

AGENDA
Meeting of the
BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education
Hartford, CT
April 22, 2009
1:30 p.m.

Background
Information
Page

1. Call to Order
2. Approval of the Board Minutes of the March 18, 2009 Meeting
3. Public Participation
4. Report of Board Chairman
5. Report of Commissioner
 - a. Highlights of Appropriations Committee Budget
 - b. Presentation – *Higher Education: Building Connecticut’s Workforce*
6. Academic Affairs

Action Item

- a. [Post University](#) – licensure and accreditation of a program in Sport Management, leading to the Bachelor of Science degree, to be offered on-line and on-campus 3
- b. [University of Hartford](#) – accreditation of a program in Aural Habilitation and Education of Hearing Impaired Children, leading to the M.Ed. degree 9

Information Item

- c. [Monthly Update](#)

7. Commissioner's Consent Calendar

- | | |
|--|----|
| a. Central Connecticut State University - accreditation of a program in Mechanical Engineering, leading to the Bachelor of Science degree | 13 |
| b. St. John's University/St. John Fisher Seminary Residence – relicensure of St. John's University to offer a program in Philosophical-Theological Studies at St. John Fisher Seminary Residence in Stamford | 21 |
| c. Springfield College , Springfield, Massachusetts – reauthorization to place students enrolled in educator preparation programs for required field experience and clinical practice in Connecticut schools | 25 |
| d. University of Hartford – modification of a program in Art History, leading to a Bachelor of Arts degree | 31 |

8. Joint Meeting of the BGHE/SAC

9. Other Business

Executive Session

- a. Personnel Matters

10. Adjournment

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Post University

Item: Licensure and Accreditation of program in Sport Management, leading to the Bachelor of Science (B.S.) degree, to be offered on-line and on-campus

Executive Summary

Post University has applied to the Board of Governors for Higher Education for simultaneous licensure and accreditation of a program in Sport Management, leading to the Bachelor of Science (B.S.) degree. The proposed program builds upon the University's existing program in Management with a concentration in Sport Management. The University is seeking simultaneous approval due to the program's similarity to the existing program and because the majority of the courses are currently offered and students could theoretically transfer into this program and graduate in one to two years time. The program will be offered on-ground and on-line.

Students will be prepared for positions such as those found in amateur athletics, professional athletics, sport marketing and in sport facilities. Post University believes this program is a natural extension of their mission, which is to provide students with the knowledge, personal skills, and experiences required to become leaders in tomorrow's careers.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on March 12, 2009 reviewed the program and found it to be in compliance with Board of Governors' approval standards. The motion passed with one opposed.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license and accredit a Bachelor of Science (B.S.) in Sport Management, to be offered by Post University on-campus and online for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The University reports that the program will enable students to acquire the conceptual, analytical, and operational knowledge and tools to assume positions in the field of sport management. The overall program objectives are to:

- Understand the theory and practice of the field
- Become leaders in the field of Sport Management
- Make ethical decisions
- Be competitive in the Sport Management business world
- Be able to problem solve
- Understand the global context of Sport Management

Administration

The program will be housed with the University's School of Business and Professional Studies. A program director is in place and reports directly to the Vice President of Academic Affairs.

Curriculum

I. General Education Requirements:

ENG 101	English Composition	3
ENG 102	Composition and Literature	3
ENG 207	Speech Communication	3
MIS 112	Introduction to Computing	3
MAT 120	College Algebra	3
MAT 220	Statistics	3
Social Science Electives		12
Humanities Electives		12
Science Elective		3
General Education Electives		15
Subtotal		60

II. Major Requirements:

University Leadership Core		6
Business Core		
ACC 111	Financial Accounting	3
ECO 201	Macroeconomics	3
MGT 105	Principles of Management	3

FIN 301	Principles of Finance	3
MKT 103	Principles of Marketing	3
Major Core		
SMG 101	Foundations of Sport Management	3
SMG 151	Sport in Society	3
SMG 201	Sport and Athletic Administration	3
SMG 251	Sport Event and Facility Management	3
SMG 301	Sport Marketing	3
SMG 351	Sport Law	3
SMG 401	Sport Economics	3
SMG 451	Sport Management Co-op	3
Career and Self Awareness Core		6
Advanced Free Electives (300-400 Level)		9
Subtotal		60
Total for degree		120

Note: The Co-op experience runs for 12 weeks with a minimum of 10 hours per week. Students are placed in a sport management setting only after completing 90 credit hours of coursework and having successfully passed SMG 101, SMG 151 and SMG 301. The University intends to seek professional accreditation for this program in the future.

Admissions and Enrollment

All incoming students are interviewed, and students must declare a major upon acceptance. Students will be advised as to whether or not Sport Management seems to be a good fit with their profiles.

The University is projecting 25 full-time students in year one and an increase to 65 full-time and 30 part-time students by year three of implementation.

The University will initially offer this program on the main campus and expects a demand in the adult market for online offerings and possibly at their regional locations.

Similar Programs

Mnem	Cip Code	Program Name	Degree		2003-04	2004-05	2005-06	2006-07	2007-08
ECONN	310504	Sport & Leisure Management	BS	1994	23	21	28	26	31
MITCH	310504	Sport Management	BS	2005	7	3	9	14	15
SAHRT	520201	Sport Management	BA/B	2000	33	14	23	17	25
UNEW	520201	Management of Sports Industries	BS	1992	13	12	12	16	13

Comments from Other Institutions in Connecticut

There have been no comments or questions about the program from other institutions of higher education in Connecticut.

Educational Planning Context

The proposed program in Sport Management includes the same General Education, Business, and University Leadership Core courses included in the current Management curriculum. The major requirements in the Management curriculum are replaced with the 15 credits that currently exist in the Sport Management concentration, plus three additional required courses. Student interest and demand for a program that more clearly defines their interests has prompted the University to apply for a stand alone major in Sport Management.

Students who may matriculate into the Sport Management major include recent high school graduates and current Post students who are seeking entry into sport management careers. Post believes that their current Division II student athletes may also be interested in turning their interests into a career.

Resource Support

Faculty

A full-time faculty member who will also direct the program specializes in Sport Management. The program will be supported by full-time faculty members in the Business, Human Services, Criminal Justice and Legal Studies departments who will teach courses pertinent to their areas of expertise. Additionally, there are two part-time faculty members who will teach Sport Marketing, Sport Event and Facility Management, Sport Sales and Sport Ticketing.

If the program grows as projected, a full-time faculty member will be hired in the third year. This person will have a minimum of a Master's degree with a doctorate in an appropriate field preferred, as well as teaching experience and demonstrated effectiveness in directing and evaluating student learning.

Library and Learning Resources

The Traugott Library at Post University holds 50,000 volumes exclusive of pamphlets and government documents and holds over 75,000 catalogued documents. There are over 560 print periodicals, 1,063 videos, and over 50 music CDs and 6,000 microfiche. Students, faculty and staff have onsite and remote access through various databases and subscribe to iCONN. The library collection supports current management courses, including those that are sports focused. The University is investing in library resources to support this program including EBSCO Sport Discus electronic holdings.

Distance Learning Support

Post University licenses its learning management system from Blackboard, Inc. for the delivery of online educational experiences as well as capabilities to enable an interactive online learning environment. Post uses the Blackboard technical infrastructure, support, and software to deliver all of its online degree and certificate programs. The University provides 24/7/365 help desk technical support through Presidium Learning, Inc. to complement Blackboard and to provide technical assistance to students enrolled in online courses. The University also retains its institutional membership in the Connecticut Distance Learning Consortium

Facilities and Equipment

Facilities are adequate to support this program.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: University of Hartford

Item: Accreditation of a program in Aural Habilitation and Education of Hearing Impaired Children, leading to the M.Ed. degree

Executive Summary

The University of Hartford has applied for licensure of a program in Aural Habilitation and Education of Hearing Impaired Children leading to the M.Ed. degree. The program is a collaborative effort of the University of Hartford and Soundbridge School and responds to the need for persons trained in working with hearing impaired children.

The program was evaluated by a team representing the Department of Higher Education and the State Department of Education. The visit resulted in a finding of compliance with the approval standards of the respective departments.

The program was licensed by the Board of Governors for Higher Education in March 2006 for a period of three years. There were no Board stipulations at the time of licensure.

The Advisory Committee on Accreditation, at its meeting on March 12, 2009, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors for Higher Education was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Aural Habilitation and Education of Hearing Impaired Children, leading to the Master of Education degree, offered by the University of Hartford, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The program prepares professionals who are capable of addressing the changing needs of children who have hearing loss, as well as the needs of the parents of those children as they grow and learn. The program provides students with a solid scientific foundation in hearing science, audiology, speech and language development, and in pedagogy. That foundation is applied to and tested in practice with hearing-impaired children in a variety of supervised hands-on experiences.

Administration

The Coordinator provides both academic and administrative vision and support to the program, and also teaches courses in the program. The Coordinator works under the supervision of the Chair of the Department of Education and Human Service.

University supervisors will be utilized to visit each student teacher three or four times during the fall practicum and five times during student teaching. Supervisors are paid according to the current stipend table used by the Department of Education and Human Service.

Curriculum

The 44-credit program of study requires one summer session and one academic year to complete. A copy of the curriculum is attached.

Students are required to attend on a full-time basis. Completing the program will qualify students to seek certification as teachers of the deaf in accordance with Connecticut and Council on Education of the Deaf (CED) requirements. The program is also intended to provide the background needed to pursue certification as an Auditory-Verbal Therapist.

Projected Enrollment

The University projects an enrollment of 10 full-time students a year. There are 11 students in the program.

Similar Programs

There are no similar programs in Connecticut.

Resource Support

Faculty

The University hired a full-time program coordinator; teaching needs will be filled by the program director, faculty in the education department, and adjunct faculty. The University lists nine faculty members associated with the program; one full-time and three part-time who hold doctoral degrees and five part-time master's degree level practitioners from Soundbridge also teach selected courses.

Teachers at Soundbridge act as cooperating teachers for all students in practicum. Soundbridge teachers serve as cooperating teachers during the student teaching.

Library and Learning Resources

The University indicates that additional books and journals have been purchased and catalogued since the program began. The library has a considerable collection related to teaching children with special needs which supports the methods courses that students take as part of the program.

Journals include: American Annals of the Deaf, Australian Journal of Education of the Deaf, Journal of American Academy of Audiology, Journal of the Acoustical Society of America, Journal of Child Language, Journal of Communication Disorders, Journal of Speech, Language, & Hearing Research, and Volta Review.

In addition to the journals and books that are maintained in the UH library, tapes and other media materials about deaf education, audition, audiology, acoustics, language, speech, literacy, mainstreaming will be added to the collection.

Testing materials for assessing speech development, language acquisition, vocabulary acquisition, and auditory development have been acquired. These include standardized tests, criterion-referenced checklists, scales and parent inventories. Several additional tests will be purchased in the future as needed from grant funds.

Facilities and Equipment

Audiology Equipment

Most audiological equipment needed for practicum and for courses (such as EDAH 610 Psychoacoustics and the Development of Auditory Perception and Processing, EDAH 630 Introduction to Clinical Audiology, EDAH 631 Hearing Instruments) is already in use at Soundbridge. Additional equipment may be necessary and will need to be provided with external funding.

Computer Technology

Three computers for student use have been purchased to date with funds from grant and one laptop computer will become the teaching classroom computer.

University of Hartford
MEd. in Aural Habilitation and Education of Hearing-Impaired Children

Proposed Course Sequence

All courses: EDAH

Summer	Credits	Field Study
550 Perspectives on the Education of Deaf and Hearing-Impaired Children	3	15 hrs. observation and participation in an approved setting
600 Anatomy and Physiology of Hearing and Speech Mechanisms	3	
610 Psychoacoustics and the Development of Auditory Perception and Processing	3	10 hours
620 Articulatory Phonetics	2	
Fall		
630 Introduction to Clinical Audiology	3	10 hours
651 Acquisition and Analysis of Spoken Language	3	4 hours
640 Teaching Speech I	2	6 hours
621 Acoustic Phonetics	2	
652 Spoken Language Intervention I	2	6 hours
680 Practicum I	2	10 hrs./wk. 14 weeks
Spring		
631 Hearing Instruments	3	10 hours
641 Teaching Speech II	2	6 hours
653 Spoken Language Intervention II	2	6 hours
660 Literacy Development in Hearing-Impaired Children	3	6 hours
670 Educational Methodology for the Mainstream	3	10 hours
681 Ten week Full-time Student Teaching	6	

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Central Connecticut State University

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

Executive Summary

Central Connecticut State University has submitted an application to the Board of Governors for accreditation of the program in Mechanical Engineering, leading to the Bachelor of Science (B.S.) degree. The program was licensed by the Board of Governors for Higher Education in April 2006 for a period of three years, until April 30, 2009.

The Bachelor of Science in Mechanical Engineering was originally licensed with the understanding that it would be the first and only program in Engineering offered by Central Connecticut State University and its School of Technology, and that the program would serve as the location of Engineering education within the Connecticut State University System. That recommendation was made with the stipulation that the University would submit a report by March 1, 2007, to address the following concerns raised by the Evaluation Team: (1) clarification of the relationship between Engineering Technology and Mechanical Engineering as well as the differences between the programs and their purposes in the School of Technology; (2) contributions the program is making to meet the state's need for aerospace and manufacturing engineers; (3) success in ensuring the appropriate administration of the program, including the appointment of an individual solely responsible for directing the Mechanical Engineering program; (4) success in upgrading laboratory facilities and enrichment of instrumentation, to ensure appropriate experiential learning and research in Mechanical Engineering; (5) success in faculty hiring, particularly of a faculty member in the aerospace field; (6) success in encouraging the current faculty to make the appropriate transition from expertise in teaching and research in engineering technology to expertise in teaching and research in engineering; (7) success in the review of the curriculum, to ensure that it continues fully to meet national engineering accreditation standards; (8) success in upgrading library holdings to support the program; and (9) success in meeting enrollment as well as financial projections to ensure that the program is financially stable, including ensuring ongoing stability of the University's technology programs and offerings. The University submitted that report. The University was also asked to submit reports, for 2008 and for 2009 (the 2009 report was to be incorporated into the University's application for program accreditation), on contributions the program is making to meet the state's need for aerospace and manufacturing engineers and on the program's success in meeting enrollment as well as fiscal goals. The University submitted those reports.

The Advisory Committee on Accreditation, at its meeting on March 12, 2009, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors for Higher Education was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Mechanical Engineering, leading to the Bachelor of Science degree, offered by Central Connecticut State University, for a period of time concurrent with institutional accreditation.

Description

Purposes and Objectives

The program has been designed to prepare mechanical engineers, who may specialize in Manufacturing Engineering or Aerospace Engineering and who will then practice as professional mechanical engineers or pursue a course of analytical study. It seeks to provide students with the opportunity to develop in-depth, applied skills and to gain industry-relevant experience through classroom lectures, laboratory experimentation, demonstrations, and course projects.

The program also seeks to provide accessible and affordable engineering educational opportunities for students in the Capital Region in particular and for Connecticut residents in general. It seeks, as well, to attract underrepresented groups, particularly students from low-income communities and those who are likely to be first-generation college students.

Administration

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

Admissions/Enrollment

At the time of program licensure, the University stated that admission and graduation requirements for the program would be consistent with requirements for admission into the University. The University believes that students who desire an education in the principles and practices of engineering, with analytical studies in mechanical design, engineering sciences, materials, manufacturing and/or aerospace engineering will apply for admission.

The University noted, at the time of licensure, that there would be different kinds of applicants: (1) graduating high school students from the Capital Region who are interested in pursuing an education at a public university in Connecticut; (2) transfer students who come to the program through Connecticut's College of Technology Pathway Agreement, which provides a guaranteed admissions avenue into the School of Engineering and Technology for Community College graduates interested in and prepared at the Associate degree level for careers in engineering or technology; (3) students enrolled in one of the other campuses of the Connecticut State University. This would be in keeping with the Center for Excellence that the School of Engineering and Technology currently is designated as within the CSU system; (4) employees working in industry who wish to continue their engineering education. Because the program offers courses with day, evening, and flexible scheduling to accommodate the needs of both full-time and part-time students, individuals currently employed will be able to attend classes after, before and between working schedules.

At the time of licensure, the University anticipated that enrollments in the program would be 15 new full-time students in the first year – 5 of them internal transfers from other programs in the School of Technology and 10 of them new students – and 8 part-time students. The University anticipated sustained growth in program enrollments, with a total of 79 full-time students and 32 part-time students by year five. The University indicated that such an enrollment would be sufficient to sustain the program.

Currently, the program enrolls 98 full-time students and 27 part-time students, for a total of 125 students. Of these students, the University notes, the largest percentage is Connecticut residents: 118 of the 125, for a total of 94.4%. 110 are male and 15 are female, though the University notes that the number of female students enrolled in the program has risen from 6 to 15 in the past five semesters. The University also notes that the enrollment trends of white non-Hispanic students and other ethnic groups are showing an increase in the headcount; however, the white non-Hispanic count is growing at a slightly faster rate than the other groups.

Curriculum

The Mechanical Engineering program requires 126-134 credits of undergraduate work, including a two-term senior project capstone requirement completed through oral and written reports. Within the program, students may opt for general mechanical engineering electives or an appropriate sequence of courses to specialize in Manufacturing or Aerospace Engineering.

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

<i>General Education</i>	<i>48-49</i>
Study Area I Lit., Phil or Fine Arts	9
Study Area II History, Econ, Pol Sci	6
Study Area III Anthro, Psych, Soc	3
Study Area IV Physics 125, Physics 126	8
Skill Area I Eng 110, Comm 140	6
Skill Area II Math 152, Math 221	8
Skill Area III International	6
Skill Area IV PE 244 or Engr 150	2-3

<i>Major Requirements</i>	<i>34-37</i>
Eng 150 Intro to Engineering	3
Engr 251 Statics	3
Engr 252 Dynamics	3
Engr 257 Mechanics of Materials	3
ME 216 Mfg. Engineering Processes	3

ME 258	Thermodynamics	3
ME 345	Engr. Statistical Operation Analysis	3
ME 354	Fluid Mechanics	3
ME 367	Machine Design	3
ME 370	Instrumentation	3
ME 454	Heat Transfer	3
ME 497	Sr. Project I: Research	2
ME 498	Sr. Project II: Design	2

Electives or Specialization Requirements 12

General Engineering Electives –1 Tech Elective, 3 ME Electives

Manufacturing Specialization

MFG 226	Principles of Computer Numerical Control	3
ME 360	Manufacturing Operations Analysis and Simulation	3
ME 460	Manufacturing System Design	3
ME 466	Inventive Engineering Design	3

Aerospace Specialization

ME 403	Mechanical Systems and Control	3
ME 480	Propulsion Systems	3
ME 483	Aerodynamics	3
ME 486	Aerospace Structures and Materials	3

Additional Requirements 37

CET 236	Circuit Analysis	3
Chem 121	General Chemistry I	4
Chem 122	General Chemistry II	4
Engr 403	Technical Writing	3
ETM 260	CAD and Integrated Manufacturing	3
ETM 356	Materials Analysis	3
ETM 467	CAE Applied Finite Element Analysis	3
Math 222	Calc. III	4
Math 228	Intro to Linear Algebra	4
Math 463	Differential Equations	3
CS 151	Computer Science I	

Practicum/Professional Experience

400 hours

The University indicates that, since the program was licensed, two substantial curricular enhancements were made: Math 228, *Linear Algebra*, was replaced by Math 226, *Linear*

Algebra and Probability for Engineers. That enhancement, the University notes, will strengthen students' backgrounds for subsequent engineering courses requiring statistical analysis. The University also added a minor in Mathematics for students completing the Mechanical Engineering program.

Assessment of Need

When it applied for licensure of the program in Mechanical Engineering, the University stated that the Connecticut Department of Labor reported that there is a fifty percent disparity between the demand for engineering jobs and the number of graduates from Connecticut institutions. Department of Labor projections also indicated a high demand in mechanical engineering, especially in the Capital Region, demand which is exceeded only by the local demands for aerospace engineers.

According to the Bureau of Labor Statistics and the Connecticut Department of Labor, mechanical engineering is one of the engineering disciplines expected to have significant annual percent job increases in the next decade. In the Capital region, it is second to the demand for aerospace engineers. This parallels a profound national need: according to national studies, there are currently more than 1,000,000 engineering/engineering technology jobs available in the United States without the trained people to fill them.

Baccalaureate Degree Programs in Mechanical Engineering

<u>Institution</u>	<u>Degree</u>	<u>Program Name</u>	<u># of Degrees Awarded</u>				
			03-04	04-05	05-06	06-07	07-08
Fairfield University	BSME	Mechanical Eng.	12	15	10	15	15
UConn	BSE	Mechanical Eng.	35	46	48	84	85
UHartford	BSME	Mechanical Eng.	23	21	18	24	22
UNew Haven	BS	Mechanical Eng.	19	16	12	10	9
USCGA	BS	Mechanical Eng.	16	19	22	28	22
Yale University	BS	Mechanical Eng.	4	9	7	6	9
TOTAL			109	126	117	167	162

Resource Support

Faculty

At the time of licensure, the University listed six full-time faculty members who taught in the program, all of whom had appropriate advanced degrees, teaching experience, and technical and managerial practice. At that time, the University stated that it planned to add additional faculty members to the program, and the University has done so. The first new faculty member with credentials in the aerospace discipline was hired effective Fall 2007.

The second new faculty member has credentials in manufacturing engineering and was hired effective Fall 2008. Hiring projections – from Fall 2009 until Fall 2011 – are for faculty members in Thermo-Fluid Sciences (2009), Structures and Instrumentation (2010), and Instrumentation Controls (2011). There is an ongoing search currently under way for the Thermo-Fluid Sciences position; that position is expected to be filled in August 2009.

Library and Learning Resources

The University, since the program's licensure, responded to the Evaluation Team's recommendation and enhanced the Library's holdings in engineering and technology to support the Mechanical Engineering program. The Library holds more than 12,000 volumes in engineering and technology and 31,000 volumes in the various natural and physical sciences. The Library also subscribes to various electronic journals and databases and participates as a member of iCONN.

Facilities

Since the program was licensed, the University states that \$440,000 was spent for laboratory remodeling; \$15,000 was provided to faculty for experimentation and program development, including new course development and course assessment methods; the usage of \$500,000 of experimentation equipment is being phased into program courses; \$41,000 was spent for maintenance of research and equipment purchases; and additional funding is being provided from the Dean's office for student/faculty research projects. The University notes that this internal funding and the use of new laboratories and equipment have enabled students and faculty to seek and receive additional funding from external sources, including funding from the NASA Connecticut Space Grant Consortium.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: St. John's University, Jamaica, New York

Item: Relicensure of a program in Philosophical-Theological Studies offered at St. John Fisher Seminary Residency, Stamford

Background

St. John's University has applied to the Board of Governors for relicensure of the program in Philosophical-Theological Studies for students at the St. John Fisher Seminary Residence in Stamford, Connecticut.

The University has been offering the program in response to a request from the Diocese of Bridgeport, which provides financial support for the program. The program received its initial licensure from the Board of Governors in 1996 and has been relicensed over the years, most recently in April 2005 for a period of three years, until April 20, 2008. The Board of Governors for Higher Education granted an extension of licensure to the institution in December 2008 to April 2009, because the former Rector of St. John Fisher Seminary, whose responsibility it would have been to complete the relicensure application, became incapacitated because of illness and died before the institution was able to submit its report. His successor, the new Rector of St. John Fisher Seminary, began his new responsibilities in August 2008. The new Rector became aware on November 9, 2008 that the licensure of the program had expired and immediately submitted the extension request to the Department of Higher Education. The current application is for regular relicensure.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education relicense St. John's University to offer a program in Philosophical-Theological Studies at St. John Fisher Seminary Residency in Stamford, Connecticut, until April 30, 2012.

Program Description

Purpose and Objectives

The program in Philosophical-Theological Studies is introductory and traditional in nature, designed as a bridge between undergraduate and graduate studies. The program provides an

opportunity for students who have previously completed their undergraduate studies to acquire the academic experience in philosophical and theological disciplines which is required for admission to a professional graduate-level theology program in the Roman Catholic tradition.

Administration

The Dean of St. John's College of St. John's University is the administrator responsible for the supervision and administration of the program. Immediate responsibility for the curriculum and the appointment and supervision of the faculty is exercised within the appropriate academic departments of St. John's College.

The Coordinator of the program in Philosophical-Theological Studies works closely with the Rector of St. John Fisher Seminary Residence to ensure that students receive academic and spiritual development. Student life at the seminary is the responsibility of the Rector and staff of St. John Fisher Seminary Residence.

Curriculum

The program is two years in length; students may earn up to 50 semester hours of undergraduate credit. Students must have a baccalaureate degree from an accredited institution of higher education. The purpose of the program is to provide transitional education for college graduates in preparation for graduate study for preparation for the priesthood in the Roman Catholic Church. Upon completion of the program students enter into professional graduate programs in Roman Catholic seminaries and schools of theology.

The academic program is one component of a larger program of spiritual and academic formation outlined by the National Conference of Bishops for men considering the priesthood. The curriculum consists of fifty credits in philosophy, theology and classical languages. A list of courses is included in Attachment A.

Enrollment

St. John Fisher Seminary Residence reports that an average of five students enroll each year in the Philosophical-Theological Studies program. All are full-time students and carry fifteen credits.

Admission Requirements

Students must successfully complete a baccalaureate program at a fully accredited institution of higher education. Extensive interviews with students are also conducted, including psychological tests, a medical exam, and the TOEFL exam for international seminarians.

Resource Support

Faculty

St. John's University lists seven faculty who teach in the program. Three of the faculty hold the Ph.D., one holds the Sacrae Theologiae Doctor (S.T.D.), one holds the Sacrae Theologiae Licentiatus (S.T.L.), one holds the M.Div./M.A, and one holds the M.A. All have appropriate academic training and teaching experience.

Library and Learning Resources

Approximately 11,000 volumes are contained in the library collection. The major portion of the collection contains holdings in philosophy, theology and classical languages. The Seminary has hired a part-time librarian to organize and maintain the collection.

Seminary students have access to the Fairfield University, Sacred Heart University and St. John's University libraries. At the Seminary, students have access to computers, printers and audio-visual equipment. The Seminary allocates resources to provide students with access to the Internet and automate the library services.

Facilities

The St. John Fisher Seminary Residence includes individual dorm rooms to accommodate students, a chapel, classrooms, office space, faculty offices, a computer lab, a language lab, a library, a dining room, and recreational support from the nearby Italian Center of Stamford.

ATTACHMENT A

ST JOHN FISHER SEMINARY RESIDENCE
TWO YEAR PRE-THEOLOGY CERTIFICATE PROGRAM IN
PHILOSOPHICAL – THEOLOGICAL STUDIES

Pre-Theology Year One (Odd Years)

<u>Fall Semester</u>		<u>Spring Semester</u>	
PHI 3500	History of Ancient Philosophy	PHI 3520	History of Modern Philosophy
PHI 3510	History of Medieval Philosophy	PHI 3530	History of Contemporary Phil.
THE 2300	Christian Responsibility	PHI 1000	Phil. of the Human Person
THE 2100	Introduction of the Bible	PHI 2200	Ethics
LAT I	Latin I	LAT I	Latin I

Pre-Theology Year Two (Even Years)

<u>Fall Semester</u>		<u>Spring Semester</u>	
PHI 3000	Metaphysics	PHI 3560	Themes in the Phil. of Aquinas
PHI 3630	Epistemology	PHI 3400	Introduction to Logic
THE 2400	Christian Spirituality/Mysticism	PHI 3570	Personalism
THE 2215	Worship, Liturgy, and Sacraments	THE 1000	Essentials of Catholic Doctrine
THE 4950	Intro. to NT Greek I	THE 4955	Intro. to N.T. Greek I
	OR		OR
LAT II	Latin II	LAT II	Latin II

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Springfield College, Springfield, Massachusetts

Item: Reauthorization to place students enrolled in educator preparation programs for required field experience and clinical practice in Connecticut schools

Executive Summary

Springfield College has applied to the Board of Governors for Higher Education for reauthorization to place students in its educator preparation programs for field experience and clinical practice in Connecticut schools. The College was first authorized to place students in its educator preparation programs for the required field experience and clinical practice in Connecticut schools, for a period of five years, from February 1, 2004 through January 31, 2009.

Springfield College is accredited regionally by the New England Association of Schools and Colleges (NEASC) and is authorized to offer educator preparation programs in specific certification areas by the Massachusetts Department of Education. The College seeks the Board of Governors' reauthorization so that it can continue to have the option to place students in Connecticut schools. The College suggests that its educator preparation programs are consistent with its mission "to educate students in spirit, mind and body for leadership in service to humanity by building upon its foundation of humanics and academic excellence."

The Advisory Committee on Accreditation, at its meeting on March 12, 2009, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors for Higher Education was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education authorize Springfield College to place students enrolled in the College's educator preparation programs for required field experience and clinical practice in Connecticut schools for a period of five years, until April 30, 2014.

Description

Purposes and Objectives

The College believes that the practicum placements are the capstone experiences for all students completing approved educator preparation programs.

Administration

The College states that its Departments of Physical Education and Health Education are housed in the School of Health, Physical Education, and Recreation. The school counseling program is housed in the Department of Psychology, and the rest of the educator preparation programs are housed in the Department of Education. Both are in the School of Arts and Sciences and Professional Studies. The Director of Educator Preparation and Licensure oversees and serves as a linkage to all these programs. The Director as well as the deans of the two schools report to the Vice President of Academic Affairs.

Curriculum

The College states that all undergraduate educator preparation students are required to take content specific coursework and education/pedagogy coursework. All teaching candidates at the graduate level must satisfy program specific prerequisites and demonstrate their subject matter knowledge through a transcript review. Their graduate licensure program consists of over 20 credits of pedagogy coursework. Students admitted to the graduate educational administration program (32 credits) and school guidance counseling program (48 credits) are required to complete coursework that is specific to the license they are seeking.

The College reports that the electives available to educator preparation students are program specific and range in credit depending on the program and whether it is an undergraduate or graduate program.

The College affirms that its students, whether they are preparing to become a teacher, counselor or administrator, are required to complete a minimum of 300 clock hours of practicum. This usually means the field experience is full time for 15 weeks. In some cases students are required to do more than 300 hours, such as school guidance.

The College's standards for undergraduate practicum placement are:

- Maintain all the admissions requirements through the semester preceding the practicum (student teaching).
- Complete prerequisite coursework defined by each program.
- Receive a passing score on the required subject test(s) of the Massachusetts Test for Educator Licensure (MTEL).
- Earn a "B" or better in pre-practicum.

The College's standards for graduate practicum placement are:

- Complete all prerequisites defined for specific program.
- Maintain a minimum 3.00 cumulative grade point average for all courses taken.
- Receive a passing score on the Communication and Literacy Skills Tests and the appropriate subject test (where one is required) of the MTEL.
- Demonstrate the personal characteristics needed to become an educator (for example, responsible, dependable, hard working, professional, committed to the field of education, etc.).
- Be recommended for practicum placement by the appropriate department.

The College states that, in addition to meeting all of the requirements specified above, all candidates must follow the practicum application procedures detailed in the College's *Educator Preparation Handbook*.

On-Site Supervision

The College has indicated that its students are placed in schools full time with a practitioner who holds a license or certificate in the field and at the appropriate grade level. The students observe, assist and take on full responsibilities while doing their practicum. A supervising practitioner in the host school and a supervisor from the College supervise them jointly. All students are required to complete assignments that are detailed in the individual program fieldwork handbooks.

Evaluation

The College states that all students must meet the subject matter knowledge and the professional standards spelled out in the Massachusetts Regulations for Educator Licensure. The students are evaluated through their written work and by being observed by their supervisors. They all must complete the written assignments that are detailed in the program specific fieldwork handbooks. The students are required to develop a professional portfolio where their written work is featured. They are also assessed through informal and formal observations. Supervising practitioners do at least one formal observation per week and college supervisors make at least three visits, doing a minimum of three observations.

The College maintains that its students document evidence that they have demonstrated knowledge, skills and dispositions through the pre-service performance assessment. In addition, they are required to send a daily journal to their college supervisor via e-mail. This journal enables students to reflect on their practice, learn from their experience and make constant adjustments and improvements.

Specifically, the pre-service performance assessment requires each student to detail the evidence they have met all of the competencies/standards. The supervising practitioner and college supervisor review the evidence and rate students on each of the professional

standards. The two supervisors “sign-off” on the pre-service performance assessment indicating that the candidate for licensure has demonstrated the knowledge, skills and dispositions required.

Educational Planning Context

Need for the Program

The College believes that, because it is geographically located very close to the Massachusetts-Connecticut state line, many of its students come from Connecticut. The College states that it is therefore expected that some students would request placements in Connecticut schools. The College also indicates that school personnel from bordering Connecticut schools (e.g., Enfield, Somers) have contacted it to request that it place its students in their schools. The College has received requests from Connecticut school systems where their teachers wish to pursue advanced degrees at the College and want to take advantage of its tuition credit program. In other instances, school systems that anticipate employment opportunities in succeeding years, request a practicum student as a means of seeking out potential job applicants. Lastly, many of the College’s alumni who are employed in Connecticut offer their services as supervising practitioners as their way of giving back to the College for the opportunities they had when they were practicum students.

Since it was first authorized to place students into field experiences in Connecticut school districts, the College has made the following placements of students:

Total students placed:	126
Placement districts:	Berlin (1), Bloomfield (2), Cheshire (2), Cromwell (1), East Granby (1), East Windsor (2), Ellington (1), Enfield (23), Farmington (1), Glastonbury (3), Granby (11), Groton (1), Guilford (2), Hartford (2), Lyme (1), Madison (2), Manchester (1), Meriden (3), Middletown (1), Newtown (2), Simsbury (5), Somers (4), South Glastonbury (1), South Windsor (12), Suffield (5), Tolland (2), Vernon (1), Wallingford (3), West Hartford (11), Wethersfield (2), Windsor (13), Windsor Locks (4).

Resources

Faculty

The College states that its students are placed with supervising practitioners who have a minimum of three years of experience and who hold a license in the field and at the grade level of the license sought. In Connecticut, the College places student teachers only with cooperating teachers who have been trained by the Connecticut Beginning Educator Support and Training (BEST) program.

The College suggests that the cooperating teachers' responsibilities include orienting the student to the school and general policies and procedures; developing a schedule of observing and assisting which leads to the full teaching of classes; providing continual feedback to the student regarding their progress during the practicum; completing the College's observation/evaluation form once a week as a means of providing additional feedback to the student on their performance; completing the midterm and final evaluations forms and signing-off on the pre-service performance assessment form; consulting regularly with the college supervisor regarding the student's progress and assisting in the determination of a final grade.

The College certifies that all of its faculty members teaching undergraduate students (whether adjuncts or full-time) have at minimum a Master's degree and that all faculty members teaching graduate students have a terminal degree in the field. In addition, all of its faculty supervisors hold a license in the field and at the grade level of the license sought or the equivalent and/or have professional experience or expertise in the field and at the grade level of the license sought.

The College suggests that its faculty supervisors' responsibilities include visiting each site a minimum of three times, observing a minimum of two classes during each visit; discussing these observations with the student and with the cooperating teacher; consulting regularly with the cooperating teacher regarding the student's progress; reading and evaluating all written work submitted by the student prior to each visit; responding to student's daily journals via e-mail; completing observation forms for each visit and for the mid-term and final evaluations; consulting with the cooperating teacher in determining a letter grade for the student; reviewing with the cooperating teacher and the student the evidence detailed on the pre-service performance assessment (PPA) and signing-off on the final PPA.

Library and Learning Resources

The College states that all of the library resources typically available to on-campus students are available to its students placed in Connecticut schools. All practicum students are required to be on campus to attend seminars that are held in conjunction with all practicum placements. In addition to having access to the Babson Library on campus, many of the resources available in the library are available online via the library's home page.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Hartford
Item: Modification of a program in Art History, leading to a Bachelor of Arts (B.A.) degree

Executive Summary

The University of Hartford has applied to the Board of Governors for Higher Education for approval of a modification of its Bachelor of Arts program in Art History. The program was originally accredited by the State of Connecticut in 1976. Its name was changed, through the non-substantive change process, in April 2002 from Art History and Appreciation to Art History. The University now seeks approval to change the program's curriculum.

The Advisory Committee on Accreditation, at its meeting on March 12, 2009, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors for Higher Education was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve a program modification of the accredited program in Art History, leading to the Bachelor of Arts degree, offered by the University of Hartford, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The major in Art History program provides students with opportunities to explore the full range of human artistic expressions in their cultural and historical contexts. Students study the European and American traditions of painting, sculpture, and architecture, and how they evolved in the modern world. They also have opportunities to study Far Eastern and African art, as well as the history of design, fashion, photography, women's art, and prints and illustrations. Students are expected to learn to analyze works of art by developing their observation, reading, and writing skills.

Administration

The program is administered by the chairman of the Department of Art History.

Curriculum

The total number of credits for the major remains at 36. The proposed modification adds seven new courses (for a total of twenty-one credits) and condenses or changes several other course requirements, as follows:

Present Curriculum

Proposed Curriculum

200-Level Required Survey Courses

Art 210 Intro to History of Western Art I

Art 210 Intro to History of Western Art I

Art 211 Intro to History of Western Art II

Art 211 Intro to History of Western Art II

Art 212 Intro to History of Western Art III

NEW Art 215 Art Across Borders

NEW Art 216 Intro to Non-Western Art

Art 213 Prints and Illustrations

Art 214 History of Photography

300-Level Distribution Courses

Art 320 Ancient Art: Pre-Classical

Art 310 Ancient Art

Art 321 Ancient Art: Classical

Art 330 Medieval Art

Art 311 Medieval Art

Art 341 Early Italian Renaissance Art

Art 315 Renaissance Art

Art 342 High Italian Renaissance Art

Art 350 European Baroque Art

Art 316 Baroque and Enlightenment Era European Art

Art 351 European 18th Century Art

Art 322 Modern Art

Art 353 Early American Art

Art 323 Contemporary Art

Art 360 19th Century Art

NEW Art 331 Art of the Americas

Art 361 20th Century Art

Art 370 Chinese Art

Art 335 Asian Art

Art 371 Japanese Art
Art 372 Art of India

NEW Art 336 Issues in African Art

Art 381 History of Costume
Art 383 Artforms
Art 382 Women in Art

Art 383 Artforms

revised Art 343 Visualizing Gender

Art 384 History of Design

revised Art 355 History of Visual Media
NEW Art 365 Museum and Exhibition
Practice

NEW Art 375W Studies in Art Writing

NEW Art 395 Study/Travel

400-Level Advanced Courses

Art 491W Seminar: Art History
and Methodology

Art 492 Seminar in Art History

Art 493 Internship

Art 494/495 Independent Research

Art 492 Seminar in Art History

Art 493 Internship

Art 494/495 Independent Research

University is making the proposed modification of the curriculum to do several things:

* Increase offerings in non-Western art. This is being done at least in part in response to the suggestion made in a review of the department by the National Association of Schools of Art and Design. The revised curriculum, the University states, will respond to that suggestion by condensing the Western Art survey sequence from three to two semester courses and adding two required courses, at the 200 level: one a survey in non-Western Art and the second a methods course that focuses on the study of cultural encounters in art. Students will also be asked to enroll in a 300 level course in Art Studies that include different cultures, periods, and media.

* Add a new capstone course, called Museum and Exhibition Practices. This new course, the University indicates, will provide students with an opportunity to experience an applied arena of study, one that is an employment growth area in the discipline. This new capstone, the University adds, will alternate with the senior-level seminar that provides students with a more traditional academic cumulating experience.

* Add a new writing intensive course, which introduces students to Art History research methods.

* Add a study/travel abroad course.

Educational Planning Context

The University is proposing these changes, it states, to provide enhanced coverage of various periods and areas of art and, the University notes, to provide structural flexibility to the delivery of the program by allowing students to benefit from the varying expertise

and research interests of full-time and adjunct faculty without compromising coverage in the periods.

Resource Support

Faculty

The University lists eleven full-time and adjunct faculty members who will teach in the program.

Resource Centers and Libraries

The University library's collection of more than 14,000 volumes on art and the department's collection of more than 85,000 slides provide students with the necessary tools for research. The resources of local museums and arts institutions are frequently incorporated into course work and provide the setting for career-oriented internships. The University also participates as a member of iCONN, Connecticut's Digital Library.

Facilities and Equipment

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