sample curriculum.

Enrollment

The University projects an initial enrollment of 10 part-time students and by the third year it is anticipated that there will be 35 part-time students.

Similar Programs

Program Name	Degree	# of Degrees Awarded				
		98-99	99-00	00-01	01-02	02-03
CCONN 11010 Computer Information Technology	MS			10	23	49
RENSL 11010 Computer & Information Sciences	MS	54	76	65	49	75
SAHRT 11010 Information Technology Luxembourg	MS					
SAHRT 11010 Computer Science & Information	MS	6	8	7	24	43
SCONN 11010 Computer Science	MS			0	0	0
UBRIG 11010 Computer Science	MS	76	106	109	114	200
UNEWB 11010 Computer Science	MS	56	47	53	45	53
YALE 11010 Computer Science	MS	11	6	14	27	17
	TOTAL	203	243	258	282	437

Assessment of Need

The University believes that the development of the on-line Computer Science program will allow it to further achieve its mission, which in part is international education. Because computer science and on-line education is expanding globally, the University can reach constituencies throughout the world.

Resource Support

Faculty

The University lists 10 faculty that will teach in the program; 9 hold appropriate doctoral degrees and one faculty member holds two Master's degrees. Two additional faculty are listed as adjunct.

Library and Learning Resources

Library circulating books, journal articles, and many online databases, which are available to on-campus students, are also available to online students. Reference services, interlibrary loan services, and information literacy instruction available to on-campus students are available to online students as well. Special policies addressing the information needs of online students are in effect.

In addition, while all library staff members are available to assist online students, one library position has been designated specifically to service the online students, i.e. the Reference Librarian and Coordinator, Off-Campus/Distance Services. The librarian, working with the appropriate subject librarians, provides online information literacy instruction to each new class which is beginning the program, so that they become familiar with resources and services available to them, and how to contact a reference librarian for assistance with research and interlibrary loans.

Specific electronic resources of interest to computer science and technology management online students include the following, all accessible remotely: Engineering Village 2, FirstSearch, EBSCOhost Academic Search Elite, Lexis/Nexis Academic Universe, Gale's Expanded Academic ASAP, and Gale's Reference Center Gold

Facilities and Equipment

Blackboard course management software, which is being utilized by the Office of Distance Education and hosted on the Connecticut Distance Learning Consortium servers, will provide the backbone of the on-line course delivery system. It will serve as an integration medium for instructional presentations, lectures, shared documents, videos, assignments, assessments, and lectures. Blackboard provides central, sequential portal for all course information. Interaction will be maintained via asynchronous conferencing in threaded discussions and synchronous chat, with announcement notification of information.

Advisory Committee on Accreditation

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

Master of Science in Computer Science

A total of 33 semester hours is required. The core curriculum consists of 18 credits and includes:

CS 400 Objects Oriented Programming Using C++
CS 502 Advanced Analysis of Algorithms
CS 503 Operating Systems
CS 520 Theory of Computation
CS 450 Data Base Design
CPE 471 Data and Computer Communication

Students may opt to choose an area of concentration within the program. Such areas include software, systems and theory and foundations. The department maintains a list of courses that apply to each area.

The remaining 15 credits are electives. Such courses may include:

Parallel Processing
Artificial Intelligence
Computer Graphics
Java Programming
Software Engineering
Robotics
Advanced Data Base Design
Programming Languages
Machine Perception

C. Elective Courses Students may opt to do an independent project or thesis as part of the 15 credits of electives. Students not selecting this option must take a comprehensive examination.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Bridgeport

Item: Program Modification: Approval to offer a program in Technology Management (on-line) leading to the Master of Science degree

Background

The University of Bridgeport has applied for approval to offer an on-line Technology Management program leading to the Master of Science degree. The program is identical to the existing approved program offered on the main campus.

The University believes that the proposed on-line program will allow it to reach a broader constituency and that the program is consistent with its mission as an international university.

Over the past several years the University has developed a distance learning infrastructure, including drawing on the expertise of the Connecticut Distance Learning Consortium, which is capable of supporting the institution's further expansion into distance education.

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

Commissioner's Recommendation

It is recommended that the Board of Governors' approve the University of Bridgeport's request to offer a program in Technology Management (on-line) leading to the Master of Science degree.

Description

Purpose and Objectives

The proposed program is designed to develop leaders adept at managing technological change, and skilled in establishing and maintaining superior competitive advantage for their respective enterprises. The program is specifically designed to develop skills such as:

- Identifying and evaluating the impact of relevant changing technology.
- Designing programs to develop a proprietary technological advantage.
- Managing both the execution of those programs and the integration of their results into the mainstream of product design and production/distribution operations.
- The application of technology to create wealth.

Administration

The on-line Technology Management Program Coordinator will be directly responsible for the administration of the on-line curriculum. Additionally, that person will have

responsibility for the following: development of the program; identify and contract faculty for the for courses; review applications for admission; supervise and assess courses and teaching; and advise students and assess student academic progress.

Curriculum

The curriculum consists of 30 credits. A sample list of program requirements is attached.

Enrollment

The University projects an enrollment of 10 part-time students in the first year and 35 part-time students by the third-year of the program.

Similar Programs

Program Name	Degree	98-99	99-00	00-01	01-02	02-03
UBRIG 52999 Technology Management	MS	29	20	1	4	7
UCONN 52999 Technology Management	MS					
UCTRI 52999 Technology Management	MS					
FRFLD 15999 Management of Technology	MS	3	14	14	18	15
	TOTAL	32	34	15	22	22

Assessment of Need

The University believes that the development of the on-line Computer Science program will allow it to further achieve its mission, which in part is international education. Because computer science and on-line education is expanding globally, the University can reach constituencies throughout the world.

The audience for the on-line program will be alumni and working professionals who want to broaden their technology-oriented competitive strategy skills while maintaining their work schedule.

Resource Support

Faculty

The University lists 7 faculty members that will teach in the on-line program; five hold the Ph.D. and two faculty members hold 3 Master's degrees each.

Library and Learning Resources

Library circulating books, journal articles, and many online databases, which are available to on-campus students, are also available to online students. Reference services,

inter-library loan services, and information literacy instruction available to on-campus students are available to online students as well. Special policies addressing the information needs of online students are in effect.

In addition, while all library staff members are available to assist online students, one library position has been designated specifically to service the online students, i.e. the Reference Librarian and Coordinator, Off-Campus/Distance Services. This librarian, working with the appropriate subject librarians, provides online information literacy instruction to each new class which is beginning the program, so that they become familiar with resources and services available to them, and how to contact a reference librarian for assistance with research and interlibrary loans.

Specific electronic resources of interest to computer science and technology management online students include the following, all accessible remotely: Engineering Village 2, FirstSearch, EBSCOhost Academic Search Elite, Lexis/Nexis Academic Universe, Gale's Expanded Academic ASAP, and Gale's Reference Center Gold

Facilities and Equipment

Blackboard course management software, which is being utilized by the Office of Distance Education and hosted on the Connecticut Distance Learning Consortium servers, will provide the backbone of the on-line course delivery system. It will serve as an integration medium for instructional presentations, lectures, shared documents, videos,

ssignments, assessments, and lectures. Blackboard provides central, sequential portal for all course information. Interaction will be maintained via asynchronous conferencing in threaded discussions and synchronous chat, with announcement notification of information.

Advisory Committee on Accreditation

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

Master of Science in Technology Management

- A total of 30 semester hours is required in an approved program of study;
- Completion of the following core courses:
 - TCMG 484 Product Costing & Economic Analysis of Investments
 - TCMG 494 Valuation of Real & Financial Investments
 - TCMG 505 Project Management
 - TCMG 521 Technology & the Competitive Enterprise
 - TCMG 540 Advanced Simulation
 - TCMG 560 Product/Service Planning
- Completion of at least one course in quality control management. TCMG 424 is designed for those not specializing in Q.C.
- Completion of at least one course in quantitative methods for analysis of production and distribution systems. TM 475. Quantitative Methods in Production Management is designed for those not specializing in quantitative analysis of operations.
- Completion of an appropriate course in organization theory or behavior. GSB 430 satisfies this requirement. (See also other offerings in the School of Business).
- Three semester hours of electives from 400 or 500 level courses offered by the School of Business or the School of Engineering and Design. The objective of these electives should be to support a career objective while broadening the student's technological horizons. Those interested in the e-commerce specialty must select from courses approved by the Department.
- TM 560 is a capstone course designed to integrate concepts taught throughout the program. Because it integrates projects required in other courses in the Program, the student should enroll for at least one credit hour in each semester in which other courses are being taken, and enroll for at least one credit hour in the final semester.

As a prerequisite for the program, all students are expected to have a demonstrated familiarity with statistical analysis. Any remedial course taken to meet this requirement will not be considered as an elective.

Students are also expected to possess prior facility with word processor and spreadsheet programs.

The additional six credits required for a specialization in e-commerce must include a course in telecommunication, and a course in information management.

List of Courses

TM400	Cross-Functional Technology Management
TM 424	Quality Control Methods
TM 475	Quantitative Analysis
TM 484	Product Costing & Economic Analysis
TM 494	Valuation of Real & Financial Investments
TM 505	Project Management
TM 508	Marketing Technology-Based Products
TM 521	Technology & the Competitive Enterprise
TM 540	Advanced Simulation Techniques
TM 555	Contemporary Topics In Technology Management
TM 560	Product/Service Planning
TM 597	Advanced Problems in Management Engineering
TM 598	Thesis in Management Engineering

PROGRESS REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Gibbs College, Norwalk

Item: Progress Report for the Licensed Program in Computer Programming, leading to an Applied Associate in Science (A.A.S.) degree

Background

In accordance with the stipulations of the Board of Governors for Higher Education, Gibbs College has submitted a progress report for the licensed program in Computer Programming, leading to an Applied Associate in Science (A.A.S.) degree. The Board of Governors for Higher Education licensed the program with the following stipulations:

- Program enrollment figures are consistent with the expectation.
- Student competencies are reflected in the College's grading policy.
- The College must provide evidence of continuing support to upgrade its library holdings (both physical hard copies and electronic subscriptions).
- The College must provide evidence of sufficient computer labs and program-related equipment and tools.
- The student internship agreement should include statements from employers regarding harassment free working and learning environment, and there is no conflict of interest between the student and the employer.
- The College must submit evidence that all of its faculty members have a master's degree in the field of their expertise.
- The College must submit clear evidence that its instructional staff members have the opportunities and flexibility of revising and enhancing the currently submitted curriculum as it is modeled after other programs in the Career Education Corporation system.

Progress

Enrollment

At the time of licensure, the College projected an enrollment of 15 student during 2003, 168 students in 2004, and 198 per year thereafter. The College reports that the Computer Programming program had an enrollment of 8 students in 2003. The College explains that the lower than expected enrollment figure is the result of the fact that the College did not receive timely approval of its marketing materials from the corporate office. Therefore, marketing materials were not circulated to the public until one week before the class began.

Grading Policy

The College reports that it has incorporated student competencies into the grading policy of every course. A prescribed list of competencies is determined for every course. The Computer Programming program has six primary objectives. The objectives set forth in the individual course curriculum support the primary objectives of the program. Each competency is assigned a value or percentage. From each competency achieved, an overall percentage of competencies for the course is totaled. This score, combined with other factors, such as class participation, determines the final course grade.

Library Holdings

The College reports that it has purchased additional manuals and books in preparation for students as they progress through the program. In addition to acquiring texts for its physical library, the College states that it pays approximately \$6,000 per year (\$10,000 per year beginning in 2004) to participate in a consortium with 75 schools, colleges, and universities, owned by Career Education Corporation. This gives students access to a “virtual” collection that has been selected to support them as they advance through their programs of study and includes full-text, peer-reviewed articles from scholarly journals.

Computer Labs and Equipment

The College reports that it purchased 240 new Pentium computers for seven additional labs in July 2003. The college asserts that its 15 computer labs can accommodate the needs of the Computer Programming program.

Internship Agreements

The College reports that all of its internship agreements have been modified to include statements regarding a harassment free working and learning environment and conflict of interest.

Faculty

The College certifies that all of the faculty members have a Master’s degree in the appropriate field. Additional faculty will be hired as needed for later courses in the program.

Curriculum

The College states that faculty members have opportunities and flexibility to revise and enhance curriculum, as the procedure is clearly articulated by the Faculty Handbook. To date, the prescribed curriculum has not been revised because the program has only been in place for one term.

Conclusion

The College believes that the Computer Programming program is proceeding as anticipated. The College has implemented all of the recommendations of the Board of Governors.

PROGRESS REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Gibbs College, Norwalk

Item: Progress Report for the Licensed Fashion Design and Merchandising program, leading to an Applied Associate in Science (A.A.S.) degree.

Background

In accordance with stipulations by the Board of Governors for Higher Education, Gibbs College has submitted a progress report for the licensed Fashion Design and Merchandising program, leading to an Applied Associate in Science (A.A.S.) degree. The Board of Governors for Higher Education licensed the program with the following stipulations:

- Program enrollment figures are consistent with the expectation.
- Student competencies reflected in the College's grading policy.
- The College must provide evidence of continuing support to upgrade its library holdings (both physical hard copies and electronic subscriptions), especially those in the field of Fashion Design and Merchandizing.
- The College must provide evidence of sufficient computer labs and program-related equipment and tools.
- The College must provide convincing evidence that its minimum mathematics requirement is sufficient for student's general education and professional purposes.
- The student internship agreement should include statements from employers regarding harassment free working and learning environment, and there is no conflict of interest between the student and the employer.
- The College must submit evidence that all of its faculty members have a master's degree in the field of their expertise.
- The College must submit clear evidence that its instructional staff members have the opportunities and flexibility of revising and enhancing the currently submitted curriculum as it is modeled after other programs in the Career Education Corporation system.

Progress

Enrollment

At the time of licensure, the College projected 45 student enrollments during 2003 and 125 student enrollments per year thereafter. The College reports that the program had 124 student enrollments in 2003. To accommodate the extra growth, the institution has hired more faculty than originally stated in the application and has acquired more library resources to support the program.

Grading Policy

The College reports that it has incorporated student competencies into the grading policy of every course. A prescribed list of competencies is determined for every course. Each competency is assigned a value or percentage. From each competency achieved, an overall percentage of competencies for the course is totaled. This score, combined with other factors, such as class participation, determines the final course grade.

Library Holdings

The College states that the \$5,000 library expenditure that was budgeted in preparation for this program has not been sufficient to meet the needs of the students because the program has grown faster than anticipated. The College has purchased an additional \$2,100 worth of books and resources. Additionally, librarians are promoting and training students on the use of the Cybrary, which gives students access to a library consortium consisting of over 250,000 volumes from 78 schools, colleges, and universities.

Computer Labs and Equipment

The College designed a sewing lab with 30 industrial sewing machines, irons, mannequin forms, and presses. The College reports that one lab is sufficient to meet the demands of the students, since they attend classes in shifts in the morning, afternoon and evening. The College is installing another sewing lab before April 2004.

In addition to the sewing lab, the College asserts that Fashion Design and Merchandising students can also use computer rooms, the art studio, and lecture rooms for their studies. The College has purchased a \$31,000 Gerber PDM pattern drafting software package that will teach students how to create clothing design plans. This software will be taught in the fifth term and is being installed in February.

Mathematics Requirement

The College states that the program requires that students take GE351: College Math to satisfy the mathematics general education requirement. In addition, the College states that mathematical concepts related to design and pricing are reinforced in the Clothing Construction and Retail Sales courses.

Internship Agreement

The College certifies that all of its internship agreements have been modified to include statements regarding a harassment free working and learning environment and conflict of interest.

Faculty

According to the College, it has hired more faculty for the program than originally anticipated because of the growth of the program. All faculty members have a Master's degree or have been determined to have a Master's equivalency. The College states that the Master's equivalency is granted if the instructor has at least a Bachelor's degree in a related field and has demonstrated excellence in fashion design for over 10 years.

If faculty candidates hold non-U.S. degrees, the College asserts that it requires that all foreign transcripts for faculty be evaluated for US equivalency. The College submits the transcripts to Career Education Corporation, along with an evaluation fee, and the Corporation has the transcripts evaluated by an outside service. Degrees for faculty have been found to be equivalent to MFA's recognized in the United States.

Curriculum

The College states that faculty members have opportunities and flexibility to revise and enhance curriculum. The procedure is outlined in the Faculty Handbook. Thus far, the prescribed curriculum has not been revised due to the fact that the program has only been in place for one term.

Conclusion

The College believes that the Fashion Design and Merchandising program is proceeding better than originally anticipated. The College states that it has implemented all of the recommendations from the Board of Governors.

PROGRESS REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: The Graduate Institute, New London

The Board of Governors accredited The Graduate Institute and its Master of Arts programs in Conscious Evolution, Experiential Health and Healing, Holistic Thinking, and Oral Traditions in May 2003 for a period of one year, until May 31, 2004. The Board of Governors required The Graduate Institute, during that period, to submit quarterly institutional financial reports, quarterly updates on student enrollments and tuition income, and a bi-annually updated business plan that includes an outline and the results of comprehensive institutional marketing strategy to guarantee program enrollments, to the Department of Higher Education. The Board also required The Graduate Institute to submit a comprehensive self-study report on or before February 15, 2004, giving emphasis to the institution's continued progress in maintaining financial stability, including real and projected growth of student enrollments and tuition income, faculty and facility expenses, and additional resource requirements for the next period of accreditation. Finally, the Board of Governors required that a comprehensive evaluation of the Institute and its programs be scheduled by the Department of Higher Education for March 2004.

The Board has in its packet The Graduate Institute's bi-annually updated business plan that includes an outline and the results of comprehensive institutional marketing strategy to guarantee program enrollments. The report details the Institute's responsiveness to the Board's expectations for progress in meeting enrollment goals and includes an updated statement on projected revenues and expenses.