

**Agenda**  
**Board of Governors for Higher Education**  
Department of Higher Education  
Hartford, CT  
March 17, 2010  
1:30 p.m.

Page

**Call to Order**

**Approval of the February 17, 2010 Board Meeting Minutes**

**Public Participation**

**Chairman's Report**

**Commissioner's Report**

**Commissioner's Consent Calendar**

Academic Affairs

▪ New Degree Programs

Licensure

1. [Master of Science in Nursing Education, online, Sacred Heart University](#) 3
2. [Master of Science in Teacher Leadership, online, Quinnipiac University](#) 7

▪ Program Accreditations

1. [Associate of Science in Insurance and Financial Services, Capital Community College](#) 11
2. [Associate of Science in General Studies, Goodwin College](#) 13
3. [Bachelor of Arts in Journalism, Central Connecticut State University](#) 15
4. [Bachelor of Arts in Theater, Quinnipiac University](#) 19

▪ Progress Report

1. [St. Thomas Seminary](#) 23
2. [Gibbs College](#) 25

**Academic Affairs Action**

▪ New Degree Programs

Licensure

1. [Certificate in Medical Billing & Coding, Gibbs College](#) 27
2. [Master of Public Administration, Post University](#) 33

**Other Business**

**Report of the Standing Advisory Committee**

**Executive Session**

1. Personnel Matters

**Adjournment**



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Sacred Heart University

Item: Licensure and Accreditation of a Nursing Education Track, within the accredited Master of Science in Nursing degree program, to be offered online

Date: March 17, 2010

### Executive Summary

Sacred Heart University has applied to the Board of Governors for Higher Education for a program in Nursing Education as a track in the Master of Science in Nursing degree program, and will offer this program online.

Sacred Heart University currently offers three tracks within the MSN program: Family Nurse Practitioner (FNP), Patient Care Services Administration (PCS), and Clinical Nurse Leader (CNL). These programs are accredited by the American Association of Colleges of Nursing (AACN). A Nurse Educator certificate has been offered since 2007.

The proposed Nursing Education track has been developed in response to the shortage of faculty in nursing, which impacts the overall nursing shortage in the State.

The Advisory Committee on Accreditation, at its meeting on February 18, 2010 reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors for Higher Education was all in favor.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license and accredit a Nursing Education Track within the Master of Science in Nursing program, leading to a MSN, to be offered by Sacred Heart University, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The following objectives were provided by the institution:

1. Develop connections with and show empathy for clients, family, and colleagues.
2. Establish effective collaborative relationships with interdisciplinary team members.
3. Convey and process information effectively and accurately with individuals and groups in a manner that enhances credibility and builds relationships.
4. Demonstrate critical thinking skills as evidenced by the ability to analyze, synthesize, evaluate, and reflect.
5. Provide and/or foster evidence-based, clinically competent and resource-efficient contemporary care.
6. Foster population-based health care for diverse client groups across the lifespan that uses resources effectively relies on evidence and is appropriate to setting and role.
7. Analyze complex factors that influence health care needs for individuals, groups and communities.
8. Ensure appropriate, cost effective, quality health care outcomes across the care continuum.
9. Demonstrate effective leadership skills needed for advanced practice in the contemporary and future health care delivery system.
10. Use knowledge of local to global health care trends, systems, and policy to participate in change that results in improved nursing and health care services.
11. Promote accountability guided by ethical, legal and professional standards for nursing practice as an individual and as a member of a profession.

### Administration

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

### Curriculum and Instruction

There are three components to the Nursing Education Masters degree. All courses are offered in the Master's core or one of the three existing tracks. NU 554 and NU 555 were modified for this track.

#### 1. Nursing Core: 12 credits

Required of all students in the graduate program at Sacred Heart. This series of four (4) courses covers the essentials of masters education required by the American Association of Colleges of Nursing and includes theory, ethics, research and policy (NU 501, 530, 601 & 602).

## 2. Clinical Specialization: 15 credits

Five courses make up the clinical component of the education degree. The courses cover health assessment, advanced pathophysiology, pharmacology, disease management and outcomes assessment and care management (NU 553, 554, 555, 611, and 612).

## 3. Education Core: 12 credits

This series of three courses covers theory of teaching and learning, curriculum development and evaluation and a six credit role practicum that includes a capstone project and development of a course in the student area of clinical specialization (588, 589 & 660).

<b>Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
1	NU 501(3) Health Care Policy and Ethics NU 601 (3) Principles of Health Care Research	NU 530(3) Theory and Professional Roles NU 602(3) Evid-Based Practice for Quality Care	Nu555 (3) Pharmacology for the Nurse Educator
2	Nu554 (3) Application of Comprehensive Health Assessment Methods	NU611(3) Care Mgt and Resources across the Continuum NU612(3) Disease Mgt and Outcomes Assess.	NU 553(3) Advanced Pathophysiology
3	NU 588(3) Theoretical Basis of Teaching and Learning in Nursing Education NU 589(3) Curriculum Development and Evaluation in Nursing Education	NU 660(6) Nurse Education Role Practicum	

### Capstone Requirement

1. All graduate students will complete a capstone project to fulfill requirements for the MSN degree.
2. Students will work with a requested or assigned project advisor during Nu660, Role Practicum in Nursing Education
3. Capstone projects will be developed using published criteria that describe acceptable project focus, scope, and expectations.
4. Final capstone projects will be presented to nursing faculty, graduate students, and other appropriate invitees.

### Admissions and Enrollment

Admission requirements for the Nurse Educator track are the same as for the existing three MSN tracks. A BSN with a 3.0 GPA is required along with RN licensure, an interview, professional goals statement, a course in statistics, a course in Basic Health Assessment and two references.

The University anticipates 6 internal transfer and 8 new students, all part-time, in year one of the program. In year two, the University projects 21 new students, and 23 in year three.

### Resource Support

#### Faculty

The University listed 6 full-time faculty members with terminal degree who will teach in this program.

#### Library and Learning Resources

The Ryan-Matura Library of Sacred Heart University holds over 140,000 print volumes, over 1,900 audiovisuals, 575 print and 15,000 online periodicals, 70+ online databases, 226,000+ microfilms, over 35,000 electronic titles, and has over 15 computer workstations for student use. Students have access to the Journal of Nursing Education, the Nursing Education Perspective, the Annual Review of Nursing Education, the International Journal of Nursing Education Scholarship and the Journal of Continuing Education in Nursing.

#### Facilities

No specialized physical facilities or equipment are required for the track.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Quinnipiac University

Item: Licensure of a program in Teacher Leadership, leading to a Master of Science (M.S.) degree delivered online

Date: March 17, 2010

### Executive Summary

Quinnipiac University is an independent university offering undergraduate and graduate programs in the liberal arts and sciences, business, communications, health, law and education. The School of Education at Quinnipiac University currently offers several master's degree programs as well as a sixth year diploma in Educational Leadership for individuals wishing to pursue careers in school administration. The proposed Teacher Leadership program is directed towards practicing teachers who want to develop educational leadership skills but are not seeking positions as school administrators.

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

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a Master of Science (M.S.) degree in Teacher Leadership, to be offered by Quinnipiac University, for a period of time concurrent with institutional accreditation.

## **1. Purpose and objectives**

- The primary goal of the proposed Master of Science in Teacher Leadership is the development of leadership competencies so that graduates have the skills to work cooperatively with colleagues and school administrators to plan and implement school improvement activities. This purpose is consistent with the University's mission as well as the mission of the School of Education which seeks to prepare "educational leaders who possess the knowledge, skills, and disposition need to provide all children with the type of education they need and deserve."
- The clientele for this program is clear. It is targeted to licensed teachers who want to earn a first or second master's degree and are seeking to develop their leadership skills. The program is to be offered online and thus candidates will be recruited from a national audience.

## **2. Curriculum and Instruction**

- The Master of Science in Teacher Leadership is a 30 credit program (see Appendix A for a course list) broken down as follows:
  - Core program: 21 credits
  - Specialization: 9 credits
- The 3 areas of specialization are literacy, mathematics and program improvement.
- A capstone experience has been developed for each of the concentrations.
- The curriculum is consistent with the published standards of the Educational Leadership Constituent Council (ELCC).
- Many of the proposed courses are new and syllabi have been developed.
- All faculty members who teach in this program will have to satisfactorily complete the Quinnipiac University's Online Teaching Training course.
- The University is currently approved to offer 5 programs online—one bachelor's degree program, a graduate certificate and 3 master's degree programs. It is clear the University has the capacity to support online instruction.

## **3. Administration**

- Oversight: The current director of the Educational Leadership program, Dr. Gary Alger, will be responsible for the proposed Teacher Leadership program. Dr. Alger has a Ed.D. in Educational Leadership, experience as a school administrator and 9 years of college teaching experience.
- Evaluation: The College has outlined a plan for evaluating the program that includes focus groups, review of curriculum, employers surveys, faculty performance reviews, and program performance data on students.

## **4. Faculty**

- Courses in this program will be taught by Dr. Alger, another current, appropriately qualified faculty member, and 3 new hires (2 full-time and one part time).
- Faculty will be required to have a doctoral degree in the field.

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

- In the resource summary the University had budgeted for new faculty, library, equipment, marketing, professional development and office supplies. These resources appear adequate to the needs of this program.
- Based on the projected enrollments below, the University anticipates new revenues to exceed expenses in the third year of operation.

**Anticipated enrollments:**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Part time returning students</b>	0	27	57
<b>Part time new students</b>	30	50	72

**Circulation**

- The University circulated a program summary in the fall of 2009.
- There were no responses to this circulation.

## **Appendix A: Curriculum for proposed Masters Degree in Teacher Leadership**

### **Core (21 credits)**

- EDL 501 (3 cr.) Teacher Leadership to Transform School Culture (new)
- EDL 503 (6 cr.) Leading the Instructional Program to Improve Student Learning (new)
- EDL 505 (3 cr.) Research-based Literacy Practices (new)
- ED 525 (3 cr.) Diversity in the Classroom (existing)
- EDL 509 (6 cr.) Leading School Improvement (new)

### **Specialization Courses (9 credits)**

#### Literacy Leadership

- EDL 511 (3 cr.) Cycles of Inquiry within the Literacy Classroom (new)
- EDL 513 (3 cr.) Coaching Teachers of Literacy (new)
- EDL 515 (3 cr.) Action Research in Literacy Leadership (new)

#### Mathematics Leadership

- EDL 517 (3 cr.) Cycles of Inquiry within the Mathematics Classroom (new)
- EDL 519 (3 cr.) Coaching Teachers of Mathematics (new)
- EDL 521 (3 cr.) Action Research in Mathematics Leadership (new)

#### Program Improvement Leadership

- EDL 523 (3 cr.) Leading Organizational Learning (new)
- EDL 609 (3 cr.) Educational Program Evaluation (existing)
- EDL 527 (3 cr.) Financing Program Improvement Initiatives (new)

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Capital Community College  
Item: Accreditation of a program in Insurance and Financial Services,  
leading to an Associate of Science degree (A.S.)  
Date: March 17, 2010

### Executive Summary

The Board of Governors licensed an associate's degree program in Insurance and Financial Services at Capital Community College in May of 2008, for a two year period, until May 2010. Students were accepted into this program beginning in 2008. The College is now seeking accreditation of this program as these students near completion.

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

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit an Associate of Science (A.S.) degree in Insurance and Financial Services, to be offered by Capital Community College, for a period of time concurrent with institutional accreditation.

## Description

Capital Community College offers a number of business related programs and this new program in Insurance and Financial Services was developed to provide local students a career pathway into the insurance and financial industry in Hartford. This program was an outgrowth of a U.S. Department of Labor grant to a collaboration of 27 financial institutions in Connecticut, the Connecticut Department of Economic and Community Development, and the Community College System. The grant supported the development of an educational pathway to careers in insurance and finance that included this associate degree as a core component.

This associate degree program prepares students for entry-level careers in the insurance and financial services industry or to transfer to related baccalaureate degree programs. Courses introduce students to insurance, banking and investments and the fundamentals of management. Graduates of the Insurance and Financial Services program may transfer to Central Connecticut State University which offers a bachelor's degree in finance.

Students may elect to complete a business internship as part of the program and the College has developed internships with the Travelers and United Healthcare. Capital Community College is also a participant in the Travelers Education access Initiative which seeks to recruit employees from educationally underserved communities into the insurance industry.

### Update since Licensure in 2008

In the fall of 2009 the College reported that there were 10 students enrolled in this program (5 full-time and 5 part-time). In the 2008 licensure application, the College projected 30 full-time and 45 part-time students in the first year increasing in year three to 37 full-time and 63 part time students. The application proposed that the College would work with the Workforce Board to ensure a pool of students for the program.

The original plan called for offering this degree at Capital Community College and Norwalk Community College and eventually making it available state-wide via online delivery. Capital Community College plans to seek approval for the online delivery format in the near future. They hope the online program will attract more students.

The College is also developing a "middle college" partnership agreement with a high school in Hartford which serves the insurance and financial services industry, High School, Inc.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

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

### Executive Summary

The Board of Governors licensed a program in General Studies at Goodwin College leading to an Associate of Science degree in April 2008, for a two year period, until March 2010. Students were accepted into this program beginning in May 2008. The College is therefore, seeking accreditation of this associate's degree program to allow these students to graduate with a degree in General Studies.

The Advisory Committee on Accreditation, at its meeting on February 18, 2010, reviewed the proposal and found it to be in compliance with Board of Governors approval standards. The motion to recommend approval to the Board of Governors passed unanimously.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit an Associate of Science (A.S.) degree in General Studies, to be offered by Goodwin College, for a period of time concurrent with institutional accreditation

## Description

### Purposes and Objectives

The purpose of this program is to provide an opportunity to students in order to explore various academic fields. At the completion of the program, students will be able to enter professional, academic or career paths with confidence in their knowledge and ability to pursue their personal goals. Today, many entry-level positions in business, industry, and health-related fields are looking for self-motivated individuals with excellent oral and written communication skills, critical thinking skills and analytical skills. This program provides graduates with the skills needed for entry-level positions.

### Administration

The Dean of Academic Affairs is directly responsible for the administration of all programs. The Department Chair for General Education directs this program.

### Curriculum

The curriculum consists of 61 credits. The General Studies program core evolved from the development of the Goodwin baccalaureate programs. The program is designed so that 25 credits in the general education core and 18 credits in the programmatic core transfer directly into the general education core requirements for bachelor degree programs.

### Enrollment

As of September of 2008, the College reported 191 students enrolled in the program. Twenty-one students have transferred to other programs at Goodwin. There are currently 105 students enrolled in the program.

## Resource Support

### Faculty

The College currently employs 44 full-time faculty and 134 adjunct faculty, of that number there are 20 full-time faculty and 88 adjunct faculty available to teach the general education core courses.

### Library and Learning Resources

With the relocation of the campus, the College has significantly increased the square footage of library and study space, as well as, their print and on-line collection of resources to support the general education courses.

### Facilities

Since licensure of this program, the College has moved to a new campus at One Riverside Drive in East Hartford. The new campus has state of the art equipment to which all students have full access. This includes computer systems, computer and learning labs, and wireless internet access.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Central Connecticut State University  
Item: Accreditation of a program in Journalism, leading to a Bachelor of Arts (B.A.) degree  
Date: March 17, 2010

### Executive Summary

The Board of Governors licensed a bachelor's degree program in Journalism at Central Connecticut State University in May of 2009, for a three year period, until May 2012. Students were accepted into this program beginning in the fall of 2009; however, some of these students were rising seniors and will be able to graduate in May or December of 2010. The University is, therefore, seeking accreditation of this program earlier than typical for a bachelor's degree program in order to allow these students to graduate with a degree in Journalism.

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

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a Bachelor of Arts (B.A.) degree in Journalism, to be offered by Central Connecticut State University for a period of time concurrent with institutional accreditation.

## Description

Central Connecticut State University developed the bachelor's degree program in Journalism in order to prepare students for employment opportunities in the rapidly changing field of journalism. In particular the program is designed to prepare graduates to work in new forms of multimedia journalism and to be attentive to a global orientation of the profession.

In 2000 the University received a \$1.4 million pledge for an endowed chair in Journalism and Mass Communication. In 2007 a Journalistic Integrity Task Force was appointed by President Miller in response to controversies surrounding the student newspaper. Among the task force's recommendations was the creation of a major that would provide students with more understanding and experience of journalism as a profession.

The Department of English, which offered a minor in journalism, and the Department of Communication, which offered courses in broadcast journalism, together developed the new major in Journalism. Once this major was established the University planned on creating a new Department of Journalism. The 2009 proposal to the Department of Higher Education called for moving 2 full-time faculty members into this department, hiring a new faculty member in Journalism in 2009-2010, and a fourth in the future using the endowed chair. The proposal projected 39 full time and 6 part time students in the first year.

## Update since Licensure in 2009

As of November 2009 the University reported 25 declared majors in Journalism. The Journalism course offerings are currently fully enrolled and it is anticipated that the number of majors will be higher by the end of this academic year.

The University had to postpone the hiring of a third tenure-track journalism faculty person as a result of a system-wide hiring freeze. Instead, an emergency one year appointment was made. This postponement also causes a delay in creating the new Journalism Department and the program is currently housed in the Department of English with students also taking courses in the Department of Communication.

The University, however, reports that they have been able to move forward on other aspects of the Journalism major as outlined in the original proposal. Digital media training has been integrated into courses, an assessment plan for the program has been developed, and a student chapter of the Society of Professional Journalists has been launched. Funds from the endowed chair have supported a visit to campus by the Moscow Bureau Chief for the Los Angeles Times, and the development of a new course on the British Press

which will involve students teleconferencing with students in England and a spring break trip to London to tour news operations. The University is planning to bring in a journalist-in-residence under the auspices of the Endowed Chair in Journalism and Mass Communication by the fall of 2010.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Quinnipiac University

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

Date: March 17, 2010

### Executive Summary

The Board of Governors licensed a program in Theater at Quinnipiac University, leading to a Bachelor of Arts (B.A.) degree in March 2007, for a three year period until March 2010. The University accepted students into the program fall of 2007 and will graduate its first class of seniors in May, 2010. The University is requesting accreditation.

The Advisory Committee on Accreditation, at its meeting on February 18, 2010, reviewed this proposal and found it to be in compliance with Board of Governors approval standards. The motion to recommend approval to the Board of Governors passed unanimously.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a Bachelor of Arts (B.A.) degree in Theater, to be offered by Quinnipiac University, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The Bachelor of Arts in Theater is a pre-professional program that prepares students for careers in areas such as theater performance, production and administration, theater education, and drama therapy. The program is distinctive in its applied focus. Each student majoring in theater is strongly encouraged to pursue a secondary program in a specified area, such as: education, sociology, psychology, political science or history, literature, business, communication or media production. In addition, each student is required to complete an internship in theater performance, educational theater, theater production, theater administration or theater and community during their senior year of study.

### Administration

The program is administered by Crystal Brian who is full-time, tenured professor of Theater and Director of the Quinnipiac University theater program, holding a B.A. in theater, MFA in acting and a Ph.D. in theater history and dramatic criticism. She has extensive experience, including as an award winning professional director and author.

### Curriculum

The curriculum consists of 120 credits, distributed as follows:

- University Core requirements, 46 credits
- College of Liberal Arts requirements, 18 credits
- Theater Core Requirements, 28 credits
- Four Tracks, 9 credits each
- Free Electives, 19 credits

### Enrollment

The University enrolled nine theater majors in fall of 2007. By fall of 2008 there were an additional nine freshman. The original licensure application projected enrollment of 18 full-time theater majors for the 2009-2010 academic year. The University indicated for fall 2009, the number of declared majors was 20, exceeding their original enrollment projection.

## Resource Support

### Faculty

The Theater program is currently staffed by two full-time faculty (including the Director) and eight adjunct faculty. In the fall, 2009 semester, the ten faculty members and professional theater artists covered 18 theater courses. The University indicated that when the program expands to the anticipated size of thirty majors in two years, the program will have a full-time faculty ratio of approximately 15:1.

### Library and Learning Resources

Students have access to the Bernhard Library collection consisting of the following: journals - the library subscribes to 785 current print subscriptions, and access electronically to approximately 34,000 journals; books – there are approximately 143,000 print volumes and the reference collection totals 16,600 volumes; and media - over 6,000 DVDs and videos, including feature films, documentaries, and educational programs that support the curriculum.

### Facilities and Equipment

The Theater program has its own dedicated facilities and equipment. The main space used by the program for teaching, rehearsals, and some performances is the Black Box Theater located in the College of Liberal Arts.

In the two years during which the major has been in existence, the University formed a long-term partnership with the Long Wharf Theater. In addition, a new partnership with the Abingdon Theater in NYC is providing students with internships. Further production expansion has produced a dedicated theater production laboratory/scene shop located in a suite of classrooms adjacent to Buckman Theater



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: St. Thomas Seminary

Item: Progress Report

Date: March 17, 2010

The Board of Governors for Higher Education accredited St. Thomas Seminary until December 31, 2010. At that time of accreditation, the Board of Governors required the College to submit progress reports to the Department of Higher Education as follows:

By March 31, 2010: Submit a progress report to the Department of Higher Education in which the following is documented: Updated timeline and information on the status of the following:

- Development of a clear, current and realistic statement of mission;
- Development of a more formalized process of institutional strategic planning;
- Development on academic oversight with assurances of functions;
- Development on infrastructure to support and separate administrative functions;
- Development on systematic planning by faculty and programs with clearly stated learning outcomes with ongoing assessment;
- Development of a catalog

By March 31, 2010, June 30, 2010 and September 30, 2010 culminating in a thorough self-study report in order to reaccredit the institution by December 31, 2010.

St. Thomas Seminary has submitted their progress report with documentation, which is summarized below:

Since the time of accreditation, St. Thomas Seminary has hired an educational consultant who is experienced with curriculum development, assessment and accreditation. The consultant is working with the institution to address the issues outlined in the staff report.

### Development of St. Thomas Seminary's statement of mission

The institution has approved the following mission statement: "The mission of Saint Thomas Seminary is to provide opportunities for individuals to deepen theological knowledge for spiritual enrichment and to form candidates for a variety of ministries in the Church today, training them in theological studies and forming them spiritually under the sponsorship of the Archdiocese of Hartford." Completed.

#### Development of a more formalized process of institutional strategic planning

St. Thomas Seminary has developed a draft strategic plan related to creating a viable infrastructure to support administrative functions, including consistency in offering programs. The strategic plan is under discussion and is expected to undergo several revisions. Target date for completion is June 30, 2010.

#### Development on academic oversight with assurances of functions and Development on infrastructure to support and separate administrative functions

The institution has developed a tentative organizational chart of administrative structure, with plans for further review and development of delineation of related responsibilities. The organizational plan still requires further review, appointments to the positions of chief academic officer, academic dean, financial officer and personnel officer. Target date for completion is June 30, 2010.

#### Development on systematic planning by faculty and programs with clearly stated learning outcomes with ongoing assessment

St. Thomas Seminary has made considerable progress with regard to the standard for curriculum and instruction which include: Development of a numeric grading system and academic policies on standards of progress, which is now complete; Revisions to course descriptions, with specific attention to appropriately awarding Carnegie credits in both programs, which is also now complete. The Seminary committee reviewed the above work.

Syllabi are currently being revised and standardized with consistent format, which includes course number and title, credit, instructor, course description, course requirements, assignments for each class meeting, course assessment (including weight given to each assignment), and required readings. Target date for completion is April 30, 2010.

The course evaluation form has not yet been revised. The target date for final revision of this form is March 31, 2010.

#### Development of a catalog

A first draft of a St. Thomas Seminary Catalog for the Certificate in Biblical Studies and the Certificate in Religious Studies was completed in February 2010. The catalog is still being updated and revised as other decisions and documents fall into place. The target date for completion is June 30, 2010.

## COMMISSIONER'S CONSENT CALENDAR

Institution: Gibbs College  
Item: Progress Report: Closing of Norwalk, CT Campus  
Date: March 17, 2010

### Executive Summary

Gibbs College has submitted its progress report describing the closeout of its campus in Norwalk, CT. The Career Education Corporation made the decision to close the Norwalk campus as of December 31, 2009. The Farmington, CT campus has resumed the enrollment of new students and is now designated the main campus for Gibbs College in Connecticut.

The Norwalk campus of Gibbs College completed its final academic term on December 19, 2009. The campus is in the process of being closed with a small number of staff handling the final details of the closure.

### Background

The Department of Higher Education was informed by representatives of Career Education Corporation (CEC) on February 15, 2008, that Gibbs College would be closing its locations in Norwalk and in Farmington effective December 31, 2009. That closure was part of the decision reached by Career Education Corporation in Illinois, the owner of Gibbs College, to close ten of the eighty-five colleges it owns throughout the United States and in other countries.

Gibbs College and the Career Education Corporation informed the Connecticut Board of Governors at the June 17, 2009 meeting of their intention to remain open and enroll new students at the Farmington location, and continuing the closure of the Norwalk campus scheduled for December 31, 2009. This change includes a change in the main campus designation and consideration of programs to be offered at the Farmington campus.

Gibbs College is accredited by the State of Connecticut through the Board of Governors for Higher Education until June 2010 and by the Accrediting Council for Independent Colleges and Schools (ACICS) through December 2011.

### *Student Completion Support*

Three students did not successfully complete their program of study by the time of closure due to course failures. The College is assisting these students in the transfer process in order to complete their studies.

### *Student Transfer to Other Colleges and Universities*

Gibbs College has established formal transfer agreements with the following Connecticut colleges and universities: University of Bridgeport, Charter Oak State College, Post University, and St. Joseph College. Other institutions are accepting Gibbs College students and graduates after individual review of student transcripts. They include both in-state and out-of-state institutions: American Intercontinental University, Berkeley College, Lincoln College of New England (CT), Goodwin College (CT), Mercy College, University of New Haven (CT), Paier College of Art (CT), and University of Phoenix.

### *Disposition of Records and Transcripts*

The College has prepared academic records, financial aid information, and other records for permanent archiving. Those records are stored in compliance with the applicable record retention requirements specified by Title IV regulations. The College states that permanent records and imaged academic records are housed and maintained electronically on a central server by Gibbs College parent company, Career Education Corporation, located at 2895 Greenspoint Parkway, Suite 600, Hoffman Estates, IL 60195.

Records have been scanned and will be stored by Iron Mountain facility in Hartford, CT.

### *Provisions for Faculty and Staff*

The teach-out of the Norwalk campus is complete. Faculty and staff not continuing at the Farmington campus have been provided with severance packages and assistance in identifying potential employment positions.

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Gibbs College, Farmington CT  
Item: Licensure of a Certificate program in Medical Billing and Coding, leading to a Certificate  
Date: March 17, 2010

### Executive Summary

Gibbs College is requesting licensure of a new certificate program in Medical Billing and Coding. This proposal is part of the College's plan to begin to offer programs focused on allied health careers.

Gibbs College, which is owned by Career Education Corporation, recently closed their Norwalk campus and developed a strategic plan for continuing operations at their Farmington campus. As part of this plan the college phased out all but 2 of the associate's degree programs offered in Farmington. The two remaining programs are Business Office Administration and Fashion Design and Merchandising. They also began a degree program in Medical Assisting in Farmington (this program had originally been licensed to be offered in Norwalk). They are now interested in increasing their allied health offerings by adding this certificate program in Medical Billing and Coding.

An evaluation team representing the Board of Governors conducted a visit to the institution on January 6, 2010 to review the new program proposal. The team was composed of Kelly Anastasio, from the Department of Orthopedics at Yale University, Susan Capasso, Dean of Academic Services at St. Vincent's College and an Advisory Committee on Accreditation member; and Department of Higher Education staff member Patricia Santoro. The findings of the evaluation team are summarized in the report below.

The Advisory Committee on Accreditation at its meeting on February 18, 2010, reviewed the proposal and found it to be in compliance with Board of Governors approval standards. The committee voted to recommend approval to the Board of Governors with Ann Clark of Goodwin College opposing the approval and John Donohue of Albertus Magnus College abstaining from voting.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a Certificate in Medical Billing and Coding, to be offered by Gibbs College, for a period of one year, until February 10, 2011.

## Description

### Purposes and Objectives

The proposed certificate program in Medical Billing and Coding prepares graduates for careers in a variety of healthcare settings, including medical offices, hospitals, clinics and skilled-care facilities. The career focus of this program is consistent with the mission of the college.

The College has clearly outlined the objectives of the program. In addition to professional industry and advisory board input, the curriculum was based upon Commission on Accreditation of Health Informatics and Information Management Education (CAHIM) and Accrediting Bureau of Health Education Schools (ABHES) standards, as well as, the American Health Information Management Association (AHIMA) and American Academy of Professional Coders (AAPC) certification requirements.

The College identified three target markets for this program, traditional-age college students, adults seeking a career change and currently employed allied healthcare workers who are seeking a credential for job advancement purposes.

#### *Evaluation Team Findings:*

The evaluation team had no concerns about the purposes and objectives standard.

### Administration

Gibbs College currently has a Director of Education who oversees all academic programs. The Program Chair for the Medical Assisting program will oversee the lead faculty for the Medical Billing and Coding. Gibbs College recently hired an Externship Site Developer to oversee externships and clinical assignments for all of their health science programs.

#### *Evaluation Team Findings:*

The evaluation team was satisfied with the College's plan regarding administrative oversight and the Board standard.

### Adequacy of Resources

Gibbs College provided a resource summary which included projections for enrollments, faculty, support staff, library expenditures and equipment. The College expects to begin this program in May of 2010 and to admit 10 students in each cohort with 6 cohorts of students in the first year and 10 cohorts of students each year thereafter. The projected enrollments for this program for the first 3 years are shown in the following Table.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Full Time Students</b>	60	100	100

*Evaluation Team Findings:*

The team is satisfied that the Resource Summary makes adequate provision for the resources necessary to implement this program.

Faculty

The College’s faculty hiring plan indicates hiring a full-time faculty member and two faculty for the first year of the program. The plan includes two additional full-time faculty in year two and three in year three.

The application materials contain sample job descriptions which called for at minimum a completion of a certificate or diploma program in medical billing and coding and two years of industry experience. The Evaluation Team pointed out that in order to meet the Board of Governors standards for faculty teaching in undergraduate programs all faculty members will need to have a minimum of a master’s degree. Team members with expertise in the field expressed some concern about the availability of faculty with the required educational credential.

*Evaluation Team Findings:*

The team indicated the College may have difficulty meeting the Board of Governor’s faculty standard since master’s level faculty do not exist in this field.

*Institutional Response:*

The College follows its Faculty Hiring Policy. The policy outlines a hierarchy of hiring which begins with attempting to hire candidates possessing Master’s Degrees in the field of, or closely related field of study, in which they will be teaching in combination with industry experience, certifications or teaching experience. The College provided a copy of their policy.

Curriculum

The curriculum for the proposed certificate program in Medical Billing and Coding had been developed by Career Education Corporation (CEC) and it is currently in use at 35 other CEC institutions across the country.

This program was developed by an Educational Administrator at the Career Education Corporation (CEC) who has responsibilities that include curriculum development, program accreditation, academic operations, and faculty training, and Information Technology support for 40+ campuses in the Health, Art & Design, and Start-Up Strategic Business Units. This program was also developed collaboratively with subject matter experts in Medical Billing and Coding from across CEC system in the design of this curriculum.

The proposed certificate program in Medical Billing and Coding is designed to be delivered in seven modules. The entire program consists of 7 modules, each 5 weeks in duration except the externship module is 10 weeks in length. It is anticipated that a cohort would graduate in 40 weeks or in 10 months. The curriculum for this program consists of 66 quarter credits,<sup>1</sup> equivalent to 44 semester hours. This large number of credits was a concern for the visiting team, but the BOG standards do not place an upper limit on the number of credits in a certificate program

The list of courses and credits is in Appendix A.

The team reviewed the proposed curriculum and course schedule and found it to be a bit fragmented. The specific concern was to present a better flow of courses in order to provide a comprehensive flow of information. Anatomy is spread out throughout the length of the program. The team felt a basic anatomy course at the beginning of the program would provide a comprehensive context of the subject. It was also suggested the technical courses be moved to the end of the program, after the student has acquired basic knowledge first. In addition, the recommendation was made by the team to add an additional “evaluation and management and auditing” skills set in order to best prepare students to sit for national credentials exam. The team also questioned the length of the program.

*Evaluation Team Findings:*

The specialized content of the proposed program aligns with the Curriculum standard. The College indicated it would not shorten the length of the program, but would take into consideration the other recommendations made by the team regarding the curriculum.

*Institutional Response:*

The College recognizes and appreciates the Team’s recommendations. After consideration and discussion, the College agrees that some modifications to the proposed curriculum will produce better outcomes for students and graduates. With respect to the pairing of anatomy and physiology with CPT and ICD-9 Coding principles, the college utilized written guidance provided by the primary professional organization, the American Health Information Management Association (AHIMA). In mod 2 of the of the day program and mod 2 and 3 of the evening program, students are provided with introductory courses on Common Procedural Terminology (CPT) and International Classification of Disease (ICD-9). These two courses provide the foundation and overview for the remaining terms in which the student will learn the various body systems and the CPT and ICD-9 coding principles and methods associated with those body systems.

At the midpoint of the program, the students will then begin the “technical courses” that apply the accumulated knowledge on Anatomy & Physiology and coding principles to scenario-based courses. This will be delivered and assessed partly through the use of a

---

<sup>1</sup> Gibbs College utilizes a quarter-credit hour system as opposed to a semester-hour system. A quarter hour is equivalent to 2/3 of a semester hour.

virtual lab developed for the College. In this lab, over 400 de-identified patient records are available for faculty to assign to students. The student will then be able to receive the patient record and apply the theory they have learned thus far to the actual practice of coding these records for analysis and reimbursement purposes.

Regarding the Team's recommendation that the College add an additional "evaluation and management and auditing skills set," in HIM196, Medical Billing and Coding Seminar, a primary objective of the course is to prepare students for the relevant entry-level certification examinations. Graduates of the Medical Billing and Coding program are prepared for, and encouraged to take certification examinations given by the American Health Information Management Association (AHIMA) and the American Association of Professional Coders (AAPC). These certification examinations are voluntary but obtaining these certifications may enhance employment opportunities. Graduates are eligible to take the Certified Coding Associate (CCA) examination offered by AHIMA and the Certified Professional Coder-Apprentice (CPC-Apprentice) examinations offered by AAPC upon graduation. Graduates may apply for the full CPC credential after completing at least two years of coding experience after graduation as defined by AAPC.

### Library and Learning Resources

The Gibbs College library currently has approximately 750 volumes, subscribes to 43 periodicals, three daily newspapers and has two sets of encyclopedias. In addition, students at all Career Education Corporation colleges have access to a virtual library, the CECybrary. This is an Internet-accessible database of full text electronic resources.

The College is committed to developing library resources relevant to the Medical Billing and Coding program and has budgeted \$7,500 in the first year of the program and \$5,000 in each of the next two years for this purpose.

The team asked if all students were oriented to the use of the library and were assured that this occurs at an orientation session. The team recommended that the library be organized according to the Dewey Decimal system as with most other college libraries. The College has already made this change.

#### *Evaluation Team Findings:*

The team determined that the plans to develop library resources are sufficient to meet the needs of this program.

### Facilities and Equipment

The College has plans to allocate \$20,000 for equipment the first year and \$10,000 each year for the next two years.

*Evaluation Team Findings:*

The team found the plans for equipment purchases to be adequate for the proposed program.

**Appendix A: Curriculum for proposed  
Certificate in Medical Billing and Coding**

<b>Code</b>	<b>Course</b>	<b>Credits</b>
ALH106	Medical Law and Ethics	4.0
ALH111	Healthcare Computer Applications	3.0
ALH122	Medical Terminology – All Body Systems	4.0
ALH150	Health Information Technology	3.0
ALH155	Anatomy and Physiology: Cardiovascular, Lymphatic, Blood	4.0
ALH165	Anatomy and Physiology: Respiratory, Digestive, Urinary	4.0
ALH175	Anatomy and Physiology: Endocrine, Reproductive, Nutrition	4.0
ALH185	Anatomy and Physiology: Musculoskeletal, Nervous, Integumentary	4.0
CS102	Student Success	4.0
HIM120	Introduction to CPT Coding	3.0
HIM130	Introduction to ICD Coding	3.0
HIM140	Healthcare Reimbursement and Delivery Systems	4.0
HIM155	Diagnostic and Procedure Coding: Cardiovascular, Lymphatic and Blood	2.5
HIM165	Diagnostic and Procedure Coding: Respiratory, Digestive, Urinary	2.5
HIM175	Diagnostic and Procedure Coding: Endocrine, Reproductive, Nutrition	2.5
HIM185	Diagnostic and Procedure Coding: Musculoskeletal, Nervous, Integumentary	2.5
HIM190	Health Data Organization and Administration	3.0
HIM196	Medical Billing and Coding Seminar	3.0
HIM199	Medical Billing and Coding Externship	<u>6.0</u>
<b>Total Required Credits</b>		<b>66</b>

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Post University

Item: Licensure of a program in Public Administration, leading to the Master of Public Administration (M.P.A.) degree, to be offered online and on campus

Date: March 17, 2010

### Executive Summary

Post University has applied to the Board of Governors for Higher Education for licensure of a program, leading to the Master of Public Administration degree. This program will be offered in eight-week modules online initially. As need develops, the University would like to offer this program evenings on campus and at the University's regional sites.

According to Post University, graduates of the program will be prepared to:

- Assume public or non-profit administrative leadership positions; e.g., department head, chief, deputy chief, commissioner, deputy commissioner, secretary, or director of a government agency or non-profit organization
- Formulate, propose and implement non-profit or public sector services and programs
- Promote innovation and change in public or non-profit organizations
- Improve administrative practice in government and non-profit settings
- Consult with, manage change for, and provide leadership advice to either government organizations or non-profits.

The MPA program is designed to be responsive primarily to the needs of working professionals and for those individuals who wish to seek employment at a government agency, administer a government or non-profit program, advance in a government position or at a non-profit agency, or start-up and operate a non-profit organization.

The Advisory Committee on Accreditation, at its meeting on February 18, 2010 reviewed the program and found it to be in compliance with Board of Governors approval standards. The Committee voted to recommend approval to the Board of Governors with one abstention.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Public Administration, leading to the Master of Public Administration (M.P.A.) degree, to be offered by Post University, for a period of three years until March 31, 2013.

## Description

### Purpose and Objectives

The University has provided the following program objectives:

- Students will identify, analyze, evaluate and implement research-based public administration practices.
- Students will demonstrate ethical leadership and management skills.
- Students will apply principles of finance to public and non-profit operations.
- Students will analyze public policy formulation, interactions, implications, and avenues of impact.
- Students will formulate and implement new or expanded government/non-profit services & programs, and/or consolidate/eliminate under-performing or obsolete programs & services.
- Students will analyze current practice in light of historic principles and create a personal vision for the future of public administration.
- Students will demonstrate critical thinking and decision-making skills related to the complexities and intricacies of the public domain.

The proposed MPA program is designed for adult students who have completed a baccalaureate degree program and have established work experience in the public, non-profit or military sectors and are seeking advancement in their careers. Additional clientele will include college graduates seeking an advanced degree in the administration of public or non-profit organizations and new students already in the workforce who are contemplating a career change to a government agency or non-profit organization.

Graduates of the Post University MBA program who have already completed the business core of the MPA curriculum would be able to complete an MPA degree by adding the eighteen core MPA course credits.

Post University does not plan to seek specialized accreditation, but may in the future. The program was designed to reflect the professional standards of the National Association of Schools of Public Affairs and Administration.

### Administration

The Master of Public Administration program will be housed in the University's School of Business under the direction of an Academic Program Manager. The Academic Program Manager, in conjunction with the Graduate Studies Committee, the Dean of Graduate Programs, and the Vice-President for Academic Affairs will be responsible for the overall academic integrity of the program.

Students will be assigned to an academic advisor who will assist the student in developing a planned program of study and with academic and professional career coaching. The academic advisor will provide advice about program requirements, course

selection and sequence, and graduation requirements. The University's Academic Advising Office provides administrative and registration support.

### Curriculum

The curriculum for the proposed program utilizes five core business courses from the existing MBA program, which complements eight newly created public administration courses. Post University has supplied the syllabi for these MPA courses. The Capstone requires the student to identify and research a major public or non-profit agency issue and develop an array of solutions using MPA program principles. In the second Capstone course, the student picks one of these solutions and creates an execution plan. Students must also describe the evaluation plan for the implementation of their project, and present the plan in a hypothetical public and media forum. The curriculum is as follows:

<b>Business Courses</b>	<b>15 credits</b>
BUS 501 Economic Foundations of Applied Accounting and Finance	3 credits
BUS 505 Organizational Creativity, Discovery, and Innovation	3 credits
BUS 507 The Future of Leadership and Management	3 credits
BUS 515 Organizational Dynamics and Effectiveness	3 credits
BUS 530 Project Management	3 credits
<b>MPA Courses</b>	<b>18 credits</b>
MPA 502 Readings & Research in Public Administration	3 credits
MPA 510 Public Finance	3 credits
MPA 535 History and Future of Public Administration	3 credits
MPA 540 Public Policy	3 credits
MPA 550 Labor Law & Labor Relations	3 credits
MPA 555 Risk Management for Public Administrators	3 credits
<b>MPA Capstone</b>	<b>4 credits</b>
MPA 698 Capstone I	2 credits
MPA 699 Capstone II Project	2 credits
<b>Total Credits</b>	<b>37 Credits</b>

### Admissions and Enrollment

The program is designed primarily for working professionals and the following standards must be satisfied to be considered for admission for graduate study:

- A baccalaureate degree from a regionally accredited or nationally recognized institution of higher education.
- An overall grade point average of 3.0 on a 4.0 point scale in undergraduate studies.
- At least three years of demonstrated progressive work experience

- At least two letters of reference demonstrating potential to perform advanced graduate study.

The University is projecting 35 new, part-time students for year one of implementation, with increasing enrollments each year. By year three, the University is projecting 80 new, part-time students enrolling in the program.

#### Comments from Other Institutions in Connecticut

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

### Resource Support

#### Faculty

The University lists four full-time faculty with terminal degree who will be teaching in this program. An additional faculty member who is near completion of his doctoral degree will teach in the program as well. Full time faculty members oversee adjunct teaching as part of their faculty responsibilities at Post.

#### Library and Learning Resources

During the first three years of the program, \$6,000 annually will be dedicated to upgrading the library's collections, journals, and online databases in the area of public administration. Over the past several years, the University has dedicated significant resources to upgrade or purchase new online library and learning resources. The library has recently upgraded its Academic Search Elite to the Premier package, which contains over 4,600 full text journals. The University' has an extensive collection of public administration-related texts and journals.

#### Facilities and Equipment

Post University licenses from Blackboard, Inc. its learning management system for the delivery of online educational experiences as well as capabilities to enable an interactive online learning environment. Post uses the Blackboard technical infrastructure, support, and software to deliver all of its online degree and certificate programs.

Post University provides 24/7/365 help desk technical support through Presidium Learning, Inc. to complement Blackboard and to provide technical assistance to students enrolled in online courses. Presidium Learning supports academic technology and learning-based enterprises by providing industry leading processes, technology, and human resource expertise through a fully managed, multi-channel contact center environment for instructional and technical support.