

AGENDA
Meeting of
BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education
Hartford, CT
December 19, 2007

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BOARD OF GOVERNORS FOR HIGHER EDUCATION

Meeting Dates
(All meetings will held on Wednesdays)

2008

January 16, 2008

February 20 2008

March 19, 2008

April 16, 2008

May 21, 2008

June 18, 2008

September 17, 2008

October 15, 2008

November 19, 2008

December 17, 2008

STAFF REPORT: FINANCE AND ADMINISTRATION

Institution: Alternate Route to Certification

Item: Program Tuition

Background Information

The Alternate Route to Certification is requesting a \$125 increase in the tuition rate charged to students, effective with the Alternate Route to Certification ARC II – 2008-2009 weekend program. This increase would establish the program's tuition at \$3,750.

This 3.44% tuition increase is needed to cover the increasing costs of running the ARC program (e.g., salaries, fringes, mileage for coaches and student teaching supervisors, and technology use fees). ARC has also been receiving increasing requests for coaching time for first-year, ARC-prepared teachers, especially those who accept teaching positions in urban and other priority school districts.

The “coaching” component provides on-site, non-evaluative support to ARC graduates in their schools during their first 90-120 days of teaching, and more candidates have opted for this service. This is especially needed in the areas of classroom management, teaching in an urban school, and special education. This value-added service strengthens the skills of first year teachers as they transition from their prior professional careers to classroom teaching. The coaches are retired public school teachers or administrators who have strong subject matter knowledge and instructional expertise as well as extensive teaching experience. Feedback from the ARC coaches, the new ARC-prepared teachers, and the employing school districts has affirmed that the ARC coaching is a significant and often necessary support for the new teachers as they make the transition to teaching.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve a 3.44 % tuition increase for the Alternate Route to Certification program to \$3,750 effective with the ARC II – 2008-2009 weekend cohort.

**STATE OF CONNECTICUT
AGENCY LEGISLATIVE PROPOSAL
2008 SESSION**

Document Name (e.g., OPM041.doc; OPM042.doc) DHE08-01

Agency Department of Higher Education	Agency Priority (See instructions)
Contact Person Jane Ciarleglio	Telephone 860-947-1803 or 1833
Email Address JCiarleglio@ctdhe.org	
Title of Proposal An Act Concerning Charter Oak State College in the Connecticut Aid to Public College Students Grant Program	Statutory Reference Proposal Type <input checked="" type="checkbox"/> New <input type="checkbox"/> Resubmittal
ATTACH COPY OF FULLY DRAFTED BILL (Required for review)	

APPROVAL OF OTHER AFFECTED AGENCY (Attach additional approvals if necessary)	
Agency	Agency Contact (Name and Title)
Attach Summary of Agency Comments	Contact Date

Summary of Proposal (Include background information) This proposal will change the basis of the request for funding for Charter Oak State College from the tuition waiver set aside of the previous fiscal year to the tuition waiver set aside of the fiscal year two years prior.

Reason for Proposal (Include significant policy and programmatic impacts) The set aside for tuition waivers in the previous year is not complete in time to use as a funding request for the next fiscal year so estimates are used. In addition, the funding request for the other constituent units is based on the set aside two years prior. This change will put all constituent units on the same basis and using actual figures.

Significant Fiscal Impacts

Municipal:

Federal:

State:

Insert Fully Drafted Bill Here

Sec. 10a-164a. Connecticut aid to public college students grant program. (a) The Board of Governors of Higher Education shall annually request an appropriation to the Department of Higher Education equal to the amount required, for the fiscal year two years prior, for tuition waivers, tuition remissions, grants for educational expenses and student employment under subsection (e) of section 10a-77, subsection (e) of section 10a-99 and subsection (f) of section 10a-105. The department shall allocate any such appropriation to The University of Connecticut, each of the Connecticut state universities and each of the regional community-technical colleges in accordance with a formula approved by the Board of Governors of Higher Education. The formula shall take into account the amount of federal student aid received by students at each institution. The amounts allocated shall be used to provide grants for educational expenses and student employment for residents of the state who demonstrate substantial financial need and are enrolled as full-time or part-time matriculated students in a degree-granting program or a precollege remedial program. For each fiscal year a minimum of ten per cent of the total amount of state student financial aid appropriated to each institution which exceeds the amount received by each institution for the fiscal year ending June 30, 1987, shall be used for student financial aid for needy minority students in accordance with the board's strategic plan for racial and ethnic diversity under section 10a-11. For each fiscal year a minimum of five per cent of the total amount of state student financial aid appropriated to each institution which exceeds the amount received by each institution for the fiscal year ending June 30, 1988, shall be used for on-campus or off-campus community service work-study placements. Individual awards shall not exceed a student's calculated financial need as determined on the basis of a needs analysis system approved by the United States Department of Education. Financial aid provided to Connecticut residents under this program shall be designated as a grant from the Connecticut aid to public college students grant program.

(b) Notwithstanding the provisions of subsection (a) of this section to the contrary, for the fiscal years ending June 30, 1989, and June 30, 1990, no institution shall have its allocation pursuant to this section reduced for the subsequent fiscal year solely because the institution did not use, for on-campus or off-campus community service

work-study placements, a minimum of five per cent of the total amount of state student financial aid appropriated to the institution which exceeds the amount received by the institution for the fiscal year ending June 30, 1988.

(c) The Board of Governors of Higher Education shall request an appropriation to the Department of Higher Education for each year of the biennium equal to the amount set aside by Charter Oak State College in the [previous] fiscal year two years prior for fee waivers. Such amount shall not exceed fifteen per cent of the tuition and fees paid in the previous fiscal year. The Department of Higher Education shall allocate any such appropriation to Charter Oak State College to be used to provide grants for educational expenses to residents of the state who demonstrate substantial financial need and who are matriculated in a degree program at Charter Oak State College. Individual awards shall not exceed a student's calculated financial need as determined by a needs analysis system approved by the United States Department of Education.

**STATE OF CONNECTICUT
AGENCY LEGISLATIVE PROPOSAL
2008 SESSION**

Document Name (e.g., OPM041.doc; OPM042.doc) DHE08-02

Agency Department of Higher Education	Agency Priority (See instructions)
Contact Person Jane Ciarleglio	Telephone 860-947-1803 or 1833
Email Address JCiarleglio@ctdhe.org	
Title of Proposal An Act Allowing Full Carryover Authority for the Capitol Scholarship Program	Statutory Reference Proposal Type <input checked="" type="checkbox"/> New <input type="checkbox"/> Resubmittal
ATTACH COPY OF FULLY DRAFTED BILL (Required for review)	

APPROVAL OF OTHER AFFECTED AGENCY (Attach additional approvals if necessary)	
Agency	Agency Contact (Name and Title)
Attach Summary of Agency Comments	Contact Date

Summary of Proposal (Include background information) This proposal would allow full carryover of unexpended funds.
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Reason for Proposal (Include significant policy and programmatic impacts) Due to the varying rate of student attrition from year to year the program has experienced unexpended funds which currently must lapse back to the general fund. The lapsing of this money goes against the intent, which is to provide scholarships to students. In addition, because of the lapsing of funds, we run the risk of having federal funds reduced. A full carryover provision would allow the funds to be awarded as scholarships the following year and avoid the potential loss of federal funding.

Significant Fiscal Impacts

Municipal:

Federal:

State: None

Insert Fully Drafted Bill Here

Sec. 4-89(f) The provisions of this section shall not apply to appropriations to the Department of Higher Education for the capitol scholarship program established under section 10a-169 [in an amount not greater than five per cent of the annual state student financial assistance appropriation], for the high technology graduate scholarship program established under section 10a-170a, for Connecticut higher education centers of excellence established under section 10a-25h, for the minority advancement program established under subsection (b) of section 10a-11, for the high technology doctoral fellowship program established under section 10a-25n, or to the operating funds of the constituent units of the state system of higher education established pursuant to sections 10a-105, 10a-99 and 10a-77. Such appropriations shall not lapse until the end of the fiscal year succeeding the fiscal year of the appropriation except that centers of excellence appropriations deposited by the board of governors in the Endowed Chair Investment Fund, established under section 10a-20a, shall not lapse but shall be held permanently in the Endowed Chair Investment Fund and any moneys remaining in higher education operating funds of the constituent units of the state system of higher education shall not lapse but shall be held permanently in such funds. On or before September first, annually, the Board of Governors of Higher Education shall submit a report to the joint standing committee of the General Assembly having cognizance of matters relating to appropriations and the budgets of state agencies, through the Office of Fiscal Analysis, concerning the amount of each such appropriation carried over from the preceding fiscal year.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: University of Connecticut
Item: Reaccreditation of the University

The University of Connecticut has requested accreditation by the Board of Governors for Higher Education on the basis of the continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC).

The University of Connecticut was founded in 1881 and now includes ten Schools and Colleges at its main campus in Storrs, separate Schools of Law and Social Work in Hartford, five regional campuses throughout the state, and Schools of Medicine and Dentistry at the University of Connecticut Health Center in Farmington. The University is a Land Grant and Sea Grant College and a Space Grant Consortium institution. It enrolls some 24,000 students and awards a full range of baccalaureate, master's, and doctoral degrees.

The Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, at its meeting on September 20, 2007, reviewed the report prepared by the NEASC comprehensive evaluation team, which visited the University in January 2007. That visit included a representative of the Department of Higher Education. After its review of the report, the Commission voted to continue the University's accreditation. It also asked the University to submit a fifth-year interim report, for consideration in Spring 2012, in that report giving emphasis to its success in refining the academic plan; aligning human resources, particularly faculty resources, with that plan; developing and implementing formal means of assessing student learning; and sustaining financial equilibrium in changing financial times. The Commission also affirmed the scheduling of the next comprehensive evaluation of the University for Spring 2017.

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." The letter of notification from the New England Association of Schools and Colleges, dated October 12, 2007, gives no indication of serious problems at the institution, and the Board of Governors has no other information that could be interpreted as "cause" under 10a-34-6(c). There being no cause, it is recommended that the Board of Governors accept the NEASC assessment and grant accreditation to the University of Connecticut until November 30, 2012. It is also recommended that the Board of Governors for Higher Education stipulate that the University submit to the Department of Higher Education a copy of the fifth year interim report the University prepares for the New England Association of Schools and Colleges, and that the Department of Higher Education provide a summary to the Board of Governors of that report and of the action of the New England Association of Schools and Colleges once it receives and reviews the University's submission.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: University of Hartford
Item: Reaccreditation of the University

The University of Hartford has requested reaccreditation by the Board of Governors for Higher Education on the basis of continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The University was reaccredited last by the Board of Governors in June 2002 until December 31, 2007.

The University of Hartford was founded in 1877, when the first of its three original schools was established. The Hartford Art School (1877), Hillyer College (1879), and The Hartt School (1920) joined in 1957 to form the University of Hartford. Today, the University offers a full range of degree and certificate programs through its ten schools and programs, on the undergraduate level as well as the graduate level, to students who come from three-quarters of the states and from sixty-six other countries.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges considered the University's Fifth-Year Interim Report at its meeting on September 21, 2006. In its letter dated November 7, 2006, the Commission voted to accept that report. It also voted to schedule the next comprehensive evaluation of the University for Fall 2011. And, the Commission voted to encourage the University, as it prepared for that comprehensive evaluation, to give particular emphasis to its institutional success (1) in re-evaluating its institutional mission statement to take into account its graduate programs and (2) in establishing clearer and more robust data to evaluate programs in ensuring an appropriate balance of full-time to part-time faculty in keeping with the University's goals.

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." The letter of notification from the New England Association of Schools and Colleges, dated November 7, 2006, gives no indication of serious problems at the institution, and the Board of Governors has no other information that could be interpreted as "cause" under 10a-34-6(c). There being no cause, it is recommended that the Board of Governors for Higher Education accept the NEASC assessment and grant reaccreditation to the University of Hartford until December 31, 2012.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Sacred Heart University

Item: Approval of a program in Clinical Nurse Leader Track, within the accredited Master of Science in Nursing degree program.

Executive Summary

Sacred Heart University has applied to the Board of Governors for Higher Education for program modification in the Master of Science in Nursing degree program, adding a track in Clinical Nurse Leader.

Sacred Heart University previously offered two tracks within the MSN program: Family Nurse Practitioner (FNP) and Patient Care Services Administration (PCS). These programs are accredited by the Commission for Collegiate Nursing Education (CCNE).

The Clinical Nurse Leader (CNL) is a newly created nursing role with efforts led by the American Association of Colleges of Nursing (AACN) in collaboration with other professional nursing organizations including the American Organization of Nurse Executives. It is the first new role in nursing in 30 years. The first CNL programs started in 2004-2005 nationally. The CNL role incorporates advanced clinical nursing knowledge with leadership skills to enhance the quality and safety of patient care across healthcare settings. The CNL is a generalist with advanced clinical skills who is responsible for a group of patients in a specific patient unit or healthcare setting.

The CNL track is consistent with the overall mission of Sacred Heart University to prepare men and women to make contributions to better their communities, including working adults. The target population for the CNL track is registered nurses pursuing master's degrees who wish to develop clinical leadership skills to improve the quality and safety of care at the bedside. The CNL track is consistent with the stated University goals to continue growth in graduate education.

The Advisory Committee on Accreditation, at its meeting on November 15, 2007, reviewed the program and found it to be in compliance with the Board of Governors approval standards. The vote to recommend approval to the Board of Governors was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve a program modification adding Clinical Nurse Leader as a track in the accredited Master of Science in Nursing (MSN) program offered by Sacred Heart University for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

Sacred Heart University designed the Clinical Nurse Leader track by instituting recommended curriculum following competencies as set forth from the AACN. These competencies and their related clinical experiences have been submitted to the DHE in rubric fashion, closely matching each specialized course to each objective. The CNL End of Program competencies and clinical experiences are detailed under the following headings: Advocate, Member of a Profession, Team Manager, Information Manager, Systems Analyst/Risk Anticipator, Clinician, Outcomes Manager, and Educator.

Hartford Hospital is the official partner for this CNL program at Sacred Heart. Hospitals in Connecticut that have been awarded Magnet status due to their excellence in patient care and nursing satisfaction are also interested in this program. These hospitals, which include Hartford Hospital, Stamford Hospital, and Middlesex Hospital, seek to demonstrate continued growth for their nurses, and the CNL program is one way to increase the educational level of their nursing staff. The skill sets that these practitioners will obtain from this program may either be configured into an existing organization, or may create new roles or positions. The benefit of CNL training will be the nurse's ability to be a role model and thus enhancing practice of colleagues, improved bedside care, and the ability to help move a patient through a system of healthcare that is appropriate and efficient.

Administration

The Department of Nursing is located within the College of Education and Health Professions of the University where the other health-related graduate degrees in Physical Therapy and Occupational Therapy as well as various graduate degrees in Education are offered. The Department of Nursing Chair serves as the CNL track coordinator.

Curriculum and Instruction

The addition of the CNL track draws courses from the existing FNP and PCS required courses building upon the common core foundation for the MSN. Content from an elective course in Care Management and Outcomes Assessment (NU 574) was expanded and divided into two courses (NU 611 and NU 612). A CNL Role Immersion course (NU 613) is a 6 credit clinical practice experience taken at the end of the program in designated clinical agencies. Hartford Hospital is a formal clinical partner in the Sacred Heart CNL track and works collaboratively with faculty to design and deliver the necessary experiences.

The CNL track curriculum requires 12 credits of MSN core courses and 12 credits of advanced clinical and leadership related courses. The remaining 12 credits described above (NU 611, 612, 613) focus on the CNL role competencies. Students may complete the CNL track in 15 to 24 months through full or part-time study.

The AACN has established a mechanism for approving CNL tracks and this approval is required in order for graduates to sit for the CNL certification examination. Sacred Heart University's CNL program has been approved by the AACN and is listed on its website as such.

Core Courses (12 credits)

NU 501	Health Care Policy and Ethics for Contemporary Nursing Practice	3
NU 530	Theory and professional Roles for Contemporary Nursing Practice	3
NU 601	Principles of Health Care Research for Contemporary Nursing Practice	3
NU 602	Evidence Based Practice for Quality Care	<u>3</u>
		12

Specialty Courses (24 credits)

NU 550	Family and Community Context for Health Care	3
NU 552	Advanced Health Assessment	3
NU 553	Advanced Pathophysiology	3
NU 575	Health Care Information Systems	3
NU 611	Care Management and Resources Across the Continuum	3
NU 612	Disease Management and Outcomes Assessment	3
NU 613	CNL Role Immersion Practicum	<u>6</u>
		24

Recommended Courses

NU 510	Strategic Leadership for Patient Care Services	3
NU 551	Advanced Pharmacology	3

Admissions and Enrollment

Admission requirements for the CNL track are the same as for the existing two MSN tracks of administration and family nurse practitioner. A 3.0 undergraduate GPA is required along with RN licensure, professional goals statement, and two references.

Current enrollments in Sacred Heart University's MSN programs:

Family Nurse Practitioner: 60

Patient Care Services: 54

Expected enrollments in the CNL program are 1 full-time and 20 part-time in year one (2007-2008), with the University projecting 44 part-time students by year three.

Similar Programs

At the time the CNL program was initiated at Sacred Heart University, three other universities in the State were developing similar tracks as part of the national initiative consisting of about 90 schools of nursing and clinical partner dyads. Fairfield University has their first cohort of students in place this fall, and Southern Connecticut University is also applying for licensure.

Assessment of Need

It is expected that nurses employed at Hartford Hospital as well as throughout the State may be interested in this CNL program. Numerous hospitals and other healthcare settings have begun creating CNL roles within their organizations in recognition of the role's potential to improve care. Various additional clinical facilities including hospitals and home care agencies have expressed interest in the CNL with several healthcare organizations having moved ahead with plans to create CNL roles. Hartford Hospital has more than 80 clinical leaders (though not all have MSNs at present) and the Veterans Administration (VA) health system has made a national commitment to participate in leading implementation of the CNL role.

Stamford Hospital has 20 students who would like to start in 2009. Bristol Hospital has also requested enrollment for 2 students.

Resource Support

Faculty

Two full-time faculty members and one adjunct faculty member based at Hartford Hospital, all with acceptable training and experience, will teach in this program. The University projects hiring one full-time faculty member in year four.

Library and Learning Resources

The Ryan-Matura Library of Sacred Heart University contains 140,000+ print volumes, 1,900+ audiovisual, 575 print and 15,000 online periodicals, 70+ online databases, 226,000+ microfilms, 35,000+ eBooks, and 15 computer workstations. Specifically, there are 67 periodicals relevant to nursing, six medical databases, and four additional related databases.

Facilities

No specialized physical facilities or equipment are required for the CNL track. The recent expansion of nursing clinical laboratory space and significant enhancement of lab resources (including simulated mannequins, anatomic models, software, etc.) provides ample space and access for CNL students.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Southern Connecticut State University

Item: Program Modification of the accredited Master of Science in Nursing (MSN) to include a Clinical Nurse Leader track

Executive Summary

Southern Connecticut State University has applied to the Board of Governors for Higher Education for approval of a program modification of its accredited Master of Science in Nursing (MSN) degree program. The University wishes to add a new track within the program, for Clinical Nurse Leader. That track will complement the existing tracks in the University's MSN program, in Nursing Education and in Family Practice.

The Advisory Committee on Accreditation, at its meeting on November 15, 2007, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the modification of the accredited Master of Science in Nursing (MSN) program at Southern Connecticut State University, to include a Clinical Nurse Leader Track, for a period of time concurrent with institutional accreditation.

Description

Purposes and Objectives

The University's proposed Clinical Nurse Leader track will focus on preparing nurses in clinical practice to achieve graduate level competency in the clinical management of cohorts of patients. Nurses who complete the program will be prepared to lead interdisciplinary teams delivering care to patients in traditional and non-traditional care settings.

The Clinical Nurse Leader role is a newly-created advanced education nurse generalist role designed to provide leadership in designing evidence-based systems that more effectively manage care, bring a high level of clinical competence and knowledge to the point of care, and serve as a resource for the clinical nursing team.

Administration

The program will be administered by the Chair of the University's Department of Nursing.

Admissions/Enrollment

The University anticipates that enrollment will be sufficient to sustain the program. The University has been collaborating with Waterbury Hospital in the development of this new track. Admission prerequisites include a BS in Nursing from an accredited college or university; an overall undergraduate GPA of 3.0 or higher; and licensure in Connecticut as an R.N.

Curriculum

CORE COURSES: (24 credits) required of all students regardless of focus

NUR 500 Nursing Theories and Conceptual Models	3 cr
NUR 506 HealthCare Organizations: Systems and Policy	3 cr
NUR 512 Principled Nursing Leadership	3 cr
NUR 516 Healthcare Informatics	3 cr
NUR 519 Research in Nursing	3 cr
NUR 526 Advanced Health Assessment	3 cr
NUR 527 Pathophysiological Basis for Pharmacological Therapies I	3 cr
NUR 528 Pathophysiological Basis for Pharmacological Therapies II	3 cr

ROLE COURSES: EDUCATION TRACK (12 cr)

NUR 530	Role of the Clinical Nurse Leader I	6 cr
NUR 531	Role of the Clinical Nurse Leader II	6 cr

THESIS/ (6cr)

NUR 590	Thesis Seminar	3 cr
NUR 591	Thesis Guidance	3 cr

SPECIAL PROJECT

NUR 592	Special Project	3 cr
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Educational Planning Context

The University believes that the new track is designed to better meet the health care needs of patients and is a response to social demands for a more -effective and efficient health care system. It provides, too, an opportunity for acute care clinicians to lead advances in health care quality.

Comments From Other Institutions

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

Other Programs in Connecticut

There are two other Clinical Nurse Leader programs in Connecticut: at the University of Connecticut, which is affiliated with the University's Health Center in Farmington, and at Fairfield University. Sacred Heart University has applied for approval of a Clinical Nurse Leader program as well.

Resource Support

Faculty

The University's current nursing faculty will teach all of the graduate and advanced practice core courses.

Library and Learning Resources

The resources of the University's Library will serve the needs of students.

Facilities

Additional classroom space, salaries for personnel, library materials, and equipment specific to the Clinical Nurse Leader program will not be required. The University has adequate classroom space and other facilities to conduct the program.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Talmudic Institute of Connecticut [Yeshiva Gedola of Bridgeport],
Bridgeport

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

Executive Summary

The Talmudic Institute of Connecticut (also known as Yeshiva Gedola of Bridgeport) has submitted an application to the Board of Governors for initial licensure of an institution of higher education to offer a Certificate program in Talmudic Studies. Talmudic study has a long history in Jewish education stretching back almost two thousand years. It centers on Jewish religious, ethical, cultural, and legal norms and the various commentaries and interpretations that have been amassed over the centuries.

Yeshiva Gedola [or school of higher learning] was founded in 2004 and is located on the premises of a former synagogue built in the 1950s. The school is currently training approximately 40 students in Talmudic studies. As this is an initial application an evaluation team representing the Board of Governors conducted a visit to the institution on June 19, 2007 and the results of this evaluation are found in the Quality Assessment section of the Report.

The Advisory Committee on Accreditation, at its meeting on November 15, 2007, reviewed the program and found it to be in compliance with the Board of Governors approval standards. The vote to recommend approval to the Board of Governors was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license the Talmudic Institute of Connecticut to operate as an institution of higher education in Connecticut for a period of two years, until December 31, 2009. It is also recommended that the Board of Governors for Higher Education license a Certificate program in Talmudic Studies to be offered by the Talmudic Institute of Connecticut for a period of two years, until December 31, 2009. It is additionally recommended that the Board of Governors for Higher Education require the Talmudic Institute of Connecticut to provide the Department of Higher Education with a progress report, by December 1, 2008, on the implementation of the Institute's Strategic Plan, including progress made on plans for facility improvements, an increase in faculty appropriate to student numbers and projected changes to the curriculum, increase in library materials, and a projected budget. And, it is further stipulated that the Institute submit an application for institutional and programmatic accreditation to the Department of Higher Education by July 1, 2009.

Description

Purpose and Objectives

The Yeshiva's objective is to produce well-rounded, mature scholars who are versed in the Talmud and classical Judaic Studies. Such an education is designed to provide a firm foundation in Jewish ethical and cultural values upon which students can build their professional careers. To this end the school is seeking cooperative arrangements with local colleges and universities so that its students can combine their Talmudic studies with professional and general education courses.

Administration

The Yeshiva's Board of Directors is made up of fifteen volunteers drawn from the community. They are legally responsible for the institution and exercise general oversight in policy, planning and financial matters. The school's day to day administration is in the hands of its executive officers. The *Rosh HaYeshiva* (Head of the Institution) is Rabbi Simcha Bunim Berger, who serves as President and Chief Executive Officer. Rabbi Eli Hersh is the *Mashgiach* (Supervisor and student mentor) and serves as Director of Student Life. Rabbi Shlomo M. Rosenstock is in charge of general administration.

Curriculum

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

Generally, one tractate is studied per year, with approximately 75 folios (two-sided pages) being covered in the course of the year. The objective is to have the student learn some of the tractates in detail, while at the same time acquiring the tools, and the thirst for knowledge, which will enable and encourage him to complete the study of the Talmud after he leaves the academy. Students also take instruction in Jewish Scripture, Ethics, History, Law and Philosophy.

All students are full-time, residential students, studying nine hours per day, five and a half days per week. The minimum required number of weeks of instruction per year is 34 weeks with each semester consisting of 17 weeks exclusive of holidays and examination periods. Provision is made for extracurricular activities at the nearby Jewish Community Center. The Certificate Program will last two years.

The Certificate in Talmud is 60 credit hours with the following departmental distributions:

Talmud Department:	24 Credits
Bible Department:	12 Credits
Jewish Law Department:	12 Credits
History Department:	6 Credits
Philosophy and Ethics Department:	6 Credits

Admission and Enrollment

All students must: (a) be High School graduates; (b) be able to read and write classical Hebrew; (c) possess a working knowledge of Aramaic; and (d) demonstrate potential for success at Talmudic studies. Applicants must have an interview and take an oral test of Hebrew proficiency. There is a 70% acceptance rate.

There are approximately 40 full-time male students currently enrolled at the Yeshiva.

Assessment of Need

Labor Market

This program of studies is not intended to have a direct vocational outcome but it is valued as providing a strong ethical foundation in the pursuit of such professions as law, medicine and education. The U.S. Department of Labor, Bureau of Labor Statistics', *Occupational Outlook Handbook*, 2004-2005 edition states:

Job opportunities for rabbis are expected in all four major branches of Judaism through the year 2012. Rabbis willing to work in small, underserved communities should have the best prospects. Graduates of Orthodox seminaries who seek pulpits should have opportunities as growth in enrollments slows and as many graduates seek alternatives to the pulpit. Rapidly expanding membership is expected to create employment opportunities for Reconstructionist rabbis. Conservative and Reform rabbis should have job opportunities serving congregations or in other settings because of the large size of these two branches of Judaism.

Similar Programs

Currently, there is one similar program in Connecticut, the Bais Binyomin Academy in Stamford, which was licensed by the Board to offer certificates in Talmudic Studies in 2005.

Resource Support

Faculty

The Yeshiva lists five full-time faculty for the program. All are rabbis and all have extensive Talmudic education at other Yeshivas.

Library

The principal library at the Talmudic Institute is designed to support its academic program and contains between 500 and 1,000 volumes scattered throughout the building. All of the volumes are works of Jewish study including: (1) the Pentateuch, Prophets and Haigiographa; (2) the Babylonian and Jerusalem Talmud; (3) Jewish legal codes; and (4) Jewish Philosophy and Ethics. There is also a collection of Judaica in electronic format. The library is maintained by student volunteers who are supervised by the faculty. Arrangements have been made with a local library to allow students access to its collection. The approximate average annual expenditure on library resources is \$10,000.

Facility and Equipment

The school is housed in a converted Synagogue, built in the 1950s and located at 85 Arlington Street in Bridgeport, Connecticut. It contains a main lecture hall, classroom/library space, administrative and faculty offices, a dining hall, and worship space.

Quality Assessment

On June 19, 2007, an evaluation team representing the Board of Governors for Higher Education visited the Talmudic Institute (or Yeshiva Gedola) for the purpose of determining whether it met the Board's Approval Standards for licensure. Members of the team were: Dr. Shirley Adams, Charter Oak State College (ACA Representative); Dr. Robert Lorenz (Vermont Department of Education); Dr. Christine Thatcher (DHE staff member); Mr. Scott Cieko (DHE staff member); and Dr. Thomas Tynan (DHE staff member). The team met with directors, administration, faculty, staff, and student body as well as toured the facility and examined student and financial records. As reported below, the team found the Academy to be in substantial compliance with the Board's Approval Standards.

- 10a-34-10(a). Purposes and Objectives. *“Eligibility for licensure or accreditation of an institution of higher learning shall be based on (1) evidence that the primary purposes of the institution are educational in nature and (2) demonstration that the purposes and objectives of the institution are appropriate to higher education in level, standards and quality”.*

The team found the primary purpose of the institution to be educational in nature and that the Talmudic training is of greater depth than High School level study with an emphasis

on critical thinking. While the program's lack of a General Education component to the curriculum precludes it from approval as a college degree program it appears approvable as a credit-bearing, Certificate program.

- 10a-34-11(b). Governing Board. *“There shall be an institutional governing board such as a board of directors or a board of trustees whose powers and duties are outlined in written documents”*.

The evaluation team met with members of the governing board. The team was impressed by the board's breadth of experience, engagement, and commitment to the school. The Board standard is met.

- 10a-34-11(e). Planning and Evaluation. *“The institution shall have a planning process for establishing goals and objectives and for identifying the means to achieve its objectives. Planning shall include needs assessment and resource allocation. The institution shall have a review process to determine whether its programs and services are helping it to achieve stated objectives. . . .”*

The team found that owing to the relatively short length that the school has been in operation, most planning has been *Ad Hoc*, so the team recommends the following:

Recommendation. That the school begin to develop an on-going, Five Year Strategic Plan which includes projections on tuition revenue, programmatic and capital expenses, fund raising efforts, and the like. Such a plan would be especially useful in carryout the institution's intention to increase its current endowment and expand its physical plant.

Institutional Response: Rabbi Berger has submitted a Five Year strategic plan. This document includes plans for facility improvements, an increase in faculty appropriate to student numbers, increase in library materials and a projected budget. The Board standard has been met.

- 10a-34-12(a). Financial Resources. *“The financial resources of the institution shall be adequate for the effective achievement of the purposes and objectives of the institution and each of its programs, and for meeting obligations to the staff, students and all persons to be served by the institution.”*

The team examined the financial records of the school and found the school's financial resources to be adequate for the effective achievement of the institution's purposes and objectives and to meet its financial obligations. The development of a Strategic Plan (recommended above) will be invaluable in assisting the school to maintain financial stability. The Board standard is met.

- 10a-34-13. Faculty. The standard for Faculty includes, *“(a) General Requirement. Institutions shall employ a sufficient number of qualified faculty to support all areas of instruction required for completion of all programs. . . . There shall be a*

reasonable ratio of full-time and part-time and adjunct faculty for each program. (b) Qualifications. Faculty members shall have appropriate degrees from regionally accredited institutions or in accordance with constituent unit policy they shall demonstrate an equivalent level of competence in the specific subject areas they are assigned to teach. The master's degree shall be the minimum qualification for teaching undergraduate courses. . . . "

The team found the five full-time faculty members to be dedicated to the students and sufficient in number for the school and its program. Their training and teaching experience for this highly specialized field of Talmudic studies appears to be adequate and equivalent in level to the Master's Degree. However, the team recommended the following:

Recommendation. As the school moves forward it is important that procedures and criteria are developed for documenting equivalent-level experience for current faculty and future hires. Further, as the school aspires to offering baccalaureate degrees at some point in the future, it will need to implement a faculty development plan to ensure that a significant portion of its faculty will possess Master's degrees in such non-Talmudic areas as Scriptural Studies and Jewish History. The Board Standard has been met.

Curriculum and Instruction

- 10a-34-15(b). General Education. Currently, the Board's regulation on general education states: *"The general education component of associate and baccalaureate degree programs shall include a balanced distribution of required courses or restricted electives in the humanities, arts, natural and physical sciences, mathematics, and social sciences comprising at least . . . 33 percent of the minimum requirements for the baccalaureate degree . . ."*

The Board's Regulations state that undergraduate degree programs must have a General Education component. Since the school's curriculum consists primarily of reading, studying, and debating Talmudic tractate, the team notes that there is no provision for explicit study in subject-content areas normally encountered in a general education. The team was pleased to note that the students do take courses in the evening at local colleges and universities and that the School is actively attempting to forge articulation agreements with neighboring institutions. The team also recommends:

Recommendation. Individual course syllabi shall be written with expected outcomes for each course which demonstrate the progression in ascending level of academic complexity from entry level to completion (or graduation).

The institution has supplied syllabi for review. Each of these syllabi include Course objectives, Learning outcomes, Course outline, Texts, Instructional Method, Method of Evaluation and Criteria for Evaluation.

The Board standard is met.

- 10a-34-18. Library and Learning Resources. The Board’s standard on Libraries includes, *“The institution shall be required to demonstrate that its library includes or will include sufficient printed materials and other learning resources to support the needs of each program.”* Also, *“The planning coordination and direction of library and learning resource activities shall be the responsibility of personnel with appropriate training, including both professional and support staff”*.

The team found that there is a serviceable library (in Hebrew) of Torah texts and commentaries which are apparently well used by the students and faculty. However, the library is highly specialized and has no general education collection. It is also student-run and has no professional librarian. Again, as the institution aspires to degree granting status provisions for more comprehensive library resources will have to be made. This will need to include a basic on-site core collection as well as a formal written agreement with an appropriate library to augment the Academy’s collection and to provide students with assistance with on-line searching and general reference questions.

The Board standard is met.

- 10a-34-19. Facilities and Equipment. *“Institutions shall be required to demonstrate that adequate facilities and equipment are available to support all programs.”*

The school occupies a synagogue building that was built in the 1950s. It has sufficient space for current classroom activities and present administrative needs. However, it had previously been limited to religious services and is now serving as a school. In consideration of its expanded and more public role the team recommends:

Recommendation. That the building be inspected to ensure it meets all relevant fire safety and sanitary requirements for a school and that reports of these inspection(s), along with proof of adequate insurance, must be submitted to the Department of Higher Education and any unsatisfactory conditions be remedied prior to the school’s licensure by the Board.

Institutional Response: The Talmudic Institute hired Brauner Electric Co., LLC for their Fire Code Inspection, dated August 7, 2007. The school also submitted a letter dated October 19, 2007 from Brauner Electric Co., LLC as evidence of installation of the following: 11 smoke detectors, interconnected, 2 carbon monoxide detectors, interconnected, emergency lights and exit lights at all exits as required by law, and 7 fire extinguishers where required by law. An environmental health and safety report was conducted on November 6, 2007. The school was found to be in compliance, and recommendations from this report will be attended to. Evidence of proper insurance has also been submitted to the Department of Higher Education.

- 10a-34-22(a). Academic Records. *“For each student who enrolls, the institution shall prepare, permanently file, and have available a transcript or comparable record that specifies all credit instruction attempted or completed by the student.”*

The evaluation team found student records and transcripts to be in satisfactory order.

The Board standard is met.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Western Connecticut State University

Item: Extension of Licensure for the Program in Instructional Leadership, leading to the Doctor of Education (Ed.D.) Degree

The program in Instructional Leadership, leading to the Ed.D. degree at Western Connecticut State University was licensed by the Board of Governors in December 2002 for a period of five years, until December 31, 2007. The University submitted its application to the Board of Governors as a result of Public Act 01-141, dated June 28, 2001, which enabled the Board of Trustees for the Connecticut State University System to establish a five-year pilot program to award education doctoral degrees upon authorization by the Board of Governors for Higher Education.

When the Board of Governors licensed the pilot program in December 2002, it did so with the following requirements and stipulations:

That the University report annually to the Department of Higher Education and to the Board of Governors on the following matters:

- a. program performance and projections, including enrollment, retention, and budget information in a format determined by the Department of Higher Education. Such information will include tuition income in the Ed.D. program; enrollment statistics and tuition and fee income in undergraduate, master's and sixth-year level programs in the School of Education, including an explanation of the allocation of resources from those programs in support of the Ed.D. program; numbers of applicants and numbers of acceptances in the Ed.D. program; student attrition rates in the Ed.D. program, by cohort and for the program as a whole; faculty workloads in the School of Education in light of the need to accommodate dissertation advising into faculty workload schedules; the impact of discretionary release-time for Ed.D. faculty to conduct research that will ultimately culminate into scholarly works (all full-time faculty involved in the Ed.D. program will receive a minimum three to six credits/semester or six to twelve credits/annually of release-time to pursue their own research and scholarship);
- b. the cost of maintaining a satisfactory doctoral faculty/student ratio, including the cost of hiring "methodologists and other consultants" for the program and the cost of hiring adjunct faculty members to meet teaching needs in the University's other undergraduate and graduate programs in Education;
- c. implementation of the faculty development program, especially progress made in doctoral-level mentoring of students;
- d. progress made in faculty searches, to appoint individuals with teaching experience and research expertise in the area of instructional leadership, particularly at the advanced graduate level;
- e. progress made in the development and implementation of curriculum modules.

f. progress made in building appropriate professional relationships and codifying agreements with school districts, including progress in the work of the Advisory Board.

WCSU responded to these requirements and stipulations by submitting a yearly report to the Board of Governors.

The University has submitted its application for accreditation of the program and the Department of Higher Education has reviewed it. The Department has some questions about the program and is in then process of discussing those questions with the University and with the Connecticut State University System Office. That discussion, and the steps that follow, will not be completed before the December 31, 2007 expiration of the program's license.

The Department of Higher Education therefore requests an extension of licensure for the program until March 31, 2007. It will use this period of licensure extension to secure answers to questions that have been raised and to complete its review of the program.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education extend the licensure of the program in Instructional Leadership, leading to the Doctor of Education (Ed.D.) degree, offered by Western Connecticut State University, for a period of three months, until March 31, 2008.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Providence College, Providence, Rhode Island

Item: Authorization to place students enrolled in the Music Education program for required field experience and clinical practice in Connecticut schools

Executive Summary

Providence College has applied to the Board of Governors for Higher Education for authorization to place students enrolled in its Music Education program for the required field experience and clinical practice in Connecticut schools. The College is accredited regionally by the New England Association of Schools and Colleges (NEASC) and is authorized to offer educator preparation programs in specific certification areas by the Rhode Island Department of Education. It is seeking authorization from the Board of Governors for Higher Education so that it can have the option to place students in Connecticut schools to complete their required student teaching. The College is specifically interested in student teaching placements at the Mystic Middle School.

This is the second request from Providence College to place students into Connecticut field experiences. The Board of Governors for Higher Education granted approval to Providence College to place students enrolled in its Graduate Counseling program for the required field experience and clinical practice in Connecticut schools in December 2006 for a period of five years, until December 31, 2011. This second request, for students enrolled in the College's Music program, is separate from the authorization granted in 2006.

The Advisory Committee on Accreditation, at its meeting on November 15, 2007, reviewed the program and found it to be in compliance with Board of Governors standards for field placements in Connecticut. The vote to recommend approval to the Board of Governors was all in favor with one abstention.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education grant approval to Providence College to place students enrolled in its Music program for the required field experience and clinical practice in Connecticut schools, for a period of five years, until December 31, 2012.

Description

Purposes and Objectives

The College notes that the music teachers and administration at Mystic Middle School have expressed their willingness and enthusiasm in having student teachers from the College.

Administration

Student's internships will be overseen by a college supervisor and by a school supervisor.

The college supervisor will be in regular e-mail and phone contact with the cooperating teachers at Mystic Middle School. In addition, the college supervisor will visit the site between two and four times during the placements, observing at least two classes during each visit.

Student progress will be evaluated by the cooperating teachers and the supervising professor from the College. This will be done at the middle of the placement and at the end of the placement. Cooperating teachers and the college supervisor will also evaluate a minimum of two lessons/observations according to the Providence College Student Teacher Handbook.

Curriculum

The Music Education degree is a double major in music and in music education. The program includes a core curriculum whose underlying premise is a liberal arts education. In addition to the core curriculum, students are expected to become proficient in music skills. Content courses required of Music Education majors include the following:

Msc 106	Recital Attendance
Msc 201, 202, 301, 302	Music Theory
Msc 201L, 202L, 301L, 302L	Theory Lab (Ear Training and Sight Singing)
Msc 310, 311, 312	Music History and Literature
Msc 206, 306, 207	Piano and Voice Classes
Msc 305	Conducting
Msc 420	Senior Recital/Project

Educational Planning Context

Need for the Program

The College states that it has the encouragement of Mystic Middle School, which is part of the Stonington School District, to place student teachers.

Comments from other Institutions

No comments or questions about the program were received from Connecticut colleges or universities.

Resources

Faculty

The College indicates that it will place interns under the supervision of a school supervisor and a college supervisor, who will cooperate in the internship process.

Library and Learning Resources

The College indicates that graduate students use the facilities of its Phillips Memorial Library. Students may also obtain necessary materials through the interlibrary loan system from other Rhode Island colleges and universities and from libraries around the country.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Quinnipiac University

Item: Licensure and Accreditation of a Health Care Compliance Certificate

Background

Quinnipiac University has applied to the Board of Governors for Higher Education for licensure and accreditation of a program in Health Care Compliance, leading to a Certificate.

The Advisory Committee on Accreditation, at its meeting on November 15, 2007, reviewed the program and found it to be in compliance with Board of Governors' quality standards. The vote to recommend approval to the Board of Governors was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license and accredit a Certificate in Health Care Compliance offered by Quinnipiac University for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The Health Care Compliance Certificate program was developed as a joint program between the Quinnipiac University School of Business and School of Law. The program was developed in response to a growing need for trained compliance officers in all areas of the health care industry and the need to raise the level of professionalism among such officers. Representatives from the School of Business and School of Law worked with the Health Care Compliance Association (HCCA) to develop the program.

The program is designed for individuals with five or more years of experience in the health care industry and a minimum of a baccalaureate degree from an accredited university. The program is also available to Quinnipiac University MBA students, MBA in Health Care Administration students and students pursuing a JD, joint JD/MA or JD/MBA- Health Care Management degree.

Administration

The Director of the M.B.A. in Health Care Management program has responsibility for all administrative duties for the program. The Director reports to the Dean of the School of Business.

Curriculum

The program requires completion of six courses. Courses in the program come from existing business and law courses.

The curriculum is as follows.

Required:

HM 630 – Corporate Compliance in the Health Care Industry (3 credits)

General Management – 6 credits required from among the following:

HM 621 – Quality Management in Health Care Facilities (3 credits)

HM 660 – Human Resource Management in Health Services Administration (3 credits)

MG 600 – Business Ethics & Legal Environment (3 credits)

MG 603 – Project Management (3 credits)

MG 610 – Managing People and Organizations (3 credits)

Law Courses – 4 credits minimum required from among the following:

HM 668 - Legal Aspects of the Health Care Industry (3 credits) – students with no law background must take this course.

LAW 345 – Law & Medicine (2 credits)

LAW 348 – Advanced Law & Medicine (2 credits)

LAW 352 – Health Care Business Transactions (2 credits)

LAW 542 – Regulation of Health Care Industries (2 credits)

LAW 601- Managed Care Law (2 credits)

Financial Management – 3 credits required:

AC 411 – Auditing Theory & Practice (3 credits)

HM 664 – Financial Management in Health Care (3 credits)

Professional Accreditation

The Health Care Compliance Certificate is certified by the Health Care Compliance Association (HCCA) as the first university-based program in the country to train health care compliance officers. Upon completing the program, students qualify to take the HCCA board's national certification examination.

Admissions and Enrollment

Estimated Enrollment in Proposed Program

Year	Enrollment
2007-2008	10
2008-2009	15

Course Enrollments

Course	Summer 2007	Spring 2007	Fall 2006	Summer 2006	Spring 2006	Fall 2005
HM 630		20		9		
HM 621						20
HM 660			10			12
MG 600		47	29	27		
MG 603		16		29		
MG 610	24	22	23	25		52
HM 668		28		10		
LAW 345			32			42
LAW 348						
LAW 352						
LAW 542			7			9
LAW 601					10	
AC 411		31		38		
HM 664			18			

Educational Planning Context

The program was developed in response to a growing need for trained compliance officers in all areas of the health care industry and the need to raise the level of professionalism among such officers. Representatives from the School of Business and School of Law worked with the Health Care Compliance Association (HCCA) to develop the program.

Other Programs in Connecticut

There are no other similar programs in Connecticut.

Resource Support

Faculty

Existing faculty, including some part-time faculty, of the School of Business and School of Law will comprise the faculty of the Health Care Compliance Certificate program. No additional faculty are required. The School of Business is under strict guidelines as established by its accreditation by the AACSB (Association to Advance Collegiate Schools of Business) with respect to the quality of faculty in all degree programs. The School of Law operates under similar criteria as established by the ABA (American Bar Association). Only academically or professionally qualified faculty are utilized for teaching in the Certificate program.

<i>Name</i>	<i>Rank</i>	<i>Highest Degree/Field</i>	<i>Employment Status</i>	<i>Course Assignments</i>
Adobor, Henry	Associate Professor	Ph.D., Management	Full-time	MG 600 MG 610
Cadden, David	Professor	Ph.D., Management	Full-time	MG 610 MG 603
Latham, Stephen R.	Professor	J.D., Law	Full-time	LAW 352
Mattie, Angela	Assistant Professor	J.D., Law	Full-time	HM 621 HM 630 HM 660 HM 668
McMullen, Ronald	Professor	Ed.D., Organizational Management	Full-time	MG 610
Meixell, Mary	Professor	Ph.D., Management	Full-time	MG 603
Messey, Robert	Instructor	J.D., Law	Part-time	LAW 345
Ortiz-Walters, Rowena	Assistant Professor	Ph.D., Management	Full-time	MG 610
Pajor, Joseph	Instructor	M.P.H., Hospital Administration	Part-time	HM 664
Pepe, Gregory J.	Instructor	J.D., Law	Part-time	LAW 601
Thomas, W. John	Professor	J.D., Law	Full-time	LAW 345
Ronai, Stephen	Instructor	J.D., Law	Part-time	LAW 542
Sheik, Aamer	Associate Professor	Ph.D., Accounting	Full-time	AC 411

Library Resources

The Arnold Bernhard Library, opened in 2000, serves Quinnipiac University's undergraduate and graduate programs. The library is about 48,000 square feet in size, and has seating capacity for 600 students. It includes 13 group rooms for student use, a 30 seat instructional facility, and nearly 600 power/data connections for laptop computers. The library provides a wealth of resources relevant to the Health Care Compliance Certificate program, including a comprehensive collection of books on the subjects of health care, health care management, business ethics and all aspects of business. It has an impressive assortment of current health care management and business periodicals, and an assortment of microforms and audiovisual materials. Annual budget allocations allow for expanding library resources each academic year.

The 50,000 square foot School of Law Library is also accessible to students in this program. The law library houses more than 425,000 volumes and offers wireless access to databases and other resources.

Facilities

Web-based resources relevant to the Health Care Compliance Certificate program are accessible from 70 computer terminals in the Bernhard Library, from similar work stations in the School of Law library, and from student and faculty laptop computers on or off campus that have ready access to the Quinnipiac University network.

Classroom configurations and consistently updated technology within classrooms allow for a variety of teaching methods in both the School of Business and School of Law.

Courses in the program utilize the Blackboard system, which facilitates communication among instructors and students, the posting of course material and lecture notes, and links to reference materials in publications and websites on the Internet.

Some business courses are available online through QU Online; the university's expanding system of providing optional computer access to a wide variety of regularly scheduled undergraduate and graduate courses.

INFORMATION ITEM: ACADEMIC AFFAIRS AND PLANNING

Institution: Gibbs College

Item: Progress Report for the Program in Criminal Justice, leading to the Associate of Science (A.S.) degree

The Board of Governors for Higher Education licensed the program in Criminal Justice at Gibbs College during its meeting in February 2007. When it licensed the program, the Board of Governors stipulated that the College provide quarterly progress reports for the program. The following report addresses the six areas on which the Board of Governors asked the College to focus:

- Program enrollment figures consistent with expectations;
- Student competencies reflected in Gibbs College's grading policy;
- Evidence of continuing support to upgrade library holdings, both hard copies and electronic subscriptions;
- Evidence of sufficient computer labs and program-related equipment and tools;
- Evidence that all of the College's faculty members have at least a Master's degree in the field of their expertise;
- Evidence that the College's instructional staff have the opportunity and flexibility to revise and enhance the currently submitted curriculum as it is modeled after other programs in the Career Education Corporation (CEC) system.

A. Program Enrollment

The Criminal Justice program was licensed by the Department of Higher Education in February 2007 and accredited by the national accrediting body ACICS on April 2, 2007. Gibbs College enrolled its first cohort on July 16, 2007. The College received 29 applications for the new Criminal Justice program and enrolled 19 students into day and evening cohorts.

Of the 19 enrolled students, four students withdrew from the college before the end of the Summer 2007 term.

The college has received 51 applications for the Criminal Justice program for the Fall 2007 quarter and enrolled 30 students to begin the October cohort.

B. Student Competencies

The College notes that it has incorporated a prescribed list of student competencies into the grading policy of every course. The individual course objectives set forth in course curricula

support the primary objectives of the whole of the program. Each competency is assigned a value or percentage. From each achieved competency, an overall percentage of competencies for the course are totaled. This score, combined with other factors – such as class participation, observable hands-on skill demonstration, and research projects – determines the final course grade. The competency-based education model used at Gibbs College ensures that proficiency builds and is reached by the end of the program.

C. Library Holdings

The College states that it has established a library budget for 2007 in the amount of \$24,000 for the acquisition of new titles. Each quarter, the College states, additional resources will be acquired to continue expanding the current holdings.

Gibbs College has purchased additional library materials to better serve student needs as they progress through the Criminal Justice curriculum. Since the initial program application, Gibbs College has acquired the following new titles:

Books

- *Above the Law: Police and the Excessive Use of Force*
- *An Assessment of Black Crime, Delinquency, and the Criminal Justice System*
- *Bad Kids: Race and the Transformation of the Juvenile Court*
- *Battered Women in the Courtroom: The Power of Judicial Responses*
- *Blackstone 's Guide to the Criminal Justice Act 2003*
- *Breaking the Brass Ceiling: Women Police Chiefs & Their Path to the Top*
- *Community Policing: A Contemporary Perspective*
- *Crime Control and Social Justice: The Delicate Balance*
- *Crime, Gender, and Sexuality in Criminal Prosecutions*
- *Criminal Law Theory: Doctrines of the General Part*
- *Discipline and Punish: The Birth of the Prison*
- *Drug Testing in Law Enforcement Agencies*
- *Encyclopedia of American Crime (volumes 1 and 2)*
- *Encyclopedia of White-Collar & Corporate Crime*
- *Encyclopedia of Women and Crime*
- *Ethical and Legal Issues for Imaging Professionals*
- *Experts in Court: Reconciling Law, Science, and Professional Knowledge*
- *Fear of Crime Among Inner-City African Americans*
- *Force Under Pressure: How Cops Live*
- *Gender and Community Policing: Walking the Talk*
- *Handbook of Domestic Violence Intervention Strategies: Policies, Program and Legal Remedies*
- *Hate Crimes*
- *Hate Crimes: Criminal Law & Identity Politics*
- *Issues in Security Management: Thinking Critically About Security*
- *Juvenile Justice: Process and Systems*

- *Landmark Decisions of the United States Supreme Court II*
- *Law & Ethics in Diagnostic Imaging and Therapeutic Radiology*
- *Law and Justice: An Introduction to the American Legal System*
- *Law, Liability, and Ethics for Medical Office Professionals*
- *Legal and Ethical Issues in Health Occupations*
- *Legal Aspects of Documenting Patient Care*
- *Medical Law and Ethics*
- *Monster: The Autobiography of an L.A. Gang Member*
- *Peace in the Streets*
- *Police & Security*
- *Police and Citizen Perceptions of Police Power*
- *Policing Within the Law: A Case Study of the New York City Police Department*
- *Private Security and Public Policing*
- *Punishment in America*
- *Rape and the Legal process*
- *Risk Management for Security Professionals*
- *Seeking Employment in Criminal Justice and Related Fields*
- *Sensible Justice: Alternatives to Prison*
- *Study Skills for Criminology (2 copies)*
- *The Aging of America: A Handbook for Police Officers*
- *The Changing Borders of Juvenile Justice: Transfer of Adolescents to the Criminal Court*
- *The Correctional Officer: A Practical Guide*
- *The Dictionary of Crime Terms*
- *The Jury & the Defense of Insanity*
- *The New World of Police Accountability*
- *The Oxford Companion to the Supreme Court of the United States*
- *The Police Power: Patriarchy and the Foundations of American Government*
- *The Youth Gang Problem: A Community Approach*
- *Weeks v. United States: Illegal Search and Seizure*
- *Women in Public & Private Law Enforcement*
- *Young, Poor, and Pregnant: The Psychology of Teenage Motherhood*
- *Youth on trial: A Developmental Perspective on Juvenile Justice*
-

In addition to acquiring texts for its physical library, the College indicates that it pays approximately \$10,000 per year to participate in a consortium with 75 schools, colleges, and universities, owned by Career Education Corporation (CEC), giving Gibbs College students access to a vast online database of knowledge materials. The collection, consisting of full-text, peer-reviewed articles from scholarly journals, has been carefully selected to support the students as they advance through their programs of study, not just their core degree courses but also their general education courses. A sampling of the full-text electronic resources available include:

- Academic Search Premier – A multi-disciplinary database;
- Art Abstracts – International art and museum publications;
- Business Source Elite – Business, economics, and company profiles;
- MasterFILE Premier General reference, biographies, and primary sources;
- Icon – Connecticut Digital Library;
- ProQuest Education Complete – All aspects of education;
- Regional Business News – Regional business publications;
- Safari Tech Books – Over 1,200 electronic books regarding computers and technology;
- Issues and Controversies — A collection of articles and newspaper clippings written in a pro/con format used to support general education courses;
- Lexus Nexus Academic – Collections for the support of legal and general education programs.

The College indicates that it orders new library resources every month. Recommendations for future resource acquisitions will be gathered in a collaborative effort between the Librarian and the library committee, Director of Education, Program Director, advisory board, and faculty.

D. Equipment and Tools

The College notes that its existing computer hardware and software licenses more than accommodate the requirements for the courses in the Criminal Justice program.

E. Faculty Qualifications

The College affirms that it has faculty members who are academically and experientially qualified in the field of criminal justice. All faculty have a Master's degree. The qualifications of the current faculty in the Criminal Justice program (excluding general education courses) are listed below.

Judith Rozarie, full-time program director and faculty member

Masters Degree in Sociology – Southern Connecticut State University.

Ms. Rozarie is the Program Director of the Criminal Justice Program. Coursework within the field included Sociology of Law, Sociology of Deviant Behavior, Criminal Justice and Minorities, Criminal Justice, Sociological Theory, Methods of Social Research, Intergroup Relations, and Urban Planning. Her research interests within Criminal Justice include diversity in policing and its effects on the community and deviance as viewed in different cultures.

Paul Verille, adjunct faculty member

Masters Degree in Criminal Justice – University of New Haven

Mr. Verille has more than 35 years experience in law enforcement, juvenile and adult probation, counseling, and special education. He currently works as Connecticut State Marshall, and prior to that worked for 19 years for the Fairfield County Sheriffs Department.

Linda Maloney, adjunct faculty member

Masters Degree in Women's Studies (Women as Crime Victims and Criminals) with a Minor in Sociology – Southern Connecticut State University From 1974-1990, Ms. Maloney was a Detective in the Norwalk Department of Police Services. Additionally she has spent more than seven years as a private investigator and is currently the Director of Public Safety for Sacred Heart University.

Susan Fontana, adjunct faculty member

Masters Degree in Criminal Justice – University of New Haven
From 1984-1990, Ms. Fontata worked as a police officer for the New York City Police Department and most recently worked as an investigator for Primo Courage Corporation in Levittown, New York.

F. Curriculum Enhancements

The College states that it uses an advisory board for the program made up of faculty and industry professionals from the communities that the college serves. To date, the prescribed curriculum has not been altered.

Because the institution's mission is to offer industry-current, career-related programs of study, the College states that its faculty has the opportunity to revise and enhance current curricula to reflect the needs of the workforce. This process is in accordance with the Faculty Handbook, which defines academic freedom and endorses faculty participation in curriculum development, modification, and enhancements. The College also states that, when valuating and improving curricula, management considers changes in technology, the impact of new research in basic and applied science and engineering, and new theories of best practice and analysis.

The College will submit its next progress report in January 2008.

FIRST TIME TEACHING CERTIFICATES ISSUED BY THE CONNECTICUT STATE DEPARTMENT OF EDUCATION

2001-2007

SUBJECT & GRADE LEVELS	TOTAL # CERTIFICATES ISSUED	NUMBER OF CERTIFICATES ISSUED TO ARC GRADS	PERCENT OF CERTIFICATES ISSUED TO ARC GRADS
DESIGNATED SHORTAGE AREAS (NOT ALL OF THESE SUBJECTS HAVE BEEN ON THE SHORTAGE LIST EACH YEAR)			
English – Grades 7-12	1,066	107	10.04%
*Mathematics – Grades 7-12	784	181	23.09%
*Biology – Grades 7-12	552	127	23.00%
Music, PK-12	435	87	20.00%
*Spanish, Grades 7-12	393	133	33.84%
*Chemistry, Grades 7-12	148	75	50.68%
*General Science – Grades 7-12	136	37	27.21%
Technology Education – PK-12	131	29	22.14%
*French – Grades 7-12	89	51	57.30%
Earth Science – Grades 7-12	89	19	21.35%
*Physics – Grades 7-12	83	40	48.19%
Family & Consumer Sci. – PK-12	58	23	39.66%
Italian – Grades 7-12	22	6	27.27%
*German – Grades 7-12	10	6	60.00%
*Latin – Grades 7-12	10	6	60.00%
*Other Languages	6	5	83.33%
OTHER SUBJECT AREAS FOR WHICH ARC IS THE LEADING PREPARER OF TEACHERS			
*Foreign Language - Elementary	187	172	91.98%
*Mathematics – Grades 4-8	170	92	54.12%
*English – Grades 4-8	163	94	57.67%
*Social Studies – Grades 4-8	132	46	34.85%
*General Science – Grades 4-8	80	57	71.25%

*ARC prepared the largest number and largest percentage of teachers certified in this subject of all teacher preparation programs in the state.

Source: Connecticut State Department of Education (July 16, 2007)