

**TO:** Advisory Committee on Accreditation  
**FROM:** Christine Thatcher, Associate Director, Academic Affairs  
**DATE:** April 14, 2011  
**SUBJECT:** ACA Meeting on Thursday, April 21, 2011

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, April 21, 2011.

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.

#### AGENDA

1. CALL TO ORDER – 10:00 a.m.
2. CONSIDERATION OF MINUTES – [Minutes of March 17, 2011](#)
3. DISCUSSION
4. CONSENT CALENDAR
  - a. Licensure Applications
    - [Brown University, Providence, RI](#) - Relicensure of a program in Biology, leading to the Master of Arts (M.A.)
  - b. Accreditation Applications
    - [Manchester Community College](#) - Accreditation of a program in Music Studies, leading to the Associate in Arts (A.A.) degree
    - [Manchester Community College](#) - Accreditation of a Pathway to Teaching Careers program, leading to the Associate in Arts (A.A.) degree
    - [University of Connecticut](#) - Accreditation of a program in African American Studies, leading to the Bachelor of Arts (B.A.) degree
    - [Western Connecticut State University](#) - Accreditation of a program in Media Arts, leading to the Bachelor of Arts (B.A.) degree with options in Media Studies and Media Production
  - c. Simultaneous Licensure and Accreditation Applications - *None*
5. ACTION AGENDA
  - a. Licensure Applications
    - [Sacred Heart University](#) - Licensure of a program in Health Care Information Systems, leading to the Master of Science (M.S.) degree, to be offered on-ground and online

**University of Bridgeport** - Licensure of a program in Design Management, leading to a Master of Professional Studies (M.P.S.) degree

**University of Phoenix, Phoenix, AZ** - Relicensure of a program leading to the Bachelor of Science (B.S.) degree in Business/Management, and a program leading to the Master of Business Administration (M.B.A.) degree to be offered by the University of Phoenix in Norwalk, Connecticut

b. Accreditation Applications

**Sacred Heart University** - Accreditation of a program in Exercise Science and Nutrition, leading to the Master of Science (M.S.) degree

c. Simultaneous Licensure and Accreditation Applications

**University of Bridgeport** - Licensure and Accreditation of a program in English, leading to a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree

6. INFORMATION ITEMS

**Monthly Update** –please use the following link to access this information on our website:  
<http://www.ctdhe.org/DHEWeb/AcademicProgramProposals.asp>

7. OTHER BUSINESS

8. **BOARD OF GOVERNORS RESOLUTIONS** – March 16, 2011

9. NEXT ACA MEETING – May 19, 2011

10. ADJOURNMENT

# Board of Governors for Higher Education

## Advisory Committee on Accreditation Minutes of the Meeting Thursday, March 17, 2011

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, March 17, 2011.

Members or alternates present: Shirley Adams, Susan Capasso, David Dauwalder, Barbara McCarthy, Leon Newman, Sean O'Connell, Joseph Paige, William Pizzuto, Judith Resnick, and Abbey Zink.

Staff present: Braden Hosch, Patricia Santoro, Christine Thatcher

### 1. CALL TO ORDER

William Pizzuto called the meeting to order at 10:00 a.m.

### 2. CONSIDERATION OF MINUTES – Minutes of February 17, 2011

William Pizzuto called for approval of the minutes of February 17, 2011. Judith Resnick moved approval and Shirley Adams seconded; the motion passed with Leon Newman and Abbey Zink abstaining.

### 3. DISCUSSION

### 4. CONSENT CALENDAR

#### Licensure Applications

**Quinnipiac University** - Licensure of a program in Game Design and Development, leading to a Bachelor of Arts (B.A.) degree

#### Accreditation Applications

**Tunxis Community College** - Accreditation of a Pathway to Teaching Careers program, leading to an Associate of Arts (A.A.) degree

#### Simultaneous Licensure and Accreditation Applications - None

On a motion made by David Dauwalder, seconded by Abbey Zink, the Committee voted unanimously to approve the Consent Calendar.

### 5. ACTION AGENDA

#### Licensure Applications

**a. Sacred Heart University** - Licensure of a program in Healthcare Information Systems, leading to the Master of Science (M.S.) degree, to be offered on ground and online

At the request of the institution, the Committee agreed to table review of this program until its next meeting on April 21, 2011.

### Accreditation Applications

**a. Central Connecticut State University** - Accreditation of a program in Nursing Practice, leading to the Bachelor of Science in Nursing (B.S.N.) degree

Christine Thatcher gave an overview of the application and introduced Carl Lovitt, Provost & Vice President for Academic Affairs; Mitchell Sakofs, Dean, School of Education; and Linda Wagner, Chair of Nursing, who represented the University.

Judith Resnick inquired about the selective admissions process and asked about options for students who aren't admitted into the program. Linda Wagner explained that some of the students transfer out and others may change their major.

Braden Hosch asked if the University has had a sufficient pool of applicants for faculty hiring. Linda Wagner indicated that the pool has been sufficient but not abundant.

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 with Joseph Paige abstaining.

**b. Goodwin College** - Accreditation and program modification of a program in Health Sciences, leading to the Bachelor of Science (B.S.) degree, to be offered on ground and online

Christine Thatcher gave an overview of the application and introduced Danielle Wilken, Chair of Health and Natural Sciences, and Paula Dowd, Program Coordinator, who represented the College.

Braden Hosch asked the College about its distance learning process. Paula Dowd spoke about the training of faculty and student orientations. She also explained that the courses, assignments, materials, and learning outcomes in both the on ground and online programs are the same.

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

**c. Goodwin College** - Accreditation of a completion program (RN to BSN) in Nursing, leading to the Bachelor of Science in Nursing (B.S.N.) degree

Christine Thatcher reviewed the application. The College was represented by Janet Costello, Chair of Nursing, and Rosemary Hathaway, Program Coordinator.

Braden Hosch inquired as to whether the College has had a sufficient pool of applicants for faculty hiring. Rosemary Hathaway indicated that there has been a sufficient pool.

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

Simultaneous Licensure and Accreditation Applications - *None*

6. INFORMATION ITEMS

7. OTHER BUSINESS

8. BOARD OF GOVERNORS RESOLUTIONS – *None*

9. NEXT ACA MEETING – April 21, 2011

10. ADJOURNMENT

The meeting adjourned at 10:35 a.m.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION  
CONSENT CALENDAR

Institution: Brown University, Providence, Rhode Island  
Item: Relicensure of a program in Biology, leading to the Master of Arts (M.A.)  
degree, at Pfizer Central Research, Groton  
Date: April 21, 2011

Background

Brown University has applied for re-licensure of a program in Biology leading to the Master of Arts degree offered at Pfizer Central Research, until December 31, 2015. The program was initially sought by the Pfizer Education Committee in 1993 and is financially supported by the Pfizer Corporation. It enrolls only Pfizer employees. The University and Pfizer hope to continue the program through their 2015 mutual contract and beyond that date once they have renegotiated their relationship.

Description

Purpose and Objectives

The program is intended to enhance the productivity of technical staff at Pfizer through continuing education. Because of the rapid changes in the biomedical sciences, the courses offered by Brown assist Pfizer staff in their understanding and ability to apply the latest knowledge in the field.

The Pfizer Education Committee communicates the educational needs and interests of employees to the University. The University's purposes and objectives and courses offered thus are designed to meet the continuing education and professional development needs of Pfizer staff while also maintaining the standards for degree programs at Brown.

Administration

The Associate Dean for Graduate and Postdoctoral Studies is responsible for administering graduate studies in the Division of Biology and Medicine and is responsible for selecting courses and faculty for the program. The Dean of the Office of Continuing Education is responsible for establishing and maintaining the administrative structure of the Brown/Pfizer program. Academic advising is done before and after classes and via electronic means.

A representative of the Pfizer Education Committee coordinates activities for employees at the Groton site.

Curriculum

Students are expected to demonstrate competency in subject areas deemed to be central to an in depth understanding of biological principles as well as sample a breadth of subject matter

reflective of modern biomedical sciences. A combination of selected core courses and electives serve to meet this objective for the M.A. degree.

The core courses are Biology of the Eukaryotic Cell, Advanced Biochemistry, Pharmacology and Molecular Genetics. Courses taught at Pfizer are drawn from the same roster of courses taken for graduate credit by graduate students at Brown University in Providence, among them the core courses above plus selections from Advanced Topics in Microbiology and Immunology, Biomaterials and Organ Replacement, Virology, Analysis of Development, Human Histology, Mammalian Physiology, Advanced Biochemistry, Pharmacology, Cancer Biology, Molecular Genetics, Neuropharmacology, Immunology, and Principles of Epidemiology.

Alternative electives may be selected from any of the other 100 or 200 level courses in related areas that may be offered on-site at Pfizer Research or at Brown University. Other courses may be offered depending on student interest and faculty availability in a given year. The M.A. degree requires satisfactory completion of at least eight courses for graduate credit, with a B or better in required courses.

Instruction on-site at Pfizer is drawn from the same roster of courses taken for graduate credit by graduate students at Brown University in Providence, R.I. Please note that a change in course numbering took place during the 2007-08 academic year with the adoption of the Banner information system. BIOL = Biology and Medicine; NEUR = Neuroscience; PHP = Community Health.

\*Core course: Please note that 2 of 8 courses must be in the “core” fields of cell biology, biochemistry, genetics or pharmacology.

Courses include:

BIOL1050 Biology of the Eukaryotic Cell\*

This course emphasizes the experimental basis of knowledge in modern cell biology and discusses the validity of current concepts.

BIOL1090 Polymer Science for Biomaterials

The scientific background of organ replacement therapy and a survey of the materials that interact with tissues.

BIOL1260: Physiological Pharmacology\*

Covers the physiology of human disease (e.g., Heart failure and arrhythmia; cancer signaling pathways with a focus on breast cancer; neurological disorders such as schizophrenia and Parkinson's disease) and discusses the pharmacology of the drugs used to treat disease. A group of the most commonly prescribed drugs is discussed in terms of their fundamental modes of action and clinical importance.

**BIOL1270 Advanced Biochemistry\***

An advanced course in the principles of macromolecular structure and function, the biochemistry of intermediary metabolism and physiological processes, and the expression of proteins.

**BIOL1290 Cancer Biology**

A modern view of the molecular basis of malignancy, emphasizing molecular and cellular changes.

**BIOL1310 Analysis of Development**

A consideration of the mechanisms underlying animal development and their experimental analysis.

**BIOL 2540 Molecular Genetics\***

This course presents a set of techniques used by biologists to understand how cells and organisms work. Students examine how molecular genetics techniques have been applied to make fundamental contributions to our understanding of biological function.

**BIOL1820 Environmental Health and Disease**

Fundamental concepts relating to the adverse effects of chemical agents on human health.

**NEUR1670 Neuropharmacology**

An examination of the biochemical and pharmacological aspects of synaptic transmission.

**BIOL1890 Human Histology**

A comparative study of the structure and function of human tissues and organs providing a foundation for understanding pathologic changes.

**PHP2510 Principles of Biostatistics & Data Analysis**

Intensive first course in statistical methodology, with emphasis on problems in the biomedical sciences.

**PHP2120 Introduction to Methods in Epidemiological Research**

Core principles of study design in quantifying patterns and determinants of human population health.

**BIOL2640 Microbial Pathogenesis**

Examines microbial pathogens and the underlying mechanisms by which infectious organisms cause disease.

**BIOL2170 Pharmacology\***

This course focuses on basic mechanisms of drug action at the cellular and organ system level. Factors influencing therapeutic drug effectiveness will be discussed, such as the various routes of drug administration and the importance of drug absorption, distribution and elimination.

#### BIOL1060 Cell Biology\*

This course provides a detailed survey of the modern eukaryotic cell biology.

#### BIOL1260 Physiological Pharmacology

This course examines the major organ systems of the human body from the standpoint of how pharmacology can help treat system disorders.

#### NEUR1500 Cells and Circuits of the Nervous System

This course provides an overview of the mammalian nervous system with an emphasis on the structure and function of the human brain.

#### BIOL1560 Virology

The emphasis of this course is on understanding the molecular mechanisms of viral pathogenesis.

#### BIOL2110 Drug and Gene Delivery

Topics in drug delivery systems including history of the field, advantages of controlled release technology, stabilization and release of proteins, fabrication methods, regulatory considerations, economic aspects, patents and intellectual property rights, and more. Prepares students for research in industry and academia, and offers information for consultants in the field.

#### BIOL2117 Human Physiology

This course provides an introduction to basic human physiological concepts along with more advanced coverage of selected systems.

#### BIOL2930 Pharmaceutics Delivery in Biological Systems

This course addresses the basis of drug, protein and gene delivery systems.

#### Admissions and Enrollment

Admission as a Post-Baccalaureate Special Student requires completion of an undergraduate degree, a convincing reason for wanting to take the course, and evidence of having met the prerequisites to take the course. The Dean of Summer and Continuing Studies makes initial course admission decisions. Admission to the Master of Arts in Biology Program by the Graduate School is contingent upon the satisfactory completion of two Brown graduate courses, at least one of which will be completed with a grade of B or better. Admissions are made on a rolling basis.

Enrollment in classes has ranged from 38 to 80 students; there are 21 students currently enrolled in M.A. program.

### Graduation Requirements

The M.A. degree requires satisfactory completion of at least eight courses for graduate credit with a grade of B or better in required courses. The program also requires a final project/ culminating experience. Students have two options: an NIH style research proposal based on an original hypothesis or a final paper which, based on the course work taken by the student, represents an original in-depth analysis and literature review of a problem in modern biology.

Since 1995, 134 students have received a M.A. in Biology through the Brown-Pfizer program.

### Resource Support

#### Faculty

Faculty members teaching in the program are all full-time, regular faculty members at Brown University. All hold the Ph.D. and/or M.D. degrees and have postdoctoral training. Fourteen different faculty members have taught courses at the Groton site since 2008.

#### Library

Students have access to the Brown University library. There is also a comprehensive corporate library at Pfizer Central Research. The Pfizer library specializes in biological, biomedical, and other scientific and technological subjects. Students have open access to periodicals, reference materials, and other information services. The collection maintains over 1000 current journal subscriptions.

#### Facilities and Equipment

Pfizer Central Research has excellent facilities, audio-visual equipment, computer access, classrooms and laboratories.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION  
CONSENT CALENDAR

Institution: Manchester Community College  
Item: Accreditation of a program in Music Studies, leading to the Associate in Arts (A.A.) degree  
Date: April 21, 2011

Background

The Board of Governors licensed a program in Music Studies at Manchester Community College leading to an Associate in Arts (A.A.) degree, in October 2008, for a three year period, until October 2011. Prior to licensure, the program was a Music Studies Option in the Liberal Arts and Sciences Division. The program targets full and part time students seeking a professional career in music as well as those with an avocation for music.

Description

Purpose and Objectives

The program is intended to provide students with the knowledge and skills required for employment in music related careers and a transfer-oriented course of study towards a baccalaureate degree in music education, music business, music technology, and music performance.

Administration

The program is coordinated by Deborah Simmons, Ed.D, a full-time member of the music faculty. Dr. Simmons joined Manchester Community College in 1995.

## Curriculum

The curriculum consists of between 61-62 credits that include 21-22 credits in general education, 28 credits in program requirements and 12 credits in liberal arts electives. A copy of the curriculum is attached.

The College indicated Dr. Simmons is filing a Notice of Intent for national accreditation by the National Association of Schools of Music (NASM), which is a two (2) year process. As part of the process, a new course, Jazz Fundamentals is being proposed to begin Fall 2011 to address a need for basic beginner improvisational instruction.

## Enrollment

Year	Projected	Enrolled
2009	30	33
2010	40	39

## Resource Support

### Faculty

The College lists two full-time faculty members which include the program coordinator and an additional full-time faculty member hired Fall 2010. There are 12 part-time faculty who teach music courses. Of the 14 faculty, five (5) hold degrees at the doctoral level and nine (9) hold degrees at the master's level.

### Library and Learning Resources

The Manchester Community College library has a collection of approximately 60,000 volumes. The periodical collection includes approximately 450 titles hard-copy, and access to thousands of periodicals through online databases. There are over 200 books on the specific discipline of music, as well as approximately 2,000 music CD's.

### Facilities and Equipment

Fall 2009, the College replaced all the keyboards in the keyboard lab and also a baby grand piano. The College recently purchased four (4) new pianos for student practice rooms. Each year the technology for electronic music and composition is updated.

<b>A.A. Music Studies Curriculum</b>		
<b>Gen. Ed. Requirements</b>		<b>credits</b>
Mode 2	ENG*101 Composition	3
	ENG*110 : Intro to Lit. OR ENG* 200: Advanced Composition	3
Mode 1 Fine Arts	MUS* 101 Music History and Appreciation I	3
Mode 3 Humanities	Humanities Elective	3
Mode 4 Math	Mathematics Elective	3
Mode 5 Nat/Phys Sci	Natural Science Elective	3-4
Mode 6 Social Sci	Social Science Elective	3
<b>TOTAL</b>		<b>21-22</b>
<b>Program Requirements</b>		
	MUS*161: Chorale I OR MUS* 158: Chamber Music/ Jazz Ens. I	2
	MUS* 185 Applied Music Lessons I	1
	MUS* 111 Fundamentals of Music I	3
	MUS*102: Music Hist. and App. II OR MUS*124 Music of the Class. Per.	3
	MUS*162 Chorale II OR MUS*159 Chamber Music/Jazz Ens. II	2
	MUS* 186 Applied Music Lessons II	1
	MUS* 215 Music Harmony	4
	MUS* 270 Chorale III OR MUS* 258 Chamber Music/Jazz Ens. III	2
	MUS* 285 Applied Music Lessons III	1
	MUS* 271 Chorale IV OR MUS*259 Chamber Music/Jazz Ens. IV	2
	MUS* 286 Applied Music Lessons IV	1
	Music Electives (see below)	6
<b>TOTAL</b>		<b>28</b>
<b>Liberal Arts Electives</b>	<b>Choose from any mode (humanities, mathematics, natural science, or social science)</b>	<b>12</b>
<b>TOTAL</b>		<b>61-62</b>

**Music Electives:**

MUS* 107	Today's Music	3 credits
MUS* 114	Today's Music II	3 credits
MUS* 218	Electronic Music Composition I	3 credits
MUS* 219	Electronic Music Composition II	3 credits
MUS* 216	Contemporary Music: Theory and Application	3 credits
MUS* 149	Beginning Jazz Concepts	3 credits

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION  
CONSENT CALENDAR

Institution: Manchester Community College

Item: Accreditation of a Pathway to Teaching Careers program, leading to the Associate in Arts (A.A.) degree

Date: April 21, 2011

Background

The Board of Governors licensed a Pathway to Teaching Careers program at Manchester Community College leading to an Associate in Arts (A.A.), in October 2008, for a three year period, until October 2011. The program was developed in response to the State of Connecticut's need for new teachers in shortage areas. The Connecticut Community College system joined into an agreement with the Connecticut State University system to implement a plan to make it easier for community college students to transfer to the state universities and be on equal par with students at the universities when they seek admission to a teacher preparation program.

Description

Purpose and Objectives

The objectives of the Pathway to Teaching Careers program are to: offer an associate in arts degree which allow students to transfer to Eastern Connecticut State University meeting the requirements to be accepted into a teacher training program; expand opportunities for minority and bicultural students; and meet workforce demands for teachers in Connecticut.

Administration

The Pathway to Teaching Careers Associate in Arts degree program resides in the Division of Social Science and Hospitality. The Program Director, Dr. Christopher Paulin, supervises faculty who coordinate the program. Dr. Paulin was a faculty member at the college for over ten years prior to becoming a full-time Division Director in 2010.

Enrollment

The College projected an enrollment of 20 full-time and 20 part-time students in the first year and 50 full-time and 50 part-time students by year three of the program.

The following information below shows actual enrollment as provided by the College.

		<b>Manchester Community College</b>			
		<b>Pathway to Teaching Careers</b>			
		<b><u>0-30</u></b>	<b><u>31-60</u></b>	<b><u>61-90</u></b>	<b><u>Grand</u></b>
		<b><u>Total</u></b>			
<b><u>Fa08</u></b>					
	FT				
	PT				
Fa08 total		0	0	0	0
<b><u>Fa09</u></b>					
	FT	17	2		19
	PT	8		1	9
Fa09 total		25	2	1	28
<b><u>Fa10</u></b>					
	FT	12	1		13
	PT	7	1	1	9
Fa10 total		19	2	1	22

**Newly Accepted Students**  
**Pathway to Teaching Careers**

Fa08	0
Fa09	18
Fa10	7

Curriculum

Since the program is designed as the first two years of the baccalaureate degree in teaching, there is only one specialized course in the program. All other courses are liberal arts courses which are offered through the academic departments at the college. The specialized course is EDU\*104: Pathways to Teaching Careers, which is a one-credit offering designed to teach students the steps involved in becoming a teacher in the State of Connecticut. The course guides students in the passing of the Praxis I examination. Curriculum is attached.

## Resource Support

### Faculty

In addition to the program director, two faculty members, Sue Van Ness and Dr. Tim Woods, have been responsible for the coordination of the program and advisement of students.

### Library and Learning Resources

Resources available in the Manchester Community College library include approximately 60,000 volumes, including 184 childhood education titles used in the current Early Childhood Education program. In addition, there are over 300 titles which were purchased to support the on-campus magnet high school, Great Path Academy at MCC, and there are 780 titles of literature appropriate for early childhood, elementary and secondary education levels. Additionally, the library provides online access for all students (from on or off campus) to thousands of periodicals appropriate for use by both the education courses and the liberal arts courses that make up the curriculum of the program.

### Facilities and Equipment

There are no specialized facilities or specialized equipment necessary to maintain the program.

Curriculum  
Pathway to Teaching Careers Associate in Arts Degree

Area/Discipline/Courses	MCC Course	Credits
<b>COMPOSITION, LITERATURE, SPEECH</b>		
English Composition	ENG* 101: Composition	3
Literature	ENG* 110: Introduction to Literature	3
Speech/Communication	COM* 173: Public Speaking	3
<b>FINE ARTS</b>		
	Two courses from two different fine arts disciplines	6
<b>HUMANITIES</b>		
Foreign Language	FRE* 111/112 or SPA* 111/112	0-6
Philosophy	PHL* 101 or PHL* 111	3
<b>MATHEMATICS</b>		
	MAT* 143 or higher	3
<b>NATURAL AND PHYSICAL SCIENCES</b>		
	EAS* 102: Earth Science	3
	BIO* 105: Introduction to Biology	4
<b>SOCIAL SCIENCES</b>		
United States History	HIS* 201: United States History I	3
Psychology	PSY* 111: General Psychology	3
	PSY* 163: Children with Disabilities	3
Sociology	SOC* 101: Introduction to Sociology	3
<b>EDUCATION</b>		
Educational Psychology	PSY* 220: Educational Psychology	3
Education Elective	SOSC 110: Health and Wellness Principles	3
Praxis Preparation	EDU* 104: Pathways to Teaching	1
<b>OTHER/ELECTIVES</b>		
Courses applicable in the intended content major	Content major courses	0-13
<b>TOTAL CREDITS</b>		
		60

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION  
CONSENT CALENDAR

Institution: University of Connecticut

Item: Accreditation of a program in African American Studies, leading to the Bachelor of Arts (B.A.) degree

Date: April 21, 2011

Background

The Board of Governors licensed a program in African American Studies leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut in June 2008 for a period of three years until June 2011. There are 37 students currently enrolled in the program, and six of these have earned over 90 credit hours. The University is requesting accreditation of the program.

The African American Studies program is housed in the Institute for African American Studies (IAAS) and is anchored in a collaboration among the departments of history, art history, psychology, political science, music, English, drama and sociology.

The program African American Studies touts a strong interdisciplinary thrust that produces liberally educated women and men with an informed knowledge of the experiences and legacies, the articulations and creative expressions of African and African-descended peoples throughout the world.

Description

Purpose and Objectives

The African American Studies (AAS) major prepares social science majors for advanced graduate studies in international affairs, education, social work, social policy studies and legal and professional training. In the humanities, preparation in the creative arts and literature gears students to practical development in such fields as communications, writing, teaching, theatre, dance and music. Other careers for which an AAS major is excellent preparation include the foreign service, various positions in government, law, communications, community development and public administration. All persons whose future work might require substantial contact with African Americans can benefit from completing the requirements of the major

### Administration

The Director of the IAAS is responsible for program oversight. Dr. Ronald L. Taylor is Interim Director of the Institute for African American Studies and former Vice Provost for Multicultural and International Affairs and Department Head of Sociology. The IAAS has a full-time program manager who arranges programming details for seminars, speakers, conferences, job searches, and miscellaneous needs of the Institute.

### Curriculum

The major consists of a minimum of 27 credit hours in African American Studies, with 12 credits in related areas. In consultation with a major advisor, students are expected to develop a balanced program of study and to supplement their work with courses in fields related to their special needs and interests. A sample plan of study is attached.

### Enrollment

The University projected an enrollment of twelve students each year, and these projections have been met, with a total of 37 students currently enrolled in 2010-11.

	2008-09	2009-10	2010-11
Projected New Enrollment	12	12	12
Newly Admitted Students			
Fall	7	5	11
Spring	9	5	NA
Total	16	10	11
Total Headcount Enrollment	16	NA	37

### Resource Support

#### Faculty

Ten full-time faculty members have taught courses in the program from the departments of English, Fine Arts, History, Political Science, Psychology, and Sociology. All faculty members are qualified to teach in these fields.

#### Library and Learning Resources

There are approximately sixty academic journals related to Africana (African and African Diaspora) Studies. The specific areas of focus with these journals run the gamut from economics, law, and music, to religion, history, and literature. Some of these include: The Journal of Black Studies, Souls: A Critical Journal of Black Politics, Culture, and Society, MELUS, The Black Scholar, The Journal of Black Psychology, The Du Bois Review: Social Science Research on Race, and Transition: An International Review.

The IAAS subscribes to several journals and periodicals, including The International Journal of Africana Studies, Black Women, Gender and Families, The Journal of Blacks

in Higher Education, as well as Diverse Issues in Higher Education, Essence, Black Enterprise and Ebony.

Facilities and Equipment

No additional or specialized facilities are needed for the program.

Supplement  
Model Course Schedule for the Major in African American Studies (AAS)

The following model course schedule conforms to the AAS Plan of Study, leading to a bachelor’s degree in African American Studies.

Freshman Year

*Fall semester*

15 hours of general education classes

*Spring semester*

15 hours of general education classes

Total Credits: 30

Sophomore Year

*Fall semester*

15 hours of general education classes

*Spring semester*

15 hours of general education classes

Total Credits: 60

Junior Year

*Fall semester*

	<i>Credits</i>	
HIST 242 Work and Workers in American Society	3	(Elective)
AFAM 211 Introduction to African American Studies	3	
AFAM 223/HIST 223 History of Modern Africa	3	(Group A)
AFAM 238/HIST 238 African American History to 1865	3	(Group A)
AFAM 276W/ENGL 276W Black American Writers I	3	(Group C)

*Spring semester*

ECON 203 Economic History of the United States	3	(Elective)
AFAM 235 / SOC 235 African Amers. and Social Protest	3	(Group B)
HIST 215 History of Women and Gender in the U.S.	3	(Related)
AFAM 231 / DRAM 231 African American Theatre	3	(Group C)
ENGL 287 Advanced Study: Ethnic Literature	3	(Related)

Total Credits: 90

Senior Year

*Fall Semester*

AFAM 246 / HIST 246 African Amer. History from 1865	3	(Group A)
AFAM 240 / SOC 240 Ethnicity and Race	3	(Group B)
HIST 247 Immigration and the Shaping of Amer. History	3	(Related)
AFAM 217 / MUS 217 History Jazz	3	(Group C)
HIST 241 The History of Urban America	3	(Related)

*Spring semester*

AFAM 247 / POLS 247 Black Feminist Politics	3	(Group B)
HIST 253 The History of Human Rights	3	(Related)
HIST 236 Civil War America	3	(Related)
ENGL 227W World Literature in English	3	(Elective)
AFAM 297W African American Studies Senior		
Senior Seminar: (Variable Topics/Group)	3	

Total credits: 120

Total credits in AAS at level 200 or higher required: 27

Total credits taken in AAS at level 200 or higher: 33

Total credits in related classes at 200 or higher required: 12

Total credits taken in related classes at 200 or higher: 18

Total credits of 200-level courses required: 45

Total credits taken of 200-level AAS courses: 60

Total Credits required for graduation: 120

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION  
CONSENT CALENDAR

Institution: Western Connecticut State University

Item: Accreditation of a program in Media Arts, leading to the Bachelor of Arts (B.A.) degree with options in Media Studies and Media Production

Date: April 21, 2011

Background

The Board of Governors licensed a bachelor's program in Media Arts with options in Media Studies and Media Production at Western Connecticut State University in June 2008, for a period of three years until June 30, 2011. Students were first accepted into the program Fall 2009.

The program requires a core set of courses for Media Arts majors and two options, each of which allows students to concentrate their educational efforts focused in either media production or media studies.

Description

Purpose and Objectives

The program's core requirements cover screen aesthetics and the basic understanding of media creation: video and audio (radio operation and production). Students will have an understanding of the overall academic discipline of media studies and the professional aspects of media production.

The Media Production option will focus on all elements germane to creating effective productions. It is designed to serve graduates seeking careers in the full range of television/film production and post production, e.g., serial, documentary, instructional, and advertising production as well as video and film art.

The Media Studies option is designed to examine culture and communication at the nexus of the industrial revolution and the information age. As new technologies develop and evolve, programs in media studies apply the practices of rhetorical criticism, cultural studies, ideology criticism, and historical analysis to increasingly complex and intertwined mass communication environments.

## Administration

The program is housed in the Department of Communication, School of Arts and Sciences and under the direction of the Department Chair, Kathryn A. Wiss who holds a Ph.D. in Communication with a specialization in Rhetoric and Media Studies. Dr. Wiss teaches core courses in the major.

## Curriculum

The program is comprised of 122 credits: 42 semester hours in General Education, 24 in the major requirements, 15 in major electives, 41 free electives.

The a number of the courses offered at the time of licensure have been re-numbered, as the level of the course was increased to encourage students to do more 300 and 400 level work. A copy of the curriculum is attached.

## Enrollment

The Department currently has 95 students enrolled in the Media Arts program, of which 30 are Media Studies option and 65 are in the Media Production option. As of Spring 2011, 15 students should have enough credits to graduate, of which five are in Media Studies and ten are in Media Production.

## Resource Support

### Faculty

Including the department chair, who is a full-time faculty member, the University indicates there are eight (8) full-time tenured or tenure track faculty members, four (4) one-year, full-time non-tenure track faculty and approximately eight (8) part-time, adjunct faculty per semester. The adjunct faculty are highly experienced media/industry professionals with academic expertise. All hold appropriate degrees and have appropriate professional credentials and experience.

### Facilities and Equipment

Since the time of licensure, the University indicates their facilities/editing labs have been updated twice since the fall of 2008. Renovations during January 2011 moved the postproductions facility into a larger space, offering state-of-the-art editing workstations and multiple computer platforms.

### Library resources

There have been no major changes to the Library, but the University indicates they continue to add to their book, music and video collection in Media Arts. The Library subscribes to Academic Search Premiere, which features Communication Mass Media Complete, allowing full text journal article access. The media collection includes over 80% of the titles on the National Film Registry.

**DEPARTMENT OF COMMUNICATION: BA MEDIA ARTS**

MEDIA PRODUCTION OPTION

MEDIA STUDIES OPTION

**I. GENERAL EDUCATION (42 CREDITS)**

**Communication Skills**

COM 160, 161 or 162	3	
Writing Intensive (W) course		

**Humanities** 15 S.H. minimum, including 2 of 6 fields: Fine and Applied Arts - only 1 studio course – Foreign Language, HUM, PHI, HIS, ENG (most), ART, MUS, THR, WRT (some). *No COM courses*

	3	
	3	
	3	
	3	
	3	

**Social & Behavioral Sciences** (12 S.H. minimum including 2 of 3 fields: NWC, PSY, SS, ANT, SOC, PS, ECO, GEO )

	3	
	3	
	3	
	3	

**Natural Sciences & Mathematics** (at least 1 lab, at least one math or computer science)

(Lab)	4	
	3	
	3	

**Physical Education** (HPX 177 or 4 activities)

<b>HPX 177</b> Fitness for Life (lecture) & Fit for life (activity)	2	
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**II. MAJOR REQUIREMENTS 39 TOTAL**

**CORE MAJOR REQUIREMENTS(24 Credits)**

*COM 110 Sight, Sound & Motion	3	
*COM 146 Basic Video Production	3	
*COM 230 History of Mass Media	3	
*COM 270 Fundamentals of Radio Broadcasting	3	
*COM 271 Exploring the Film	3	
*COM 290 Communication Theory	3	
*COM 390 Research Methods in Communication	3	
*COM 495 Senior Thesis	3	

**Major Electives** (15 Credits, see list)

*	3	
*	3	
*	3	
*	3	
*	3	

\*Must earn "C" or better in major classes

**MAJOR ELECTIVES**

**Media Production Option (SELECT 15 CREDITS)**

- ART 140 Introduction to Photography
- COM 235 Preproduction for Television and Film
- COM 242 Scriptwriting

**OR**

- COM 243 Broadcast Writing
- COM 246 Intermediate Video
- COM 336 Postproduction
- COM 394 Selected topics in Media Production
- COM 446 Advanced Video ( Three (3) Workshop Credits (any combination) (1-3 S.H.) COM 274 Television Workshop (1-3 S.H.) COM 275 Radio Workshop

**Media Studies Option (SELECT 5 COURSES)**

**Media History and Aesthetics**

(take 2 or 3)

- ART 145 History of Photography
- COM 272 History of the American Film
- COM 371 Film and Video Art
- COM 372 Film and Literature
- COM 391 Selected Topics in Media Studies
- COM 476 Film Theory
- FR 170 Survey of French Cinema\*
- ENG 259 History of Journalism\*
- COM 480 Television Criticism
- HIS 380 Film as History

**Media and Society**

(take 2 or 3)

- COM 190 Intro to Mass Communication
- COM 219 Ethical Responsibility in Communication
- COM 263 Persuasion and Propaganda in Media
- COM 311 Politics and Media
- COM 335 Current Concepts in Media
- COM 374 Women and Media in the US
- COM 391 Selected Topics in Media Studies
- COM 442 Communication Law

**II. Free Electives (41 credits)**

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Sacred Heart University

Item: Licensure of a program in Health Care Information Systems leading to the Master of Science (M.S.) degree to be offered on-ground and online

Date: April 21, 2011

### Background

Sacred Heart University has applied for licensure of a program in Health Care Information Systems leading to the Master of Science (M.S.) degree; the program is proposed to be offered on-ground and online, with a planned start date of Fall 2012. SHU currently offers 18 master's-level programs, six of which are also offered online. This program will be housed in the University's College of Education and Health Professions, which offers a number of these master's programs, including exercise science and nutrition, geriatric health and wellness, and nursing with a variety of specializations. The School also houses bachelor's programs and graduate programs for a Doctor of Physical Therapy and a Doctor of Nursing Practice.

The M.S. in Health Care Information is designed for nurses and other health professionals with a bachelor degree and at least two years of practical experience in the health care or information technology industries who wish to pursue career changes or career advancement in a health care setting.

Review of the application by Department staff and feedback from the University of Connecticut received through the proposal circulation process prompted comments about the following areas:

- The breadth of the program's target population
- Qualifications of faculty
- Faculty compensation
- Resource sufficiency to deliver all courses
- Curricular issues related to a course on evidence-based practice and the course waiver policy

SHU responded to these issues and their responses appear summarized in the material below.

### Description

#### Purposes and Objectives

The proposed program will target nurses and other health professionals with a bachelor degree from an accredited college or university and at least two years of practical experience in the health care or information technology industries. Applicants will include those seeking to supplement their clinical skills in order to pursue career changes or career advancement in ambulatory and acute care settings. Applicants may also include information technology

professionals without a background in health care who seek employment and/or advancement in a health care setting.

The Master of Science in Health Care Information Systems graduates will demonstrate knowledge of:

1. Major stakeholders and current and emerging policies impacting health care information technology.
2. Administrative and clinical software applications and emerging health care technologies.
3. Current applications of electronic health records (EHRs) and their interface with personal health records (PHRs) and current government mandates.
4. Process mapping, workflow management, technology and other means of improving processes within health care settings.
5. Qualitative and quantitative research methodologies to support evidenced based practice.
6. Effective communications skills
7. Strategies to successfully introduce, influence, and effectively manage change
8. Preparation and interpretation of financial statements, budget development and the relationship between clinical IT decisions and the budget.

*Comments from Circulation:* A comment from the University of Connecticut about the program suggested that the original target population of any professionals with a bachelor's degree was too broad and such heterogeneity could present difficulties in offering required courses at an appropriate level.

*University response:* SHU responded by clarifying that the program requirements include a cumulative undergraduate GPA of 3.0, a course in statistics, and demonstrated technical proficiency required for success in core and elective courses. The university also clarified that program will be targeted at students with academic credentials and experience in health care and/or information technology fields.

### Administration

The program will be administered by a full-time faculty member who will also teach in the program. The program director will be hired one year prior to the start of the program. A terminal degree in an appropriate field of study, relevant experience in a clinical setting in a relevant area of specialization, and experience in teaching in higher education are required.

### Faculty

SHU plans to hire two new full-time faculty members to teach in the program. In addition to the program director, there will be one full-time faculty member who will have a terminal degree in an appropriate field of study and specialization in an area indicated on the "List of Faculty" chart. The remainder of faculty will be adjunct faculty with expertise in information systems/management, health informatics, health care management, and related fields of specialization.

Qualifications for the program director include a terminal degree in area of specialization or related field, an earned degree in a health profession and a minimum of 5 years of relevant clinical experience or the equivalent, and teaching experience in higher education; an active program of scholarship and/or professional service is desired. Course assignments will be made

based on the area(s) of specialization but may include: Health Care Industry and Policy, Research to Support Evidence Based Practice, and the Capstone.

Qualification for the other full-time faculty member/clinical coordinator will include a terminal degree in a health profession, clinical practice experience which includes information systems/technology responsibilities, and teaching experience in higher education; an active program of scholarship and/or professional service is desired. Course assignments will be made based on the area(s) of specialization but may include: Applications of Health Care Technology, Workflow and Process Solutions, Research to support Evidence Based Practice, and the Capstone

Candidates for faculty positions who are highly qualified and demonstrate an equivalent level of competency in the subject area they are assigned to teach due to a combination of experience and credentials will also be considered. At least one of the faculty members hired must have a minimum of 3 years of experience in a similar program.

Adjunct faculty will be information practitioners, clinical practitioners, and/or health care managers employed at healthcare facilities identified by the program director and clinical coordinator. It is anticipated that these faculty will provide some access to the facility and its IT/IS resources for program students enrolled in the courses they teach.

Minimum qualifications for adjunct faculty assigned to teach in this program will be a graduate degree with relevant clinical, information systems, management, and/or finance experience in a health care facility or related health industry setting, and demonstrated competency in the subject area they are assigned to teach. Teaching experience in higher education is desired.

*Comments from Circulation:* The University of Connecticut commented that the level of faculty in the original proposal requiring only a master's degree may not be sufficient to conduct the program and also suggested that the planned level of compensation may be insufficient to attract qualified faculty. Department of Higher Education staff also worked with SHU to ensure compliance with regulations for licensure and accreditation related to faculty.

*University Response:* SHU responded to these comments by raising the minimum qualification for faculty to a terminal degree, budgeting additional compensation for faculty, increasing the number of adjunct faculty from 4 to 6, and providing the detailed faculty description and hiring plan described above.

### Admissions/Enrollment

Admissions requirements include a bachelor degree from an accredited institution, a cumulative undergraduate GPA of 3.0 or above, and a course in statistics. Applicants will also demonstrate a level of technical proficiency required for success in core and elective courses via online test, transcript review, and/or resume review. Upon admission, students are required to take 27 credits of core courses and 6 credits of electives. Depending upon the applicant's background in health care and/or IT, s/he may also have to complete 3 credits of a pre-requisite foundations core to provide either a foundation in IT or a foundation in the language and culture of the health

care industry. Students proficient in both areas can waive the foundations requirement and substitute an additional elective course. Students with strong backgrounds in either field may request consideration for specific course waivers up to 6 credits. A total of 33-36 credits are required for the program. Students opting to take advanced IT electives must first complete any pre-requisites or demonstrate equivalent competency.

### Curriculum

The program consists of 36 credits hours. The program begins with one of two foundation course options: a 3-credit foundation course in information technology (for current health care professionals without an information technology background) or a 3-credit foundation course in the language and culture of the health care industry (for IT professionals without a health care background); a 3-credit elective may be substituted for students who enter the program with strong backgrounds in both fields. The program includes 9 core courses (27 credits) that include a culminating capstone (3 credits), as well as 2 electives (6 credits).

	<b>Credit Hours</b>
<b>Pre-requisite Foundations course:</b>	
Information Technology Overview	3
or	
Intro to the Language and Culture of the Healthcare Industry	3
Subtotal	3
<b>Required core courses:</b>	
Health Care Industry and Policy	3
Applications of Health Care Technology	3
Social and Behavioral Optimization of HITs	3
Workflow and Process Solutions	3
Effective Communications	3
Corporate Fin. Acctng for Health Care Mgrs.	3
Organizational Behavior and Managing Change	3
Research to Support Evidenced Based Practice	3
Capstone	3
Subtotal	27
<b>Pick two electives:</b>	
Project Management	3
Health Information Exchange	3
Electronic Health Records	3
Health Care Information Systems	3
Database Design	3
Information Analysis and System Design	3
Dynamics of Information Technology	3
Subtotal	6
Total Required Credit Hours	36

*Comments from Circulation:* The University of Connecticut inquired if in the original submission the course titled “Evidence based Practice” was an internship and how it was different from the capstone. In addition, a question was raised about the course waiver policy, specifically if students with a strong IT background would be able to waive IT courses and conversely if those with a strong health care background would be able to waive health care courses.

*University Response:* SHU responded to these comments by indicating the course in question was not an internship and changed the course title to “Research to Support Evidence Based Practice.” The course description was also provided:

Evidence based practice (EBP) qualitative and quantitative methods will be analyzed within the scope of the health care industry. Topics include identification, interpretation, and evaluation of research information sources, research design, data collection, computer-based data analyses, privacy and protection on human subjects. Health exchanges will also be discussed as it relates to facilitating and optimizing the research methodologies.

The capstone project will involve a selection of a topic of interest and the application of research skills acquired in the above course to a selected scenario.

A course waiver policy was added: Students proficient in both areas can waive the foundations requirement and substitute an additional elective course. Students with strong backgrounds in either field may request consideration for specific course waivers up to 6 credits.

### Resource Support

#### Faculty

Two full-time faculty members will be hired, one of whom will serve as program director and the other as the clinical coordinator. The institution estimates these costs at \$303,885 in the first year, \$313,002 in the second year, and \$322,392 in the third year.

*Comments from Circulation:* The University of Connecticut questioned if qualified faculty could be hired at the original estimate of \$234,968 in the first year.

*University Response:* SHU responded to this comment by increasing the anticipated expenditures for full-time faculty and also by increasing the number of adjunct faculty from four to six to ensure proper course coverage and rotation.

#### Library and Learning Resources

SHU anticipates an annual expense of \$10,000 for library resources and \$20,000 - \$24,000 for equipment.

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: University of Bridgeport

Item: Licensure of a program in Design Management, leading to a Master of Professional Studies (M.P.S.) degree

Date: April 21, 2011

### Background

The University of Bridgeport is seeking licensure of a program in Design Management, leading to a Master of Professional Studies (M.P.S.) degree. The program will be interdisciplinary in nature combining the resources of the Business School and the School of Design, encouraging faculty and student collaboration between the two schools.

The University of Bridgeport's Design Programs, now known as the Shintaro Akatsu School of Design (SASD), provides programs in the fields of graphic design, industrial design and interior design. The proposed MPS in Design Management program will offer these graduates the opportunity to further their education and give them the knowledge necessary to be the leaders within an organization. The program would also give the approximately 7,500 graphic, industrial, fashion and interior designers expected to be employed in Fairfield County an opportunity to advance their career.

### Description

#### Purpose and Objectives

Objectives of the proposed program extend the University's mission and strategic plan. The objectives of the proposed program are as follows:

- a. Provide alternative advanced design education opportunities for design professionals. The proposed program fills a void in graduate education opportunities for designers of all disciplines.
- b. Expand institutional programming within the field of design.
- c. Further develop SASD's commitment to interdisciplinary design study. The proposed program will be uniquely situated at the University, since its students will have opportunity for dialogue with students in other design disciplines as well as students in the MBA program.
- d. SASD is connected with and committed to the design community in Bridgeport and Fairfield County.
- e. Educate a cadre of Design Management professionals to serve the organizations within the state, the country and internationally.

The University has provided the following programmatic learning outcomes:

- a. Demonstrate ability to identify, analyze, and solve design and design management problems.
- b. Demonstrate mastery of design and business tools, techniques, and concepts in design and design management.
- c. Demonstrate an understanding of the development, history and current state of design and design management.
- d. Demonstrate proficiency in selection and use of relevant skills, tools and technologies in design and design management. Abilities to use available technical and industrial processes to produce a design product, and to design and implement such a process.
- e. Demonstrate an understanding of the cultural and societal connections linking design trends and processes as well as a knowledge of business practices and of the market place.

Administration

The program will be housed within the Shintaro Akatsu School of Design and overseen by a Director.

Admissions

Applicants must possess a B.F.A., B.S., or related degree in graphic design, industrial design, interior design, fashion design, or related design fields from a regionally accredited college or university with at least a 2.85/4.0 G P A. Applicants must submit a personal essay, a portfolio of work and two letters of recommendation. An interview will be required.

Enrollment Projections

The University hopes to enroll the first students in this program in August 2011. The first program graduates are expected in Spring 2013. The University is projecting 8 full-time and 2 part-time students at implementation, and plans to enroll 12 full-time and 5 part-time new students by the third year.

Curriculum

First Year Fall

	<u>Credits</u>
DM 400 Collaborative Design Studio	2
DM 410 Design Management I	3
DM 440/MKTG600 Marketing Concepts (Marketing)	3
DM 430/MGMT600 Leadership & Management (Leadership)	3
Sub Total	11 credits

First Year Spring

DM 401 Collaborative Design Studio II	2
DM411 Design Management II	3
DM 535/MGMT 535 Finance and Accounting for Non-financial Managers (Finance)	3
DM599 Special Projects	2
DM598 Internship/Co-Op	1
Sub Total	11 credits

### Second Year Fall

DM500 Collaborative Design Studio III	2
DM 510 Design Management III	3
DM 560/MGMT 580 Intellectual Property & Anti-trust Law (Legal)	3
DM 580/MGMT 723 Leadership, Team & Managing Change (Operations)	<u>3</u>
Sub Total	11 credits

### Second Year Spring

DM 501 Thesis Design Studio IV	2
DM 511 Design Management IV	3
DM 581/MGMT 531 Small Business & Entrepreneurship (Strategy)	3
DM598 Internship/Co-Op	<u>1</u>
Sub Total	9 credits
Grand Total	42 credits

Draft syllabi for Design Management I, II, III, IV were provided to the Department. A new faculty hire will teach this series. The University submitted a packaging design project from Fall 2010 to represent the type of work to be completed in Collaborative Design Studio I, II, III & IV. According to the University, the syllabi will be based on client design briefs from local companies. The new faculty member will be responsible for this series of courses as well. Design Studio IV is considered to be the capstone as a Thesis course.

The University submitted to the Department of Higher Education a draft of Design Studio IV syllabus, which is to be provided to students in their first semester to allow preparation toward the final capstone project. Students will be encouraged to begin to focus on their final project early in the program and to compose an annotated bibliography. By their fourth semester, students will submit and present their thesis project.

### Similar Programs

According to the Design Management Institute, there is only one MPS Design Management program in the North East at Pratt Institute, Brooklyn, NY. The School of Visual Arts, New York, NY offers an MPS in Branding.

There are currently no schools in Connecticut offering MPS degrees in Design Management. However, there is a five-day executive seminar featured at the Yale School of Management that offers similar concepts as the program proposed by the University of Bridgeport.

## Resource Support

### Faculty

The University lists nine full-time faculty members who will be teaching in this program. Among this group are the Chairs of the Industrial Design, Interior Design and Graphic Design departments, as well as faculty from Graphic Design, Marketing, Management, and Business Law. Additionally, the Director of the MBA program at the University of Bridgeport will teach in the program. All faculty who will teach in this program either have a terminal degree in their field, or have presented evidence of equivalency to the University and to the Department of Higher Education.

The University intends to hire a tenure-track assistant professor in 2011 whose primary responsibility will be to teach the Design Management and Collaborative Design Studio courses. This new hire will be required to hold an appropriate terminal degree in design management and have professional experience in the field of corporate design.

### Library and learning Resources

The Magnus Wahlstrom Library offers a full spectrum of business resources to support a Design Management program. The Library's print book collection contains over 168,000 items. In addition, the Ebrary and NetLibrary digital book collections provide 50,000 more volumes. The online databases available at the library that are relevant to the Design Management degree include:

- Business & Company Resource Center
- D&B Million-Dollar Directory
- Hoover's Company Records
- STAT-USA

The SASD resource center holds a variety of design publications including:

- Communication Arts
- Graphic Design USA
- Print Magazine
- Industrial Design Pub
- Architecture Pub
- Design Management Journal, publication of the Design Management Institute

### Facilities and Equipment

The specialized facility for the MPS Design Management program includes a Mac Pro Smart Classroom with the following specialized equipment:

- 25 Mac Pro computers
- HP IIX17 color LaserJet printer
- HP IIX17 black and white LaserJet printer
- Epson IIX17 flatbed scanner
- One terabyte content server
- Smart podium
- Sound system
- HD DVD player
- High-resolution LCD projector
- Software: Adobe CS4, Maya, 3D Max, Final Cut Pro, KeyNote, and Microsoft Office

Additional computer labs are open seven days a week from 8:30am to 10pm and they include the following specialized equipment:

- 21-seatiMaclab
- 21-seat PC lab
- HP IIX17 color LaserJet printer
- HP IIX17 black and white LaserJet printer
- Epson 11X17 flatbed scanner
- Two LCS projectors

Software: Adobe CS4, Maya, 3D Max, AutoCad, SolidWorks, Vellum, Final Cut Pro, KeyNote, and Microsoft Office

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: The University of Phoenix, Phoenix, Arizona

Item: Relicensure of a program leading to the Bachelor of Science (B.S.) degree in Business/Management, and a program leading to the Master of Business Administration (M.B.A.) degree to be offered by the University of Phoenix in Norwalk, Connecticut

Date: April 21, 2011

### Background

The University of Phoenix has applied to the Board of Governors for relicensure of its campus in Norwalk, Connecticut, and concurrent relicensure of one undergraduate program leading to the Bachelor of Science (B.S.) degree in Business/Management and one graduate program leading to the Master of Business Administration (M.B.A.) degree. The programs are offered as part of the University of Phoenix's on-site degree offerings, through its School of Business. The programs seek to provide educational opportunities for working adults to develop professional expertise in various areas of business and management, at both the undergraduate and graduate level.

The University of Phoenix was originally licensed in June 2005 to offer ten undergraduate and graduate programs at its location in Norwalk, Connecticut. The University was again licensed by the Board of Governors for Higher Education in June 2008 to offer the B.S. in Business/Management and the M.B.A. for a period of three years, until June 30, 2011. Eight additional programs were licensed for a period of one year until June 30, 2009, with a stipulation for a progress report in April 2009 demonstrating the programs were active and had sufficient applications, enrollments, and faculty. These eight programs were discontinued in 2010 because enrollments did not materialize.

Enrollment in the two programs for which relicensure has been requested has been sufficient to maintain the campus. The University has made significant investments and changes in leadership in the past year and has identified plans to build sustainable business and community relationships as well as adopt a multi-layer marketing framework to increase enrollments in these two programs.

## Description

### Purpose and Objectives

The mission of the University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals; improve the productivity of their organizations, and provide leadership and service to their communities.

The B.S. in Business/Management is intended for working adults employed in private or public organizations. The major is designed to enhance career development or management responsibility in organizations where managerial skills are essential.

The M.B.A. is intended for the working adult manager or supervisor who could benefit from a graduate business education. The University also states that such students, who would come from the public sector as well as the private sector, will use their education to meet management challenges and accomplish their unique career goals within their organization or profession.

### Administration

The University of Phoenix is a wholly-owned subsidiary of the Apollo Group, Inc., a for-profit corporation. The University is governed by a Board of Directors. There are eleven public members and four internal officer/directors. The University has other administrative structures, on the University level and on the campus level.

#### *University Level*

On the University level, the Academic Cabinet is loosely analogous to a Board of Trustees in a not-for-profit institution and is charged with the review and approval of programs, curriculum, academic policies, and an annual Academic Strategic Plan. The Academic Cabinet includes a public member of the Board of Directors, the Provost, three vice presidents with responsibility for academic areas, four administrative faculty, and two lead faculty members.

The Academic Council reviews academic policies and procedures, discuss operational issues, identify emerging academic issues, and recommend policies to the Academic Cabinet. The Council's members includes the Provost, the Deans and Associate Deans of each college, vice presidents from a range of university areas, the Director of the Office of Dispute Resolution, and others.

College Deans, the Vice President of Instructional Design and Development and members of the Academic Faculty Councils have significant involvement in the determination of program and course development. College Deans are Administrative Faculty members who have overall accountability and responsibility for curriculum and

for establishing qualification criteria of faculty within their respective colleges. Each Academic Faculty Council is chaired by the College Dean and includes 4 to 12 faculty representatives.

### *Campus Level*

The University of Phoenix's Fairfield County Campus is directed by a Campus Director, who is charged with overseeing all operations of the campus, including directing personnel actions, hiring faculty, selecting campus staff, performance reviews, and salary determination. Reporting to the Campus Director are the Director of Academic Affairs, the Director of Enrollment, a Director of Operations (shared with Boston campus), and a campus librarian.

The Director of Academic Affairs manages the academic governance process and chairs the Campus Academic Council. This Council meets at least quarterly to facilitate communication between the faculty and administration relative to academic issues. Reporting to the Director of Academic Affairs are the Campus College Chairs (CCCs), an Academic Affairs Coordinator and six Lead Faculty-Area Chairs (Finance, Accounting and Law; Marketing, Strategic Planning and Management; Humanities; Social Sciences; and Natural Sciences).

CCCs are Administrative Faculty members who represent the colleges at the campus level. They are faculty members who teach, provide instructional leadership, and perform quality assurance functions. They also coordinate the activities of Lead and Associate Faculty including the Lead Faculty-Area Chairs, who are selected to represent each of the content areas within a college and to advise the CCC and Dean on curricular issues. They conduct curriculum reviews and best-practice sessions, participate in faculty assessment and development, and are involved in campus and college academic governance.

Over the past 6-9 months, a new senior management team has been put in place on the Fairfield County campus and at the regional level. At the regional level, new Directors began in September 2010 in the areas of Academic Affairs, Government Affairs, Public Affairs, and Marketing, and a new Territory Vice President was put in place in October 2010. At the campus level, a new Campus Director began in December 2010, a new Campus Librarian was hired in March 2011, and a search is underway for a new Director of Academic Affairs (the Regional Director of Academic Affairs is currently serving as the campus Director of Academic Affairs on an interim basis). Additionally, a new Director of Enrollment began at the campus in July 2010, and a new College Campus Chair began on the Campus in September 2010.

During the site visit, the new set of campus and regional University officials expressed a strong commitment to the success of the campus as did the faculty who met with staff from the Department of Higher Education. The new Campus Director has strong ties to the business community in Norwalk and has served as a full-time faculty member on the campus.

## Admissions and Enrollment

### *Admissions*

Applicants for undergraduate admission must hold a high school diploma or the equivalent and demonstrate proficiency in English if it is not their native language. In addition, applicants to the B.S. in Business/Management must be currently employed or have access to a work environment. Applicants to the M.B.A. program must hold a bachelor's degree from an accredited institution and have an undergraduate cumulative grade point average of 2.5 or higher. These standards meet the requirements set forth by the Board of Governors.

### *Enrollment*

When the University of Phoenix initially applied for licensure of the Fairfield County campus, the University projected enrollments of 315 undergraduate and graduate students for the first year of its operation. These enrollments did not materialize, leading to the discontinuation of eight programs. Overall campus enrollment has continued to decline since the last relicensure of these programs by the Board of Governors. In 2009-10, the unduplicated headcount for the campus was 80 (54 undergraduate and 26 graduate students). By contrast, during the period August 1 – October 31, 2010, then unduplicated headcount for the campus was 37 (28 undergraduate and 9 graduate students). While the period of time for the more recent numbers is much shorter in duration, the similarity of these figures to those reported by the campus for fall headcount enrollment is indicative of pronounced decline in enrollment. In Fall 2010, the campus reported that the average class size was four students.

	2006	2007	2008	2009	2010
<hr/>					
Fall Headcount Enrollment					
Undergraduate	20	96	79	64	26 *
Graduate	6	25	21	17	18 *
Total	26	121	100	81	44 *
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Unduplicated 12-Month Headcount	2006-07	2007-08	2008-09	2009-10	2010-11
Undergraduate	114	158	91	54	28 **
Graduate	22	27	24	26	9 **
Total	136	185	115	80	37 **

\* Estimated fall enrollment reported to IPEDS on Institutional Characteristics Survey.

\*\* Reported as unduplicated enrollment by institution to CT DHE for period September 1 – October 31. Figures may not be comparable to previous years measured July 1 – June 30 because of the two-month time period.

Data Source: IPEDS Data Center, 2010-11 unduplicated headcount was reported by the University, and covers only August 1 – Oct. 31.

The University of Phoenix Fairfield County has made enrollment of qualified students a priority. To this end, three strategies have been adopted: 1) implementation of a 3-week non-credit orientation workshop at no cost to the student, 2) development of sustainable business and community relationships, and 3) a multi-layer marketing framework.

The University has instituted a newly developed, three-week non-credit bearing workshop (UNIV 101) focused on students with less than 24 transferable credits at no cost to the student. This three-week workshop provides students with an understanding of the classroom rigor and education expectations for the duration of their program. During the site visit, University officials reported that 10-20% of students who initially enroll in the workshop do not then enroll in credit-bearing coursework. While this strategy has the effect of lowering the number of students who enroll, it actually has the effect of ensuring that students who do enroll firmly understand the academic and financial commitments they are making to pursue their education. This initiative is University-wide across all campuses of the University of Phoenix. The first UNIV 101 workshop was held on the Fairfield County campus in November 2010.

Campus leaders emphasized they are deploying a long-term, multi-year growth strategy that focuses on educating their community and becoming embedded members of the community. This strategy includes (1) Building sustainable and active relationships with the local Chambers of Commerce and Business Councils, (2) Building corporate relationships and supporting their human capital development needs, and (3) Building effective and committed community relationships. The new Campus Director's ties to the Norwalk business community are seen as an asset in carrying out these strategies. In addition, the campus has already developed articulation agreements with Sanford Brown College (formerly Gibbs College) and Middlesex Community College. The campus plans to renew its articulation agreement with Naugatuck Valley Community College as well as pursue an articulation agreement with Norwalk Community College and others in the state.

Through a multi-layer marketing framework, the campus intends to support a shift in ground enrollment and the overall student experience for the University of Phoenix Fairfield County Campus. Through local marketing the campus plans to (1) shift familiarity, brand perception and consideration around academic quality, outcomes and trust; (2) establish awareness of the local Fairfield County Campus; (3) grow new student enrollment, and (4) shift the new student enrollment degree mix towards more qualified students.

### Curriculum

The University currently offers two programs at its Fairfield County Campus: the B.S. in Business/Management and the Master of Business Administration program.

Requirements for the bachelor's degree are completion of a minimum of 120 credits, which include completion of the minimum number of upper division credits that make up the required course of study, and completion of the Comprehensive General Education Program, which includes 54 credits distributed among Liberal Arts and Interdisciplinary components.

For the master's degree, a minimum of 36 graduate credits are required. These credits are distributed among the areas of management and leadership, quantitative reasoning and

statistics, economics, accounting, finance, marketing, applied business research, and other business fields.

Most courses within undergraduate majors and graduate programs award three credits. Most undergraduate courses are five weeks in length. Most courses on the graduate level are six weeks in length. During a typical course, students participate in two instructional activities: class meetings of four consecutive hours are one part of the instructional activity. The other part is a learning team session. Learning teams are groups of three to five students from within the cohort who meet on their own. Faculty members do not participate in those team meetings. Learning team sessions appear on each student's class schedule as regularly scheduled course meetings and attendance is required.

The university-wide alignment of curriculum to assessment begins with the development of course design guides, which are developed by College staff and faculty who are subject matter experts. They include course objectives aligned to specific assessments designed to meet programmatic and University learning goals. The faculty use the course design guide to develop their syllabi. Guided by the suggested assignments, faculty are then able to assess the level of student learning in their specific course and the Colleges are able to use sampled data to evaluate the effectiveness of their programs. In many cases, rubrics are provided for key assignments to ensure consistency in grading.

The University has developed and applies a comprehensive strategy for the assessment of learning. This strategy is considered both from an organizational perspective and from the perspective of the personnel who do the assessment at each level. Faculty on the campus, the Campus College Chairs, the Office of Institutional Assessment, and the Office of Learning Assessment all play a role in this process.

Undergraduate students are all expected to meet the University's minimum residency requirement of 30 semester credit hours of the required course of study. Students may waive or be exempted from upper division courses, up to 30 credits of the required course of study, depending on the field.

The University has several degree completion options for students who have completed the required course of study and need additional academic work to fulfill the minimum number of credits required for graduation. Those options include additional upper or lower division courses offered by the University; course work in the prerequisite offerings from the University; completion of CLEP, ACT/PEP, or DANTES examinations; participation in Prior Learning Assessment; or completion of courses at other regionally accredited colleges or universities.

#### *Undergraduate General Education Component*

Students must complete the following Comprehensive General Education Program, which includes 54 credits distributed among Liberal Arts and Interdisciplinary components. The liberal arts component of the general education requirement is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal

arts essential to an associate or baccalaureate experience, and is distributed as follows: communication arts (6 credits), mathematics (6 credits), social sciences (6 credits), humanities (6 credits), science/technology (6 credits), and additional liberal arts (6 additional credits in any of the preceding areas).

Students must also complete an interdisciplinary requirement (18 credits). The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

### Resource Support

#### Faculty

As of November 1, 2010, the campus reported nine full-time faculty members and 33 part-time practitioner faculty members on payroll. All faculty members hold master's or doctoral degrees in appropriate fields of study and meet the requirements of the Connecticut Board of Governors. Faculty undergo a rigorous screening process and subsequent training to become well-versed with University rules, policies, procedures, and processes. Practitioner faculty members also are employed full-time in their areas of expertise outside of the university and bring current practice from business and industry into the classroom.

	On Payroll as of Nov. 1				
	2006	2007	2008	2009	2010*
<b>Full-Time Employees</b>					
Executive/administrative and managerial	1		2	6	2
Faculty	3	4	3	5	9
Other professional (support services)	8	5	17	27	18
All non-professional employees	1	1	2	1	2
Subtotal	13	10	24	39	31
<b>Part-Time Employees</b>					
Faculty	4	65	45	37	33
<b>Total Employees</b>	17	75	69	76	64

\* Preliminary early release data.

Data Source: IPEDS Data Center, Human Resources Survey Employees by Assigned Position

## Library and Learning Resources

The Fairfield County campus is supported by the University Library and also has a dedicated space and collection on campus. The University Library houses a wide range of materials and learning resources to support the well over 400,000 students enrolled in the University of Phoenix. The University Library provides orientation and training, librarian support via phone or email seven days a week, a reference service, and access to the wide range of electronic collections. The University Library subscribes to more than 200 distinct online information services that provide scholarly content, and the collection is continually updated and expanded to provide the most up-to-date and relevant information. The University Library budget for 2010 was approximately \$10 million.

The campus library houses a physical collection of volumes relevant to the undergraduate and graduate programs, local periodicals for general use and research, and computer terminals for access to online collections and other research. The campus library is staffed by a full-time librarian who has experience as a reference librarian on the campus of another Connecticut College and is well-versed in working with adult and returning students. The campus library budget for materials is \$25,000.

## Facilities

The University has established a Connecticut campus at 535 Connecticut Avenue, Suite 400, in Norwalk. The entire fourth floor of the facility is devoted to the campus. The campus consists of seven fully functional classrooms, five classrooms to be outfitted as the campus grows, a library, a student computer lab, six learning team study rooms, a break/snack facility, and administrative space for campus employees and faculty. This administrative space consists of a reception area, two student interview rooms, 25 individual work cubicles, and twelve individual offices. The facility also hosts a server room for all computer equipment.

Attachment A

Bachelor of Science in Business/Management List of Required Courses

<b>General Education</b>		<b>Credits</b>
<b>Liberal Arts (36 Credits Total)</b>		<b>36</b>
Communication Arts		6
Mathematics		6
Physical and Biological Science		3
Science and Technology		3
Humanities		6
Social Science		6
Additional Liberal Arts (from any of the areas above)		6
<b>Interdisciplinary Requirements</b>		<b>18</b>
	<b>Subtotal</b>	<b>54</b>
<hr/>		
<b>BSB Foundation</b>		
GEN 300	Skills for Professional Development	3
ECO 212	Principles of Economics	3
BIS 219	Business Information Systems	3
MGT 216	Organizational Ethics and Social Responsibility	3
ACC 280	Principles of Accounting	3
COM 285	Business Communications	3
MGT 330	Management: Theory, Practice and Application	3
MGT 307	Organizational Behavior and Group Dynamics	3
MGT 350	Critical Thinking: Strategies in Decision Making	3
RES 341	Research and Evaluation I	3
RES 342	Research and Evaluation II	3
FIN 370	Finance for Business	3
BUS 415	Business Law	3
MKT 421	Marketing	3
BUS 475	Integrated Business Topics	3
	<b>Subtotal</b>	<b>45</b>
<hr/>		
<b>Concentration</b>		
MGT 431	Human Resources Management	3
MGT 445	Organizational Negotiations	3
MGT 448	Global Business Strategies	3
MGT 449	Quality Management and Productivity	3
MGT 498	Strategic Management	3
MGT elective	(See catalog)	3
	<b>Subtotal</b>	<b>18</b>
<hr/>		
<b>Electives</b>		
Electives		3
	<b>Subtotal</b>	<b>3</b>

Master of Business Administration List of Required Courses

<b>Required Course of Study</b>	<b>Course Selection</b>	<b>Credits</b>
Management	MGT 521	3
Human Capital Management	HRM 513	3
Business Law	LAW 531	3
Organizational Leadership	LDR 531	3
Quantitative Reasoning for Business	QRB 501	3
Economics	ECO 561 ECO/GM 561 ECO/HC 561 ECO/EM 561	3
Accounting	ACC 561 ACC/HC 561 ACC, SB 561	3
Applied Business Research & Statistics	QNT 561 QNT/HC 561 QNT/TM 561	3
Operations Management	OPS 571 OPS/GM 571 OPS/HC 571 OPS/TM 571	3
Corporate Finance	FIN 571 FIN/GM 571 FIN/HC 571 FIN/SB 571 FIN/EM 571	3
Marketing	MKT 571 MAK/GM 571 MKT/TM 571 MKT/SB 571 MKT/EM 571	3
Strategic Planning & Implementation	SR 581 SR/GM 581 STR/TM 581 STR/SB 581 STR/EM 581	3
	<b>Total</b>	<b>36</b>

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Sacred Heart University

Item: Accreditation of a program in Exercise Science and Nutrition, leading to the Master of Science (M.S.) degree

Date: April 21, 2011

### Background

The Board of Governors licensed a program in Exercise Science and Nutrition at Sacred Heart University leading to the Master of Science (M.S.) degree in November 2008 for a three year period, until November 2011. The University also offers bachelors degrees in exercise science and athletic training. The programs are housed within the Department of Physical Therapy and Human Movement Science which also offers a master's degree in Geriatric Health and Wellness and a doctoral degree in Physical Therapy.

### Description

#### Purpose and Objectives

The program is designed for current University undergraduate students who wish to pursue graduate education in the area of exercise science and nutrition; undergraduate students from other institutions; and current practitioners who will pursue graduate education as a matter of professional development and career advancement.

Graduates from the program will have opportunities in hospital settings working in cardiac and pulmonary rehabilitation and long term rehabilitation of cancer and immune disease patients as well as, fitness and sports performance settings such as health clubs, fitness facilities, athletic teams and community sports and recreation programs.

There are no essential specialized accreditation agencies to which the program must apply. The program will seek voluntary recognition from the American College of Sports Medicine and the National Strength and Conditioning Association.

#### Administration

The Program Director, Beau Greer, Ph.D., CSCS joined the University in Fall 2006 and is an Assistant Professor. The program in Exercise Science and Nutrition is housed in the Department of Physical Therapy and Human Movement Science which is part of the College of Education and Health Professions.

## Curriculum

The Master of Science in Exercise Science and Nutrition is 37 credit hours. There are three major components of the curriculum: (1) 18 credits in core courses, (2) two major tracks (clinical and performance) of which each student will select one (19 credits), and (3) a thesis or non-thesis option. Agreements or contracts exist between the institution and the agency in which the students receive their clinical experience.

<b>Core</b>	<b>Clinical Track</b>	<b>Performance Track</b>
EX401: Advanced Applied Physiology I (3 credits)	EX524: Exercise Prescription for Rehab (4)	EX534: Applied Biomechanics (3)
EX402: Advanced Applied Physiology II (4)	EX521: Clinical Testing and Assessment (3)	EX533: Performance Testing and Program Design (4)
EX403: Research Methods (4)	EX522: Physical Activity and Behavioral Science (3)	EX532: Coaching Methods (3)
EX 411: Professional Seminar I (2)	EX523: Clinical Nutrition (3)	EX 531: Nutrition and Performance (3)
EX 412 Functional Anatomy (2)		
EX404: Nutrition and CDP (3)	EX 560 & 561: Thesis (6) <ul style="list-style-type: none"> <li>• Prep (3)</li> <li>• Completion (3)</li> </ul> OR non-thesis option	EX 560 & 561: Thesis (6) <ul style="list-style-type: none"> <li>• Prep (3)</li> <li>• Completion (3)</li> </ul> OR non-thesis option
18 credits	19 credits	19 credits

The University has advised the curriculum has undergone the following changes:

The content of the original EX 401 Advanced Systems Physiology and EX 402 Advanced Exercise Physiology coursework has not been significantly changed other than the order of presentation. The terms that have been applied to the revised courses (Advanced Applied Physiology I and II) better reflect the curriculum within; the restructuring also eliminated minor content redundancies between the two courses.

EX 412 Professional Seminar II was eliminated based upon student feedback. In general, the content was deemed too redundant with Professional Seminar I. In addition, it was noticed by faculty that many students had poor retention of basic anatomy and kinesiology from their undergraduate studies. Therefore, the non-redundant material in EX 412 was moved into EX 411 Professional Seminar I, and a new course (EX 412 Functional Anatomy) was created. Access to a cadaver lab is also a relatively unique feature of this MS program, as most similar programs nation-wide do not have such experiences.

The rationale for name change of EX 522 Behavior Modification/Psych to EX 522 Physical Activity and Behavioral Science was simply to better reflect the course content. The intended content (as the course has not been run yet) has not changed.

Since graduate students do not often have extensive education in psychology, graduate level sports psychology courses often logically drift more towards foundational theory as opposed to practical applications. With that in mind, it was decided a course that incorporated elements of sports psychology combined with coaching methodology and administrative variables would best suit the Performance track students. These newly incorporated topics will also help position the program for field-specific, American College of Sports Medicine (ACSM) program accreditation. [The American College of Sports Medicine is the premier professional body in the field of Exercise Science]

The addition of a non-thesis option for both tracts was also, in part, to help position the program for future accreditation by the ACSM. It may also provide a more practical, “hands-on” cumulating experience for students choosing that option. However, since many of the University’s students already have full-time employment in the field, they thought it was important to offer a choice for the culminating experience (e.g. thesis or non-thesis).

#### Enrollment

The University enrolled its first cohort of students, Fall, 2009. The program is designed to be completed either on a part-time or full-time basis. The University projected five full-time and five part-time students in year one, increasing to 16 full-time and 16 part-time students by year three.

The University advised there are currently 28 full-time students and one part-time student in the program. They admitted 16 students Fall 2009 and 18 students Fall 2010. For the Fall 2011, they anticipate approximately 32 students (across the 1<sup>st</sup> and 2<sup>nd</sup> year) with 28 full-time and 4 part-time.

### Resource Support

#### Faculty

There are currently six (6) full-time faculty members, including the program director, who teach in the graduate program. The University has hired an additional Assistant Professor (full-time) who will start Fall 2011.

#### Library and Learning Resources

The undergraduate Human Movement and Sports Science program (majors in athletic training and exercise science) has a yearly library budget of \$2000. Library resources are augmented by the other health science programs in the College of Education and Health Professions, including Nursing, Occupational Therapy and Physical Therapy. The budget for the MS in Exercise Science includes an annual library allocation of \$5,000. An Allied Health Resource Librarian is dedicated to the library on the Cambridge campus.

### Facilities and Equipment

Since licensure, one of the University's Human Performance Labs has acquired a Bod Pod Body Composition Analyzer. Currently, the University is the only institution in the State of Connecticut with a Bod Pod. Equipment includes a metabolic cart, cardiopulmonary, and musculoskeletal testing equipment as well as exercise equipment such as treadmills, stationary cycles, and weight lifting equipment.

The program uses state-of-the-art classrooms which are located at the College of Education and Health Professions building at Cambridge Campus.

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: University of Bridgeport  
Item: Licensure and Accreditation of a program in English, leading to a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree  
Date: April 21, 2011

### Background

The University of Bridgeport is seeking simultaneous licensure and accreditation of a program in English, leading to a baccalaureate degree. The English program had existed at the University for many years, and in 2002 merged into the Literature and Civilization program, becoming a concentration in that area. The University would like to restore the English program with the addition of several dimensions to make it more consistent with the current academic mission of the University.

The proposed program offers a B.A. and a B.S. option to the degree, as well as concentrations in Literature and Creative Writing. Each option is described in the report below.

The English major will provide grounding in the classic works of American, British, and world literature, as well as develop their skills in language, critical reading, and writing. It will serve the needs of students who wish to pursue graduate degrees in English, education, and law, and provide a background for those thinking of careers in professional writing, publishing and web development, editing, teaching, research, advertising, and public relations.

The courses and all resources, including faculty are currently in place.

### Description

#### Purpose and Objectives

The following program outcomes were provided by the University:

- Be able to critically analyze contemporary and historically significant literature;
- Know key works of American, British, and World Literature;
- Be able to communicate their ideas clearly in writing;
- Be able to identify and evaluate sources and incorporate these sources into documented academic writing, thereby formulating their own arguments based in part on those sources;
- Know prevailing theories and methods used in interpreting texts.

## Administration

The program will be housed in the School of Arts and Sciences. The current head of the Literature and Civilization program and director of the General Studies program will Chair the restored major. This individual holds the terminal degree in English.

## Curriculum

### **BA in English with a concentration in Literature**

#### **Group I (15 credits)**

Five of the following courses:

- English 207 (American Literature I)**
- English 208 (American Literature II)**
- English 209 (British Literature I)**
- English 210 (British Literature II)**
- English 212 (Masterpieces of World Literature)**
- English 305 (Shakespeare)**

#### **Group II (15 credits)**

Five 3-credit courses in literature electives at the 200 and 300 level.

- English 216 (Introduction to Poetry)**
- English 223 (Modern African-American Literature)**
- English 322 (Understanding English Grammar)**
- English 330, 332, or 395 (Topic Course in a Major Writer)**

#### **Group III (3 credits)**

A 3-credit senior thesis

#### **History requirement (6 credits)**

6 credits of History courses to include one American history course and either one English or World history course.

**Language requirement (12 credits) or** Proficiency in a modern language other than English at the 104 level.

**Core curriculum (33 credits)**

**General Education Liberal Arts requirement (9 credits)**

**Free electives (27 credits)**

### **BS in English with a concentration in Literature**

The same requirements as those for a BA in English (Literature) without the language requirement, leaving a student with 39 credits of free electives.

### **BA in English with a concentration in Creative Writing**

#### **Group I (12 credits)**

Four of the following courses:

- English 207 (American Literature I)**
- English 208 (American Literature II)**
- English 209 (British Literature I)**

**English 210 (British Literature II)**  
**English 212 (Masterpieces of World Literature)**  
**English 305 (Shakespeare)**

**Group II (9 credits)**

Three 3-credit courses in literature at the 200 and 300 level.

**Group III (15 credits)**

**English 201 (Creative Writing)**  
**English 205 (Poetry Writing)**  
**English 218 (Autobiographical Writing)**  
**English 308 (Advanced Creative Writing)**  
**English 309 (Seminar in Creative Writing)**

**Language requirement (12 credits) or Proficiency in a modern language at the 104 level**

**Core curriculum (33 credits)**

**General Education Liberal Arts requirement (9 credits)**

**Free electives (30 credits)**

**BS in English with a concentration in Creative Writing**

The same requirements as those for a BA in English (Creative Writing) without the language requirement, leaving a student with 42 credits of free electives.

Enrollment Projections

The program anticipates eight full-time and four part-time students in the first year of implementation. The projection for subsequent years provides for five full-time and two part-time students joining the program each year.

Faculty

The University reports five faculty members in English who will teach in this program and one Philosophy Professor. The English faculty have expertise in the following areas: British Literature and Grammar; Humanities Methods; American Literature; Continental Philosophical Analysis of Literature; Poetry; Creative Writing and Nonfiction Writing.

Library and learning Resources

Current resources are sufficient. No new resources are required for this program.

Facilities and Equipment

No additional facilities are needed for the program.

At its meeting on March 16, 2011, 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 Integrating Spirituality & Religion into Counseling, leading to an Advanced Graduate Certificate, to be offered by Fairfield University, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in School-based Marriage & Family Therapy, leading to an Advanced Graduate Certificate, to be offered by Fairfield University, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Substance Abuse Counseling, leading to an Advanced Graduate Certificate, to be offered by Fairfield University, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education approves a modification to the accredited Business Management program, leading to a Bachelor of Science (B.S.) degree, offered by Albertus Magnus College to offer the program online, for a period of time concurrent with institutional accreditation.


RESOLVED: that the Board of Governors for Higher Education extends the accreditation of Gateway Community College until November 30, 2011.

RESOLVED: that the Board of Governors for Higher Education licenses a program in Nursing Practice, leading to the Doctor of Nursing Practice (D.N.P.) degree, to be offered by Quinnipiac University, for a period of three years until March 31, 2014.

RESOLVED: that the Board of Governors for Higher Education accredits a program in Physical Therapist Assistant, leading to the Associate of Science (A.S.) degree, to be offered by Norwalk Community College, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education accredits a program in Nursing Practice, leading to the Doctor of Nursing Practice degree (DNP), to be offered by the University of Connecticut, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Business Analytics and Project Management, leading to a Master of Science (M.S.) degree, to be offered by the University of Connecticut, for a period of time concurrent with institutional accreditation.

  
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Michael P. Meotti  
Commissioner