

TO: Advisory Committee on Accreditation
FROM: Christine Thatcher, Associate Director, Academic Affairs
DATE: November 5, 2009
SUBJECT: ACA Meeting on Thursday, November 12, 2009

The Advisory Committee on Accreditation will meet in the Department of Higher Education Conference Room, third floor, 61 Woodland Street, Hartford, at 10:00 a.m. on Thursday, November 12, 2009.

If you will not be able to attend the meeting, please forward the materials to your alternate so that he/she will be able to come. Please call me at (860) 947-1822 if neither you nor your alternate can participate.

I attach copies of the programs we will be considering at our meeting. It would be very helpful for me if you might have a chance to read these materials and send me any questions you have about them before we meet. I will share your questions with the Program Officer so we might then be better prepared to provide answers at the meeting. My email address is CThatcher@ctdhe.org. I look forward to seeing you, and thank you once again for your essential help.

AGENDA

1. CALL TO ORDER – 10:00 a.m.
2. CONSIDERATION OF MINUTES – [Minutes of October 8, 2009](#)
3. DISCUSSION
4. LICENSURE APPLICATIONS

[Albertus Magnus College](#) - Licensure of a program in Global Studies, leading to a Bachelor of Arts (B.A.) degree

[Saint Joseph College](#) - Licensure of a program in Pharmacy, leading to the Doctor of Pharmacy (Pharm.D.) degree

[Holy Apostles College and Seminary](#) - Licensure of a program in Pastoral Studies, leading to a Master of Arts (M.A.) degree, to be offered on ground and online

5. ACCREDITATION APPLICATIONS

None

6. SIMULTANEOUS LICENSURE AND ACCREDITATION APPLICATIONS

None

7. PROGRESS REPORTS

None

8. INFORMATION ITEMS

Monthly Update

9. OTHER BUSINESS

10. **BOARD OF GOVERNORS RESOLUTIONS** – Meeting of October 21, 2009

11. NEXT ACA MEETING – December 10, 2009

12. ADJOURNMENT

Board of Governors for Higher Education

Advisory Committee on Accreditation Minutes of the Meeting Thursday, October 8, 2009

The Advisory Committee on Accreditation met in the Board's Conference Room, Department of Higher Education, third floor, 61 Woodland Street, Hartford, at 10:00 a.m. on Thursday, September 10, 2009.

Members or alternates present: Shirley Adams, Miller Brown, Ann Clark, David Dauwalder, Robert McCarthy, Leon Newman, Sean O'Connell, Joseph Paige, Judith Resnick, Martha Shouldis and Abbey Zink.

Board Members present: None

Staff present: Michael Meotti, Patricia Santoro, Carlota Schechter, Christine Thatcher

1. CALL TO ORDER

Miller Brown called the meeting to order at 10:00 a.m.

2. CONSIDERATION OF MINUTES – Minutes of September 10, 2009

Miller Brown called for approval of the minutes of September 10, 2009. Abbey Zink noted that she abstained from the vote on item 5b. Western Connecticut State University, accreditation of a Master of Arts in Teaching program, leading to Certification in Secondary Education (6-12) with options in Mathematics, Spanish, and Biology. Judith Resnick moved approval of the minutes as corrected and Shirley Adams seconded; the motion passed with Sean O'Connell abstaining.

3. DISCUSSION

Christine Thatcher welcomed Commissioner Michael Meotti to the meeting

Commissioner Meotti addressed the Committee and explained the significant changes occurring within the Academic Affairs division. Commissioner Meotti stated that the division will have an increased focus on institutional accreditations, particularly for institutions that are not regionally accredited.

4. LICENSURE APPLICATIONS

a. University of Bridgeport – Licensure of a program in Criminal Justice and Human Security, leading to the Bachelor of Arts (B.A.) degree

Christine Thatcher presented the application and introduced Dean Thomas Ward, William Lay, Program Director, Professor Dave Benjamin, and Professor Beth Skott, who represented the University.

The Committee commended the institution for its strong foreign language requirement in the program. After discussion, the program was found to be in compliance with Board of Governors' approval standards.

Shirley Adams moved approval and Judith Resnick seconded; the motion passed unanimously.

b. University of Bridgeport – Licensure of a program in Medical Technology, leading to the Bachelor of Science (B.S.) degree

Christine Thatcher presented the application and introduced Provost Michael Spitzer, Professor Angela Santiago, and Professor Kathleen Engelmann, who represented the University.

The Committee raised concerns about the full-time only schedule and urged the University to research options to develop a part-time schedule as many potential students for this program may be adult learners working full time. After discussion, the program was found to be in compliance with Board of Governors' approval standards.

Martha Shouldis moved approval and Leon Newman seconded; the motion passed unanimously.

c. Western Connecticut State University – Licensure of a program in Musical Theatre, leading to the Bachelor of Arts (B.A.) degree

Christine Thatcher presented the application and introduced Linda Rinker, Provost and Vice President for Academic Affairs, Carol Hawkes, Dean of the School of Visual and Performing Arts, Sal Trapani, Department Chair, and Pamela McDaniel, Lead Faculty Member, who represented the University.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. David Dauwalder moved approval and Shirley Adams seconded; the motion passed with Abbey Zink abstaining.

5. ACCREDITATION APPLICATIONS

a. University of Hartford – Accreditation of a concentration in Illustration, leading to the Master of Fine Arts (MFA) degree

Patricia Santoro presented the application and introduced Power Boothe, Dean of the Hartford Art School and Associate Dean Tom Bradley, who represented the University.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. Robert McCarthy moved approval and Judith Resnick seconded; the motion passed unanimously.

6. SIMULTANEOUS LICENSURE AND ACCREDITATION

a. Gateway Community College – Licensure and Accreditation of a program in Exercise Science and Wellness, leading to an Associate of Science (A.S.) degree

Christine Thatcher presented the application and introduced Mark Kosinski, Dean of Academic Affairs, Vicki Bozzuto, Director of Allied Health Programs, Marcia Doran, Program Director, and Instructor Todd Degree, who represented the College.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. Shirley Adams moved approval and Abbey Zink seconded; the motion passed unanimously.

b. Norwalk Community College – Licensure and Accreditation of a program in Computer Science, leading to an Associate of Science (A.S.) degree

Christine Thatcher presented the application and introduced Pamela Eddington, Dean of Academic Affairs, and Thomas Duffy, Chair of Computer Sciences, who represented the College.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. Robert McCarthy moved approval and Judith Resnick seconded; the motion passed unanimously.

c. Quinebaug Valley Community College – Licensure and Accreditation of a Pathway to Teaching Careers program, leading to an Associate of Arts (A.A.) degree

Carlota Schechter presented the application and introduced Susan Huard, Dean of Learning and Student Development, Denise Walsh, Assistant Professor of Mathematics, and Jonathan Andersen, Instructor of English, who represented the College.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. Ann Clark moved approval and Martha Shouldis seconded; the motion passed unanimously.

d. Saint Joseph College – Licensure and Accreditation of a program in Applied Behavior Analysis, leading to a Graduate Certificate

Christine Thatcher presented the application and introduced Billye Auclair, Vice President for Academic Affairs, Daniel Nussbaum, Dean of the School of Graduate and Professional Studies, Ellie Vozzola, Chair of the Psychology Department, and John Molteni, Director of the Autism Institute, who represented the College.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. Judith Resnick moved approval and Joseph Paige seconded; the motion passed unanimously.

e. Three Rivers Community College – Licensure and Accreditation of a Pathway to Teaching Careers program, leading to an Associate of Arts (A.A.) degree

Carlota Schechter presented the application and introduced Ann Branchini, Academic Dean, and Professor Terrance Delaney, who represented the College.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. Robert McCarthy moved approval and Shirley Adams seconded; the motion passed unanimously.

7. PROGRESS REPORTS

None

8. INFORMATION ITEMS

Monthly Update – Christine Thatcher summarized the Monthly Update.

9. OTHER BUSINESS

10. BOARD OF GOVERNORS RESOLUTIONS – Meeting of September 16, 2009

11. NEXT ACA MEETING – November 12, 2009

12. ADJOURNMENT

The meeting adjourned at 11:50 a.m.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Albertus Magnus College

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

Background

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

Description

Purposes and Objectives

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

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

Administration

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

Admissions/Enrollment

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

Curriculum

Global Studies majors must complete 120 credits distributed as follows:

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

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

Stage One: The Contemporary World and the Processes of Globalization

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

Stage Two: Global Issues

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

Stage Three: Specialized Studies

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

Major Requirements*

I. The Contemporary World and the Processes of Globalization

AN 101: Introduction to Anthropology	3 credits
GL 111: Introduction to Global Studies	3 credits

GL 210: Colonialism/Post Colonialism	3 credits
HI 316: War and Peace in 20 th Century Europe or	
HI 341: World Revolution in the 20 th Century	3 credits
PO 257: International Relations	3 credits
PH 240: Modernity	3 credits
RS 221: World Religions	3 credits

II. Global Issues: 12 credits from the following list of courses that offer in-depth treatment of issues that have arisen as a result of globalization. (chosen in consultation with an advisor)

MG 329: Global Issues	3 credits
PO 342: Nationalism	3 credits
PH 352: Intro. to Peace, Justice, and Global Issues	3 credits
RS 321: Fundamentalism	3 credits
SC 301: Globalization and the Environment	3 credits
CO 371: Political Communication in the 21 st Century	3 credits
EN 361: Literature of the Immigrant	3 credits
EN 211: Post Colonial Literature	3 credits
AH 344: Arts of the Twentieth Century to the Present	3 credits
DA 301: World Dance	3 credits
MU 216: World Music	3 credits
SO 243: Populations and Society	3 credits
GL 255: Special Topics	3 credits

III. Specialized Studies

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

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

Elective Requirements

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

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

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

Comments From Other Institutions

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

Similar Programs in Connecticut

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

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

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

Resource Support

Faculty

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

Library and Learning Resources

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

Facilities

The proposed program will use existing facilities.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Saint Joseph College

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

Background

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

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

Description

Purpose and Objectives

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

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

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

The educational outcomes of the program are as follows:

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

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

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

Admissions and Enrollment

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

The visiting team discussed with the College the type of student who would be appropriate for such a program. It was agreed that for a student to be successful in this highly intensive program that the student must be motivated and dedicated to following through on a full-time basis and that the requirements for success are completely transparent to the student.

Administration

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

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

Curriculum

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

- 3 Calendar – year program
- Technology-supported teaching
- Block/Integrated courses organized by organ systems
- Utilization of a variety of active learning and critical thinking strategies across instructional areas
- Early Pharmacy Practice Experiences
- Introductory Pharmacy Practice Experience (IPPE) courses which are offered concurrently with classroom lectures to reinforce learning experiences

- Advanced Pharmacy Practice Experience (APPE) courses which integrate classroom knowledge and professional performance, instill professionalism, and ensure competency in the provision of patient care
- Service Learning

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

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

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

The Curriculum is attached.

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

Comments from Other Institutions in Connecticut

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

Resource Support

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

Faculty

Saint Joseph College has been actively recruiting quality faculty in preparation for program implementation next fall. Two current faculty of the College plan to teach in this program, and are included in the totals provided. All of the faculty hires are planned to arrive by May, 2010 to

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

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

Library and Learning Resources

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

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

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

Facilities and Equipment

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

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

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

Term	Crse Nbr	Course Title	Days	Hours	Credits
PI Fall	701	Introduction to the Pharmacy Profession and Professional Ethics	5	30	2
	704	Pharmaceutical Calculations	7.5	45	3
	750	Pharmaceutics	7.5	45	3
	722	Biostatistics and Clinical Trial Design	5	30	2
	703	Self-care Therapeutics	7.5	45	3
	706	Communication Skills	2.5	15	1
	752	Pharmaceutical Science Laboratory	5	30	1
	761	Introductory Pharmacy Practice Experience I	5	40	1
	712	Genetic Control of Cell Function, Cell Reproduction and Protein Synthesis	5	30	2
	724	Drug Information and Literature Evaluation	5	30	2
	714	Metabolism of Carbohydrates, Lipids, and Amino Acids	12.5	75	5
PI Spr	710	Fundamentals of Drug Action and Metabolism	5	30	2
	730	Pharmacology of the Nervous System	10	60	4
	731	Pharmacology of the Cardiovascular, Renal, and Pulmonary Systems	7.5	45	3
	732	Pharmacology of the Gastrointestinal, Genitourinary, and Skeletal Muscle Systems	5	30	2
	762	Introductory Pharmacy Practice Experience II	5	40	1
	753	Pharmaceutical Care Laboratory	5	30	1
	728	Pharmacy Law and Jurisprudence	5	30	2
	733	Pharmacology of the Endocrine System	5	30	2
	734	Pharmacology of the Immune System	7.5	45	3
	708	Physical Assessment	5	30	2
	735	Pharmacology of Anti-infective Agents	7.5	45	3
PI Sum	763	Introductory Pharmacy Practice Experience III	20	160	4
	736	Pharmacology of Antineoplastic Agents	5	30	2
	751	Biopharmaceutics and Pharmacokinetics	10	60	4
	720	Pharmacy Administration I	7.55	45	3
	795	Summative Assessment of the PI Year	5	30	2
P2 Fall	821	Pharmacy Administration	5	30	2
	810	Principles of Toxicology	5	30	2
	830	Pharmacotherapeutic Disease State Management: Fluids, Electrolytes, and Nephrology	5	30	2
	831	Pharmacotherapeutic Disease State Management: Cardiology	12.5	75	5
	861	Introductory Pharmacy Practice Experience IV	5	40	1
P2 Fall	832	Pharmacotherapeutic Disease State Management: Endocrinology	5	30	2
	833	Pharmacotherapeutic Disease State Management: Immunology and Ophthalmology	7.5	45	3
	834	Pharmacotherapeutic Disease State Management: Pulmonology	5	30	2
	835	Pharmacotherapeutic Disease State Management: GI and Liver Disorders	5	30	2

Term	Crse Nbr	Course Title	Days	Hours	Credits
P2 Spr	836	Pharmacotherapeutic Disease State Management: Infectious Diseases	15	90	6
	837	Pharmacotherapeutic Disease State Management: Hematology/Oncology	7.5	45	3
	862	Introductory Pharmacy Practice Experience V	5	40	1
	838	Pharmacotherapeutic Disease State Management: Psychiatry	5	30	2
	839	Pharmacotherapeutic Disease State Management: Neurology	5	30	2
	856	Men's and Women's Health	5	30	2
	840	Pharmacotherapeutic Disease State Management Geriatrics:	5	30	2
	842	Pharmacotherapeutic Disease State Management: Pediatrics	5	30	2
	854	Clinical Nutrition	5	30	2
	858	Herbal Products and Dietary Supplements	5	30	2
	895	Summative Assessment of P2 Year	5	30	2
P2 Year	808	Integration of Pharmacy Practice	10	60	4
	805	Scientific Writing and Communication	5	30	2
P3 Spr	995	Summative Assessment of P3 Year and NAPLEX Review	5	30	2
P3 Year	901	Advanced Pharmacy Practice Experience I. Ambulatory Care	30	240	6
	902	Advanced Pharmacy Practice Experience II. Adult Acute Care	30	240	6
	903	Advanced Pharmacy Practice Experience III. Advanced Community Practice	30	240	6
	904	Advanced Pharmacy Practice Experience IV. Advanced Institutional Practice	30	240	6
		APPE Elective Courses (Two Required)			
	920	Advanced Pharmacy Practice Experience Elective in Cardiology	30	240	6
	921	Advanced Pharmacy Practice Experience in Critical Care	30	240	6
	922	Advanced Pharmacy Practice Experience in Geriatrics	30	240	6
	923	Advanced Pharmacy Practice Experience in Hematology and Oncology	30	240	6
	924	Advanced Pharmacy Practice Experience in Hospice Care	30	240	6
	925	Advanced Pharmacy Practice Experience in Home Health/Home Infusion	30	240	6
	926	Advanced Pharmacy Practice Experience in HIV/AIDS	30	240	6
	927	Advanced Pharmacy Practice Experience in Infectious Disease	30	240	6
	928	Advanced Pharmacy Practice Experience in Long Term Care/Consulting	30	240	6
	929	Advanced Pharmacy Practice Experience in Nutrition	30	240	6
	930	Advanced Pharmacy Practice Experience in Pediatrics	30	240	6
	931	Advanced Pharmacy Practice Experience in Psychiatry	30	240	6
	932	Advanced Pharmacy Practice Experience in Solid Organ Transplant	30	240	6
	933	Advanced Pharmacy Practice Experience in Trauma/Surgery	30	240	6
	960	Advanced Pharmacy Practice Experience in Compounding	30	240	6
P3 Year	961	Advanced Pharmacy Practice Experience in Drug Information	30	240	6
	962	Advanced Pharmacy Practice Experience in Drug Use Policy	30	240	6
	963	Advanced Pharmacy Practice Experience in Managed Care	30	240	6
	964	Advanced Pharmacy Practice Experience in Nuclear Pharmacy	30	240	6
	965	Advanced Pharmacy Practice Experience in the Pharmaceutical Industry	30	240	6
	966	Advanced Pharmacy Practice Experience in Pharmacy Informatics	30	240	6

Term	Crse Nbr	Course Title	Days	Hours	Credits
	967	Advanced Pharmacy Practice Experience in Pharmacy Management	30	240	6
	968	Advanced Pharmacy Practice Experience in Professional Organizations	30	240	6
	969	Advanced Pharmacy Practice Experience in Research	30	240	6
	970	Advanced Pharmacy Practice Experience in Teaching	30	240	6

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Holy Apostles College and Seminary

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

Overview of the Institution:

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.

1. Purpose and objectives

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

2. Curriculum and Instruction

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

3. Administration

- Oversight: The VP for Administrative Affairs will oversee the day-to-day operation of the proposed program.
- Evaluation: The College has proposed several ways in which it will review this program.

4. Faculty

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

5. Adequacy of Resources (Library, learning resources, facilities and equipment)

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

Anticipated enrollments:

	Year 1	Year 2	Year 3
Full time students	2	4	6
Part time students	7	14	20

Appendix A: Curriculum for proposed Masters Degree in Pastoral Counseling

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

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

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

RS 501A & RS 501B	Youth Ministry I & II	6	Revised	RS 502	Youth Ministry	3	New Faculty
			New	PM 506	Crossing Cultural Boundaries: Ministry at the Margins	3	Fr. Luis Antonio Luna Barrera, Ph.D. (Theology)
STD 614	World Religions and Interreligious Dialogue*	3	Existing				Dr. Cynthia Toolin, S.T.L. ** (Moral Theology), Ph.D. (Sociology)

Concentration in Parish Administration (12 Credits)

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

Common to All Concentrations (3 Credits)

			NEW	PS 701	Field Education	3	Sr. Mary Anne Linder, M.Ed. (Education), M.T.S. (Masters of Theological Studies)
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*Course numbers with an asterisk are courses available through Holy Apostles' Distance Learning (DL) Program.

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

At its meeting on October 21, 2009, a quorum being present, the Board of Governors for Higher Education approved the following resolutions:

- RESOLVED: that the Board of Governors for Higher Education licenses a program in Nursing Practice, leading to the Doctor of Nursing Practice degree (DNP), offered by Sacred Heart University, for a period of three years, until October 31, 2012. It is further resolved that the University will consider the suggestions from the evaluation team prior to programmatic accreditation.
- RESOLVED: that the Board of Governors for Higher Education licenses a program in Criminal Justice, leading to the Doctor of Philosophy (Ph.D.) degree, offered by the University of New Haven for a period of three years, until October 31, 2012. It is further resolved that the University will clarify their admissions standards and graduation requirements at the time of accreditation.
- RESOLVED: that the Board of Governors accepts the NEASC assessment and grants accreditation to Central Connecticut State University for a period of five years, until December, 2014.
- RESOLVED: that the Board of Governors accepts the NEASC assessment and grants accreditation to St. Vincent's College for a period of five years, until December 31, 2014.
- RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Music Industry, leading to an Associate of Science (A.S.) degree, offered by Capital Community College for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Pathways to Teaching Careers, leading to an Associate of Arts (A.A.) degree, offered by Quinebaug Valley Community College for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Pathways to Teaching Careers, leading to an Associate of Arts (A.A.) degree, offered by Three Rivers Community College for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education licenses a program in Health Science, leading to the Bachelor of Science (B.S.) degree, offered by Sacred Heart University, for a period of three years, until October 31, 2012.
- RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Financial Risk Management, leading to the Master of Science (M.S.) degree, offered by the University of Connecticut for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education accredits a program in Radiologist Assistant, leading to the Master of Health Science (M.H.S.) degree, offered by the Quinnipiac University for a period of time concurrent with institutional accreditation.

- RESOLVED: that the Board of Governors for Higher Education accredits a Master of Fine Arts (MFA) program, with a concentration in Illustration, offered by the Hartford Art School, University of Hartford for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education accredits a Master of Arts in Teaching (MAT) program, leading to Certification in Secondary Education (6-12) with options in Mathematics, Spanish, and Biology, offered by Western Connecticut State University, for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education approves the modification of the accredited Master of Business Administration program to be offered online, leading to the Master of Business Administration (M.B.A.) degree, offered by Albertus Magnus College, for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education approves the modification of the accredited program in Teaching and Foundations into two separate programs by keeping the current title for non-certification and creating Secondary Education with Initial 7-12 Certification, each leading to the Master of Arts (M.A.) degree, offered by Fairfield University, for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education approves the modification of the accredited Applied Psychology with concentrations in Human Services Psychology, Foundations of Advanced Psychology, and Industrial/Organizational Psychology into individual programs, each leading to a Master of Arts (M.A.) degree, offered by Fairfield University, for a period of time concurrent with institutional accreditation.



Michael P. Meotti
Commissioner

10/21/09