

**Agenda**  
**Board of Governors for Higher Education**  
Department of Higher Education  
Hartford, CT  
December 16, 2009  
1:30 pm.

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<b>Call to Order</b>	
<b>Approval of the November 18, 2009 Board Meeting Minutes</b>	
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1. Update and Presentation on Transfer and Articulation	
<b>Executive Session</b>	
1. Personnel Matters	
<b>Adjournment</b>	



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Albertus Magnus College

Item: Accreditation of an undergraduate Teacher Preparation program, leading to Certification in the following areas: Pre-K – 12 Art; Middle Grades (4-8): General Science, English, Spanish, History/Social Studies, Mathematics; Secondary Education (7-12): Business, Biology, Chemistry, General Science, English, Spanish, History/Social Studies, and Mathematics

### Executive Summary

The State Board of Education granted full approval through September 30, 2012 for the following Albertus Magnus College initial educator preparation programs:

Art PK-12; Middle Grades (4-8) General Science, English, History/Social Science, Mathematics, and Spanish; Secondary Education (7-12) General Science, English, History/Social Studies, Spanish, Mathematics, Biology, Chemistry, Business

The Board of Governors for Higher Education originally licensed the teacher preparation programs above on April 20, 2005. Since that time, the College has experienced a series of evaluation visits attended by staff from both the Department of Education and the Department of Higher Education. The first interim evaluation visit occurred in March of 2007, which resulted in the College being informed by the Commissioner of Education of their probation status in November 2007. A follow-up on-site evaluation visit occurred in March 2008 and resulted in a finding of compliance with all relevant standards. At that time the State Board of Education granted provisional approval for the period of September 30, 2008 through February 28, 2010. The program reported back to the State Department of Education in April, 2009 and was then granted full approval as stated above. Albertus Magnus now seeks accreditation for their undergraduate teacher preparation certificate programs from the Board of Governors for Higher Education.

### Commissioner's Recommendation

It is recommended that the Board of Governors accredit an undergraduate Teacher Preparation program, leading to initial certification in the following areas: Art Pre-K-12; Middle Grades (4-8): General Science, English, Spanish, History/Social Studies, Mathematics; Secondary Education (7-12): Business, Biology, Chemistry, General Science, English, Spanish, History/Social Studies, and Mathematics, to be offered by Albertus Magnus College, for a period of time concurrent with institutional accreditation.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Albertus Magnus College

Item: Licensure of a program in Global Studies, leading to a Bachelor of Arts (B.A.) degree

### Executive Summary

Albertus Magnus College is proposing a Bachelor of Arts program in Global Studies that will provide an understanding of processes of globalization and the impact of globalization in shaping the contemporary world. Graduates of the program will gain an understanding and appreciation of the historical, political, economic, cultural, and technological forces that contribute to globalization. Students will be able to identify and provide cogent analysis of issues that have arisen as a result of globalization. The program will prepare students to think globally and to address the challenges facing the world in the 21<sup>st</sup> century.

The Advisory Committee on Accreditation, at its meeting on November 12, 2009, reviewed the program and found it to be in compliance with Board of Governors approval standards. The Committee recommended a stipulation that the College provide the Department with an interim report on the development of a course on the impact of science and technology on globalization, and the addition of this course to the program core. The vote to recommend approval to the Board of Governors was in favor with two opposed and with one abstention.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Global Studies, leading to a Bachelor of Arts (B.A.) degree, offered by Albertus Magnus College for a period of three years, until December 31, 2012. It is further recommended that the College provide a progress report by December 31, 2011 describing an additional course in the program core that focuses on the impact of science and technology on globalization.

## Description

### Purposes and Objectives

The College lists the following objectives for the Global Studies program:  
Students will be able to

- Demonstrate an understanding of the historical development of the contemporary world.
- Demonstrate an understanding of the political, economic, cultural, and technological forces that have contributed to globalization.
- Demonstrate an understanding of the problems and consequences resulting from globalization.
- Be capable of bringing a global perspective to bear on the analysis of local and regional issues.
- Demonstrate specialized knowledge regarding an issue transcending national borders, or the impact of globalization on a particular geographical region.
- Demonstrate highly developed research, critical thinking, and written communication skills.
- Demonstrate a sufficient knowledge and skill base to pursue graduate studies and/or work in organizations involved in global issues.

### Administration

The program will be overseen by a Program Director with appropriate credentials.

### Admissions/Enrollment

Enrollment will be open for both part-time and full-time students in the undergraduate Day Program. The program will be delivered in a traditional semester long format. Students who enter the College as full-time first-year students will be able to complete the program in four years. The College anticipates 4 students in the first cohort, 6 in the second cohort, and 8 in the third cohort of students. The program will be implemented in the fall of 2010.

### Curriculum

Global Studies majors must complete 120 credits distributed as follows:

General Education and Core Courses	49 credits
Global Studies	43 credits
Electives	28 credits

There are three stages to the Global Studies program developed to ensure a high level of both integration and specific connection to stated program objectives. The three stages can be described as follows:

*Stage One: The Contemporary World and the Processes of Globalization*

This stage, consisting of twenty-one credits, lays the foundation for students' inquiry into the causes, nature, and processes of globalization. These courses contribute to students' understanding of the historical development of the contemporary world, the forces that have contributed to globalization, and the issues that have arisen as a result of globalization. They also foster students' critical thinking, writing, and communication skills, to prepare them for more advanced study. In this stage, students begin to develop their capacity for bringing a global perspective to bear on the analysis of local and regional issues, a capacity which they are expected to realize more fully in Stage Two.

*Stage Two: Global Issues*

In the second stage, students complete twelve credits from a list of designated courses designed to provide in-depth treatment of issues that have arisen as a result of globalization. These courses, chosen in consultation with the Program Director, enable students to cultivate their capacity to bring a global perspective to bear on analysis of local and regional concerns.

*Stage Three: Specialized Studies*

In the final stage of the program, consisting of ten credits, students demonstrate their capacity to engage in in-depth research and analysis while gaining specialized knowledge of an issue pertaining to globalization, or the impact of globalization on a region.

Major Requirements\*

I. The Contemporary World and the Processes of Globalization

AN 101: Introduction to Anthropology	3 credits
GL 111: Introduction to Global Studies	3 credits
GL 210: Colonialism/Post Colonialism	3 credits
HI 316: War and Peace in 20 <sup>th</sup> Century Europe <b>or</b>	
HI 341: World Revolution in the 20 <sup>th</sup> Century	3 credits
PO 257: International Relations	3 credits
PH 240: Modernity	3 credits
RS 221: World Religions	3 credits

II. Global Issues: 12 credits from the following list of courses that offer in-depth treatment of issues that have arisen as a result of globalization.

(chosen in consultation with an advisor)

MG 329: Global Issues	3 credits
PO 342: Nationalism	3 credits
PH 352: Intro. to Peace, Justice, and Global Issues	3 credits
RS 321: Fundamentalism	3 credits
SC 301: Globalization and the Environment	3 credits
CO 371: Political Communication in the 21 <sup>st</sup> Century	3 credits
EN 361: Literature of the Immigrant	3 credits
EN 211: Post Colonial Literature	3 credits
AH 344: Arts of the Twentieth Century to the Present	3 credits
DA 301: World Dance	3 credits
MU 216: World Music	3 credits

SO 243: Populations and Society	3 credits
GL 255: Special Topics	3 credits

### III. Specialized Studies

GL 391: Senior Thesis (Conducted as a course)	3 credits
GL 380: Internship	3 credits
GL: 355 Special Topics Seminar: Adv. Study in a Particular Field	3credits
GL 330: Portfolio	1 credit

*\*A minimum of 12 credits of major requirements must be at the 300 level.*

### Elective Requirements

Students must complete 28 credits in elective courses in consultation with an advisor.

*Students majoring in Global Studies also must have completed successfully three years of a foreign language at the high school level or 6 credits of foreign language at the college level. Students also are strongly encouraged to pursue advanced study in foreign language and study abroad.*

Note: GL courses above are new courses, as well as EN 211 and SC 301. GL 111, *Introduction to Global Studies* has run twice with enrollments of 8 and 14.

### Comments From Other Institutions

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

### Similar Programs in Connecticut

There are two Global Studies programs and one Global Government Studies program in the State of Connecticut:

- The University of Connecticut, Storrs Campus offers a graduate certificate in global governance.
- The University of New Haven, in New Haven, CT, offers a 36 credit major in global studies that highlights a case study approach in the first two years.
- Mitchell College, in New London, CT, offers an undergraduate degree in global studies that enables students to concentrate in Asian, African, European, or South American culture.

Mnem	Cip Code	Program Name	Degree Type	Accreditation Status	2004-05	2005-06	2006-07	2007-08	2008-09
CCONN	302001	International Studies	BA	A	7	5	6	6	6
MITCH	302001	Global Studies	BA	L	0	0	0	0	0
STJOE	302001	International Studies	BA	A	2	3	2	1	3
UNEW	302001	Global Studies	BA	A	0	0	0	0	1
YALE	302001	International Studies	BA	P	38	36	39	36	47

## Resource Support

### Faculty

As a result of the interdisciplinary nature of this program, the College lists 15 part-time and full-time faculty members each of whom have the appropriate credentials. The College has hired the Program Director who will teach in the program. A second recent faculty hire will teach in this program as well as in another department. The College anticipates hiring an additional faculty member who will have expertise in cultivating students' abilities to engage in interdisciplinary and cross-cultural dialogue.

### Library and Learning Resources

The College has concentrated on expanding its information resources by subscribing to databases and acquiring electronic books. The collection includes 22 relevant databases containing 867 journals and e-journals and 1770 books and e-books that will support the global studies major. The College will update and add resources as appropriate.

### Facilities

The proposed program will use existing facilities.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Bridgeport

Item: Reaccreditation of the University

The University of Bridgeport has requested reaccreditation by the Board of Governors for Higher Education on the basis of the continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The University was accredited last by the Board of Governors in June of 2005.

The Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, at its meeting on September 18, 2009, continued the University's accreditation based on the fifth-year interim report. The Commission's letter is attached and details the results of their review. The Commission has scheduled the next comprehensive evaluation of the University for the fall of 2014.

Connecticut Regulations 10a-34-6c states 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 November 12, 2009, gives no indication of serious problems at the institution, and the Board of Governors has no other information that could be interpreted as "cause." There being no cause, it is recommended that the Board of Governors accept the NEASC assessment and grant accreditation to The University of Bridgeport for a period of five years, until December 31, 2014.



Founded in 1885

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NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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Bentley University
- KIRK D. KOLENBRANDER (2012)  
Massachusetts Institute of Technology
- KATHERINE H. SLOAN (2012)  
Massachusetts College of Art and Design
- STACY L. SWEENEY (2012)  
The Art Institutes
- REV. JEFFREY P. VON ARX, S.J. (2012)  
Fairfield University
- JEAN A. WYLD (2012)  
Springfield College
- WILLIAM F. KENNEDY (2009)  
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November 12, 2009

Mr. Neil Albert Salonen  
President  
University of Bridgeport  
126 Park Avenue  
Bridgeport, CT 06604

Dear President Salonen:

I write to inform you that at its meeting on September 18, 2009, the Commission on Institutions of Higher Education considered the fifth-year interim report submitted by the University of Bridgeport and voted to take the following action:

that the fifth-year interim report submitted by University of Bridgeport be accepted;

that the comprehensive evaluation scheduled for Fall 2014 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2014 evaluation give emphasis to the institution's continued success with:

1. addressing its challenges regarding retention and graduation rates;
2. including the assessment of student learning as a part of program reviews;
3. using the Student Achievement and Success forms to document student learning and use of the information for improvement;
4. evaluating the effectiveness of the new Ph.D program in Computer Science in achieving the desired student learning outcomes.

The Commission gives the following reasons for its action.

The Commission commends the University of Bridgeport for its steady progress in addressing the matters of special emphasis raised in our letter of May 12, 2005. Clearly, the University has moved forward in creating a campus culture in which data-informed planning and evaluation processes guide decision-making. The institution has strengthened its governance mechanisms, and we look forward to seeing continued progress with increasingly clearer goals and objectives that support this effort. We note with approval the work in integrating library resources and information technology as exemplified by the development of the Learning Commons. We also find laudable the improving financial condition of the institution as documented in the audit report, and we encourage the institution to further integrate financial planning with institutional planning and assessment.

The scheduling of a comprehensive evaluation in Fall 2014 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are matters related to our standards on *The Academic Program*, and *Students*.

The Commission commends the institution's efforts to improve retention and graduation rates, although we note that the six-year graduation rate reported in FY2008 continues to be in the low 40% range. We are also pleased to learn that the University has secured a Title III grant to develop initiatives to improve retention. However, the current report does not provide sufficient detail about how proposed initiatives will strengthen retention rates and the qualifications of incoming students, nor how the impact of these initiatives will be assessed over time. Through the self-study for the Fall 2014 comprehensive evaluation, we look forward to learning how external grant resources and other program initiatives have enabled the University to experience more success with its goal of enrolling and serving a number of students who possess promise that has yet to be fully demonstrated. Our standard on *Students* provides guidance:

Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have comparable academic experiences (6.2).

The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success (6.4).

The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services. Rates of retention and graduation are separately determined for any group that the institution specifically recruits, and those

rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students (6.6).

Through a program of regular and systematic evaluation, the institution assesses its effectiveness in admitting and retaining students and the appropriateness and effectiveness of its student services to advance institutional purposes. Information obtained through this evaluation is used to revise these goals and services and improve their achievement (6.18).

The report addresses the need for a focus on student learning outcomes as part of program review, but the institution's plans for addressing the need are incomplete and not clear. As part of the self-study for the Fall 2014 comprehensive review, we look forward to learning about the University's success in including the assessment of student learning as part of program reviews and making improvements on the basis of this effort, as guided by our standard on *The Academic Program*:

The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom. This approach is based on a clear statement or statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The approach provides useful information to help the institution understand what and how students are learning, improve the experiences provided for students, and assure that the level of student achievement is appropriate for the degree awarded. Institutional support is provided for these activities (4.44).

The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program (4.48).

The Commission takes favorable note of how University of Bridgeport used the new data forms to document measures of student success and to understand the challenges with student retention and graduation rates. However, statements in the report that learning outcomes for the institution are developed "tacitly," and that for particular programs "because of [their] nature ... outcomes are subject to wide variation," suggest the need for further development in this arena. As part of the self-study prepared for the comprehensive review in Fall 2014, we look forward to seeing further articulation of learning outcomes, at both the institution and program levels, as well as information about how these outcomes will be measured and the results used to make improvements to the curriculum and campus experience. This work should be guided by our standards on *The Academic Program* and *Students* cited above and below:

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.45).

The Ph.D program in Computer Science warrants additional attention with regard to evaluating its effectiveness particularly in assessing the program's impact on student learning and success. While the report provides a status report with regard to student enrollment, it does not address issues of measuring the quality of the program on basis of the assessment of student learning

Mr. Neil Albert Salonen  
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outcomes. We look forward to learning of the institution's success here within the next self-study, as informed by our standard on *The Academic Program* stated above and below:

Students who successfully complete a graduate program demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives (4.28).

You are encouraged to share this letter with all of the University's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days, we will be sending a copy of this letter to Frank N. Zullo, Esq. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission expressed appreciation for the report submitted by University of Bridgeport and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,



Elsa M. Nuñez

EMN/slo

Enclosure

cc: Frank N. Zullo, Esq.



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

**Institution:** Holy Apostles College and Seminary

**Item:** Licensure of a program in Pastoral Studies, leading to a Master of Arts (M.A.) degree on ground and on line

### Executive Summary

Holy Apostles College and Seminary has requested licensure of a new master's degree program in Pastoral Studies to be delivered both on ground and on-line. This program is intended to meet the need for lay leadership in Catholic parishes as the number of ordained priests is declining. Holy Apostles was founded in 1956 as a seminary with college level programs for men entering the priesthood but in 1972 it expanded its mission to include degree programs for men and women who are not seminarians. The College currently offers associate, bachelor's and masters degrees as well as a post-masters certificate. Two of the masters programs currently offered by the College are delivered on-line.

The Advisory Committee on Accreditation, at its meeting on November 12, 2009, reviewed the proposal for a Master of Arts in Pastoral Studies. The Committee voted unanimously to recommend approval to the Board of Governors.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education:

- License a Master of Arts (M.A.) program in Pastoral Studies, to be offered on ground and on-line by Holy Apostles College and Seminary, for a period of two years, until December 31, 2011;
- Establish December 31, 2010 as the due date for an application for the accreditation of this program; and
- Stipulate that, in addition to the information included in all accreditation applications, the application for this program include the following —
  - An explanation of how this program fits in the larger strategic plan for the College,
  - The names, credentials, and qualifications of faculty teaching in each of the concentrations, with particular emphasis on the identifying faculty with expertise in Parish Administration,
  - A description of the support provided by the College for on-line learning with particular emphasis on the availability of electronic library resources and support services for students and faculty, and
  - A specific plan for how the educational outcomes of the program and each of the three concentrations will be evaluated.

## Description

### Purpose and Objectives

- The purpose of the proposed program is to prepare graduates for leadership in Roman Catholic parishes through theological education and specialized training in one of three areas of concentration:
  - Pastoral Ministry,
  - Religious Education, and
  - Parish Administration
- The College has identified goals for each of the concentrations:
  - The Pastoral Ministry concentration is designed to prepare individuals to assume roles as Church ministers for parishes, hospitals, schools, nursing homes and prisons.
  - The Religious Education concentration prepares graduates to assume roles as Church Director of Religious Education, RCIA Coordinator, catechist for parish Religious Education programs, and/or teacher of religion in Catholic schools.
  - The Parish Administration concentration enables graduates to effectively provide parishes with direction and support on accounting and financial matters to assist them in the stewardship of their economic resources.
- The College has identified broad objectives for the program as well as specific objectives for each concentration. The broad program objectives are listed below:
  - Providing students with an in-depth understanding of Catholic doctrine, corresponding Christian theologies, and pastoral practices that clarify the Gospel for our culture and promote the care of persons in our Church;
  - Instill academic practices of inquiry, discovery, and reflection for professional employees in the Roman Catholic Church and church-related organizations;
  - Inspire attitudes and skills that are compatible with Catholic ministerial service, especially facilitating personal transformation in Christ, building faith-community, and developing a pastoral presence grounded in awareness of one's gifts and limitations as a minister;
  - Foster and encourage the development of a deep understanding of the complementarity that exists between the ordained ministry and lay pastoral ministry in the Christian community.
  - Enabling students to directly experience pastoral practice in the context of ministerial studies, during students' ministerial education, to simultaneously allow students to refine pastoral skills, ministerial theology and vocational identity.

### Anticipated enrollments:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Full time students</b>	2	4	6
<b>Part time students</b>	7	14	20

### Administration

- Oversight: The Vice President for Administrative Affairs will oversee the day-to-day operation of the proposed program. He has a Ph.D. in psychology and a Juris Doctorate and is an ordained permanent deacon in the Archdiocese of Hartford.
- Evaluation: The College has proposed several ways in which it will review this program including reviewing course syllabi, field work experiences, teacher evaluations, enrollment

and employment data. It was unclear if these evaluation methodologies are part of a college wide assessment of educational outcomes.

### Curriculum

- The curriculum was designed in accord with the United States Catholic bishops' 2005 guide for the development of lay ecclesial ministry and was reviewed by an ad hoc committee of College staff and faculty and representatives from the dioceses of Hartford and Norwich.
- The course of study is 39 credits divided as follows: (see Appendix A for a course list)
  - 24 credit core curriculum (8 courses)
  - 12 credits in a concentration (students select 4 courses from 6 or more choices)
  - 3 credits in field education (1 course)
- 15 of the courses for this proposed program are existing courses and there are 14 proposed new courses.
  - Core curriculum: 8 existing courses, 1 new
  - Pastoral Ministry concentration: 3 existing courses, 5 new
  - Religious Education concentration: 5 existing courses, 1 new
  - Parish Administration concentration: 6 new courses
  - Field education: 1 new course required for all concentrations
- The outline of a course syllabus has been developed for all but 1 of the new courses
- The Field Education course will be developed as a capstone experience for the degree.
- Course delivery: Five of the existing courses are currently delivered on-line (See Appendix A) and some of the new courses may be developed to be delivered on line.

### Comments from Other Institutions in Connecticut

- A summary of the proposed program was circulated to Connecticut institutions of higher education in March of 2009 and no comments or questions about the program were received from other institutions.

### Resource Support

#### Faculty

- 15 current faculty members will be teaching courses in this program.
  - These faculty members all have degrees in areas related to their teaching assignments (See Appendix A).
  - Eleven of these faculty members have doctoral degrees and 2 have an S.T.L. (Licentiate of Sacred Theology), one has an M.T.S. (Masters of Theological Studies) and one an M.A. degree.
- The College is planning on hiring 3 new part-time lecturers who have appropriate terminal degrees—2 for the parish administration concentration and one for the pastoral ministry concentration.

#### Library and Learning Resources

- The College plans on acquiring 5 new journal subscriptions and a subscription to a web-based electronic serials data base in order to meet the needs of this program. An allocation to cover these additional library expenses was not included in the Resource Summary.
- The Resource Summary does indicate that the College will budget a total of \$12,000 a year for the 3 new part-time faculty members for this program.

#### Facilities and Equipment

- No new facilities or equipment are proposed for this program.

## Appendix A: Curriculum for proposed Masters Degree in Pastoral Studies

EXISTING COURSES		NEW/REVISED COURSES
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Core Curriculum (24 Credits)						
STM 620 & STM 621	Fundamental Moral Theology I & II	6	Revised	STM 622	Compendium of Moral Theology	3 Rev. Brian Mullady, Ph.D. (Dogmatic and Moral Theology)
STM 805*	Social Teachings of the Church	3	Existing			Dr. Cynthia Toolin, S.T.L. ** (Moral Theology), Ph.D. (Sociology)
STM 807	Contemporary Moral Problems	3	Existing			Dr. James Toner, Ph.D. (Political Science)
CH 901	The Church in America	3	Existing			Rev. Maurice Sheehan, D. Phil., Oxford (Church History)
CH 668*	American Catholic Spirituality	3	Existing			Sr. Dolores Liptak, Ph.D. (History)
SS 638*	Torah and Old Testament Historical Books	3	Existing			Msgr. James Turro, S.T.L. ** (Sacred Scripture), Ph.D. (Theology) / DL: Fr. Rev. Addison Hallock, S.T.L. ** (Spiritual Theology)
			New	SS 636	New Testament Themes	3 Michael Gauthier, S.T.L. ** (Sacred Scripture)
STH 600*	Norms of Catholic Doctrine	3	Revised	STD 805*	Fundamental Doctrines of the Catholic Church	3 DL: Dr. Cynthia Toolin, S.T.L. ** (Moral Theology), Ph.D. (Sociology)

Concentration in Religious Education (12 Credits)						
PS 609*	Sacraments and the Pastoral Life of the Church	3	Existing			Very Rev. Douglas L. Mosey, Ph.D. (Theology)
PS 620	Characteristics of Contemporary Youth	3	Existing			Dr. Ronda Chervin, Ph.D. (Psychology)
PS 702	Catechetics	3	Existing			Sr. Mary Anne Linder, M.Ed. (Education), M.T.S. (Masters of Theological Studies)
PS 704	Media and the Learning Environment	3	Existing			Fr. Sergius Halverson, Ph.D. (Homiletics)
PS 799	Directed Study in Religious Education	3	Existing			Sr. Mary Anne Linder, M.Ed. (Education), M.T.S. (Masters of Theological Studies)
			New	PA 503	Leadership in the Christian Community	3 Dr. James Toner, Ph.D. (Political Science)

Concentration in Pastoral Ministry (12 Credits)						
			New	PM 500	Pastoral Ministry	3 Rev. John G. Hillier, M.A. (Systematic Theology)
			New	PM 501	Human Development and Interpersonal Relations for Ministry	3 Dr. Angelin Arden, Ph.D. (Psychology)
			New	PM 502	Models of Ministry and Leadership in the Church	3 Dr. James Toner, Ph.D. (Political Science)
			New	PM 503	Ethics in Pastoral Ministry	3 Dr. James Toner, Ph.D. (Political Science)
PA 650	Pastoral Theology I & II	6	Revised	PM 504	Theology of Ministry	3 Rev. John G. Hillier, M.A. (Systematic Theology)
RS 501A & RS 501B	Youth Ministry I & II	6	Revised	RS 502	Youth Ministry	3 New Faculty
			New	PM	Crossing Cultural	3 Fr. Luis Antonio Luna Barrera, Ph.D.

				506	Boundaries: Ministry at the Margins		(Theology)
STD 614	World Religions and Interreligious Dialogue*	3	Existing				Dr. Cynthia Toolin, S.T.L. ** (Moral Theology), Ph.D. (Sociology)

Concentration in Parish Administration (12 Credits)							
			New	PS 608	Directed Study in Parish Administration	3	New Faculty
			New	PS 501	Models of Ministry and Leadership in the Church	3	New Faculty
			New	PS 602	Administration and Management of the Catholic Parish	3	New Faculty
			New	PS 604	Financial Management of the Catholic Parish	3	New Faculty
			New	PS 605	Law and Parish Administration	3	James F. Papillo, J.D. (Law), Ph.D. (Psychology)
			New	PS 503	Leadership in the Christian Community	3	Dr. James Toner, Ph.D. (Political Science)

Common to All Concentrations (3 Credits)							
			NEW	PS 701	Field Education	3	Sr. Mary Anne Linder, M.Ed. (Education), M.T.S. (Masters of Theological Studies)

\*Course numbers with an asterisk are courses available through Holy Apostles' Distance Learning (DL) Program.

\*\*The degree S.T.L. (Licentiate of Sacred Theology) is the title of an intermediate graduate degree with canonical effects in the Roman Catholic Church offered by pontifical universities and ecclesiastical faculties of sacred theology. It is the equivalent of a Master Degree. STL is the abbreviation of the Latin, *sacrae theologiae licentiatu*s, which translates as licentiate of sacred theology. (See, [http://en.wikipedia.org/wiki/Licentiate\\_of\\_Sacred\\_Theology](http://en.wikipedia.org/wiki/Licentiate_of_Sacred_Theology))



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Saint Joseph College

Item: Licensure of a program in Pharmacy, leading to the Doctor of Pharmacy (Pharm.D.) degree

### Executive Summary

Saint Joseph College has proposed a Doctor of Pharmacy program that will be housed in the School of Pharmacy and will be located in a new space designated in downtown Hartford. The College believes that this location will both contribute to the community and provide greater access, as well as giving them the opportunity to partner with various institutions/corporations downtown and with Capital Community College. The program plans to accept its first students in August 2010.

Following a review of the application and other pertinent information provided by the College, an evaluation team from the Department of Higher Education visited the campus on October 13, 2009. The team was composed of Dr. S. William Zito, Professor of Pharmaceutical Sciences at St. John's University; Dr. David Dauwalder, Provost & Senior Vice President for Academic and Student Affairs and ACA member; and Dr. Christine Thatcher, DHE. The findings of the evaluation team are summarized within the report below.

The Advisory Committee on Accreditation, at its meeting on November 12, 2009, reviewed the program and found it to be in compliance with Board of Governors approval standards. The Committee voted to recommend approval to the Board of Governors with one opposed and one abstention.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a Doctor of Pharmacy (Pharm.D.) program, to be offered by Saint Joseph College, for a period of three years, until December 31, 2012, provided that students may not matriculate into the program until pre-candidacy status has been achieved through the Accreditation Council for Pharmacy Education (ACPE).

## Description

### Purpose and Objectives

Saint Joseph College approached the addition of a professional program at the doctoral level by grounding their efforts in their strengths, namely the successful existing programs in the health sciences and their reputation with area hospitals and the medical community in general.

The vision of the School of Pharmacy at Saint Joseph College is the following:

Saint Joseph College School of Pharmacy is a first rate educational entity which educates pharmacy professionals to be competent leaders in the provision of patient-centered care and respected contributors to the profession and their communities.

The educational outcomes of the program are as follows:

1. Patient Care
  - a. Provide patient-centered care
  - b. Provide population-based care
2. System Management
  - a. Manage human, physical, medical, informational, and technological resources
  - b. Manage medication use system
3. Public Health
  - a. Assure the availability of effective, quality health and disease prevention services
  - b. Develop public health policy

The College has expressed confidence in gaining pre-candidacy status with the Accreditation Council for Pharmacy Education (ACPE). The ACPE will receive the College's application in January and vote on their status at their June meeting.

Evaluation Team Findings: After a review of materials provided by the institution and conversations with faculty and administration, the evaluation team found Section 10a-34-10, Purposes and Objectives, to be met. The mission of the institution and the mission and vision for the program were found to be aligned.

### Admissions and Enrollment

The College projects the first class to have 60 students, with an eventual target of 100 students per cohort. Students will have a Bachelor's degree coming into the program, a minimum of a 2.8 undergraduate GPA, and a required set of coursework to ensure preparation for the program. Students will also be required to interview for this program. The interview will help to determine the applicant's communication skills, attitude, motivation, and potential for success in the Doctor of Pharmacy program.

The visiting team discussed with the College the type of student who would be appropriate for such a program. It was agreed that for a student to be successful in this highly intensive program

that the student must be motivated and dedicated to following through on a full-time basis and that the requirements for success are completely transparent to the student.

### Administration

The new School of Pharmacy will be led by the Dean of Pharmacy. The Dean is in place, as well as the Associate Dean for Academic Affairs, the Assistant Dean for Experiential Education, the Assistant Dean for Admissions & Student Affairs, as well as the Chairs for both the Department of Pharmaceutical Sciences and the Department of Pharmacy Practice & Administration.

Evaluation Team Findings: In regard to Section 10a-34-11, Administration, the visiting team found that the Board of Governors' Approval Standard has been met. Each of these individuals brings a wealth of experience and the administrative team is considered a strength of the program.

### Curriculum

According to Saint Joseph College, integration occurs within and across disciplines with the main themes as:

- 3 Calendar – year program
- Technology-supported teaching
- Block/Integrated courses organized by organ systems
- Utilization of a variety of active learning and critical thinking strategies across instructional areas
- Early Pharmacy Practice Experiences
- Introductory Pharmacy Practice Experience (IPPE) courses which are offered concurrently with classroom lectures to reinforce learning experiences
- Advanced Pharmacy Practice Experience (APPE) courses which integrate classroom knowledge and professional performance, instill professionalism, and ensure competency in the provision of patient care
- Service Learning

Constant assessment is built into the program. There will be assessments after each block, and at the end of each year. Remediation is also built into the schedule to provide extra support for students who have difficulty with any particular block, or who may miss material due to absence. Faculty will set the pass score for each assessment. Policy is in process to determine when a student will not be allowed to continue. At present, the policy is 3 fails within a term or 5 within a year will result in termination from the program.

A student's typical day during the first two years will consist of 3 hours in the morning which will include class discussion as facilitated by the instructor and review of material. Students will have an hour break, and then a 3 hour afternoon that may consist of group work in break-out rooms to review case studies or research, with the faculty member circulating among the groups and regular assessments to keep students on target.

Year three of the program consists of Advanced Pharmacy Practice Experience, which is 36 weeks of rotations including and beyond the Hartford area.

The Curriculum is attached.

Evaluation Team Findings: The evaluation team met with the faculty and administration of the College to review Section 10a-34-15, Curriculum and Instruction. The team found the Standard to be met. The team commented on the difficulty of a block schedule and the need to create policy regarding make-up of missed sessions because of the lock-step configuration. The team also discussed with the College the requirement by the ACPE for inter-professional education, and the possibilities on campus for Pharmacy students to interact with nursing students and other health care professions. The institution plans to meet this requirement by utilizing their wellness center and other clinical opportunities.

#### Comments from Other Institutions in Connecticut

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

#### Resource Support

Evaluation Team Finding: The team reviewed Section 10a-34-12, Adequacy of Resources and found this Board of Governors' Approval Standard met. The team discussed the sustainability of the program with the President of the College and was impressed with the commitment of the institution.

#### Faculty

Saint Joseph College has been actively recruiting quality faculty in preparation for program implementation next fall. Two current faculty of the College plan to teach in this program, and are included in the totals provided. All of the faculty hires are planned to arrive by May, 2010 to allow for preparation for the Fall semester. In some cases, offers have already been extended, and additional hiring will take place over the next few months. In total, including the Chairs of each department, 14 faculty (12 full-time and 2 0.5 time) will be in place for the first year of the program, and 27 faculty will be in place by year three. The positions of the Dean, Associate Dean for Academic Affairs, Assistant Dean for Experiential Education, and Assistant Dean for Admissions and Student Affairs are not included in this count. Two of the administrative members of the School also plan to teach in the program. A number of the hired faculty have had experience with this block model of curriculum, and all will be afforded the opportunity to observe existing sites around the country as well as receive professional development opportunities to develop this particular pedagogical style.

Evaluation Team Finding: The evaluation team considered the Board of Governors' Standard Section 10a-34-13, Faculty. The Standard is met. The institution is taking care to hire faculty across the disciplines appropriate for the Pharmacy program.

## Library and Learning Resources

The Saint Joseph library has a considerable health collection, including resources for Biology, Chemistry, Nursing and Nutrition. Licensed full-text electronic databases complement the current resources. As a supplement, the library has individual subscriptions to numerous appropriate journals, and plans to add the following databases, as well as additional periodicals before the first students arrive:

Clinical Pharmacology, Lexi-Comp Core Collection, Micromedex Core Collection, and Ovid Core Collection

Evaluation Team Finding: The team discussed Section 10a-34-18, Library and Learning Resources with the administration of the institution and found the Board of Governors' Approval Standard met. The team felt confident that the appropriate materials will be available because the College will be using the guidelines of the American Association of Colleges of Pharmacy (AACCP).

## Facilities and Equipment

The School of Pharmacy will be located in a facility in Hartford. Two large lecture classrooms will be created as well as 10 breakout rooms associated with each classroom for problem-based learning and group work. A student lounge and library will be constructed, as well as administrative, faculty, and student service offices. Two laboratories will be part of the facility, one is a teaching laboratory for instruction in pharmacy practice and pharmaceutical science and the other is a shared laboratory for faculty and student research.

Evaluation Team Finding: The team met with the institution and reviewed the plan for the facilities. In regard to Section 10a-34-19, Facilities and Equipment, and the team found this Board of Governors' Approval Standard met.

## **Attachment:**

### **Saint Joseph College Pharmacy Courses by Term and Order of Occurrence**

<b>Term</b>	<b>Crse Nbr</b>	<b>Course Title</b>	<b>Days</b>	<b>Hours</b>	<b>Credits</b>
PI Fall	701	Introduction to the Pharmacy Profession and Professional Ethics	5	30	2
	704	Pharmaceutical Calculations	7.5	45	3
	750	Pharmaceutics	7.5	45	3
	722	Biostatistics and Clinical Trial Design	5	30	2
	703	Self-care Therapeutics	7.5	45	3
	706	Communication Skills	2.5	15	1
	752	Pharmaceutical Science Laboratory	5	30	1
	761	Introductory Pharmacy Practice Experience I	5	40	1
	712	Genetic Control of Cell Function, Cell Reproduction and Protein Synthesis	5	30	2
	724	Drug Information and Literature Evaluation	5	30	2

Term	Crse Nbr	Course Title	Days	Hours	Credits
	714	Metabolism of Carbohydrates, Lipids, and Amino Acids	12.5	75	5
PI Spr	710	Fundamentals of Drug Action and Metabolism	5	30	2
	730	Pharmacology of the Nervous System	10	60	4
	731	Pharmacology of the Cardiovascular, Renal, and Pulmonary Systems	7.5	45	3
	732	Pharmacology of the Gastrointestinal, Genitourinary, and Skeletal Muscle Systems	5	30	2
	762	Introductory Pharmacy Practice Experience II	5	40	1
	753	Pharmaceutical Care Laboratory	5	30	1
	728	Pharmacy Law and Jurisprudence	5	30	2
	733	Pharmacology of the Endocrine System	5	30	2
	734	Pharmacology of the Immune System	7.5	45	3
	708	Physical Assessment	5	30	2
	735	Pharmacology of Anti-infective Agents	7.5	45	3
PI Sum	763	Introductory Pharmacy Practice Experience III	20	160	4
	736	Pharmacology of Antineoplastic Agents	5	30	2
	751	Biopharmaceutics and Pharmacokinetics	10	60	4
	720	Pharmacy Administration I	7.55	45	3
	795	Summative Assessment of the PI Year	5	30	2
P2 Fall	821	Pharmacy Administration	5	30	2
	810	Principles of Toxicology	5	30	2
	830	Pharmacotherapeutic Disease State Management: Fluids, Electrolytes, and Nephrology	5	30	2
	831	Pharmacotherapeutic Disease State Management: Cardiology	12.5	75	5
	861	Introductory Pharmacy Practice Experience IV	5	40	1
P2 Fall	832	Pharmacotherapeutic Disease State Management: Endocrinology	5	30	2
	833	Pharmacotherapeutic Disease State Management: Immunology and Ophthalmology	7.5	45	3
	834	Pharmacotherapeutic Disease State Management: Pulmonology	5	30	2
	835	Pharmacotherapeutic Disease State Management: GI and Liver Disorders	5	30	2
P2 Spr	836	Pharmacotherapeutic Disease State Management: Infectious Diseases	15	90	6
	837	Pharmacotherapeutic Disease State Management: Hematology/Oncology	7.5	45	3
	862	Introductory Pharmacy Practice Experience V	5	40	1
	838	Pharmacotherapeutic Disease State Management: Psychiatry	5	30	2
	839	Pharmacotherapeutic Disease State Management: Neurology	5	30	2
	856	Men's and Women's Health	5	30	2
	840	Pharmacotherapeutic Disease State Management Geriatrics:	5	30	2
	842	Pharmacotherapeutic Disease State Management: Pediatrics	5	30	2
	854	Clinical Nutrition	5	30	2
	858	Herbal Products and Dietary Supplements	5	30	2
	895	Summative Assessment of P2 Year	5	30	2
P2 Year	808	Integration of Pharmacy Practice	10	60	4
	805	Scientific Writing and Communication	5	30	2

Term	Crse Nbr	Course Title	Days	Hours	Credits
P3 Spr	995	Summative Assessment of P3 Year and NAPLEX Review	5	30	2
P3 Year	901	Advanced Pharmacy Practice Experience I. Ambulatory Care	30	240	6
	902	Advanced Pharmacy Practice Experience II. Adult Acute Care	30	240	6
	903	Advanced Pharmacy Practice Experience III. Advanced Community Practice	30	240	6
	904	Advanced Pharmacy Practice Experience IV. Advanced Institutional Practice	30	240	6
		<b>APPE Elective Courses (Two Required)</b>			
	920	Advanced Pharmacy Practice Experience Elective in Cardiology	30	240	6
	921	Advanced Pharmacy Practice Experience in Critical Care	30	240	6
	922	Advanced Pharmacy Practice Experience in Geriatrics	30	240	6
	923	Advanced Pharmacy Practice Experience in Hematology and Oncology	30	240	6
	924	Advanced Pharmacy Practice Experience in Hospice Care	30	240	6
	925	Advanced Pharmacy Practice Experience in Home Health/Home Infusion	30	240	6
	926	Advanced Pharmacy Practice Experience in HIV/AIDS	30	240	6
	927	Advanced Pharmacy Practice Experience in Infectious Disease	30	240	6
	928	Advanced Pharmacy Practice Experience in Long Term Care/Consulting	30	240	6
	929	Advanced Pharmacy Practice Experience in Nutrition	30	240	6
	930	Advanced Pharmacy Practice Experience in Pediatrics	30	240	6
	931	Advanced Pharmacy Practice Experience in Psychiatry	30	240	6
	932	Advanced Pharmacy Practice Experience in Solid Organ Transplant	30	240	6
	933	Advanced Pharmacy Practice Experience in Trauma/Surgery	30	240	6
	960	Advanced Pharmacy Practice Experience in Compounding	30	240	6
P3 Year	961	Advanced Pharmacy Practice Experience in Drug Information	30	240	6
	962	Advanced Pharmacy Practice Experience in Drug Use Policy	30	240	6
	963	Advanced Pharmacy Practice Experience in Managed Care	30	240	6
	964	Advanced Pharmacy Practice Experience in Nuclear Pharmacy	30	240	6
	965	Advanced Pharmacy Practice Experience in the Pharmaceutical Industry	30	240	6
	966	Advanced Pharmacy Practice Experience in Pharmacy Informatics	30	240	6
	967	Advanced Pharmacy Practice Experience in Pharmacy Management	30	240	6
	968	Advanced Pharmacy Practice Experience in Professional Organizations	30	240	6
	969	Advanced Pharmacy Practice Experience in Research	30	240	6
	970	Advanced Pharmacy Practice Experience in Teaching	30	240	6



INFORMATION ITEM: ACADEMIC AFFAIRS AND PLANNING

A. APPLICATIONS UNDER REVIEW BY THE ADVISORY COMMITTEE ON ACCREDITATION, DECEMBER 2009

Public Colleges and Universities

Three Rivers Community College

- \* Licensure of an AS in Exercise Science
- \* Licensure of an AA in Visual Fine Arts

Independent Colleges and Universities

Albertus Magnus College

- \* Licensure of a MFA in Writing

Fairfield University

- \* Accreditation of a MA in Communication
- \* Accreditation of a MFA in Creative Writing

Mitchell College

- \* Accreditation of a BS in Hospitality and Tourism

University of Bridgeport

- \* Licensure of a BS in Health Sciences
- \* Licensure of a MS in Physician Assistant

B. REPORTS BEING PREPARED BY THE DEPARTMENT OF HIGHER EDUCATION

Public Colleges and Universities

Capital Community College

- \* Accreditation of an AS in Insurance and Financial Services

Independent Colleges and Universities

Bais Binyomin Academy

- \* Accreditation of a Certificate in Talmudic and Rabbinical Studies

Briarwood College

- \* Licensure of a BS in Health Information Management

Fairfield University

- \* Licensure of a DNP in Doctor of Nurse Practice
- \* Program Modification of a MA in School Counseling

Gibbs College

- \* Licensure of an AS in Cardiovascular Sonography
- \* Licensure of an AS in Diagnostic Medical Sonography
- \* Licensure of a Certificate in Medical Billing & Coding

National Graduate School

- \* Licensure of a MS in Quality Systems Management

Post University

- \* Licensure of a MPA in Master of Public Administration

Quinnipiac University

- \* Licensure of a MS in Teacher Leadership Online

- \* Accreditation of a BA in Theater

Sacred Heart University

- \* Licensure of a MS in Applied Psychology

- \* Licensure of a GRADCERT in Community Counseling

- \* Licensure of a GRADCERT in Industrial Organizational Psychology

- \* Licensure of a MSN in Nursing Education, online

- \* Program Modification of a MBA in Business Administration

St. Thomas Seminary

- \* Licensure of a Certificate in Biblical Studies

Talmudic Institute of Connecticut

- \* Accreditation of a Certificate in Talmudic Studies

Williams College/Mystic Seaport, Inc.

- \* Licensure of a UCO in American Maritime Studies

C. INSTITUTIONAL ACCREDITATIONS 2009-2010

October 2009

Central Connecticut State University

St. Vincent's College

November 2009

Briarwood College

Clemens College

St. Thomas Seminary

December 2009

University of Bridgeport

September 2009

Hartford Seminary

Western Connecticut State University

May 2010

Graduate Institute, The

June 2010

Gibbs College

University of Phoenix

D. INSTITUTIONAL ACCREDITATION VISITS WITH NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, 2009-2010

October 2009

Quinnipiac University

March 2010

Briarwood College

Goodwin College

E. DEPARTMENT OF HIGHER EDUCATION ACCREDITATION VISITS

October 2009

St. Thomas Seminary

November 2009

Talmudic Institute of Connecticut

December 2009

Bais Binyomin Academy

January 2010

Graduate Institute, The

F. APPLICATIONS TO ESTABLISH NEW INSTITUTIONS OF HIGHER EDUCATION IN CONNECTICUT

G. NEW INSTITUTIONS LICENSED

H. PROGRAM APPROVALS BY THE BOARD OF GOVERNORS, BY DEGREE LEVEL, AS OF DECEMBER 2009

	Cert.	Associate's Degree	Bachelor's Degree	Graduate Certificate	Master's Degree	Doctoral Degree
<u>Program Licensure</u> Public Institutions			2			
<u>Program Licensure</u> Independents		1	3		2	2
<u>Program Licensure and Accreditation</u> Public Institutions		5			2	
<u>Program Licensure and Accreditation</u> Independents				1		
<u>Program Accreditation</u> Public Institutions					1	
<u>Program Accreditation</u> Independents					4	
<u>Program Modification</u> Public Institutions		8				
<u>Program Modification</u> Independents			5	1	12	
<b>Totals</b>	0	14	10	2	21	2

I. PROGRAMS DUE TO EXPIRE WITHIN THE ACADEMIC YEAR

<b>Institution</b>	<b>Program</b>	<b>Licensure Expiration</b>
Mitchell College	Hospitality and Tourism, BS	01/31/2010
Goodwin College	General Studies, AS	03/31/2010
Quinnipiac University	Theater, BA	03/31/2010
Capital Community College	Insurance and Financial Services, AS	05/31/2010
Gibbs College	Medical Assisting, AS	06/30/2010
Long Island University	Field Experience/Clinical Practice Program, FE/CP	06/30/2010
Manhattanville College	Field Experience/Clinical Practice Program, FE/CP	06/30/2010
Mitchell College	Communication, BS	06/30/2010
University of Connecticut	Public Health, Occupational and Environmental Health Sciences, PH.D.	06/30/2010
University of Phoenix	Business Administration, MBA	06/30/2010
University of Phoenix	Business/Management, BS	06/30/2010
University of Phoenix	Information Technology, BS	06/30/2010
University of Phoenix	Technology Management, MBA	06/30/2010
University of Rhode Island	Chemistry, MS	06/30/2010
University of Rhode Island	Field Experience Placement, FE/CP	06/30/2010

## STAFF REPORT: FINANCE AND ADMINISTRATION

Item: Policies for Credit Card Offers on College Campuses

### Background Information

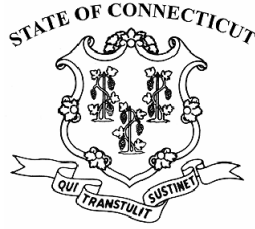
Public Act No. 09-167, Exhibit A, requires that the Board of Governors for Higher Education adopt policies, on or before January 1, 2010, regulating the marketing practices of credit card issuers on the campuses of public institutions of higher education.

The Department of Higher Education has drafted, with the assistance of the constituent units, policies regulating the marketing activities of credit card issuers.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education adopt the policies as noted in Exhibit B.

12/16/09



**Substitute House Bill No. 6483**

**Public Act No. 09-167**

**AN ACT CONCERNING CREDIT CARD OFFERS ON COLLEGE  
CAMPUSES.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (*Effective July 1, 2009*) (a) For purposes of this section, "marketing" means any activity attended and facilitated by an agent or employee of a credit card issuer when such activity is designed to offer a credit card to students enrolled at a public institution of higher education in this state, but does not include (1) activities that are open to the general public or accessible by populations that include the general public, such as advertisements in posters, newspapers, magazines, television, radio or Internet or other similar activities; or (2) activities or merchandising conducted within the physical boundaries of a financial services business located on or within a campus of a public institution of higher education.

(b) On or before January 1, 2010, the Board of Governors of Higher Education shall adopt policies regulating the marketing practices of credit card issuers on the campuses of public institutions of higher education. Such policies shall (1) require credit card issuers to register with the public institution of higher education before conducting any marketing activities on the campus of the institution; (2) require such registered issuers, at least once each year in which the issuers are

**Substitute House Bill No. 6483**

engaged in marketing credit cards on the campus of the institution, to appear in person at a location that is open to all students of the institution for the purpose of providing educational information and answering questions, and require the institution to advertise such appearance; (3) prohibit credit card issuers from marketing to undergraduate students during the orientation and class registration periods; (4) require credit card issuers that engage in marketing practices at public institutions of higher education to distribute credit card management education materials along with any marketing materials; (5) prohibit public institutions of higher education from disclosing identifying information of undergraduate students at such institutions to credit card issuers unless such institutions have provided such students with notice of and the opportunity to opt out of such disclosure in accordance with the regulations adopted by the United States Department of Education pursuant to the Family Educational Records and Privacy Act, 20 USC 1232g, as amended from time to time; (6) prohibit employees of such public institutions of higher education from marketing credit cards to students; (7) restrict the time and place in which credit card marketing may occur; and (8) prohibit the use of gifts and incentives in such marketing at intercollegiate athletic events.

Sec. 2. (NEW) (*Effective July 1, 2009*) (a) No credit card issuer shall take any debt collection action, including, but not limited to, telephone calls or demand letters, against the parent or legal guardian of a student to whom a credit card has been issued, unless the parent or legal guardian has agreed in writing to be liable for the debts of the student pursuant to the terms of the credit card agreement.

(b) For purposes of this section, "student" means a person who is under twenty-one years of age and is enrolled in a public institution of higher education on a full or part-time basis.

Approved July 2, 2009

**Public Act No. 09-167**

**2 of 2**

**REVISED 12/02/2009**

PA No. 09-167  
An Act Concerning Credit Card Offers On College Campuses  
Policies

1. Vendor Registration:
  - a. All credit card vendors wishing to appear on campus for the purpose of marketing to students, must register with the college at least one month prior to the requested date of the event.
  - b. All credit card vendors must register by filling out the Vendor Registration Form (attached), or one provided by the applicable constituent unit of higher education.
  - c. The college will provide the vendor with a copy of, or electronic access to, Public Act No. 09-167 prior to the date of the marketing event.
2. Debt Education Presentation:
  - a. Colleges must require all credit card vendors approved to market to students, to provide at least one in-person debt management/credit card education presentation at a time and location designated by the college. This presentation must be prior to the approved date of the marketing event. The designated location must be open to all students and the college must advertise the event no less than one week prior to the presentation in a manner that is accessible by all students.
  - b. The vendor must pre-submit all educational materials that will be used in the presentation, at least one month prior to the presentation, for review and approval by the college.
3. Prohibit Marketing During Orientation and Registration:
  - a. The college must not allow credit card vendors to hold marketing events on days scheduled for the primary periods of orientation and registration as determined by the applicable constituent unit of higher education.
  - b. The college must disclose orientation, registration and any other marketing black-out dates to the vendor.
4. Require Vendors to Distribute Credit Card Management Materials:
  - a. The college must require the vendor to provide credit card/debt management educational materials to students, along with any marketing/application materials.
  - b. The vendor must pre-submit all such educational materials, at least one month prior to the event, to the college for approval prior to the marketing event.
5. Release of Student Information:
  - a. Colleges may not disclose identifying student information to credit card issuers unless the student is notified and given the opportunity to opt-out of such disclosure in accordance with FERPA. Colleges are not required to disclose directory information to third parties unaffiliated with the college's mission.

6. Employee Marketing Activities Prohibition:
  - a. For purposes of this section, the terms “market” or “marketing” shall not include activities or marketing campaigns directed primarily to a college’s alumni, supporters or donors.
  - b. No college employee, including students receiving college or federal work-study funds, may market credit cards to students.
  - c. Marketing to students includes promoting the credit card either verbally, electronically or in written.
  
7. Time and Place Restrictions:
  - a. Any marketing event must take place in a common campus location which is accessible to all students.
  - b. Marketing events can not occur in student housing locations, athletic facilities or at athletic events and must otherwise comply with the college’s solicitation policies.
  
8. Prohibition of Gifts and Incentives:
  - a. Any vendor provided gifts or incentives, related to the marketing event, must be made available to students without any conditions.
  - b. No gifts or incentives can be given out at inter-collegiate athletic events.
  - c. Per federal law, all incentives or gifts from credit card marketers are prohibited on campus, within 1,000 feet of campus, or at campus-sponsored events.

**(Insert College Name)  
Credit Card Marketing Event  
Registration Form**

PA No. 09-167

(<http://www.cga.ct.gov/2009/act/Pa/pdf/2009PA-00167-R00HB-06483-PA.PDF>)

**Institutional Information:**

1. **Office In Charge of Event:** \_\_\_\_\_
2. **Primary Contact:**  
Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_
3. **Black-Out Dates:**  
Orientation(s): \_\_\_\_\_  
Registration(s): \_\_\_\_\_  
Other: \_\_\_\_\_
4. **Request for Event Approved/Denied:**  
Approved \_\_\_\_\_ Denied \_\_\_\_\_
5. **Required In-Person Student Debt Education Presentation:**  
Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_
6. **Approved Event:**  
Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_

**Vendor Information:**

1. **Name of bank or credit card issuing company:** \_\_\_\_\_
2. **On-Site Company Representative Information**  
Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_
3. **Requested Date of Event:** \_\_\_\_\_
4. **Start and End Times of Event:** \_\_\_\_\_
5. **Educational Materials to be Distributed (attach sample(s)):** \_\_\_\_\_
6. **Marketing/Application Materials to be Distributed (attach sample(s)):** \_\_\_\_\_

**BOARD OF GOVERNORS FOR HIGHER EDUCATION**

Meeting Dates  
2010

January 20, 2010

February 17, 2010

March 17, 2010

April 28, 2010

May 19, 2010

June 16, 2010

September 15, 2010

October 20, 2010

November 17, 2010

December 15, 2010