

**TO:** Advisory Committee on Accreditation  
**FROM:** Christine Thatcher, Associate Director, Academic Affairs  
**DATE:** June 10, 2010  
**SUBJECT:** ACA Meeting on Thursday, June 17, 2010

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, June 17, 2010.

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](mailto: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 May 20, 2010](#)
3. DISCUSSION
4. LICENSURE APPLICATIONS

**St. Thomas Seminary** - Licensure of a program in Biblical Studies, leading to a Certificate

**St. Vincent's College** – Licensure of a RN-BSN completion program, leading to a Bachelor of Science in Nursing (B.S.N.), to be offered online

**Stevens Institute of Technology** – Licensure of program in Space Systems Engineering, leading to a Graduate Certificate to be offered online and on-ground

**Tunxis Community College** – Licensure of a program in New Media Communication, leading to the Associate of Science (A.S.) degree

**University of Hartford** – Licensure of a program in Photography (Low Residency), leading to the Master of Fine Arts (M.F.A.) degree

**University of New Haven** – Licensure of a program in Sustainability Studies, leading to a Bachelor of Science (B.S.) degree

5. ACCREDITATION APPLICATIONS

**Bais Binyomin Academy** - Accreditation of an Institution of Higher Education to offer a Certificate in Talmudic Studies

**Goodwin College** – Accreditation of a program in Environmental Studies, leading to an Associate of Science (A.S.) degree

**Southern Connecticut State University** - Accreditation of a program in Creative Writing, leading to the Master of Fine Arts (M.F.A.) degree

6. SIMULTANEOUS LICENSURE AND ACCREDITATION APPLICATIONS

**University of New Haven** – Licensure and Accreditation of a program in Professional Studies, leading to a Bachelor of Science (B.S.) degree

7. PROGRESS REPORTS

None

8. INFORMATION ITEMS

**Monthly Update** – to be distributed

9. OTHER BUSINESS

10. BOARD OF GOVERNORS RESOLUTIONS – [Meeting of May 19, 2010](#)

11. NEXT ACA MEETING – September 16, 2010

12. ADJOURNMENT

# Board of Governors for Higher Education

## Advisory Committee on Accreditation Minutes of the Meeting Thursday, May 20, 2010

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, May 20, 2010.

Members or alternates present: Shirley Adams, Richard Bassett, Miller Brown, Susan Capasso, Ann Clark, David Dauwalder, John Donohue, Robert McCarthy, Martha McLeod, Leon Newman, and Joseph Paige.

Board Members present: None

Staff present: Michael Meotti, Carlota Schechter, Christine Thatcher

### 1. CALL TO ORDER

Miller Brown called the meeting to order at 10:07 a.m.

### 2. CONSIDERATION OF MINUTES – Minutes of April 15, 2010

Miller Brown called for approval of the minutes of April 15, 2010. Ann Clark moved approval and John Donohue seconded; the motion passed with Robert McCarthy and Martha McLeod abstaining.

### 3. DISCUSSION

### 4. INSTITUTIONAL ACCREDITATION APPLICATIONS

#### **a. Gibbs College – Reaccreditation of the Institution**

Christine Thatcher, Associate Director, Academic Affairs, presented the application and introduced President Kurtis Peterson and Kevin Clark, Director of Education, who represented the College. Tom O'Donnell, Vice President of Operations of Career Education Corporation also represented the Institution.

Christine Thatcher outlined the College's new focus on Health Careers and Kurtis Peterson discussed enrollment, sustainability, and assessment. After discussion, the Institution was found to be in compliance with Board of Governors' approval standards. Robert McCarthy moved approval and Martha McLeod seconded; the motion passed unanimously.

#### **b. The Graduate Institute – Reaccreditation of the Institution**

Carlota Schechter, Senior Associate, Academic Affairs, presented the application and introduced Chancellor A. Harris Stone, Andrew Summa, Vice President for Academic and Student Affairs, and Gina McCaffrey, Chief Operating Officer, who represented the Institute.

Carlota Schechter gave an overview of the site visit and visiting team's evaluation. The Committee discussed the Institute's strategic planning process, assessment, Board leadership, and the potential need for faculty waivers. After discussion, the Institution was found to be in compliance with Board of Governors' approval standards. David Dauwalder moved approval to reaccredit the Institution for one year. Robert McCarthy seconded; the motion passed unanimously.

## 5. PROGRAM ACCREDITATION APPLICATIONS

### **a. Gibbs College – Accreditation of a program in Medical Assisting, leading to the Associate of Science (A.S.) degree**

Christine Thatcher presented the application. The College was represented by President Kurtis Peterson, Kevin Clark, Director of Education, and Venusa Toomey, Chair of Medical Assisting.

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

### **b. Southern Connecticut State University – Accreditation of a program in Creative Writing, leading to the Master of Fine Arts (MFA) degree**

There being no representation from the Institution, Robert McCarthy moved to table the item until the June 2010 meeting. Joseph Paige seconded; the motion passed unanimously.

## 6. SIMULTANEOUS LICENSURE AND ACCREDITATION APPLICATIONS

### **a. Gateway Community College – Licensure and accreditation of a Certificate program in Alternate Energy Transportation Technology**

Christine Thatcher presented the application and introduced Paul Silberquit, Division Director for Engineering and Applied Technology and Anthony Rish, Assistant Professor of Automotive, 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 Leon Newman seconded; the motion passed unanimously.

## 7. PROGRAM LICENSURE APPLICATIONS

### **a. Albertus Magnus College - Licensure of a program in Human Services, leading to a Master of Science (M.S.) degree**

Carlota Schechter presented the application and introduced Sheila Dunn, Dean of Evening and Graduate Programs, and Raga Maazen, Program Director, 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 Robert McCarthy seconded; the motion passed with John Donohue abstaining.

**b. University of Connecticut – Licensure of a program in Professional Studies, leading to a Bachelor of Professional Studies (BPS) degree**

Carlota Schechter presented the application and introduced Nancy Bull, Vice Provost for Academic Administration, Susan Nesbitt, Director of the Center for Continuing Studies, and Peter Diplock, Program Director, who represented the University.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. John Donohue moved approval with the recommendation for simultaneous licensure and accreditation. Ann Clark seconded; the motion passed with Robert McCarthy abstaining.

**c. Lincoln College of New England – Licensure of a program in Health Information Administration offered on ground and online, leading to a Bachelor of Science (B.S.) degree**

Carlota Schechter presented the application and introduced President Lynn Brooks, Michael Diffily, Vice President for Academic and Student Affairs, and Phyllis Hilt, Chair of Health Information Management, who represented the College.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. Robert McCarthy moved approval with a recommendation to license the program for a period of two years. Shirley Adams seconded; the motion passed unanimously.

**d. Gibbs College – Licensure of programs in Cardiovascular Sonography and Diagnostic Medical Sonography, each leading to the Associate of Science (A.S.) degree**

Christine Thatcher presented the application. The College was represented by President Kurtis Peterson and Kevin Clark, Director of Education. Shelly Zimbleman, Program Chair of Sonography at Sanford Brown College in Fenton, Missouri, and Mike Schafer, Vice President of Academics, Health Division, of Career Education Corporation also represented the Institution.

The Committee discussed the programs' admissions requirements including transfer credits and clinical sites and externships. After discussion, the program was found to be in compliance with Board of Governors' approval standards. Robert McCarthy moved approval with the stipulation that the College submit a progress report detailing transferability of general education credits. Leon Newman seconded and further amended the motion to allow the Institution to submit a progress report directly to the Department of Higher Education during the licensure period. David Dauwalder suggested that no interim report be required. After further discussion regarding the motion, the Advisory Committee on Accreditation voted unanimously to approve licensure of both programs and that curricular revision regarding transferability of credits will be submitted to the Department of Higher Education prior to Board approval.

8. INFORMATION ITEMS

Monthly Update

9. OTHER BUSINESS

10. BOARD OF GOVERNORS RESOLUTIONS – Meeting of April 28, 2010

11. NEXT ACA MEETING – June 17, 2010

12. ADJOURNMENT

The meeting adjourned at 12:20 p.m.

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Saint Thomas Seminary

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

Date: June 17, 2010

### Background

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.

### 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 candidate 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: ADVISORY COMMITTEE ON ACCREDITATION

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

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

Date: June 17, 2010

### Background

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.

### 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 interdisciplinary 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:

<i>Associate degree graduates of St. Vincent's College</i>	
General Education	36 credits
Nursing	36 credits
Transfer from other colleges or additional St. Vincent's	12 credits
College courses	<u>84 credits</u>

<i>Graduates from other institutions with an associate degree in nursing</i>	
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>

#### Required Non-Nursing Courses

*BIO 235	Microbiology	4cr	BIO 334	Pathophysiology	3cr
*PSY 212	Lifespan Development Psychology	3cr	SPA101	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	Humanities	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 data base 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: ADVISORY COMMITTEE ON ACCREDITATION

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: June 17, 2010

### Background

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 master's 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.

### Description

#### Purpose and Objectives

According to Stevens Institute of Technology, 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: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Tunxis Community College

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

Date: June 17, 2010

### Background

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.

### 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

	<b>Course #</b>	<b>Course Title</b>	<b>credits</b>
<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
	Science Elective	3-4	
<b>Mathematics</b>			
<b>Natural Science</b>	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>
	<b>TOTAL CREDITS:</b>	<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: ADVISORY COMMITTEE ON ACCREDITATION

Institution: University of Hartford  
Item: Licensure of a Program in Photography leading to the Master of Fine Arts (MFA) degree  
Date: June 17, 2010

### Background

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 (MFA) 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 whom require the terminal MFA degree.

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

### 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. They all have extensive professional experience, national acclaim, and teaching experience in the photography field.

Library and Learning Resources

The Anne Bunce Cheney Art Collection, housed in Mortensen Library, includes over 22,000 art books and more that 60 journals in support of visual arts education. The art library houses an extensive collection of exhibition catalogs and thousands of mounted reproductions. In addition, the library subscribes to EBSCOhost with access to 4,650 online periodicals (3,900 full text) and to ArtStor, an online image library with close to 2 million downloadable images.

The program does not anticipate requiring any new learning materials at start-up.

Facilities

The program will utilize the existing studio and computer lab facilities of the Hartford Art School during the on-campus summer residency periods. No additional specialized equipment is required. During the fall and spring off-campus meetings, the program will contract for the use of appropriate space in the respective host city.

Curriculum

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

<u>Course</u>	<u>Name</u>	<u>Credits</u>
<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

**Summer 2, second week**

PHO 852	Advanced photography 2	3.0
PHO 754	Digital Workshop 2	3.0
PHO 712	Seminar in Contemporary Issues 3	2.0

**Fall 2, off-campus location**

PHO 962	Professional Practice 2	4.0
---------	-------------------------	-----

**Spring 2, off –campus location**

PHO 713	Seminar in Contemporary Issues 4	2.0
PHO 963	Professional Practice 3	2.0

**Year 3 Summer 3, first week**

PHO 853	Advanced Photography 3	3.0
PHO 964	Professional Practice 4	2.0
PHO 854	Advanced Photography -Book	2.0

**Summer 3, second week**

PHO 965	Professional Practice 5	2.0
PHO 970	Thesis Defense and Exhibition	3.0

---

Total credits 60

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: University of New Haven  
Item: Licensure of a program in Sustainability Studies leading to a Bachelor of Science (B.S.) degree  
Date: June 17, 2010

### Overview:

The University of New Haven has requested licensure of a Bachelor of Science (B.S.) degree program in Sustainability Studies in order to prepare students for new opportunities in the “green” job market. The University currently offers a number of related bachelor’s (e.g., Environmental Science) and masters programs (e.g., Environmental Science and Environmental Engineering) and thus already has a number of faculty with expertise in this area.

### 1. Purpose and objectives

- The purpose of this proposed program is to “prepare students for pursuing successful careers in a new and dynamic ‘green’ job market as well as to provide a strong basis for life-long learning through professional experiences, advanced studies, and graduate degrees.”
- The proposed major is transdisciplinary and designed to provide students with “the knowledge and skills required to solve problems related to environmental sustainability in industry, government, non-profit and personal realms.”

### 2. Curriculum and Instruction

- The curriculum of the proposed program is planned expose students to “a broad diversity of academic disciplines that are vital to understanding and creating solutions for this social and environmental challenge, including natural and social sciences, business, engineering and the humanities.”
- The proposed degree program with a major in Sustainability Studies consists of a total of 127 semester hours of course work and requires a minimum of 55 semester hours in science, mathematics and engineering science.
- The curriculum is distributed as follows:
  - General education: 41 credit hours
  - Major: 71 credit hours (the curriculum for the major is included in Appendix A)
  - Electives: 15 credit hours

### 3. Administration

- Dr. Agamemnon Koutsospyros will serve as the program coordinator. Dr. Koutsospyros has served as the graduate coordinator of the M.S. in environmental Engineering program since 1996.

### 4. Faculty

- All courses for the proposed program fall within the specializations and expertise of existing full-time and adjunct faculty.

- The University provided a list of 15 full-time faculty with specialization in related fields, all with an appropriate Ph.D.
  - The University plans to use existing faculty for the first year of the program and hire one new faculty for year two and one more in year three. At least one of the new hires will be in the area of sustainability.
- 5. Adequacy of Resources** (Library, learning resources, facilities and equipment)
- Existing facilities and library holdings are expected to cover adequately the demands of the new program.

### **Appendix A: Curriculum for the Major in Sustainability Studies**

- Introduction to environmental Science
- Environmental Science Lab
- Chemistry with Applications to Biosystems of Chem II
- Elementary statistics
- Mechanics, Heat, Waves with Lab
- Management and Organization
- Biology for Science Majors II with Lab
- Introduction to environmental Geology
- Project Management and Engineering Economics
- Research Methods in sustainability
- Ecology
- Environmental and Natural resource Economics
- Introduction to Traditional and alternative Energy Systems
- Internship
- Consumer Behavior
- Ecology of Sustainability
- Design for Environment
- Design for Environment Lab
- Environmental History
- Senior Project I
- Senior Project II
- Entrepreneurship and New Business Development
- Sustainable Urban Planning
- Environmental Law

Total Credits = 71

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Bais Binyomin Academy, Stamford, CT

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

Date: June 17, 2010

### Background

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

### 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.

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Goodwin College  
Item: Accreditation of a program in Environmental Studies, leading to a  
Associate of Science (A.S.) degree  
Date: June 17, 2010

### Background

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.

### Description

The goal of the Environmental Studies 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.

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.

The 2008 licensure application reported two full-time faculty and four adjunct faculty with the necessary credentials to teach in this program, with one full-time hire upon licensure of the program. With regard to enrollment, the licensure application projected 5 full-time students and 15 part-time students in the first year. The second year projected 14 full-time students (10 new and 4 returning) and 18 part-time students (10 new and 8 returning).

## Update since Licensure in 2008

Currently there are five (5) full-time students and 31 part-time students enrolled in this program. Second year enrollment information will not be available until January 2011.

The College indicated they have two (2) full-time faculty members. Bruce Morton, Program Director for Environmental Studies, developed the program. He holds a Masters in Environmental Pollution Control, as well as, completing advanced graduate studies in environmental law and environmental engineering. Dr. Dhar is an Associate Professor in Chemistry. She holds a Masters and Ph.D. in Chemistry with an environmental focus. Her area of emphasis is soil, air and water pollution.

There are currently seven (7) part-time faculty, 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.

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.

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Southern Connecticut State University

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

Date: June 17, 2010

The Board of Governors licensed a program in Creative Writing, 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.

### Description

#### Purposes and Objectives

The proposed program seeks to provide highly motivated, disciplined students committed to the art and craft of creative writing, with the opportunity to earn a Master's degree in writing. In addition, the program seeks to provide 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 program is housed in the University's Department of English where the Program Coordinator for the Master of Fine Arts in Creative Writing oversees the program.

#### 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

At the time of program licensure, the University projected an enrollment by cohort of twelve students every two years. Given the high demand for the program and based on 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. Having up to twelve students in the writing workshops is pedagogically sound and consistent with Associate Writing Programs guidelines and best practices.

### Resource Support

#### Faculty

The University states that it already has four writing faculty who are nationally-recognized career teachers with extensive experience teaching workshops and publishing widely. The University plans to hire a professor whose specialization is Creative Nonfiction.

#### Library and Learning Resources

Students will be able to use the resources of the University Library through on-ground and on-line services.

#### Facilities

The University's facilities will be sufficient for the program's activities.

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: University of New Haven

Item: Licensure and accreditation of a program in Professional Studies leading to a Bachelor of Science degree (B.S.)

Date: June 17, 2010

### Overview:

The University of New Haven is requesting licensure and accreditation of a degree completion program in Professional Studies leading to a Bachelor of Science (B.S.). The proposed program would be offered through newly reorganized University College which serves adult learners. The University is proposing 4 focus areas for this degree program: Public Administration, Communication, Arts/Humanities Studies, and Organizational Leadership.

#### 1. Purpose and objectives

- The purpose of this proposed program is “to provide adult students with the skills and competencies needed to understand, serve, and lead in organizations, public and private, both for-profit and not-for-profit.”
- The clientele for this degree are returning adult students who are graduates or near-graduates of A.S. degree programs.

#### 2. Curriculum and Instruction

- The proposed B.S. in Professional Studies is a 121 credit hour program as follows:
  - Core Competencies: 40 credits
  - Professional Studies Core: 30 credits
  - Professional Focus courses: 30 credits
  - Electives or Minor: 21 credits
- No new courses have been proposed for this program; it relies exclusively on existing courses.

#### 3. Administration

- The current associate Provost for Graduate Studies, Research and Faculty Development, Dr. Ira Kleinfeld, will serve as the program director on an interim basis.

#### 4. Faculty

- The University does not anticipate the need for new faculty for this proposed program because all courses are existing courses.
- The University provided a list of 13 current faculty from a variety of departments who would be teaching courses in the Professional Studies Core and separate lists of 4 to 9 current faculty who would be teaching in each of the focus areas.

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

- The University does not anticipate that the proposed program will require any special facilities or new library resources.

At its meeting on May 19, 2010, 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 and accredits a program in Business Administration at the University of Connecticut, leading to a Bachelor of Science (B.S.) degree, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education licenses a program in Occupational Therapy Assistant, leading to an Associate of Science (A.S.) degree, to be offered by Goodwin College for a period of two years, until May 31, 2012.

RESOLVED: that the Board of Governors for Higher Education licenses an Associate of Science (A.S.) degree in Nursing, to be offered by Northwestern Connecticut Community College for a period of two years until May 31, 2012.

RESOLVED: that the Board of Governors for Higher Education licenses a program in Environmental System Analysis and Management, leading to a Master of Science (M.S.) degree, to be offered by Sacred Heart University, for a period of two years until May 31, 2012.


RESOLVED: that the Board of Governors for Higher Education accredits a Bachelor of Arts (B.A.) degree in Homeland Security, to be offered by Mitchell College for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education accredits a Bachelor of Science (B.S.) degree in Communication with concentrations 1) Interpersonal and Organizational Communication and 2) Performance and Technology, effective May 14, 2010, offered by Mitchell College, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education accredits a program in Occupational Therapy, leading to the Master of Science degree (M.S.) and a Certificate of Advanced Graduate Study in Occupational Therapy, each offered online by Quinnipiac University for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education approves a program modification to the Associate of Applied Science degree (A.A.S.) in Health Information Technology offered at Lincoln College of New England to offer the program online.

RESOLVED: that the Board of Governors for Higher Education approves the institution's change of name from Gibbs College to Sanford Brown College.

  
\_\_\_\_\_  
Michael P. Meotti  
Commissioner