

**Agenda**  
**Board of Governors for Higher Education**  
Department of Higher Education  
Hartford, CT  
September 15, 2010  
**1:30 p.m.**

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**Call to Order**

**Approval of the June 16, 2010 Board Meeting Minutes**

**Public Participation**

**Chairman's Report**

**Commissioner's Report**

**Commissioner's Consent Calendar**

Finance and Administration

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**Other Business**

**Report of the Standing Advisory Committee**

**Adjournment**

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Item: Department of Higher Education's 2010 Affirmative Action Plan

### Background Information

The Department of Higher Education's 2010 Affirmative Action Plan has been prepared to comply with the Connecticut General Statutes (C.G.S.) Section 46a-68. This statute requires each state agency, board, department and commission to submit annually to the Connecticut Commission on Human Rights and Opportunities (CHRO) an "affirmative action plan for equal employment opportunity in all aspects of personnel administration".

The Department's 2010 plan, submitted to CHRO in 2009 was Approved (by default as CHRO staff were unable to review it) and the Department remains on annual filing status.

The dual purpose of the 2010 plan is to:

1. Report on the Department's affirmative action undertaken for the period of July 1, 2009 through June 30, 2010.
2. Present the Department's affirmative action plan for the period of July 1, 2010 through June 30, 2011.

The draft of the 2009-2010 plan has been prepared in accordance with CHRO regulations:

- ❖ It contains all the elements mandated by C.G.S. Sections 46a-68-33 through 46a-68-50.
- ❖ It reports the agency workforce as a whole and by occupational category and the degree of parity within the relevant labor market area.
- ❖ It reports the degree of success in accomplishing hiring, promotion and program goals established in the previous plan.

### Analysis

#### **Workforce Analysis**

The Department is organized into three (3) occupational categories with the following distribution of its permanent full-time employees as of June 30, 2010:

Officials & Administrators	2
Professionals	30
Office & Clerical	6
Total Full-Time Staff:	38

The Department also has three (3) part-time Professional employees.

**Hires 2009-2010**

There were two (2) hires at the Department during this reporting period. Both hires occurred in the Professional Category. Both hires achieved affirmative action goals.

**Hiring and Promotion Goals 2010-2011**

It is anticipated that the following hiring goals will be set for July 1, 2010 to June 30, 2011 to address underutilizations at the Department (pending CHRO approval).

Officials & Administrators - Based on the utilization analysis – no goals are set for this category.

Professionals – six (6) white males, one (1) white female and one (1) other male.

Office & Clerical – one (1) black female.

Commissioner's Recommendation

It is recommended that the Board of Governor's for Higher Education:

1. Approve the draft of the 2010 Affirmative Action Plan, and
2. Authorize the Commissioner to approve the final draft of the 2010 plan for submission to the Connecticut Commission on Human Rights and Opportunities on or before October 15, 2010.

9/15/10

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Subject: Appointments to the Advisory Committee on Accreditation

### Background

Regulations of the Board of Governors for Higher Education call for the appointment of an Advisory Committee on Accreditation (ACA) to advise the Board and the Commissioner. The subject of advice is the review and approval of programs and institutions of higher education in Connecticut. The Committee is asked, in the case of each application for approval, to make a finding regarding compliance or lack of compliance with the Board's approval standards. The Committee also discusses issues related to the approval standards and provides advice on such matters.

The ACA consists of twelve members and twelve alternates appointed by the Board, with equal representation of public and independent institutions and with two representatives of the public at large. The members of the ACA serve three year staggered terms.

This year, there were three vacancies to be filled: one member from the University of Connecticut and two members from independent institutions.

The nominees recommended for appointment to a three year term until August 31, 2013 are listed below. A roster of the current (2009-2010) Advisory Committee is also attached for the Board's information.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education appoint to the Advisory Committee on Accreditation the members and alternates identified in the staff report for a three year term until August 31, 2013, and authorize the Commissioner to make interim appointments to fill vacancies that may occur during the coming year.

BOARD OF GOVERNORS FOR HIGHER EDUCATION  
Department of Higher Education

ADVISORY COMMITTEE ON ACCREDITATION

Terms of Appointment: 2010-2011 Academic Year

To August 31, 2011

Shirley Adams/ Ed Klonoski  
John Donahue/ Sean O'Connell  
Abbey Zink/ Richard Bassett

Charter Oak State College  
Albertus Magnus College  
Western Connecticut State University

To August 31, 2012

Ann Clark/ Janet Jefford  
Martha McLeod/ Barbara McCarthy  
Leon Newman/ David Wetstone  
Joseph Paige Central  
Judith Resnick Connecticut  
Martha Shouldis/ Susan Capasso

Goodwin College  
Asnuntuck Community College  
CT Academy Science & Engineering  
Connecticut State University  
Business & Industry Association  
St. Vincent's College

To August 31, 2013

David Dauwalder/ Gordon Simerson  
Robert Madden/ Joyce Fontana  
William Pizzuto/ Thomas DeFranco

University of New Haven  
Saint Joseph College  
University of Connecticut

BOARD OF GOVERNORS FOR HIGHER EDUCATION  
Department of Higher Education

ADVISORY COMMITTEE ON ACCREDITATION

Terms of Appointment: 2009-2010 Academic Year

Chairman: W. Miller Brown, Professor of Philosophy,  
Trinity College

Vice Chairman: Shirley Adams, Provost  
Charter Oak State College

To August 31, 2010

Miller Brown/ Frank Kirkpatrick	Trinity College
David Dauwalder/ Gordon Simerson	University of New Haven
Robert McCarthy/ William Pizzuto	University of Connecticut

To August 31, 2011

Shirley Adams/ Ed Klonoski	Charter Oak State College
John Donahue/ Sean O'Connell	Albertus Magnus College
Abbey Zink/ Richard Bassett	Western Connecticut State University

To August 31, 2012

Ann Clark/ Janet Jefford	Goodwin College
Martha McLeod/ Barbara McCarthy	Asnuntuck Community College
Leon Newman/ David Wetstone	CT Academy Science & Engineering
Joseph Paige/ Braden Hosch	Central Connecticut State University
Judith Resnick Connecticut	Business & Industry Association
Martha Shouldis/ Susan Capasso	St. Vincent's College



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Saint Thomas Seminary

Item: Licensure of a program in Biblical Studies, leading to a Certificate

Date: September 15, 2010

### Executive Summary

Saint Thomas Seminary has applied for licensure of a certificate program in Biblical Studies. According to the institution, the certificate program is designed for those considering priestly vocations, those preparing for diaconate ordination, and members of the laity seeking professional expertise as catechists and lay ministers. Additionally, the program is designed to enrich and deepen knowledge of the Catholic faith and the Catholic tradition regarding Sacred Scripture. The program consists of four years of study of both the old and new testaments and prepares individuals for lay ministry. The program is subsidized by the Archdiocese of Hartford resulting in a minimal expense to students.

The Advisory Committee on Accreditation, at its meeting on June 17, 2010 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 was all in favor.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Biblical Studies, leading to a Certificate, offered by Saint Thomas Seminary, for a period of three years, until September 30, 2013.

## Description

### Purposes and Objectives

The proposed certificate in Biblical Studies supports the mission of Saint Thomas Seminary to form candidates for ministry with the following objectives in mind:

- To help prepare candidates for pastoral ministry possibly leading to a vocation in the priesthood, diaconate, religious life, or a variety of forms of pastoral ministry
- To help prepare candidates who are simultaneously engaged in formation programs leading to vowed religious life
- To prepare individuals seeking deepened theological knowledge, both for personal spiritual enrichment and for preparation for lay ministry in the Church
- To continue to work toward a vision of Saint Thomas Seminary as an umbrella institution for ministerial formation

### Administration

A Chair oversees the program and is well qualified.

### Admissions/Enrollment

Potential students in the program will be active Catholics, church volunteers and ecclesial ministers who have an interest in expanding their knowledge of Sacred Scripture.

The Seminary is anticipating 40 students to enroll in the first year of the program, with enrollments increasing slightly each year. By year three of the program, it is projected that 50 students will start the program with 85 continuing students from years one and two.

Admission requires a high school diploma or its equivalent, an application and an interview with the Chair of the program.

### Curriculum

Each course is one year long requiring approximately 70 hours of class time and ending with a comprehensive exam. The curriculum follows the methods and norms established for the study of sacred texts as developed by contemporary scholarship and recognized worldwide by institutions such as the Society of Biblical Literature and the American Academy of Religion.

Course	Course	Title	Credits
CBS 100		Old Testament Foundations: Genesis through Kings	4.5
CBS 200		New Testament Foundations: Jesus and Discipleship	4.5
CBS 300		Old Testament: Exile and Restoration	4.5
CBS 400		Old and New Testaments Concluded: The Word in the Hellenistic World	4.5

### Comments From Other Institutions

No comments have been received.

## Resource Support

### Faculty

The Chair of the program is a fulltime faculty member. Saint Thomas Seminary has provided the names and credentials for seven part-time faculty members. All are qualified to teach in this program.

### Library and Learning Resources

The Archbishop O'Brien Library has holdings of approximately 33,000 volumes. The collections are primarily in philosophy and religious studies, with additional volumes in literature, psychology, and history as well as a reference section. Students may also access library resources through the Hartford Consortium for Higher Education as well as the ReQuest state-wide database.

### Facilities

There are four classrooms reserved for the certificate programs at Saint Thomas Seminary. The program may use the auditorium or large lecture hall at the Seminary.

In addition to the Bloomfield Campus, Saint Thomas Seminary holds classes and events in a variety of locations throughout the Archdiocese of Hartford, i.e., in Hartford, Litchfield, and New Haven counties, as follows:

- o Saint Thomas Seminary, 467 Bloomfield Avenue, Bloomfield, CT 06002
- o Sacred Heart Parish Center, 26 Wintonbury Avenue, Bloomfield, CT 06002
- o Epiphany Parish Center, 1750 Huckins Road, Cheshire, CT 06410
- o Caritas Christi Center, 295 Benham Street, Hamden, CT 06514
- o St. Mark the Evangelist Parish Center, 467 South Quaker Lane, West Hartford, CT 06110



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Tunxis Community College

Item: Licensure of a program in New Media Communication, leading to the Associate of Science (A.S.) degree

Date: September 15, 2010

### Executive Summary

Tunxis Community College has applied for licensure of a program in New Media Communication, leading to the Associate of Science (A.S.) degree. The proposed program provides students with foundational knowledge in new media problem solving, new media literacy, project development, and the conceptual and technical skills for those seeking baccalaureate and graduate degrees in professional and academic new media disciplines such as web science, digital studies, communications, education, art, and software studies and development. New Media Communications is designed as an interdisciplinary program utilizing courses in computer programming, art history, information design, and communication. The program focuses on liberal arts and sciences areas as well as introducing students to New Media tools and skill sets. The program is designed to evolve as technology changes.

The Advisory Committee on Accreditation, at its meeting on June 17, 2010 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 was all in favor.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in New Media Communication, leading to the Associate of Science (A.S.) degree, offered by Tunxis Community College, for a period of two years, until September 30, 2012.

## Description

### Purposes and Objectives

New Media Communication complements and supports the scope of Tunxis' existing programs (i.e. A.S. degrees in Graphic Design: Interactive Media Option and CIS: Programming Option) as well as existing programs within the Connecticut Community College System.

The College has provided the following learning outcomes:

Area 1: Problem Solving: The student identifies, assesses, and solves unscripted problems.

Area 2: Project Building: The student adheres to, critically evaluates, and applies project building processes.

Area 3: New Media Literacy: The student interprets, manipulates, and develops multi-modal systems

Tunxis Community College has been working with Eastern Connecticut State University in regard to transfer as their Liberal Arts & Sciences (LAS) core relates well to Tunxis' Ability-based Education model. ESCU's LAS Committee is in the process of articulating the proposed core new media courses, which include New Media Perspectives, Digital Narrative, Writing with Video, Topics in New Media, Programming for New Media, and New Media Portfolio. They then plan to work on articulating the program. Articulation agreements already established include direct transfer of 50 credits or more from Tunxis Community College between Savanna College of Art and Design and the Hartford Art School.

### Administration

A program coordinator will oversee the program. The responsibilities of this position include managing the New Communication lab, developing schedules, managing student internships and seeking/maintaining transfer articulation agreements, as well as staying abreast on contemporary practice and thus curricular alignment in New Media.

### Admissions/Enrollment

There are no admission requirements for the program. The College anticipates 8 fulltime and 4 part-time students in the first year of the program, and the first graduates by Spring 2012-13.

Curriculum

	Course #	Course Title	credits
<b>General Education Requirements:</b>	ENG*101	Composition	3
		Directed Humanities Elective	3
<b>Humanities</b>		Fine Arts Elective	3
<b>Fine Arts</b>		Social Science Elective	3
<b>Social Science</b>		Directed Math Elective	3
<b>Mathematics</b>		Science Elective	3-4
<b>Natural Science</b>	Science	Elective	3-4
	COM*101	Introduction to Mass Communications	3
	total general education credits:		<b>21-22</b>
<b>Program Req. &amp; Electives</b>			
	NMC*101	New Media Perspectives	3
	NMC*XXX	Digital Narrative	3
NMC*220		Writing With Video	3
	NMC*210	Topics in New Media	3
	CSA *XXX	Programming for New Media	1

	NMC*250	New Media Portfolio	3
	NMC*295	Internship in New Media Communication	1
	COM*173	Public Speaking	3
	CSC*126	Programming Logic and Design with Visual Basic	3
	GRA*101	Design Principles	3
	GRA*110	Introduction to Computer Graphics	3
	ART*102	Art History II	3
	ENG*103	Composition II	3
	NMC*299	Independent Study in New Media	3
	Directed	Electives	6
	total program requirement credits:		<b>44</b>
	TOTAL CREDITS:		<b>65-66</b>

Comments From Other Institutions

No comments have been received.

Resource Support

Faculty

In addition to the Program Coordinator, two full-time, qualified faculty members have been identified by the College.

Library and Learning Resources

The Library provides access to approximately 25 new media, film, communication technology, and new media journal titles through our online databases. Library databases include Academic Search Premier and Communications and Mass Media.

Facilities

Tunxis Community College has a New Media Lab that houses 20 MacBook laptops, 4 PC workstations, several older laptops that house Tunxis' game and media library. The laboratory houses older and modern game consoles; 2 large resolution monitors; an Amazon Kindle; sound recorders; 6 video cameras; several scanners; and other additional required equipment.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Stevens Institute of Technology, Hoboken, NJ

Item: Licensure of a program in Space Systems Engineering, leading to a Graduate Certificate to be offered online and on-ground

Date: September 15, 2010

### Executive Summary

Stevens Institute of Technology is a private co-educational institution of higher learning founded in 1870 in New Jersey. It has evolved from a small engineering college to a major research university, consisting of three schools and one college: the Charles V. Schaefer Jr. School of Engineering and Science (SES), the School of Systems and Enterprises (SSE), the Wesley J. Howe School of Technology Management (STM), and the College of Arts and Letters (CAL).

At the graduate level, Stevens offers master's degrees in science, engineering, and technology management on campus, as well as off-campus programs at industrial and government sites. It also offers many masters programs in the online mode through its Web Campus division. They also offer interdisciplinary master's programs and interdisciplinary PhD programs. Stevens Institute of Technology is regionally accredited by the Middle States Commission on Higher Education.

The Graduate Certificate and degree program in Space Systems Engineering was developed in response to NASA. The four courses in the graduate certificate are the backbone for the development of space systems engineers. The certificate is relevant for professionals who wish to complement their existing knowledge and skills base to include state of the art spacecraft and mission analysis design combined with a holistic system engineering and architecture perspective.

The proposed program in Connecticut is in response to a request from United Technologies (UTC) to be delivered to a select population of their employees who engage on a daily basis in space related programs.

The Advisory Committee on Accreditation, at its meeting on June 17, 2010, reviewed the proposal and found it to be in compliance with Board of Governors approval standards. The motion to recommend approval to the Board of Governors passed unanimously.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a Graduate Certificate in Space Systems Engineering, to be offered by Stevens Institute of Technology for a year, until September 15, 2011.

## Description

### Purpose and Objectives

The graduate certificate is consistent with the institute's goals and objectives and is structured for delivery with an emphasis of meeting the needs of busy, working practitioners. The program supports the mission of the institution.

### Administration

Dr. Wiley Larson, Assistant Dean & Director, Space System Engineering Program, School of Systems and Enterprises is responsible for the program. Dr. Suzanne Woll Director of Systems Engineering, Hamilton Sundstrand, will serve as the UTC's point of contact for this program.

### Curriculum

The Graduate Certificate in Space Systems Engineering integrates crucial activities spanning the entire life cycle. Information and capabilities are learned by participants in hands-on-space system and mission design assignments focusing on: operations, concept development, space system architecture, verification and validation, as well as key system engineering processes and tools.

The graduate certificate will be conducted in three online courses and one hybrid course with online and onsite elements. The onsite element will consist of 35 hours of contact time, over the course of six sessions. In accordance with UTC employee scholars program, all onsite elements will be held after 5 pm on Thursday, Friday or Saturday.

The graduate certificate is a twelve credit program, which consists of four three credit courses:

- SYS 632 Designing Space Missions and Systems OR  
SYS 635 Human Spaceflight
- SYS 633 Mission and Systems Design Verification and Validation
- SYS 625 Fundamentals of Systems Engineering
- SYS 650 Systems Architecture and Design

### Admissions and Enrollment

Applicants must possess an undergraduate degree in engineering or related discipline. They must also demonstrate considerable quantitative proficiency, including elements of calculus and statistics.

United Technologies (UTC) Hamilton Sundstrand has selected initial program participants based on the need to establish common Space Systems Engineering content, language and practices across all facilities within their business.

The number of students is projected to be 15 in the first year, 20 in the second year and 25 in the third year.

#### Comments from Other Institutions in Connecticut

The University of Connecticut has expressed concern regarding need for the program in Connecticut.

In response to the University of Connecticut's concern, Stevens Institute of Technology advised that they were invited by UTC, based on their relationship with UTC and NASA, to develop and deliver the program in Space Systems Engineering.

### Resource Support

#### Faculty

Stevens Institute of Technology utilizes a number of existing full-time and part-time faculty members to teach in the proposed program.

#### Library and Learning Resources

Stevens Institute of Technology's library resources are sufficient to support the proposed program. All periodical and resources will be available to any student enrolled in a program offered by the institute.

#### Facilities and Equipment

For operations in the State of Connecticut, United Technology (UTC) will provide Stevens with a classroom facility, security, and required audio visual equipment to facilitate any onsite sessions in their Windsor Locks facility.

A suit-case sized spacecraft, test equipment and associated software are shipped to the on-site location, when required, for each course.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Hartford  
Item: Licensure of a Program in Photography, leading to the Master of Fine Arts (M.F.A) degree  
Date: September 15, 2010

### Executive Summary

The Hartford Art School, University of Hartford, has applied for licensure of a program in Photography (low residency), leading to a Master of Fine Arts (M.F.A.) degree. The program is designed to meet the needs of practicing photography professionals, who desire advanced study within the field.

The School has identified two groups of potential applicants; professional photographers who wish to re-invigorate their career and seek the stimulation and new ideas of a graduate program; and photographers teaching or interested in teaching at the college level, which will require the terminal M.F.A. degree.

The proposed program builds on the strengths of the undergraduate program in photography and expands the program offerings of the existing M.F.A. degree. The University also offers a B.F.A. in several fields. The blended low residency delivery model includes both on-campus and off-campus contact periods.

The Advisory Committee on Accreditation, at its meeting on June 17, 2010 reviewed the proposal and found it to be in compliance with the Board of Governors approval standards. The motion to recommend approval to the Board of Governors passed unanimously.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Photography, leading to a Master of Fine Arts (M.F.A.) degree, offered by the University of Hartford, effective August 2, 2010 for a period of two years until August 2, 2012.

## Description

### Purpose and Objectives

The major is specifically designed to meet the needs of practicing photographers seeking the terminal degree in the discipline while maintaining active, full-time professional careers.

### Administration

The proposed program will be housed at the Hartford Art School, University of Hartford. A new full-time faculty member has been hired to serve as Program Director along with a newly hired staff member as Program Manager.

### Curriculum

The curriculum consists of 60 credits. The independent, tutorial based, program structure requires two and one-half years to complete. Students are expected to be in residence at the University for two week intensive summer sessions and at one week off-campus residencies, in selected cities, during the fall and spring semesters.

Off-campus host cities are carefully chosen for their proximity to major photography markets and practicing professionals. During the non-resident portions of the program students will maintain on-going contact with faculty through the use of on-line, faxes, telephone and express mail-type services. A sample curriculum is attached.

The courses are new and are being developed by the faculty. The Hartford Art School applied to the National Association of Schools of Art and Design (NASAD). The Commission voted to grant "Plan Approval" for the Master of Fine Arts degree – 2 ½ years: Photography (Low Residency) with a progress report due, October 2010 providing additional course information.

### Enrollment

The University projects the following enrollment:

Cohort	Year: 2010	Year: 2011	Year: 2012
Cohort 1	15 new	14 returning	14 returning
Cohort 2		18 new	17 returning
Cohort 3	20		new
Total	15 students	32 students	51 students

## Educational Planning Context

The University states there are 53 nationally accredited graduate programs that offer the MFA in Photography in the United States. There are three traditional MFA programs offered in Connecticut: Yale University, University of Connecticut and University of Hartford. The University indicated as a low residency, terminal degree, focused specifically on photography, the proposed program will be nationally and internationally unique.

## Resource Support

### Faculty

The University indicated there are two full-time faculty members with Master of Fine Arts degrees in Photography. There are five adjunct faculty members. All faculty members have extensive professional experience, national acclaim, and teaching experience in the photography field.

### Library and Learning Resources and Facilities

The program does not anticipate requiring any new learning materials. The facilities are sufficient for the program's activities.

### Curriculum

Hartford Art School: Masters of Fine Arts in Photography (limited residency)

Program Schedule:

Course	Name	Credits
<b>Year 1</b>		
<b>Summer 1, first week</b>		
PHO 851	Advanced Photography 1	6.0
PHO 610	The Photographic Book -1 (1900-1950)	2.0
<b>Summer 1, second week</b>		
PHO 751	Analogue Darkroom 1	3.0
PHO 752	Analogue Darkroom 2	3.0
PHO 611	The Photographic Book -2 (1958-1991)	2.0
<b>Fall 1, New York City</b>		
PHO 710	Seminar in Contemporary Issues 1	2.0
PHO 612	The Photographic Book -3 (2000 – present)	2.0
<b>Spring 1, Berlin, Germany (projected)</b>		
PHO 961	Professional Practice 1	2.0
PHO 720	Independent project	2.0
<b>Year 2</b>		
<b>Summer 2, first week</b>		
PHO 613	Digital Impact: The truth of photography	3.0
PHO 753	Digital Workshop 1	3.0
PHO 711	Seminar in Contemporary Issue - 2	2.0
<b>Summer 2, second week</b>		
PHO 852	Advanced photography 2	3.0
PHO 754	Digital Workshop 2	3.0
PHO 712	Seminar in Contemporary Issues 3	2.0
<b>Fall 2, off-campus location</b>		
PHO 962	Professional Practice 2	4.0
<b>Spring 2, off –campus location</b>		
PHO 713	Seminar in Contemporary Issues 4	2.0
PHO 963	Professional Practice 3	2.0
<b>Year 3</b>		
<b>Summer 3, first week</b>		
PHO 853	Advanced Photography 3	3.0
PHO 964	Professional Practice 4	2.0
PHO 854	Advanced Photography -Book	2.0
<b>Summer 3, second week</b>		
PHO 965	Professional Practice 5	2.0
PHO 970	Thesis Defense and Exhibition	3.0

Total credits

60



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Goodwin College

Item: Accreditation of a program in Environmental Studies, leading to an Associate of Science (A.S.) degree

Date: September 15, 2010

### Executive Summary

The Board of Governors licensed an associate's degree program in Environmental Studies at Goodwin College in December of 2008, for a two year period, until December 2010. Students were accepted into this program beginning in January 2009. There are two students who will be ready to graduate August 2010, so the College is therefore, seeking accreditation of this associate's degree program in Environmental Studies.

The Advisory Committee on Accreditation, at its meeting on June 17, 2010 reviewed the proposal and found it to be in compliance with the Board of Governors approval standards. The motion to recommend approval to the Board of Governors passed, with Ann Clark from Goodwin College abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit an Associate of Science degree in Environmental Studies, to be offered by Goodwin College, effective August 22, 2010, for a period of time concurrent with institutional accreditation.

## Description

### Purposes and Objectives

The purpose of the program is to provide students with a broad based contemporary program of study, which will provide them with the necessary technical and intellectual skill sets, needed to work as environmental technology professionals in the 21st century.

### Administration

The Dean of Academic Affairs is directly responsible for the administration of all programs. The Program Chair for Environmental Studies, Mr. Bruce Morton, directs this program and reports directly to Ms. Danielle Wilken, Chair of the Health and Natural Science Department.

### Curriculum

The curriculum consists of 61-62 credits as follows: General Education 25 credits, Non-major Core- 3 credits, Electives 12-13 credits and Environmental Studies Major Core 21 credits.

Since licensure, the College has added five (5) certificate programs related to the associates degree program in the following areas: Riverine Ecology, Environmental Health Technician, Water Treatment Operations, Water Distribution Operations and Brownfield Remediation.

### Enrollment

The College projected 5 full-time and 15 part-time students in the first year and 14 full-time and 18 part-time students in the second year. After one year, the College indicates there are 5 full-time and 31 part-time students in the program. Second year enrollment information is not available until January 2011.

## Resources Support

### Faculty

There are currently two (2) full-time faculty members and seven (7) part-time faculty members, all with appropriate credentials. The College indicated the Program Director feels the students are better served by adjunct faculty who are well known and currently working in the field.

### Library and Learning Resources and Facilities

The library resources and facilities are sufficient for the program's activities.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Southern Connecticut State University

Item: Accreditation of a program in Creative Writing, leading to the Master of Fine Arts (MFA) degree

Date: September 15, 2010

Executive

Summary

The Board of Governors licensed a program in Creative Writing at Southern Connecticut State University leading to a Master of Fine Arts (MFA) degree, in September of 2008 for a three year period until September 2011. The University accepted students into the program in fall 2009. Two students from the University's MA in English program have transferred into the MFA in Creative Writing.

The Advisory Committee on Accreditation, at its meeting on June 17, 2010 reviewed the proposal and found it to be in compliance with the Board of Governors approval standards. The motion to recommend approval to the Board of Governors passed unanimously.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a Master of Fine Arts (M.F.A.) degree in Creative Writing, to be offered by Southern Connecticut State University for a period of time concurrent with institutional accreditation.

## Description

### Purposes and Objectives

The purpose of the program is to provide highly motivated and disciplined students with the skills, knowledge, and experience to become publishing writers, university instructors of creative and expository writing, and versatile critical thinkers, who will be well prepared for the post-graduate job market.

### Administration

The Coordinator for the Master of Fine Arts in Creative Writing oversees the program, which is housed in the University's Department of English.

### Curriculum

The curriculum consists of 48 credits as follows:

- \* Four workshop classes in major genre (fiction or poetry writing) 12 credits
  - \* One workshop in minor genre (fiction or poetry writing) 3 credits
  - \* Thesis: book-length manuscript of original work 6 credits
  - \* Five classes in literature or literary theory 15 credits
  - \* Twelve elective credits (minimum of 6 in English) 12 credits
- Total Classes: 14 and Thesis  
Total Credits: 48

### Enrollment

The University projected an enrollment by cohort of twelve students every two years, at the time of licensure. But, based on high demand for the program and the faculty's experience with the first cohort, the institution decided they could enroll another cohort of twelve students for fall 2010, without additional faculty resources.

## Resource Support

### Faculty

There are currently four writing faculty members, with extensive experience teaching workshops, who are widely published and nationally-recognized career teachers.

### Library and Learning Resources and Facilities

The library resources and facilities are sufficient for the program's activities.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Holy Apostles College and Seminary

Item: Modification of a program in Humanities, leading to a Bachelor of Arts (B.A) degree

Date: September 15, 2010

### Executive Summary

Holy Apostles began as a seminary with college level programs for men entering the priesthood and has expanded 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 master's programs are offered on-line. The program modification requests a change in name from Humanities to English in the Humanities

The College indicated the proposed name change reflects more faithfully the purpose and mission of the liberal arts program they offer, leading students to their spiritual, intellectual and aesthetic journey in pursuit of the human heart and soul. The study of language, literature and composition is central to a balanced liberal arts curriculum. The proposed title change reflects the program's emphasis on the study of English, to train students to express themselves coherently and to read critically, which are skills required for understanding and conveying the mystery of man's place in the world. Students majoring in English in the Humanities will continue to be exposed to other areas in the humanities such as music appreciation, fine arts and foreign languages.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the modification to a program in Humanities, with a name change to English in Humanities, leading to a Bachelor of Arts (B.A.) degree offered by Holy Apostles College for a period of time concurrent with institutional accreditation.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Holy Apostles College and Seminary

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

Date: September 15, 2010

### Executive Summary

Holy Apostles began as a seminary with college level programs for men entering the priesthood and has expanded 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 master's programs are offered on-line. The program modification requests a change in name from Religious Studies to Theology.

The College indicated they proposed the name change, as the major focuses on providing a theological foundation, as opposed to a more practical one, which will better prepare students to engage in ministerial training or work, careers in teach, seminary study, and for graduate work in academic theology. Students majoring in Theology will continue to be exposed to particular areas of religious studies such as apologetics, evangelization and catechetics.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the modification to a program in Religious Studies, with a name change to Theology, leading to a Bachelor of Arts (B.A.) degree offered by Holy Apostles College for a period of time concurrent with institutional accreditation.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Holy Apostles College and Seminary

Item: Modification of a program in Social Sciences, leading to a Bachelor of Arts (B.A) degree

Date: September 15, 2010

### Executive Summary

Holy Apostles began as a seminary with college level programs for men entering the priesthood and has expanded 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 master's programs are offered on-line. The program modification requests a change in name from Social Sciences to History in the Social Sciences.

The College indicated the proposed name change reflects the major's emphasis on historical studies, to offer the breadth of cultural literacy that provides preparation for graduate or professional studies, teaching and work in government and commerce. Students majoring in History in the Social Sciences will continue to be exposed to other areas of the social sciences such as sociology, behavioral sciences and political science.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the modification to a program in Social Sciences, with a name change to History in the Social Sciences, leading to a Bachelor of Arts (B.A.) degree offered by Holy Apostles College for a period of time concurrent with institutional accreditation.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Post University

Item: Modification of a program in Psychology, leading to a Bachelor of Arts (B.A.) degree delivered online

Date: September 15, 2010

### Executive Summary

Post University is requesting a modification to their Bachelor of Arts (B.A.) degree program in Psychology. The University has offered the program in a traditional format on-ground since 1987 and is requesting to offer the program in an eight week accelerated online format through Post University's Accelerated Degree Program (ADP).

Post University has more than ten years experience in offering complete degree programs online. They currently offer five online associate degree programs, eight online bachelor degree programs and three online master degree programs. The program includes two applied tracks: Health, Education and Community Services; and Organizational Studies. The Psychology degree is designed to prepare students for careers in the social sciences, social services, or related fields and for graduate or professional training in psychology.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the modification of the program in Psychology, leading to a Bachelor of Arts (B.A.) degree, offered Post University, for a period of time concurrent with institutional accreditation.

## Description

### Rationale for modifications

- The Bachelor of Arts (B.A.) in Psychology program which the University has offered since 1987 has grown in popularity, as demonstrated by increasing enrollment from 50 students to 86 students within the last three years.
- Based on unsolicited inquiries and growing interest nationwide in online psychology degrees, the University believes this is the appropriate time to add an accelerated online option to their program.
- The program has been designed to assist a diverse student population of returning or current students. The flexible and accelerated degree format, will allow students to complete their degree at a faster pace and enter a new career field or upgrade current skills.
- The traditional psychology program has several hybrid courses, offering face-to face instruction as well as active participation in an online learning format. The success of hybrid courses indicates a need for further online options.

### Summary of modifications

- While the curriculum for the Bachelor of Arts in Psychology degree will not change, the format of all courses will change. Existing courses are delivered in a 16 week format for day students. The online program will be structured so courses are offered in eight week modules for the Accelerated Degree Program (ADP). Students will have the opportunity to take both on-ground and/or online interchangeably. The same textbooks will be used for both on-ground and online courses.
- The University expects to enroll 30 new online students in the first year and 60 in the second year of operation.
- Two full-time professors in the psychology program have extensive experience developing on-ground, hybrid and online psychology courses, as well as, teach in both hybrid and online environments. In addition to its full time faculty, the Psychology Department utilizes approximately twelve part-time faculty members in any given semester.
- In 2010, a new advising center to support online education was opened. The University also supports an Online Faculty Development center with a full-time instructional designer to assist faculty in creating highly interactive online courses. The online degree programs are supported by a separate budget to ensure a level of support needed for online offerings.

### Summary of Impact of Change on Board of Governor's Standards

- The proposed modification does not impact the program relative to the Board of Governor's Standards.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Southern Connecticut State University

Item: Modification of a program in Romance Languages, leading to a Master of Arts degree (M.A.)

Date: September 15, 2010

### Executive Summary

Southern Connecticut State University is requesting modification of their Masters Degree program in Romance Languages. The program is designed for students interested in French, Italian and Spanish or any combination of the two languages. It also provides advanced training for those who plan to complete their graduate studies in literature, language, literary and cultural theory at the master's level; and for those who wish to continue graduate work through the doctoral degree. The program is tailored to the needs of individuals who intend to teach or work in related fields, such as, foreign service or other government service or private industry.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve a modification to a program in Romance Languages, leading to a Master of Arts (M.A.) degree offered by Southern Connecticut State University, for a period of time concurrent with institutional accreditation. The curriculum modifications allow for concentrations in French, Italian and Spanish.

## Description

### Rationale for modifications

- The Master of Arts in Romance Languages originally co-existed with MA programs in Spanish and French and a Master of Science in Foreign Languages, with specializations in French, Italian or Spanish until 2006. Due to the number of programs, an insufficient number of students enrolled and graduated. Also, there was a lack of explicit structure in the program, so the programs were suspended. A task force was created to revise the program and develop a coherent curriculum that would better meet the needs of the University's student body.
- In addition, the program was modified to meet state regulations regarding teacher certification.
- This program is the only one in the state that brings together studies of the three Romance Languages. Central Connecticut State University offers an MA in Modern Languages and the University of Connecticut offers an MA in French Literature, Italian Literature and Spanish Literature.

### Summary of modifications

- Revised curriculum includes four (4) common core courses, which will be required of all students in the program.
- Each language concentration is comprised of elective courses, divided into four historical and thematic categories which require students to take at least one elective from each category, for a total of six elective courses.
- Final stage of the program is a sequence of two Capstone courses, which culminate in a graduate student colloquium where all graduating students present their thesis, special project or comprehensive exam topics research.
- Curriculum:

Four (4) introductory core courses	13	credits
Six (6) courses from specific language concentration		18 credits
Two (2) capstone courses		<u>6 credits</u>
	Total	37 credits
- All courses currently exist; core faculty is in place; there is no additional cost to the University and there are a sufficient number of students interested in the program.

### Summary of Impact of Change on Board of Governor's Standards

- The proposed modification does not impact the program relative to the Board of Governor's Standards.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Bridgeport

Item: Modification of a program in Global Financial Services, leading to a Master of Business Administration (M.B.A.) degree

Date: September 15, 2010

### Executive Summary

The University of Bridgeport is requesting a modification of their Master of Business Administration (M.B.A.) degree program in Global Financial Services. The program is restructured into an Executive Master of Business Administration (M.B.A) degree program in Global Financial Services, designed to meet the demand of working students. Students must possess a minimum of five years of industry experience to be accepted into the weekend cohort program. All School of Business degree programs are accredited by Accreditation Council for Business Schools and Programs (ACBSP).

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the modification of the accredited program in Global Financial Services, leading to an Executive Master of Business Administration (M.B.A.) degree, offered by the University of Bridgeport, for a period of time concurrent with institutional accreditation.

## Description

### Rationale for modifications

- The initial idea for the MBA in Global Financial Services is based on the substantial impact the financial services industry has on the economy in Connecticut. An experienced workforce can benefit from a broad education in financial services.
- The degree will meet the needs of approximately 125,000 people who work in the financial services industries in the State of Connecticut. Locations include Stamford (543 companies), Greenwich (505 companies), Westport (272 companies), Norwalk (233 companies), Fairfield (174 companies), New Haven (172 companies), Bridgeport (149 companies) and Waterbury (134 companies).
- The required experience levels of accepted students will integrate their industry experience with formal education and theoretical aspects of the business.
- The program format recognizes the work and travel demands of the experienced students, which meets on an intensive weekend schedule, while providing for optimum learning from peers.

### Summary of modifications

- The program will accept a cohort of 20 students for an 18 month program each calendar year.
- The program will be offered on weekends in Stamford to accommodate the work demands of students.
- In addition to the criteria for admission to the MBA program, each student must possess a minimum of five years of industry experience.
- All students will be required to complete 45 credits comprising the program to ensure a common base of knowledge for advanced industry-based study. No parts of the curriculum plan will be waived.
- Dr. James Sagner is the lead financial services full-time faculty member.

### Summary of Impact of Change on Board of Governor's Standards

- The proposed modification does not impact the program relative to the Board of Governor's Standards.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Stevens Institute of Technology, Hoboken, NJ

Item: Licensure of a program in Space Systems Engineering, leading to a Graduate Certificate to be offered online and on-ground

Date: September 15, 2010

### Executive Summary

Stevens Institute of Technology is a private co-educational institution of higher learning founded in 1870 in New Jersey. It has evolved from a small engineering college to a major research university, consisting of three schools and one college: the Charles V. Schaefer Jr. School of Engineering and Science (SES), the School of Systems and Enterprises (SSE), the Wesley J. Howe School of Technology Management (STM), and the College of Arts and Letters (CAL).

At the graduate level, Stevens offers master's degrees in science, engineering, and technology management on campus, as well as off-campus programs at industrial and government sites. It also offers many masters programs in the online mode through its Web Campus division. They also offer interdisciplinary master's programs and interdisciplinary PhD programs. Stevens Institute of Technology is regionally accredited by the Middle States Commission on Higher Education.

The Graduate Certificate and degree program in Space Systems Engineering was developed in response to NASA. The four courses in the graduate certificate are the backbone for the development of space systems engineers. The certificate is relevant for professionals who wish to complement their existing knowledge and skills base to include state of the art spacecraft and mission analysis design combined with a holistic system engineering and architecture perspective.

The proposed program in Connecticut is in response to a request from United Technologies (UTC) to be delivered to a select population of their employees who engage on a daily basis in space related programs.

The Advisory Committee on Accreditation, at its meeting on June 17, 2010, reviewed the proposal and found it to be in compliance with Board of Governors approval standards. The motion to recommend approval to the Board of Governors passed unanimously.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a Graduate Certificate in Space Systems Engineering, to be offered by Stevens Institute of Technology for a year, until September 15, 2011.

## Description

### Purpose and Objectives

The graduate certificate is consistent with the institute's goals and objectives and is structured for delivery with an emphasis of meeting the needs of busy, working practitioners. The program supports the mission of the institution.

### Administration

Dr. Wiley Larson, Assistant Dean & Director, Space System Engineering Program, School of Systems and Enterprises is responsible for the program. Dr. Suzanne Woll Director of Systems Engineering, Hamilton Sundstrand, will serve as the UTC's point of contact for this program.

### Curriculum

The Graduate Certificate in Space Systems Engineering integrates crucial activities spanning the entire life cycle. Information and capabilities are learned by participants in hands-on-space system and mission design assignments focusing on: operations, concept development, space system architecture, verification and validation, as well as key system engineering processes and tools.

The graduate certificate will be conducted in three online courses and one hybrid course with online and onsite elements. The onsite element will consist of 35 hours of contact time, over the course of six sessions. In accordance with UTC employee scholars program, all onsite elements will be held after 5 pm on Thursday, Friday or Saturday.

The graduate certificate is a twelve credit program, which consists of four three credit courses:

- SYS 632 Designing Space Missions and Systems OR  
SYS 635 Human Spaceflight
- SYS 633 Mission and Systems Design Verification and Validation
- SYS 625 Fundamentals of Systems Engineering
- SYS 650 Systems Architecture and Design

### Admissions and Enrollment

Applicants must possess an undergraduate degree in engineering or related discipline. They must also demonstrate considerable quantitative proficiency, including elements of calculus and statistics.

United Technologies (UTC) Hamilton Sundstrand has selected initial program participants based on the need to establish common Space Systems Engineering content, language and practices across all facilities within their business.

The number of students is projected to be 15 in the first year, 20 in the second year and 25 in the third year.

#### Comments from Other Institutions in Connecticut

The University of Connecticut has expressed concern regarding need for the program in Connecticut.

In response to the University of Connecticut's concern, Stevens Institute of Technology advised that they were invited by UTC, based on their relationship with UTC and NASA, to develop and deliver the program in Space Systems Engineering.

### Resource Support

#### Faculty

Stevens Institute of Technology utilizes a number of existing full-time and part-time faculty members to teach in the proposed program.

#### Library and Learning Resources

Stevens Institute of Technology's library resources are sufficient to support the proposed program. All periodical and resources will be available to any student enrolled in a program offered by the institute.

#### Facilities and Equipment

For operations in the State of Connecticut, United Technology (UTC) will provide Stevens with a classroom facility, security, and required audio visual equipment to facilitate any onsite sessions in their Windsor Locks facility.

A suit-case sized spacecraft, test equipment and associated software are shipped to the on-site location, when required, for each course.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Norwalk Community College  
Item: Reaccreditation of the College  
Date: September 15, 2010

Norwalk Community College 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 College was reaccredited last by the Board of Governors in June 2005 until September 30, 2010.

Norwalk Community College was established in 1961 as a municipal college. Control of the College passed to the State of Connecticut in 1966 and the College became a member of the State system of higher education. A new campus was completed in September 1991, and in July 1992 the College merged with Norwalk State Technical College to create a comprehensive, multi-purpose, public two-year institution dedicated to serving the citizens of southwestern Fairfield County. The College serves the educational needs of students who are enrolled in academic programs or program options that lead to associate degrees or certificates in a variety of fields. The Commission commended the College for its considerable progress in addressing issues raised in May 2005. The College created a Division of Institutional Effectiveness to enhance assessment, planning and communication. The College reorganized its senior management structure and established a College Senate. The Commission also noted with favor efforts to implement systematic processes for assessment including the development of core competencies, faculty support programs, and partnerships with other colleges to increase capacity for assessment.

The Commission on Institutions of Higher Education of the New England Association of Schools and Colleges received and reviewed the College's fifth year interim report. The Commission at its meeting on November 19, 2009, accepted the report submitted by the College and scheduled a comprehensive evaluation visit for Fall 2014. The Commission requested a progress report for consideration in Spring 2012 which will give emphasis to the institution's progress in:

1. insuring that institutional planning processes are appropriately participatory;
2. developing a system of governance that facilitates communication and decision making, particularly with respect to the College Senate;
3. strengthening the use of evaluation and assessment including the completion of the Student Achievement and Success forms and referencing them within the narrative of the report.

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such

accreditation.” The letter of notification from the New England Association of Schools and Colleges, dated January 25, 2010, gives no indication of serious problems at the institution, and the Board of Governors has no other information that could be interpreted as “cause” under 10a-34-6(c). There being no cause, it is recommended that the Board of Governors for Higher Education accept the NEASC assessment and grant accreditation to Norwalk Community College until September 30, 2015. It is also recommended that the Board of Governors for Higher Education require the University to submit to the Department of Higher Education a copy of its progress report to NEASC in Spring 2012.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Quinnipiac University  
Item: Reaccreditation of the University  
Date: September 15, 2010

Quinnipiac University has requested reaccreditation by the Board of Governors for Higher Education on the basis of continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited last by the Board of Governors in October 2006 until September 2010.

Quinnipiac University, in Hamden, was founded in 1929 as the Connecticut College of Commerce, a small business college awarding associate's degrees. Its name was changed in 1951 to Quinnipiac College, and the College began awarding bachelor's degrees. It began awarding master's degree two decades later. The College changed its name to Quinnipiac University on July 1, 2000. The University has increased its enrollment to more than 7200 students over the past decade. Both student retention rates and graduation rates have improved over the past three years. The University recently made changes to its governance structure, including the role of faculty and department chairs within that structure. Quinnipiac University now spans three campuses; Mount Carmel, York Hill, and a state of the art facility in North Haven.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges, at its meeting on March 5, 2010, reaccredited the University and commended the University on its substantial progress during the last decade. The Commission confirmed the comprehensive evaluation visit scheduled for Fall 2019. The Commission requested the University submit a progress report in Spring 2012, described below, and its fifth-year interim report for consideration in Fall 2014. The 2014 Interim report is to include emphasis to the University's success in:

1. continuing to implement its comprehensive approach to the assessment of student learning and institutional effectiveness, with emphasis on using the results for improvement;
2. implementing board goals for the use of annual operating surpluses and the allocation of resources to sustain and improve the University's programs and services;
3. assessing the impact of changes to the roles of faculty and department chairs in governance on the effectiveness of the University's governance systems;
4. managing the three-campus University.

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." The letter of notification from the New England Association of Schools and Colleges, dated April 14, 2010, gives no indication of serious problems at the institution, and the Board of Governors has no other information which could be interpreted as "cause" under 10a-34-6(c). There being no cause, it is recommended that

the Board of Governors for Higher Education accept the NEASC assessment and grant reaccreditation to Quinnipiac University through September 2015. It is also recommended that the Board of Governors for Higher Education require the University to submit to the Department of Higher Education a copy of its progress report to NEASC in Spring 2012 regarding development and implementation of a comprehensive approach to the assessment of student learning and institutional effectiveness, with particular attention to the assessment of the general education program and academic programs by discipline, as well as the Student Achievement and Success data forms.

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: St. Vincent's College, Bridgeport, CT

Item: Licensure of a RN-BSN completion program, leading to a Bachelor of Science in Nursing (BSN), to be offered online

Date: September 15, 2010

### Executive Summary

The RN-BSN completion program proposed by St. Vincent's College will be their first baccalaureate degree program and their first program offered as an online degree. St. Vincent's College is a Catholic institution whose mission statement focuses on nursing and allied health professions. The College currently offers associate degree programs in Medical Assisting, Nursing, and Radiography, as well as General Studies. This RN to BSN program responds to the need for nurses with diplomas and associate degrees to continue their education, and is supported by the St. Vincent's Medical Center. St. Vincent's College has utilized the standards provided by the American Association of Colleges of Nursing Essentials (AACN) (2008) for the registered nurse earning a baccalaureate of science in nursing.

An evaluation team representing the Board of Governors conducted a visit to the institution on May 7, 2010. The team was composed of Jane C. Slagle, the Director of the RN-BSN Program at the College of New Rochelle School of Nursing; John Donohue, Provost at Albertus Magnus College and ACA member; and Christine Thatcher, DHE. The findings of the evaluation team are summarized within the report below.

The Advisory Committee on Accreditation, at its meeting on June 17, 2010, 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. The vote to recommend approval was all in favor with the ACA representative from St. Vincent's College abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a RN-BSN completion program, leading to Bachelor of Science in Nursing (BSN) degree, to be offered online by St. Vincent's College, for a period of two years until September 30, 2012.

## Description

### Purposes and Objectives

Informatics, community, spirituality, genetics/genomics, leadership and evidence based practice are woven throughout the curriculum. The use of these foci/threads is designed to assist learners in reaching the following graduate outcomes:

- Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
- Apply an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated and endorsed.
- Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.
- Apply patient care technologies as appropriate to address the needs of a diverse patient population.
- Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.
- Use an ethical framework to evaluate the impact of social policies on healthcare, especially for vulnerable populations.
- Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations.
- Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
- Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-disciplinary team.

### *Evaluation Team Findings:* Section 10a-34-10. Purposes and Objectives

The Evaluation team determined that the mission and goals of the institution are in line with the objectives of this proposed program. The team and College administration and faculty discussed what it means to develop a baccalaureate culture at the institution and the ability to articulate baccalaureate student outcomes beyond the essentials of nursing. The team recommended continued development of institutional understanding of baccalaureate versus associate degree level outcomes for students.

### Administration

St. Vincent's College plans to have a Chair in place by July 1, 2010. The Chair will be doctorally prepared and have administrative and teaching responsibilities. The College plans to hire an Instructional Designer in the summer of 2010.

The College intends to seek accreditation from the National League for Nursing Accrediting Commission (NLNAC). The timeline for accreditation includes candidacy in fall 2010, a self-study during fall 2012, a site visit and subsequent accreditation spring 2013 before the first class of graduates.

*Evaluation Team Findings:* Section 10a-34-11 Administration

The College’s administration is dedicated to moving the institution toward awarding the higher degree level as evidenced by planning and commitment of resources. The administration of the College shared their vision for advancement which aligned with St. Vincent’s Medical Center and the Hospital’s desire to gain Magnet status.

Admissions/Enrollment

Students have expressed interest in the program and the College anticipates a January 2011 start. The College plans to initiate two cohorts per year with between 20 to 25 students in each cohort.

The following is the transfer policy for this +2 program. Note that admission to the program requires that students must hold a current unencumbered Connecticut license as a registered nurse and these are the maximum number of credits allowed to transfer:

*Associate degree graduates of St. Vincent’s College*

General Education	36	credits
Nursing		36 credits
Transfer from other colleges or additional St. Vincent’s College courses		12 credits
		<hr/> 84 credits

*Graduates from other institutions with an associate degree in nursing*

General Education	48 credits
Nursing	<u>36 credits</u>
	84 credits

In compliance with the Connecticut State Articulation Model for Nurse Educational Mobility, for students who are diploma graduates from St. Vincent’s or other institutions and who hold a current Connecticut license as a registered nurse, the following minimum advanced placement credits will be applied to the baccalaureate in nursing degree:

General Education	30 credits
Nursing	<u>30 credits</u>
	60 credits

Curriculum

The following courses will comprise the general education core of all baccalaureate programs:

<b>Bachelor of Science Core Courses:</b>					
*ENG 101	English Composition	3cr	*SOC 213	Cultural Diversity	3cr
ENG 213	Communications	3cr	REL 101	World Religions	3cr
*PSY 101	General Psychology	3cr	PHI 201	Ethics	3cr
*MAT 140	College Algebra	3cr	*INF 101	Introduction to Information Systems	3cr
MAT 212	Statistics	3cr		Humanities Electives	6cr
*SOC 101	Introduction to Sociology	3cr			

*Science	Physical/Biological Science required credits are determined by the major	8cr		<b>TOTAL</b>	<b>44cr</b>
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Required Non-Nursing Courses

*BIO 235	Microbiology	4cr	BIO 334	Pathophysiology	3cr
*PSY 212	Lifespan Development Psychology	3cr	SPA 101	Conversational Spanish	3cr
ENG 212	World Literature	3cr		Elective (Non-humanities)	3cr
				<b>TOTAL</b>	<b>19cr</b>

\*Indicates course must be completed before entering upper division nursing courses.

Required Nursing Courses

NUR 310	Nursing Informatics	2cr	NUR 345	Community Nursing	4cr
NUR 311	Physical Assessment	3cr	NUR 303	Alternative Therapies in Healthcare	2cr
NUR 322	Foundations in Theory	3cr	NUR 467	Leadership/Management in Nursing	4cr
NUR 312	Research	3cr		Nursing Elective	3cr
NUR 333	Transcultural Nursing	2cr		<b>TOTAL</b>	<b>26 cr</b>

Credits above (89) plus Transfer/Advanced Placement Credits (36-38) =

**TOTAL CREDITS =125-127**

All students in the program will be registered nurses. Arrangements for the clinical projects and preceptorships that are an integral part of Community Nursing and Leadership/Management in Nursing will be the responsibility of the learner with the guidance and support of the faculty. Clinical projects will be subject to the approval of the faculty member and will be evaluated by faculty. Students will work with appropriate preceptors in clinical agencies.

*Evaluation Team Findings:* Section 10a-34-15. Curriculum and Instruction.

An Advisory Focus Group helped to develop the program and suggested the informatics and leadership management components of the curriculum. The program will be offered almost completely online, and thus faculty professional development has been ongoing in preparation for this modality. The curriculum will continue to develop upon the hire of faculty members and the instructional designer. The College already offers some of the general education courses fully online, and all faculty at the College have had experience with hybrid course offerings. There are plans for more upper-level general education courses, and the team made some suggestions including an upper-level writing course. Adequate course syllabi are in place and will evolve upon further development. A curricular plan includes the introduction of evidenced-based practice early in the program in order to build this conceptual framework throughout the program. The plan also

introduces leadership and management content before the Capstone work in order to best prepare the student.

Comments From Other Institutions

The University of Connecticut offered the following response to the circulation of the proposed program. The Dean of the School of Nursing states that the basic science core courses and non-nursing courses are a “sound choice for a bachelor’s degree”. The Dean also commented on the nursing portion of the program by stating that the “focus areas are appropriate and definitions relevant”. The areas of concern include faculty qualifications and the ability to demonstrate the acquisition of skills with real patients. Specifically, information regarding the qualifications of faculty to teach Informatics and Genetics was questioned. The College answered with their plans to appoint appropriate faculty. The second area of concern regarding clinical practice was answered with the following statement:

“Associate degree and diploma graduates come to a baccalaureate completion program with considerable technical skills. These skills will be enhanced by the practice of physical assessment skills in the Nancy Clancy Life Sciences and Nursing Skills Lab and through precepted hands-on experiences in community agencies and in-patient facilities working with patients and their families.”

Resource Support

Faculty

The institution intends to hire three full-time nursing faculty members to deliver the majority of the nursing courses in the curriculum. The following matrix outlines the College’s plan for faculty hire:

<b>Faculty Member’s Name</b>	<b>Employment Status (Full vs. Part Time)</b>	<b>Major Department</b>	<b>Courses in Spring, 2011 (tentative)</b>	<b>Courses in Summer 2011 (tentative)</b>	<b>Courses in Fall, 2011 (tentative)</b>
Nursing Chair – To be hired (7/2010)	Full-time Nursing		n/a	NUR 322 3cr	NUR 312 3cr
Humanities Faculty Member – to be hired (8/2010)	Full-time Hu	manities	REL 101 HIS 101 PHI 201 PHI 101 All 3 credit	ENG 212 ENG 213 SPA 101 ART 101 All 3 credit	REL 101 HIS 101 PHI 201 PHI 101 All 3 credit
Math Faculty Member – to be hired (8/2011)	Full-time (Adjuncts will teach until)	Math			MAT 212 3 credits
Nursing Faculty member – to be hired (1/2012)	Full time	Nursing	n/a	n/a	n/a

Adjunct Nursing Faculty	Adjuncts will teach until full-time hire	Nursing NUR	310 3 credits	NUR 311 3 credit	n/a
Nursing Faculty member - to be hired (8/2013)	Full-time Nursing		n/a	n/a	n/a
Social Science faculty member – to be hired (8/2013)	Full-time (Adjuncts will teach until hire)	Social Sciences	SOC 213 SOC 215 All 3 credit	PSY 213 3 credits	SOC 213 SOC 215 All 3 credit

Specific faculty member responsibilities, e.g. advisement, tutoring, will be conducted online. Other responsibilities such as service on College committees and program development will require a presence on campus.

*Evaluation Team Findings: 10a-34-13. Faculty*

The faculty hiring plan is clearly articulated and deliberate. The team suggests accelerating the process if possible. The Instructional Designer will be a critical hire. The College has been thoughtful regarding the transition to a baccalaureate culture, and the perception of this shift in mission will be gradual as faculty gain knowledge of expected outcomes for their graduates. This transition should be supported by the administration.

Library and Learning Resources

By agreement with St. Vincent’s Medical Center, the library holdings of St. Vincent’s College are housed in the Daniel T. Banks Health Sciences Library at the Medical Center. This affords the opportunity for students to access not only those holdings purchased by the College but also those held by the Medical Center. The College and the Medical Center are adjacent to one another.

The Banks collection consists of a total of 15,650 books, serial back files, and other paper material. The Banks library has 125 medical and nursing journal subscriptions including electronic subscriptions. St. Vincent’s College currently has 322 books in the Daniel T. Banks Library and 22 periodicals in the Faculty Collection.

OVID, an internationally recognized leader in medical information services (a product manufactured by Wolters Kluwer Health – Ovid Technologies) is among the resources available to St. Vincent’s College students. There are currently 461 journals accessible through Ovid. Students have remote and on-site access to this database through the Daniel T. Banks Health Sciences Library.

St. Vincent’s College students also have online access to the Connecticut Information Database through iCONN.org. This allows student access to all libraries that are part of the Connecticut Library System. It also provides access to local college library systems.

Angel Learning Course management system will be used for online courses. St. Vincent’s College is supported by the Connecticut Distance Learning Consortium.

Beginning in the 2011 fiscal year, the College plans to appropriate \$10,000 per year to add online library resources to support this program.

*Evaluation Team Findings:* 10a-34-18. Library and Learning Resources

The College is making progress in the development of the library resources that will be critical to support a bachelor's degree program in nursing. The College will be bringing CINAHL full-text as well as eLibrary online. The College has an agreement with Sacred Heart University for students to have access to their library in addition to resources at St. Vincent's College and the Medical Center. The online learning environment is adequate.

Facilities

The equipment in this simulation lab as well as the equipment available in the new Nancy Clancy Life Science and Nursing Skills Lab will be available to students enrolled in the Bachelor of Science in Nursing when they are completing the on-campus skills portion of the Physical Assessment course. Other than the Angel Learning Platform that is already in place, no other equipment is expected to be needed.

*Evaluation Team Findings:* 10a-34-19. Facilities and Equipment.

The team found the institution's facilities and equipment sufficient to support its program of studies. The College administration has initiated facility planning to accommodate recent growth as well as future growth as the College expands its mission to include four-year degree programming.



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Bais Binyomin Academy, Stamford, CT

Item: Accreditation of an Institution of Higher Education to offer a Certificate in  
Talmudic Studies

Date: September 15, 2010

### Executive Summary

Bais Binyomin Academy has submitted an application to the Board of Governors for initial accreditation as an institution of higher education to offer a Certificate program in Talmudic Studies. Talmudic study has a long history in Jewish education stretching back almost two thousand years. It centers on Jewish religious and legal norms and the various commentaries that have been amassed over the centuries.

Founded in 1976, Bais Binyomin Academy is one of seventy Talmudic schools across the United States that are accredited by the Association of Advanced Rabbinic and Talmudical Schools [AARTS]. The Academy is a residential school and serves undergraduate students providing them with a single academic program of Talmudic study at differing levels.

An evaluation team representing the Board of Governors conducted a visit to the institution on December 2, 2009. The team was composed of Martha Shouldis, President of St. Vincent's College and ACA member; Patricia Santoro, DHE; Scott Ciecko, DHE and Christine Thatcher, DHE. The findings of the evaluation team are summarized within the report below.

#### Open Issues:

- Strategic Plan
- Revision of the Board of Directors Bylaws
- Articulation and transferability of course credit
- Assessment of learning outcomes
- Tracking of certificate completers

The Advisory Committee on Accreditation, at its meeting on June 17, 2010, reviewed the program and the institutional review of the Academy and found both to be in compliance with Board of Governors approval standards. The Committee voted to recommend approval to the Board of Governors with the recommendation of a progress report by September 2011 providing the most current strategic plan, a copy of the revised Board of Directors bylaws, documentation demonstrating transferability of credit, a plan for assessment of learning outcomes, and an update on certificate completers.

## Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit Bais Binyomin Academy to offer a Certificate in Talmudic Studies, for a period of five years until September 30, 2015. It is further recommended that the Academy submit a progress report by September 30, 2011 providing the most current strategic plan, a copy of the revised Board of Directors bylaws, documentation demonstrating transferability of credit, a plan for assessment of learning outcomes, and an update on certificate completers.

## Description

### Purpose and Objectives

Bais Binyomin Academy seeks to train Talmudic scholars through an intensive educational program providing students with skills necessary for lifelong learning. The course of study's primary focus is the pursuit of Torah knowledge. Students are prepared for positions in Yeshiva life, including Jewish education and the Rabinnate, as well as gaining a foundation for advanced study in a variety of disciplines including business, law and the social sciences. Studies in ethics and morals are emphasized throughout the curriculum. At the time of licensure, it was recommended that the Academy develop a Mission Statement that articulates its goals and objectives. Bais Binyomin has developed such a statement, included below:

“The Institution's central mission remains the same as it has been from its inception: To provide students seeking to advance their Torah learning with the highest educational standards of knowledge and skills in Talmudic Studies.

The educational program of the Institution has been honed over the years to impart the analytical skills and methodology to properly understand the concepts and substance of the original Talmudic text as well as the extensive commentary literature on the Talmud.

The program of learning embraces not only the esoteric theory and concepts embodied in the Talmud and the practical Halachic (legal) principles that are derived from the Talmud, but also the Torah Hashkafa, or ethical and moral values and imperatives, that are critical to individual and interpersonal growth.

Consequently, an important part of the student's Torah education involves the study of Middos, or character development, with an emphasis on caring for another's wellbeing.”

Bais Binyomin Academy is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS).

### *Evaluation Team Findings:* Section 10a-34-10. Purposes and Objectives

The Evaluation team determined that the mission and goals of the institution are in line with its objectives and programming.

### Administration

The Academy's Board of Directors is composed of fourteen volunteers, twelve of which are new to the Board. The composition of the Board changed due to a decision in 2008 to increase the number of alumni and parents. The Board is legally responsible for the institution and general oversight in policy, planning and financial matters. The school's day to day administration is in the hands of its executive officers, which includes the *Rosh Yeshiva* (Head of the Institution), who serves as President and Chief Executive Officer; a Vice President; a Dean and a general administrator. The Senior Faculty Board is responsible for setting and administering academic and institutional policy, and for establishing moral and ethical standards.

### *Evaluation Team Findings:* Section 10a-34-11 Administration, including Section 10a-34-11(e)

## Planning and Evaluation

The governing board is appropriate for the institution. The Board of Directors is relatively new in composition, and therefore developing a new strategic plan and revising the bylaws. The team discussed this development with representative board members and it was reported that plans should be in place over the next six months. The team is recommending follow-up in 2011, which would require Bais Binyomin to provide a progress report including the five year strategic plan and revised By-laws.

On May 19, 2010, Bais Binyomin submitted a document to support their progress in the development of a five-year strategic plan. This document provides the outline to be further developed by the Board of Directors, as well as a statement regarding their progress toward revised bylaws.

Bais Binyomin prepares a self-study for ARRTS every five years as a major planning activity. The licensure evaluation team commented that the self-study is a useful institutional assessment. However, in order to strengthen planning efforts the team had recommended the following:

The school should conduct follow-up studies on its graduates and those who transfer to other institutions in order to determine their vocational and academic placement and the amount of Bais Binyomin credit that was accepted by other institutions.

In its current accreditation application, Bais Binyomin provided information regarding its graduates over the past three years. This preliminary study revealed that students tend to continue their education after leaving the Academy. The following illustrates this trend:

- 2006: Of the 33% of students who left the Academy in 2006, 67% transferred to a graduate level Yeshiva in Israel and 33% transferred to an American institution. In 2009, 100% of students were still engaged in some form of graduate study.
- 2007: 25 students left Bais Binyomin in 2007. 56% transferred to a Yeshiva in Israel and 44% transferred to an American institution. In 2009, 100% were still engaged in graduate study.
- 2008: 26 students left Bais Binyomin and 46% of these students went on to study in Israel. 50% transferred within the United States. One year later, 96% were engaged in full-time study.

As stated previously, the Academy submitted additional documentation to the DHE on May 19, 2010. Included in this packet was an extensive list of graduates and their vocational outcomes. Many of the graduates have positions as teachers or administrators in education, as well as a sizable representation of Rabbis. However, the vocational outcomes span a wide array of occupations in business and commerce.

The visiting team recommended the tracking of graduates and had asked for evidence regarding transfer of credit to other institutions. The institution responded at the visit that up to 90 credit hours are transferable to a number of institutions. Bais Binyomin has not provided graduate information partly due to the certificate's current status of licensure.

- A document from Beth Medrash Govoha in Lakewood, NJ confirmed the acceptance of credit hours toward a baccalaureate degree. This document provided information for 9 students, with varying credit transferred between 30 – 60 credit hours.
- A letter was received at DHE from ARRTS in which an articulation agreement between the accrediting body and Thomas Edison State College is described. In this agreement, graduates from ARRTS accredited schools can be awarded 76-90 credit hours toward a

baccalaureate degree depending on the program. An attached letter states that the articulation agreement is good through June 30, 2005 pending changes to policy. A handwritten addition to the letter from ARRTS states that the agreement is still in effect.

Bais Binyomin hired a third party Higher Education Management firm for record keeping and to meet accrediting agency standards. The team discussed the presence of this third party at the visit, and their relatively prominent role in representing the institution during this visit. The team recommends that the institution represent itself to the ACA and the Board of Governors when seeking accreditation.

*Evaluation Team Findings:* 10a-34-12(a). Financial Resources.

The team examined the financial records of the school and found the school’s financial resources to be adequate for the effective achievement of the institution’s purposes and objectives and to meet its financial obligations. Bais Binyomin Academy provided audited financial statements as of June 2009 and a projected statement of income and expenses for fiscal years ended 2010-2014. The projections show an increase of 5% to their budget each year. The Academy has little debt, a no-cash policy, and depends heavily on fundraising.

Curriculum

The program of studies centers exclusively on the Talmud. The Pentateuch (or the first five books of Hebrew Scriptures) came to be known as the written Torah and a corresponding oral tradition of Rabbinic law was eventually written down in the Mishnah around 200 CE. Subsequent commentaries on (or analysis of) the Mishnah are collectively called Gemara. The Mishnah and Gemara were combined in the Babylonian Talmud (550 CE) which is at the core of Bais Binyomin’s curriculum. It is divided into 63 Tractates covering religious, social and economic laws and is the foundation of religious authority for traditional Judaism.

Generally, one tractate is studied per year, with approximately 100 folios (two-sided pages) being covered in the course of the year. The objective is to have the student learn some of the tractates in detail, while at the same time acquiring the tools, and the thirst for knowledge, which will enable and encourage him to continue the study of the Talmud after he leaves the academy.

All students are full-time, residential students. Students study twelve hours a day, five and one-half days a week, for forty weeks a year. The full program lasts five years but many students transfer out for advance study at other Yeshivas. The program for approval is a three year certificate.

Curriculum for the Certificate in Talmudic Studies

		Year 1		
First Semester	Second		Semester	
11101A	Introductory Talmud Intensive		11101B	Introductory Talmud Intensive
11202A	Introductory Talmud Survey		11202B	Introductory Talmud Survey
2110A	Introductory Codes		2110B	Introductory Codes
3110A	Introductory Ethics		3110B	Introductory Ethics
4110A	Introductory Bible		4110B	Introductory Bible
		Year 2		
12103A	Beginning Talmud Intensive		12103B	Beginning Talmud Intensive

12204A	Beginning Talmud Survey	12204B	Beginning Talmud Survey
2210A	Beginning Codes	2210B	Beginning Codes
3210A	Beginning Ethics	3210B	Beginning Ethics
4210A	Beginning Bible	4210B	Beginning Bible

Year 3

13105A	Intermediate Talmud Intensive	13105B	Intermediate Talmud Intensive
13206A	Intermediate Talmud Survey	13206B	Intermediate Talmud Survey
2310A	Intermediate Codes	2310B	Intermediate Codes
3310A	Intermediate Ethics	3310B	Intermediate Ethics
4310A	Intermediate Bible	4310B	Intermediate Bible

*Evaluation Team Findings:* Section 10a-34-15. Curriculum and Instruction.

The team found the curriculum to be appropriate for Talmudic study. The team does recommend better articulation of instructional outcomes. It was evident that a great deal of planning is involved with development of course material, especially since new material is covered each year. It was also evident that faculty closely evaluate student learning. The team would like the Academy to consider creating general learning outcomes for each level of study thus a framework to quantifiably measure student growth and to provide a feedback mechanism for improvement of the program.

#### Admission and Enrollment

Admission to the Bais Binyomin Academy is open to male members of the Orthodox Jewish faith. Applicants are required to:

- have graduated from a recognized high school
- be able to read classical Hebrew
- possess a working knowledge of Aramaic
- demonstrate the ability to independently comprehend basic Talmudic text
- have completed the study of 150 folios of Talmud with the commentary of Rashi
- have completed the study of the Pentateuch and substantial parts of the Prophets and Hagiographa, with the commentary of Rashi

There are approximately 63 full-time students enrolled at the Academy.

#### Resource Support

##### Faculty

The Academy lists eight full-time faculty for the program. All are Rabbis and all have extensive Talmudic education at other Yeshivas.

*Evaluation Team Findings:* 10a-34-13. Faculty

The team found the number of faculty to be sufficient for the school and its program. The Academy reported that Rabbis must have at least 8 years of graduate work to reach the status of teacher. The team also discovered that all faculty at Bais Binyomin participate in scholarship as evidenced by publications in Talmudic journals. Additionally, many students publish with the faculty.

##### Library

The Bais Binyomin Academy Library contains approximately 5,500 volumes and a few hundred journal articles. All of the volumes are works of Jewish study that are relevant to the academic

program. There is also a tape collection of lectures by the senior faculty. The library is maintained by student volunteers who are supervised by the faculty. Approximately \$15,000 a year is for library expenses.

*Evaluation Team Findings:* 10a-34-18. Library and Learning Resources

The library is appropriate for the purposes of study at Bais Binyomin. The licensure evaluation team had recommended the addition of general education texts, and had recommended that Bais Binyomin establish a formal written agreement with an appropriate library to augment the Academy's collection and to provide students with assistance with on-line searching and general reference questions. The current team did not see progress in these areas. However, the certificate program does not include a general education component, and thus additional texts are only suggested.

Facility and Equipment

The Academy consists of a large single building located at 132 Prospect Street in Stamford, Connecticut. It contains a main lecture hall, classroom/library space, administrative and faculty offices, a dining hall, dormitories and gymnasium.

*Evaluation Team Findings:* 10a-34-19. Facilities and Equipment.

The team found the institution's facilities and equipment sufficient to support its program of studies.