

**TO:** Advisory Committee on Accreditation  
**FROM:** Christine Thatcher, Associate Director, Academic Affairs  
**DATE:** February 11, 2010  
**SUBJECT:** ACA Meeting on Thursday, February 18, 2010

The Advisory Committee on Accreditation will meet in the Department of Higher Education Conference Room, third floor, 61 Woodland Street, Hartford, at 10:00 a.m. on Thursday, February 18, 2010.

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

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

#### AGENDA

1. CALL TO ORDER – 10:00 a.m.
2. CONSIDERATION OF MINUTES – [Minutes of January 21, 2010](#)
3. DISCUSSION
4. LICENSURE APPLICATIONS

**Gibbs College** - Licensure of a program in Cardiovascular Sonography, leading to an Associate of Science (A.S.) degree

**Gibbs College** - Licensure of a program in Diagnostic Medical Sonography, leading to an Associate of Science (A.S.) degree

**Gibbs College** - Licensure of a Certificate program in Medical Billing and Coding

**National Graduate School of Quality Management, Falmouth, Massachusetts** - Relicensure of a Master of Science degree program in Quality Systems Management, to be offered in Farmington, Connecticut

**Post University** - 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

**Quinnipiac University** - Licensure of a program in Teacher Leadership, leading to a Master of Science (M.S.) degree, to be delivered online

5. ACCREDITATION APPLICATIONS

**Capital Community College** - Accreditation of a program in Insurance and Financial Services, leading to an Associate of Science degree

**Central Connecticut State University** - Accreditation of a program in Journalism, leading to a Bachelor of Arts (B.A.) degree

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

**Quinnipiac University** - Accreditation of a program in Theater, leading to the Bachelor of Arts (B.A.) degree

6. SIMULTANEOUS LICENSURE AND ACCREDITATION APPLICATIONS

**Sacred Heart University** - Licensure and Accreditation of a Nursing Education Track, within the accredited Master of Science in Nursing degree program, to be offered online

7. PROGRESS REPORTS

None

8. INFORMATION ITEMS

**Monthly Update** (to be distributed)

9. OTHER BUSINESS

10. **BOARD OF GOVERNORS RESOLUTIONS** – Meeting of January 20, 2010

11. NEXT ACA MEETING – March 18, 2010

12. ADJOURNMENT

# Board of Governors for Higher Education

## Advisory Committee on Accreditation

### Minutes of the Meeting

Thursday, January 21, 2010

The Advisory Committee on Accreditation met in the Board's Conference Room, Department of Higher Education, third floor, 61 Woodland Street, Hartford, at 10:00 a.m. on Thursday, January 21, 2010.

Members or alternates present: Miller Brown, Susan Capasso, Ann Clark, David Dauwalder, John Donohue, Joseph Paige, William Pizzuto, Judith Resnick, and David Wetstone.

Board Members present: Albert Vertefeuille

Staff present: Michael Meotti, Carlota Schechter, Christine Thatcher

#### 1. CALL TO ORDER

Miller Brown called the meeting to order at 10:05 a.m.

#### 2. CONSIDERATION OF MINUTES – Minutes of December 10, 2009

Miller Brown called for approval of the minutes of December 10, 2009. John Donohue moved approval and William Pizzuto seconded; the motion passed unanimously.

#### 3. DISCUSSION

#### 4. LICENSURE APPLICATIONS

##### **a. Fairfield University – Licensure of a program in Nursing Practice, leading to the Doctor of Nursing Practice (DNP) degree**

Christine Thatcher, Associate Director of Academic Affairs, presented the application and introduced Mary Frances Malone, Associate Vice President for Academic Affairs; Jeanne Novotny, Dean of the School of Nursing; and Jean Lang, Professor of Nursing; who represented the University.

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

##### **b. Sacred Heart University – Licensure of a program in Applied Psychology, leading to a Master of Science (M.S.) degree and two graduate certificates, one in Industrial Organizational Psychology and one in Community Psychology, each offered on ground and online**

Carlota Schechter, Senior Associate for Academic Affairs presented the application. The University was represented by Claire Paolini, Dean of the College of Arts and Sciences and Kathryn LaFontana, Chair of the Department of Psychology.

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

**c. Williams College – Relicensure of a program in American Maritime Studies offered at Mystic Seaport in Mystic, Connecticut**

Carlota Schechter presented the application and introduced James Carlton, Director of the Williams-Mystic Maritime Studies program, who represented the College.

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

5. ACCREDITATION APPLICATIONS

**a. Talmudic Institute of Connecticut – Accreditation of an Institution of Higher Education to offer a program in Talmudic Studies**

Christine Thatcher presented the application and introduced Rabbi Simcha Bunim Berger, Dean and President of the Board of Directors, and Jonathan Klein, Secretary of the Board of Directors, who represented the Institute.

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

6. SIMULTANEOUS LICENSURE AND ACCREDITATION

None

7. PROGRESS REPORTS

None

8. INFORMATION ITEMS

**Monthly Update** – Christine Thatcher summarized the Monthly Update.

9. OTHER BUSINESS

**Faculty Standard** – Commissioner Meotti and the Committee discussed the Board of Governors for Higher Education standard on faculty. The Committee compared the faculty standard with similar standards from the six regional accrediting commissions, two national accreditation organizations, a variety of states, and other professional program accreditation organizations.

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

11. NEXT ACA MEETING – February 18, 2010

12. ADJOURNMENT

The meeting adjourned at 12:00 p.m.

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Gibbs College, Farmington CT  
Item: Licensure of a program in Cardiovascular Sonography, leading to an Associate of Science (A.S.) degree  
Date: February 18, 2010

### Background

Gibbs College is requesting licensure of a new program in Cardiovascular Sonography leading to an associate degree. 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 an associate's 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 program in Cardiovascular Sonography, as well as a related associate's program in Diagnostic Medical Sonography and a 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 all three of these new program proposals. The team was composed of Kelly Anastasio, from the Department of Orthopedics at Yale University, School of Medicine; Karen Giacomini, Program Director at the Institute of Medical Ultrasound in Atlanta, Georgia; Susan Capasso, Dean of Academic Services at St. Vincent's College and an Advisory Committee on Accreditation member; and Department of Higher Education staff members Patricia Santoro, Carlota Schechter, and Christine Thatcher. The findings of the evaluation team are summarized in the report below.

### Description

#### Purpose and Objectives

The proposed Cardiovascular Sonography program will prepare graduates to perform echocardiographic examinations under the direction of a physician. According to the College, graduates will gain knowledge and practical experience in Echocardiography, Vascular Ultrasound, and EKG as well as a general understanding of GEST, Holter

monitoring, and telemetry. Students will have the opportunity to work with other allied health care professionals, patients, and families to promote patient safety, diagnosis and recovery.

This program is career focused and supports the mission of the college. Gibbs College has provided the following objectives:

The student should be able to (1) explain the anatomy, physiology, and pathophysiology of organ systems, (2) recognize EKG patterns of infarction, arrhythmia recognition, (3) demonstrate knowledge of emergency protocols, and (4) demonstrate critical thinking skills necessary for completion of a thorough study of the heart.

The College provided a comprehensive list of program objectives.

The intended audience for this program includes high school graduates and career changing adults.

The College will most likely seek programmatic accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Students will be eligible to take a certification examination through the American Registry for Diagnostic Medical Sonography (ARDMS) in order to earn the Registered Diagnostic Cardiac Sonographer (RDCS) credential.

*Evaluation Team Findings:* Section 10a-34-10. Purposes and Objectives

The team recognized the new direction into health career preparation for Gibbs College with the addition of the proposed programs to the currently licensed Medical Assisting associate's degree program. The objectives were found to be appropriate.

Administration

The Director of Education oversees the direction and academic integrity of all the programs. The general education curriculum is supervised under the direction of the College's Program Director for General Education. Gibbs College plans to hire a full time program director/chair who is a content specialist in the allied health field.

*Evaluation Team Findings:* Section 10a-34-11. Administration

An Externship Site Developer has recently been hired who will oversee clinical assignments for the health science programs collectively. The team discussed with the administration of Gibbs College the possibility of creating one Chair or Director position to oversee both the Diagnostic Medical Sonography program and the Cardiovascular Sonography program by finding a professional with credentials in both areas. The College appears to be flexible and has resources to support the hiring of qualified faculty.

Curriculum

Gibbs College utilizes a quarter-credit hour system. The curriculum for the program is in Appendix A.

Every student enrolled in the Cardiovascular Sonography Program is required to participate in five externships. Each externship class is 4.5 quarter credits so every student will participate in 22.5 quarter credits of externship for a total of 720 contact hours. The externship course faculty member, the program director, and the externship program coordinator oversee the student and their work assignments while on Externship.

*Evaluation Team Findings:* Section 10a-34-15. Curriculum and Instruction

The team reviewed the proposed curriculum and agreed that the courses were adequate in number, content, distribution, and sequencing in the area of specialization. The curriculum had been developed and is utilized by Sanford-Brown College, which is part of the Career Education Corporation (CEC) schools, as is Gibbs College. The team considered the clinical portion of the program and found it to be within the guidelines of the National Education Committee for Sonography standards. The team questioned the appropriateness of the anatomy and physiology courses. The proposed curriculum includes a Human Body course and a 7 quarter-credit Anatomy and Physiology course. The team questioned the text chosen, and the transferability of these courses, and suggested a more traditional sequence.

Admission and Enrollment

An applicant to the Cardiovascular Sonography Program must achieve a minimum score of 160 on the CPAT (Career Programs Assessment Test) entrance examination. The applicant must complete the exam prior to the start of classes.

Students are required to have the following prior to acceptance into the program:

Successful completion with a grade of “C” or better of postsecondary school equivalent to 30 semester hours or 45 quarter credit hours. These courses must include a minimum of 6 semester or 9 quarter credits in math, human biology, chemistry or allied health related courses which include the use of math or science.

The program will enroll two cohorts each year; each having 24 new students. Every cohort participates in 16 modules, each 5 weeks in duration. It is anticipated that a cohort would graduate in 80 weeks, or 20 months.

*Evaluation Team Findings:* Section 10a-34-14 Admissions Requirements

The team had concern with the admission requirement of 30 credit hours or 45 quarter-credit hour requirement before admission to a program that is already extensive. The program requires 127.5 quarter-credit hours *in addition* to the required courses for admission. In general, quarter hours may be converted to semester hours by using the following conversion factor: 1 quarter hour =  $\frac{2}{3}$  semester hour. Thus, the total number of semester credit hours equals 85, plus 30 credits as pre-requisite, which at 115 credit hours is essentially 5 credits from that normally required for a bachelor’s degree. Gibbs College has imposed this requirement to insure student success in the program. The team has suggested transferability of pre-requisite courses into the general education sequence to reduce credit hours required once admitted, or to replace this requirement with another admissions requirement that would be equally sufficient at testing an applicant’s ability to

succeed. The pre-requisite of 30 semester hours precludes a major target audience as determined by the college, which are recent high school graduates.

### Resource Support

#### Finance

Gibbs College has provided a resource summary with projections for enrollments, faculty, support staff, library expenditures and equipment.

#### *Evaluation Team Findings:* Section 10a-34-12. Adequacy of Resources

The team was concerned with the budgeted salaries in the resource summary. It was apparent through discussion with the College administration that the original figures were unrealistic and in order to attract qualified faculty, the College will commit to a higher salary range. The faculty hiring plan was not adequately represented in the resource summary, and the team requested an updated version. The College has complied.

#### Faculty

The College plans to hire three full-time faculty over the next three years. The first faculty hire will be prior to the start of the first cohort of students, and will serve as Chair of the program.

#### *Evaluation Team Findings,* Section 10a-34-13 Faculty

The team recommends hiring scanning laboratory assistants. A 3:1 student to teacher ratio is suggested for scanning labs. The team also recommends an Externship Program coordinator if more than 8 clinical sites are required to serve the student's needs. The team therefore recommends that the College evaluate their needs for faculty, coordinators, lab assistants and adjuncts in light of the number of students and clinical sites expected. The College has hired an Externship Site Developer (to be shared by all of the health programs) as previously mentioned and plans to hire a full-time clinical coordinator in year two of implementation.

The team is concerned with the availability of faculty with the required educational and professional credentials.

#### Library

The Gibbs College library currently has approximately 750 volumes to support the programs and general-education needs of the students with approximately 250 related directly to general education. The library also subscribes to 43 periodicals, three daily newspapers and has two sets of encyclopedias. Included are the top magazines in each program of study and a selection of general-interest magazines. The Cardiovascular Sonography program is a new academic direction for the college. The college has budgeted an initial expenditure of \$7,500 for new holdings and subscriptions in the field of Cardiovascular Sonography and allied health. Books (in both circulating and reference categories), periodicals, and audiovisual materials will be ordered from Career Education Corporation's core-collection lists of titles. Additional volumes, subscriptions, and audiovisual materials will be added as Program Directors, faculty members, and the

Library Advisory Committee make recommendations. In addition, students have access to the CECybrary, an Internet-accessible database of full text electronic resources.

*Evaluation Team Findings*, Section 10a-34-18. Library and Learning Resources

The team has expressed that the library materials and plans are adequate for the proposed program. The team discussed the necessity of library orientation for new students. The College responded that orientation occurs within the first English course.

Facility and Equipment

The College has plans to construct a laboratory to be used by the program. The lab will be in place before the first cohort of students begins. New equipment will be purchased as required for an ultrasound laboratory, including 6 ultrasound scanning machines.

*Evaluation Team Findings*: Section 10a-34-19. Facilities and Equipment

The team found the facility and equipment plans to be adequate for the proposed program. A Department of Higher Education staff person will visit the College upon completion of the laboratory to review adequacy. The program will be limited to the number of possible clinical placements, and the College has committed to not admitting students without first having site placements lined up.

## Appendix A: Curriculum for proposed Associate's Degree in Cardiovascular Sonography

### Core Curriculum

Code	Course	Credits
ALH106	Medical Law and Ethics	4.0
AHL117	Safety and the Healthcare Environment	2.5
BIO150	Human Body	4.0
BIO151	Anatomy and Physiology	7.0
CVS131	Electrocardiography	2.5
CVS134	Cardiovascular Pathology	3.0
CVS138	Cardiovascular Pharmacology	2.0
CVS140	Vascular I	5.0
CVS141	Vascular II	6.0
CVS142	Integrated Clinical – Vascular II	1.5
CVS210	Echo I	6.0
CVS211	Integrated Clinical – Echo I	1.5
CVS212	Echo II	6.0
CVS213	Integrated Clinical – Echo II	1.5
CVS214	Echo III	6.0
CVS215	Integrated Clinical – Echo III	1.5
CVS239	Cardiovascular Sonography Externship I	4.5
CVS240	Cardiovascular Sonography Externship II	4.5
CVS241	Cardiovascular Sonography Externship III	4.5
CVS242	Cardiovascular Sonography Externship IV	4.5
CVS243	Cardiovascular Sonography Externship V	4.5
PHY145	Ultrasound Physics I	3.5
PHY150	Ultrasound Physics II	<u>5.5</u>
		<b>91.5</b>

### General Education Requirements

Code	Course	Credits
BIO107	Biology	4.0
COM152	Interpersonal Communications Skills	4.0
ENG101	English Composition	4.0
MTH110	College Mathematics	4.0
MTH135	Algebra	4.0
PHL105	Critical Thinking	4.0
PHY113	Introduction to Physics	4.0
PSY101	Introduction to Psychology	4.0
SOC220	Cultural Diversity	<u>4.0</u>
		<b>36</b>

**Total Required Curriculum Credits** **127.5**

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Gibbs College, Farmington CT

Item: Licensure of a program in Diagnostic Medical Sonography, leading to an Associate of Science (A.S.) degree

Date: February 18, 2010

### Background

Gibbs College is requesting licensure of a new program in Diagnostic Medical Sonography, leading to an associate degree. 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 an associate's 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 program in Diagnostic Medical Sonography, as well as a related associate's program in Cardiovascular Sonography and a 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 all three of these new program proposals. The team was composed of Kelly Anastasio, from the Department of Orthopedics at Yale University, School of Medicine; Karen Giacomini, Program Director at the Institute of Medical Ultrasound in Atlanta, Georgia; Susan Capasso, Dean of Academic Services at St. Vincent's College and an Advisory Committee on Accreditation member; and Department of Higher Education staff members Patricia Santoro, Carlota Schechter, and Christine Thatcher. The findings of the evaluation team are summarized in the report below.

### Description

#### Purposes and Objectives

The proposed degree program in Diagnostic Medical Sonography prepares graduates to perform ultrasound examinations and to work effectively with patients and other health care professionals. This program is intended to prepare students for entry-level positions as Diagnostic Medical Sonographers. The career focus of this program is consistent with the mission of the college.

The College has clearly outlined the objectives of the program and they are consistent with the guidelines provided by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The College has expressed an interest in having this program approved by CAAHEP once it is in operation. If the program is approved by this professional organization students will be eligible to take a certification examination through the American Registry for Diagnostic Medical Sonography (ARDMS) and earn a credential. There is a credentialing process for sonographers but at this time there are no licensing requirements for sonographers in Connecticut.

The visiting team discussed with the administration of the College the clientele to be served by this program. The application identified two target markets for this program, traditional-age college students and adults seeking a career change. However, in the course of the visit it became clear that the program would be primarily directed to older adults rather than recent high-school graduates because the admissions requirement for this program is 30 college credits.

*Evaluation Team Findings:*

Other than the change to the targeted student population, the evaluation team had no concerns about the purpose and objective standard.

Administration

Gibbs College currently has a Director of Education who oversees all academic programs. The College plans to hire a full time director for this proposed program who is a content specialist in the field. Gibbs College recently hired an Externship Site Developer to oversee clinical assignments for all of their health science programs.

*Evaluation Team Findings:*

The evaluation team felt that it was important for the College to follow through on their plan to hire a director of this program who has expertise in the field. The team discussed with the administration of the College the possibility of creating one Program Chair to oversee both the Diagnostic Medical Sonography program and the Cardiovascular Sonography program. At this time the College plans to hire one Chair for each of these programs.

Adequacy of Resources

Gibbs College provided a resource summary in the original application which included projections for enrollments, faculty, support staff, library expenditures and equipment. The Colleges expects to begin this program in the spring of 2010 and to admit 2 cohorts of students each year. The projected enrollments for this program for the first 3 years are shown below:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Full Time Students</b>	40	44	48

The visiting team was concerned that the College would not be able to attract qualified faculty at the salary levels they had projected. The College subsequently provided a revised Resource Summary with a new faculty hiring plan and more realistic salary projections.

*Evaluation Team Findings:*

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

Faculty

The College's revised faculty hiring plan calls for hiring a Program Chair for the first year of the program. The Chair and adjunct faculty will teach in year one and the Externship Site Coordinator will be shared across all the health related programs. The plan calls for an additional full-time faculty member in year two and another in year three. In addition, a full time clinical coordination will be hired for this program in year two.

The application materials contain sample job descriptions which called for baccalaureate degrees. The Evaluation Team pointed out that in order to meet the Board of Governor's 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 both the required educational and professional credentials.

*Evaluation Team Findings:*

The team believes the new plan for faculty is consistent with the standard as long as the new faculty members hired for the program meet the Board of Governors' requirements.

Admissions Requirements and Credit for Prior Learning

The College has set two admissions requirements for this program in order to ensure that students will be successful. Before being accepted in to the Diagnostic Medical Sonography program students must:

1. Achieve a minimum score of 165 on the CPAT (Career Programs Assessment Test) entrance examination, and
2. Have successfully completed with a grade of "C" or better the postsecondary school equivalent to 30 semester hours or 45 quarter credit hours. These courses must include a minimum of 6 semester hours or 9 quarter credits in math, human biology, chemistry or allied health related courses which include the use of math or science.

The team had concern with the admission requirement of 30 credit hours or 45 quarter-credits. This is the equivalent to half of a typical associate's degree program. The College responded to this concern stating that they want to "ensure that students have prior coursework within math and sciences which will speak to their potential to be successful in an academically demanding program." They also stated that they will examine the student's prior course work to determine if any of the prior credits may equate to courses in the Diagnostic Medical Sonography curriculum. The team

encouraged this transfer of pre-requisite courses in order to reduce credit hours required once admitted, and also suggested that the College investigate replacing this requirement with another admissions requirement that would be equally effective in ensuring an applicant's ability to succeed. The issue of transferability was raised again in regards to the curriculum.

*Evaluation Team Findings:*

The team determined that the proposed program is aligned with the Admissions and Credit for Prior Learning Standards as long as the admissions requirements are published and transfer credit is awarded where appropriate.

Curriculum

The curriculum for the proposed associate's degree program in Diagnostic Medical Sonography had been developed by Career Education Corporation (CEC) and it is currently in use at in 11 other CEC institutions across the country, 5 of these are degree programs in colleges and the others are offered as certificate programs at private occupational schools that are part of the CEC network. CEC contracted with an expert to develop the curriculum according to professional guidelines. Programs that are using this curriculum have been accredited by the Committee on Accreditation for Allied Health Education Programs (CAAHEP). The CEC Vice President of Academic Affairs for Health and Start Up Schools, Michael Schafer, met with the visiting team during the visit and reported that 85% of the students in these programs pass the ARDMS registry exam.

The proposed associate's degree program in Diagnostic Medical Sonography is designed to be delivered in modules. The entire program consists of 16 modules, each 5 weeks in duration. It is anticipated that a cohort would graduate in 80 weeks, or 20 months. The curriculum for this program consists of 135.5 quarter credits,<sup>1</sup> equivalent to 90 semester hours. This large number of credits was a concern for the visiting team. The 90 credits in the program is in addition to the 30 credit admission requirement (if none of the pre-requisite courses transfer) and, thus, graduates may complete this program with 120 credits—the equivalent to the number of credits in a typical bachelor's degree program. The BOG standards do not place an upper limit on the number of credits in an associate's degree program; however, because these credits are all being delivered at the 2-year degree level students will complete this program with 90 to 120 credits at the lower division level.

Most of the credits in this program are in the area of specialization (103.5 quarter-credits, equivalent to 69 semester hours) and the remainder of the credits is general education (32 quarter-credits, equivalent to 21 semester hours) including social sciences, humanities and sciences. The list of courses and credits is in Appendix A.

The specialization courses include 4 externships for a total of 600 hours of supervised field experience. This clinical portion of the program meets National Education Committee for Sonography standards. The program will be limited to the number of

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<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.

possible clinical placements, and the College has committed to not admitting students without first having site placements lined up. The visiting team emphasized the importance of the Externship coordinator position and the challenges inherent in developing and maintaining adequate number of affiliation agreements with clinical sites especially when there are other schools in the area competing for these placements.

The team reviewed the proposed curriculum found it to be appropriate to the area of specialization with the exception of the anatomy course. The team questioned the appropriateness of the text used in the anatomy and physiology courses, the lack of a lab for these courses and the transferability of the courses. The College is reviewing the text, and adding a lab component, possibility a virtual lab through Pearson MyLab.

In addition to the general concern about the large number of credits in the program, the team also raised questions about the transferability of quarter-credit courses. The team was concerned that the quarter credit system may make it difficult for students to transfer credits earned at Gibbs to institutions which use the semester hour system. This would be particularly true for courses that equate to less than 3 semester hours. The institution agreed to look into using semester hours for the general education courses.

*Evaluation Team Findings:*

The specialized content of the proposed program aligns with the Curriculum standard.

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 Diagnostic Medical Sonography 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 in the first English course. 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 construct a laboratory to be used by the program. The lab will be in place before the first cohort of students begins. New equipment will be purchased as required for an ultrasound laboratory, including 6 ultrasound scanning machines. The

capacity of this laboratory will impact the number of students who can be accepted into the program. The recommended student to teach ratio in scanning labs is three to one.

*Evaluation Team Findings:*

The team found the plans for the facility renovations and equipment purchases to be adequate for the proposed program and recommends that a Department of Higher Education staff person visit the College upon completion of the laboratory to review the implementation of these plans once the laboratory is in place.

**Appendix A: Curriculum for proposed  
Associate's Degree in Diagnostic Medical Sonography**

<b>Code</b>	<b>Course</b>	<b>Quarter - Credits</b>
<b>Specialized Courses</b>		
BIO150	Human Body	4.0
BIO151	Anatomy and Physiology	7.0
DMS101	Ultrasound Physics and Instrumentation	5.5
DMS102	Basic Ultrasound Scan Techniques	5.5
DMS103	General Pathology	3.0
DMS107	Introduction to Ultrasound and Physics	5.0
DMS121	Abdomen I	8.5
DMS122	Abdomen II	8.5
DMS130	Scanning of the Neck and Duplex Imaging	8.5
DMS140	Female Reproduction	8.5
DMS141	Obstetrics	8.5
DMS151	Male Reproduction	3.5
DMS160	Pediatrics	3.5
DMS201	Externship I	5.0
DMS202	Externship II	5.0
DMS203	Externship III	5.0
DMS204	Externship IV	5.0
PHY113	Introduction to Physics	<u>4.0</u>
		<b>103.5</b>
<b>General Education Requirements</b>		
BIO107	Biology	4.0
COM152	Interpersonal Communications Skills	4.0
ENG101	English Composition	4.0
MTH110	College Mathematics	4.0
MTH135	Algebra	4.0
PHL105	Critical Thinking	4.0
PSY101	Introduction to Psychology	4.0
SOC220	Cultural Diversity	<u>4.0</u>
		<b>32</b>
<b>Total Curriculum Required Credits</b>	<b>135.5</b>	

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Gibbs College, Farmington CT

Item: Licensure of a Certificate program in Medical Billing and Coding

Date: February 18, 2010

### Background

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, as well as a related associate programs in Cardiovascular Sonography and Diagnostic Medical Sonography.

An evaluation team representing the Board of Governors conducted a visit to the institution on January 6, 2010 to review all three of these new program proposals. The team was composed of Kelly Anastasio, from the Department of Orthopedics at Yale University, School of Medicine; Karen Giacomini, Program Director at the Institute of Medical Ultrasound in Atlanta, Georgia; Susan Capasso, Dean of Academic Services at St. Vincent's College and an Advisory Committee on Accreditation member; and Department of Higher Education staff members Patricia Santoro, Carlota Schechter, and Christine Thatcher. The findings of the evaluation team are summarized in the report below.

### 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 purpose and objective 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 in the original application which included projections for enrollments, faculty, support staff, library expenditures and equipment. The Colleges 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 below:

	<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.

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 in 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

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<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.

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.

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

Code	Course	Credits
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: ADVISORY COMMITTEE ON ACCREDITATION

Institution: The National Graduate School of Quality Management  
Falmouth, Massachusetts

Item: Relicensure of a Master of Science degree program in Quality Systems Management, to be offered in Farmington, Connecticut

### Background

The National Graduate School of Quality Management [NGS] has applied to the Board of Governors for relicensure of its a Master of Science degree program in Quality Systems Management at the United Technologies Training Center (UTC) in Farmington, CT. This program was previously licensed without stipulation.

NGS is a private, not-for-profit corporation chartered in 1993 to confer degrees in the Commonwealth of Massachusetts. Its administrative center is located in Falmouth, MA and it has been accredited by the New England Association of Schools and Colleges [NEASC] since 1998. The Master of Science in Quality Systems Management was the School's first program.

### Description

#### Purpose and Objectives

The National Graduate School of Quality Management offers project-based degree programs to adult professionals. These projects revolve around creating tangible, measurable improvements in organizational performance. NGS states that its graduates are trained in behavioral, analytic, customer service and leadership skills. The school's catalog explains that teamwork, collaboration and continuous improvement are emphasized throughout their curriculum.

#### Administration

The school's main administrative offices and services are in Falmouth, Massachusetts. The Director of Academic Affairs & Faculty Assignments provides general oversight of the program. Governance at the National Graduate School is accomplished through collaborative efforts in which their Board of Governors provides strategic oversight and the Administration oversees implementation through the Senior Leadership Team.

#### Curriculum

The M.S. Degree Program in Quality Systems Management consists of 16 courses (49 credits) listed in the Attachment and taken sequentially over 16 months. Each course runs for 4 weeks and meets every other week for 12 hours (on Friday evening and all day

Saturday). These 24 classroom contact hours are supplemented by 20 hours of organized team study and research.

The curriculum is designed around a 12 course core to which the sponsoring institution can add courses from a list of “electives” which become a mandatory part of the student’s program. At UTC, four additional “elective” courses were chosen.

Central to the program is the Master’s Business Project (MBP). Working in teams of varying sizes, students complete a MBP related to their work under the supervision of a designated faculty advisor. The MBP replaces the Master’s thesis and students have to defend their project in a formal presentation.

#### Admission and Enrollment

Applicants must possess a Bachelors degree from an accredited institution, demonstrate substantive work experience, provide two favorable letters of recommendation, and submit a personal statement regarding the applicant’s commitment to achieving tangible results. Full acceptance is granted to candidates who have a 3.0 undergraduate GPA and conditional acceptance is granted when students do not meet the requirements of full acceptance but have every indication of potential success. Once admitted to the program, satisfactory academic standing is a 3.0 GPA.

Students are admitted in cohorts and typically have a corporate or government sponsor (e.g., United Technologies Corporation). The School has admitted students outside of UTC at the Farmington location. The school projected an enrollment in Connecticut of 50 to 100 students per year for the first five years. At the time of initial licensure, the School had projected enrollments at the Coast Guard Academy. However, enrollment at the Coast Guard did not occur.

Actual enrollments in Farmington, CT are as follows:

10/24/08	25
10/16/09	9

Graduation Dates:

2/23/08	11
10/10/08	18
6/15/09	13

#### Similar Programs

In Connecticut there are no specialized programs offered in Quality Systems Management at any level.

## Resource Support

### Faculty

The faculty for the National Graduate School consists of reflective practitioners, academicians, course developers and notable researchers. Of the 32 instructors provided by the institution, 21 faculty members hold doctoral degrees. There are two full-time faculty members/administrators based in Connecticut. One faculty member possesses a Juris Doctorate, a MBA and Masters in Quality Systems Management with extensive corporate training and management experience. The other faculty member holds a doctorate degree in Educational Administration and a Masters with a specialization in Adult Education.

### Library

Students who are enrolled in the program have on-line access to NGS's library in Falmouth, MA. The library maintains 16 different business-related on-line data bases with full text capability. It also has approximately 3,500 volumes selected specifically to support the program and which are available to the students through remote 24-hour delivery. The school has a library representative who provides answers to on-line reference questions, however the library does not have an MLS qualified librarian.

NGS will establish a portable on-site reference library of at least 180 volumes to support the classes being offered in Connecticut. They will be stored on carts in the Audio-visual room and rolled out by each instructor for every class. The instructor will be responsible for checking texts in and out.

### Facilities and Equipment

Each cohort will be assigned a classroom at the United Technologies Training Center in Farmington. An LCD projector, laptop, and additional instructional aids are provided as required by the instructor.

## ATTACHMENT

Institution: National Graduate School of Quality Management  
Program: M.S. in Quality Systems Management  
(*Curricular Design for the United Technologies Corporation site*)

### Semester One

QSM 701 Principles of Action Learning (1 cr)  
QSM 770 Performance Based Management (Systems to Achieve Competitive Excellence) (3 cr)  
QSM 781 A Systems Approach To Strategic Planning (3cr)  
USM 748 Project Management With Passport (3 cr)  
USM 750 Master's Business Project Phase One (Define) (3 cr)

### Semester Two

QSM 840A Action Research I (1 cr) #  
USM 844 Assessing Organizational Performance with ACE (3 cr)  
QSM 743 Learning to See, Improving Throughput (3 cr)  
USM 641 DIVE Process Definition and Certification (3 cr) \*  
USM 639 Supply Chain Productivity and Management (3 cr) \*  
USM 762 Master's Business Project Phase Two (Investigate) (3 cr)

### Semester Three

QSM 840B Action Research II (1 cr)  
USM 642 Root Cause and Mistake Proofing Solutions (3 cr) \*  
USM 643 Applied Statistical Analysis for Decision Making (3 cr) \*  
USM 766 Master's Business Project Phase Three (Verify) (3 cr)

### Semester Four

QSM 850C Action Research III (1 cr)  
QSM 758 Benchmarking (3 cr)  
USM 775 Financial Systems Management (3 cr)  
USM 767 Master's Business Project Phase Four (Ensure) (3 cr)

# This course extends through the duration of the program and is divided by semester into 3 single credit courses.

\* UTC requested course

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Post University, Waterbury CT

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

### Background

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.

### 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:

**Business Courses** **15 credits**

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

**MPA Courses** **18 credits**

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

**MPA Capstone** **4 credits**

MPA 698 Capstone I	2 credits
MPA 699 Capstone II Project	2 credits

**Total Credits** **37 Credits**

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 in a public or non-profit related field.
- 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.

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

**Institution:** Quinnipiac University

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

**Date:** February 18, 2010

### **Overview:**

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.

### **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 an 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: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Capital Community College  
Item: Accreditation of a program in Insurance and Financial Services, leading to an Associate of Science degree  
Date: February 18, 2010

### Background

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.

### 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 to 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: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Central Connecticut State University  
Item: Accreditation of a program in Journalism, leading to a Bachelor of Arts (B.A.) degree  
Date: February 18, 2010

### Background

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, seeing 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.

### 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: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Goodwin College  
Item: Accreditation of a program in General Studies, leading to an Associate of Science (A.S.) degree  
Date: February 18, 2010

### Background

The Board of Governors licensed an associate's degree program in General Studies at Goodwin College in April of 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.

### Description

Goodwin College developed the associate's degree program in General Studies in order to give students the opportunity 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.

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

The 2008 licensure application reported 13 full-time faculty teaching general education with appropriate degrees. With regard to enrollment, the licensure application projected 10 full time and 20 part-time students in the first year and 18 full-time and 50 part-time the second year.

## Update since Licensure in 2008

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.

The Department Chair for General Education continues to direct the General Studies program. While the College currently employs 44 full-time faculty and 134 adjunct faculty, of that number 20 full-time faculty and 88 adjunct faculty are available to teach the general education core courses.

The College has been granted approval by the Board of Governors to offer baccalaureate degree level programs. The Board licensed three programs leading to the Bachelor of Science in Child Studies, Health Science and an RN to BSN completion program.

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

Since licensure of this program, the College has moved to a new campus at One Riverside Drive in East Hartford. 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. 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: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Quinnipiac University

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

### Background

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.

### 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

The Bernhard Library collection consists 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 production venues have expanded, allowing students to perform and to work in a variety of theater contexts. Quinnipiac 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, as well as, storage for scenery and props in a house located adjacent to the campus. These developments have been extremely important in expanding the production capabilities of the program.

## STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

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

### Background

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.

### 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 & 640).

<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	Nu554 (3) Pharmacology for the Nurse Educator
2	Nu555 (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	NU 640(6) Nurse Education Role Practicum	

Nursing Education  
NU 589(3) Curriculum  
Development and Evaluation  
in Nursing Education  
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.


At its meeting on January 20, 2010, a quorum being present, the Board of Governors for Higher Education approved the following resolutions:

- RESOLVED: that the Board of Governors for Higher Education licenses a program in Health Science, leading to the Bachelor of Science (B.S.) degree, to be offered by the University of Bridgeport, for a period of three years, until January 31, 2013.
- RESOLVED: that the Board of Governors for Higher Education accredits a minor program in Language and Computation, to be offered by Central Connecticut State University, for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education accredits a program in Hospitality and Tourism Management, leading to the Bachelor of Science (B.S.) degree, to be offered by Mitchell College, for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education accredits a Master of Arts (MA) degree in Communication, to be offered by Fairfield University, for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education accredits a Master of Fine Arts (MFA) degree in Creative Writing, to be offered by Fairfield University, for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education licenses a program in Exercise Science, leading to an Associate of Science (A.S.) degree, to be offered by Three Rivers Community College for a period of two years, until December 10, 2011.
- RESOLVED: that the Board of Governors for Higher Education licenses a Master of Fine Arts (MFA) degree in Writing, to be offered by Albertus Magnus College, for a period of two years, until December 10, 2011.
- RESOLVED: that the Board of Governors for Higher Education licenses a program in Physician Assistant, leading to the Master of Science degree, to be offered by the University of Bridgeport, for a period of three years, until January 31, 2013.
- RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Visual Fine Arts, leading to an Associate in Arts (A.A.) degree, to be offered by Three Rivers Community College, for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education approves the modification of the accredited program in Counselor Education Community & School into two separate programs to include School Counseling and Clinical Mental Health Counseling, each leading to the Master of Arts (M.A.) degree, offered by Fairfield University, for a period of time concurrent with institutional accreditation.
- RESOLVED: that the Board of Governors for Higher Education approves the modification of the accredited program in Business Administration, leading to the Master of Business Administration (MBA) degree, to be offered online and on ground by Sacred Heart University, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education approves the modification to the Master of Fine Arts degree (MFA) program name from Professional Writing to Creative and Professional Writing, offered by Western Connecticut State University, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education permits admission to students outside of the UTC affiliates into programs offered at the East Hartford campus of Embry-Riddle Aeronautical University, for a period of time concurrent with institutional licensure.

RESOLVED: that the Board of Governors for Higher Education extends the licensure of a program in Quality Systems Management, leading to the Master of Science degree, offered by the National Graduate School, until March 31, 2010.

  
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Michael P. Meotti  
Commissioner

1/20/10