

TO: Advisory Committee on Accreditation
FROM: Christine Thatcher, Associate Director, Academic Affairs
DATE: January 14, 2010
SUBJECT: ACA Meeting on Thursday, January 21, 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, January 21, 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. 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 December 10, 2009
3. DISCUSSION
4. LICENSURE APPLICATIONS

Fairfield University - Licensure of a program in Nursing Practice, leading to the Doctor of Nursing Practice degree (DNP)

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

Williams College - Licensure of a program in American Maritime Studies offered at Mystic Seaport in Mystic, Connecticut

5. ACCREDITATION APPLICATIONS

Talmudic Institute of Connecticut - Accreditation of an Institution of Higher Education to offer a Certificate in Talmudic Studies

6. SIMULTANEOUS LICENSURE AND ACCREDITATION APPLICATIONS

None

7. PROGRESS REPORTS

None

8. INFORMATION ITEMS - **Monthly Update**

9. OTHER BUSINESS

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

11. NEXT ACA MEETING – February 18, 2010

12. ADJOURNMENT

Board of Governors for Higher Education

Advisory Committee on Accreditation

Minutes of the Meeting

Thursday, December 10, 2009

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, December 10, 2009.

Members or alternates present: Shirley Adams, Miller Brown, Susan Capasso, Ann Clark, David Dauwalder, John Donohue, Joseph Paige, Judith Resnick, David Wetstone, and Abbey Zink

Board Members present: None

Staff present: Michael Meotti, Patricia Santoro, 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 November 12, 2009

Miller Brown called for approval of the minutes of November 12, 2009. David Dauwalder suggested a correction to the minutes. Ann Clark moved approval of the minutes as corrected and Shirley Adams seconded; the motion passed unanimously.

3. DISCUSSION

Commissioner Meotti discussed the role of the Advisory Committee on Accreditation in the program approval process and encouraged Committee members who participate on evaluation site visits to fully engage in the conversation regarding the program applications.

4. LICENSURE APPLICATIONS

a. Albertus Magnus College – Licensure of a program in Writing, leading to the Master of Fine Arts (MFA) degree

Patricia Santoro, Director of Academic Affairs, presented the application and introduced Paul Robichaud, Associate Professor of English, and Sarah Wahlman, Assistant Professor of English, who represented the College.

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

b. Three Rivers Community College – Licensure of a program in Exercise Science, leading to an Associate of Science (A.S.) degree

Patricia Santoro presented the application and introduced Ann Branchini, Academic Dean, and James Copeland, Department Chair of Science, who represented the College.

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

c. University of Bridgeport – Licensure of a program in Health Sciences, leading to the Bachelor of Science (B.S.) degree

Christine Thatcher, Associate Director of Academic Affairs, presented the application and introduced David Brady, Vice Provost for Health Sciences, Hans van der Giessen, Dean of Arts and Sciences, Angela Santiago, Division Director and Program Chair, and Kathleen Engelmann, Assistant Professor of Biology, who represented the University.

The Committee expressed concerns regarding the concentration areas and the need for further education beyond the bachelors degree for entry level positions. The Committee encouraged the University to provide appropriate and clear academic advising to students in these concentrations. After discussion, the program was found to be in compliance with Board of Governors' approval standards. David Dauwalder moved approval and Susan Capasso seconded; the motion passed with Ann Clark and Judith Resnick opposed. John Donohue abstained from the vote.

d. University of Bridgeport – Licensure of a program in Physician Assistant, leading to the Master of Science (M.S.) degree

Christine Thatcher presented the application. The University was represented by David Brady, Vice Provost for Health Sciences, Daniel Cervonka, Director of the Physician Assistant Institute, Martha Petersen, Associate Program Director, and Mark Taafel, Clinical Director.

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

5. ACCREDITATION APPLICATIONS

a. Fairfield University – Accreditation of a program in Communication, leading to the Master of Arts (M.A.) degree

Carlota Schechter, Senior Consultant for Academic Affairs, presented the application and introduced Mary Frances Malone, Associate Academic Vice President, and Michael Pagano, Professor of Communications, who represented the University.

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

b. Fairfield University – Accreditation of a program in Creative Writing, leading to the Master of Fine Arts (M.F.A.) degree

Carlota Schechter presented the application. The University was represented by Mary Frances Malone, Associate Academic Vice President, and Michael White, Professor of English.

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

c. Mitchell College – Accreditation of a program in Hospitality and Tourism Management, leading to the Bachelor of Science (B.S.) degree

Christine Thatcher presented the application and introduced President Mary Ellen Jukoski, David Dunlop, Vice President for Academic Affairs, and Bob Forcier, Department Chair, who represented the College.

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

6. SIMULTANEOUS LICENSURE AND ACCREDITATION

a. Three Rivers Community College – Licensure of a program in Visual Fine Arts, leading to an Associate of Arts (A.A.) degree

Patricia Santoro presented the application. The College was represented by Ann Branchini, Academic Dean, and Sandra Jeknavorian, Department Chair, who represented the College.

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

7. PROGRESS REPORTS

None

8. INFORMATION ITEMS

Monthly Update – Christine Thatcher summarized the Monthly Update.

9. OTHER BUSINESS

The Committee will be engaged on occasion to discuss individual Board standards and other Academic Affairs issues. There was discussion around instituting a consent calendar and action agenda for future meetings.

2010 Meeting Schedule – On a motion made by Ann Clark and seconded by John Donohue, the Committee voted unanimously to accept the 2010 schedule of meetings to be held on the third Thursday of each month beginning January 21, 2010.

10. BOARD OF GOVERNORS RESOLUTIONS – Meeting of November 18, 2009

11. NEXT ACA MEETING – January 21, 2010

12. ADJOURNMENT

The meeting adjourned at 11:55 a.m.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Fairfield University

Item: Licensure of a program in Nursing Practice, leading to the Doctor of Nursing Practice degree (DNP)

Background

The Doctor of Nursing Practice is a clinical doctorate for advanced preparation in nursing practice comparable to advanced clinical degrees in other health disciplines such as Medical Doctor (MD), Doctor of Pharmacy (PharmD), Doctor of Public Health (DrPH), and Doctor of Physical Therapy (DPT). The degree focuses on the appraisal and application of existing evidence to improve practice and is grounded in clinical practice. The DNP moves the focus of advanced practice nursing from the level of the individual patient to the population level by using a cross-population perspective to assess, manage, and evaluate common problems. The American Association of Colleges of Nursing in 2004 recommended that advanced practice nursing move to the doctoral degree for entry level instead of the MSN by 2015.

Fairfield University is proposing two levels of preparation for the DNP, as well as specialized tracks within these levels. The proposal includes both a BSN to DNP program and a MSN to DNP program. A 15 credit DNP Core, a Foundation Core, and an Advanced Practice Core unites the three specializations in Family Nurse Practitioner (FNP), Psychiatric Nurse Practitioner (PsyNP), and Nurse Anesthesia (CRNA).

An evaluation team representing the Board of Governors conducted a visit to the institution on December 14, 2009. The team was composed of H. Michael Dreher, Chair of the Doctoral Nursing Department at Drexel University; Abbey Zink, Assistant Dean of the School of Arts and Sciences at Western Connecticut State University and ACA member; and Christine Thatcher, DHE. The findings of the evaluation team are summarized within the report below.

Description

Purpose and Objectives

The DNP will be the first doctoral program at Fairfield University. The University does offer the MFA in Creative Writing, which is a terminal degree. The DNP will be offered by the School of Nursing, which currently offers Master's degree programs in Advanced Practice Nursing, Clinical Nurse Leader, Health Care Management and Nurse Anesthesia.

Graduates of the DNP program will possess the following competencies:

1. Independently provide culturally sensitive and evidence-based care to individuals and populations in a defined area of advanced nursing practice
2. Demonstrate critical thinking at the highest level of practice and accountability in the management of healthcare systems, considering ethical, legal, and socially just patient-centered care
3. Translate research into practice through critique of existing evidence, evaluation of outcomes, and implementation of projects that contribute to the development of best practices
4. Integrate science and theory from nursing and related disciplines within a reflective practice framework to inform clinical judgments, resolve dilemmas in healthcare, and serve as a patient care advocate
5. Evaluate patient, population, and healthcare system outcomes using fiscal analysis and cost-effective strategies to achieve quality improvement
6. Analyze the use of healthcare information systems and patient care technology to ensure high quality healthcare outcomes
7. Lead collaborative interdisciplinary relationships and partnerships to transform healthcare delivery systems and improve health
8. Assume a leadership role in the analysis, development, implementation, and evaluation of policies to improve healthcare delivery and outcomes at the local, regional, national, and international levels

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

The evaluation team found that the proposed DNP program's goals align with the University's strategic plan and its mission. Reflective practice supports the Jesuit ideal. The University's transformation into a doctoral degree granting institution will evolve upon implementation of the program.

Administration

The DNP program will be housed in the School of Nursing at Fairfield University. Track Coordinators will report to the Associate Dean for Academic Programs, who, in turn, reports to the Dean of the School. The current Chair of the DNP taskforce will oversee the program and work collaboratively with Track Coordinators.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) for its graduate and undergraduate programs until 2017. The DNP program will be considered for accreditation at the spring 2017 visit. The nurse anesthesia program will also require accreditation from the National Council of Nurse Anesthetists. This application will be submitted in April 2010.

In addition, Fairfield University will be participating in a Doctor of Nursing Practice (DNP) Consortium Initiative developed by the twenty one Jesuit Schools of Nursing.

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

The administrative structure of the established School of Nursing is adequate to support the new program. The team found the administration and the larger community at the University to be quite supportive. The team suggests the addition of specific policies for doctoral students and to use this opportunity to develop these policies before additional programs are added at the doctoral level. The team also suggests broadening the advisory board to include additional members outside of the University. The team was pleased to learn of the partnership council with clinical sites that meets regularly and the Jesuit consortium that will lend support to the new program.

Curriculum

The program was designed by the Nursing Faculty at Fairfield University with consultation from experts at the University of San Diego and the University of Massachusetts, Amherst. The developers used guidelines published by the AACN in 2006. These guidelines include eight essential elements for curriculum development.

The University has planned two pathways. A post-baccalaureate program will include 50 – 53 credits of theory, 12 credits of clinical hours and 8 credits of DNP Immersion/Capstone completion. The post-MSN program consists of 6 credits of Foundation Core, 15 credits of DNP Core and 8 credits of DNP Immersion/Capstone (400 hours).

The curriculum is attached.

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

The evaluation team discussed the curriculum at length with the faculty and administration of the School of Nursing, and a number of the suggestions have either been implemented or are under further consideration. The School of Nursing has met since the visit and made some of the initial decisions, and later workshops are planned to discuss the evaluation team's recommendations with the larger faculty taskforce.

- The team suggested a doctoral-level applied clinical ethics course for the curriculum. The institution responded by submitting a detailed account of where ethics is threaded throughout the curriculum, as well as adding objectives into courses. In addition, the faculty are considering a collaborative effort in teaching classes with an Ethicist in Healthcare and with a School of Business faculty member.
- The team suggested changing the name of the capstone project, and the institution has changed the name to "Practice Dissertation" to better encompass its rigor and contribution to the literature. Students will complete an oral defense and submit a manuscript to a peer-reviewed journal prior to the conferring of the degree.
- The team suggested bringing the minimum number of credits for the post-MSN doctorate to 30 credits, and the University has responded by adding a 1-credit dissertation preparation course to the final two semesters of coursework. This requirement will continue until the student completes the degree. Thus, the new minimum number of credit hours has increased to 31. BSN to DNP students will also enroll in a 1-credit dissertation preparation course in the final two semesters of coursework. Thus, the new minimum number of credit hours has increased to

72 credits (FNP), 74 credits (PsyNP) and 75 credits (CRNA). The team suggested a midpoint assessment to ensure students are of doctoral caliber.

- The team recommended more explicit doctoral level competencies to be articulated in the course descriptions. Course titles could better represent doctoral training and should be revisited.

Admission and Enrollment

Fairfield University seeks to maintain their current level of enrollment in the graduate programs in the School of Nursing. The University intends to enroll the first students into the DNP program in September 2010. By year three of the program, the University projects 28 new DNP students entering Fairfield each year.

Applicants to the program must have completed a baccalaureate degree. The degree must be either a BSN or a non-nursing bachelor's degree with one course in public health nursing. A Connecticut RN license is required for admission. Other requirements include a 3.0 GPA for BSN to DNP applicant or 3.2 GPA for MSN to DNP applicants, computer literacy, an interview including the composition of an essay, as well as a personal statement and references. CNRA applicants must also have a minimum of one year of work experience in a critical care setting and have completed two semesters of college-level biology, two semesters of college-level chemistry and one semester of college-level microbiology and college-level math. A college-level physics course is highly recommended for nurse anesthesia.

Similar Programs

In the State of Connecticut, two other institutions- the University of Connecticut and Sacred Heart University - are licensed to offer the DNP. The recently licensed program at Sacred Heart is a post-masters program with two tracks in Leadership in Healthcare Organizations and Advance Practice in Healthcare Organizations. The program at the University of Connecticut is post-masters as well. The University of Massachusetts-Amherst is the only other institution in the region that offers a post-baccalaureate DNP.

Resource Support

Faculty

The School of Nursing at Fairfield currently employs 14 full-time faculty members, 10 of whom may teach in this program. There are two open faculty lines with an impending hire during the spring 2010 semester. Additionally, 9 full-time and 2 half-time VA nursing faculty members support the School.

The University budgeted for a second faculty line for fall 2010 and 2 graduate assistantships as well as additional funds to support the program. Faculty development funding is planned to be in place by fall 2012.

According to the University, this program will require further development of clinical preceptors with the appropriate credentials and experience to mentor students at the practice doctoral level.

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

The team was impressed with the credentials of the faculty and considered them an asset to the proposed program. Support of the current faculty was evident at the visit. The team discussed the consequent increase in faculty responsibilities and time once a doctoral program is in place, and the University immediately responded with an examination of various models to address the issue of faculty load.

Finance

The University has carefully analyzed the needs of this new program versus their current resources and has planned accordingly. The Administration acknowledges the need for additional faculty, library resources, and faculty time for implementation of a doctoral program and has planned to phase in additional resources as required.

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

It was evident from the site visit and from the resource projections supplied by the University that the program will be supported. The initial plan provided by the University was to phase out the master's level programming in favor of this doctoral program. However, the team suggested a more prudent approach for the University to wait for actual enrollment numbers before phasing out any other program. The University's goal is little growth in overall numbers and thus has agreed with the team to continue to offer admission into the master's level programs until such time that the doctoral program is self-sustaining.

Library

The Library at Fairfield University currently holds over 394,000 books, 1,170 print periodicals, 33,235 electronic periodicals, 12,788 audiovisual titles and over one million micro print, fiche or form titles. Electronic databases include access to many full-text journals and evidence-based resources such as the Cochrane Library. The Nursing faculty compared these holdings to similar Universities with DNP programs and believes the resources are sufficient, and research will continue in this regard. The University is projecting \$50,000 per year for the first three years in additional library expenses for this program.

Students will be required to have a laptop and to own the student version of SPSS software.

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

The team was impressed with the Library resources. The team recommends creating a Nursing library committee that will include a doctoral student. The team also recommends a formal library orientation for new doctoral students.

Facility and Equipment

The School of Nursing facility has been technologically updated providing a simulation center that is hard wired for live or recorded simulation. The center consists of three simulation rooms and a control room. The auditorium has Mediasite Live capabilities. The School has ample laboratory and classroom space for the needs of the program.

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

The team was impressed with the laboratories and the simulation ability and suggests integrating this technology fully into the doctoral program.

Curriculum Attachment

Foundation Core Courses include:

Course Title	Credits
Epidemiology and Biostatistics	3
Application of Nursing Theory and Research Methods to Practice (Prerequisite - Epidemiology & Biostatistics)	3
Advanced Nursing Roles and Reflective Practice	3
Health Care Policy	3
Total	12

New DNP Core Courses include:

Course Title	Credits
Health Promotion	3
Research Translation for Clinical Practice (Prerequisite – Application of Nursing Theory and Research Methods to Practice)	3
Finance & Quality Management in Health Care Organizations	3
Information Technology for Health Care Change	3
Leadership & Interprofessional Collaboration	3
Total	15

Existing Courses

In addition to these new courses, students will take three advanced practice core courses (listed below) and the specialty courses specific to each of the three tracks (FNP, PsyNP, and CRNA). These courses already exist as part of the Master’s program tracks. FNP and PsyNP options include BSN to DNP and MSN to DNP options. The CRNA program will be BSN to DNP and full-time only. CRNA students take both NS541 (Advanced Pharmacology) and NSAN 571 Pharmacological Strategies in Anesthesia Practice.

Advanced Practice Core Courses include:

Course Number and Title	Credits
NS 504 Advanced Health Assessment	4
NS 540 Advanced Physiology and Pathophysiology	3
NS 541 Advanced Pharmacology	3
Total	10

FNP Specialty Courses include:

Course Number and Title	Credits
NS 538 Adult Health II	4
NS 542 Adult Health I	3
NS 543 Practicum in Adult Health I	4
NS 544 Care of Children & Families	3
NS 545 Practicum in the Care of Women, Children & Families	4
NS 547 Care of At-Risk Populations	3
NS 548 Practicum in the Care of At-Risk Populations	4
Total	25

PsyNP Specialty Courses include:

Course Number and Title	Credits
NS 550 Psychopathology	3
NS 552 Mental Health Nursing of Individuals	3
NS 559 Psychiatric Assessment & Diagnosis	3
NS 560 Practicum I: Mental Health Assessment, Diagnosis & Treatment of Individuals	4
NS 561 Mental Health Nursing of Groups & Families	3
NS 562 Practicum II: Mental Health Nursing of Groups & Families & Management of Individuals	4
NS 563 Primary Mental Health Nursing of At-Risk Populations	3
NS 564 Practicum III: Primary Mental Health Nursing of At-Risk Populations	4
Total	27

CRNA Specialty Courses include:

Course Number and Title	Credits
NSAN 570 Human Anatomy & Physiology for Nurse Anesthetists	3
NSAN 571 Pharmacologic Strategies in Anesthesia Practice	3
NSAN 572 Basic Principles of Nurse Anesthesia Practice	3
NSAN 573 Chemistry & Physics for Nurse Anesthetists	3
NSAN 574 Advanced Principles of Nurse Anesthesia Practice	3
NSAN 575 Clinical Orientation /Specialty Rotations	1
NSAN 576 Clinical Practicum I	1
NSAN 577 Clinical Practicum II	1
NSAN 578 Capstone in Nurse Anesthesia	2
NSAN 579 Clinical Correlation Conference I	1
NSAN 580 Clinical Practicum III	2
NSAN 581 Clinical Correlation Conference II	1
NSAN 582 Clinical Practicum IV	2
NSAN 583 Clinical Correlation Conference III	2
NSAN 584 Professional Aspects of Nurse Anesthesia Practice	3
NSAN 585 Clinical Practicum V	2
Total	33

Capstone Requirement

All DNP students are expected to complete a Capstone Project (Practice Dissertation) and a 400-hour residency during the final semester. The capstone project must integrate research evidence into planning, implementing and evaluating a solution for an identified practice problem and/or practice change. The capstone should represent a synthesis of all course and experiential learning and demonstrate students' capacity for leadership, management, and clinical expertise in their specialty area.

The School of Nursing's current and extensive network of clinical partner sites will be accessed for students to meet the DNP Immersion/Capstone requirement. Each student will have an agency mentor to facilitate accomplishment of the course and program objectives. Each student will have a faculty advisor throughout the program. A team of faculty will serve to review capstone proposals and progress, and will grade the final product. Feedback from the team will be conveyed to DNP students through their faculty mentor. When a student's area of interest would benefit from external mentoring, a second advisor will be sought to provide expert mentoring in that area.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Sacred Heart University

Item: Licensure of a program in Applied Psychology, leading to a Master of Science (M.S.) degree on ground and online and two graduate certificates, one in Industrial Organizational Psychology and one in Community Psychology, also on ground and online

Overview:

Sacred Heart University is an independent university offering undergraduate and graduate programs in the Catholic intellectual tradition and is accredited by the New England Association of Schools and Colleges (NEASC). The University currently offers a number of master's degree programs particularly in the areas of nursing and education and is requesting licensure of a new Master of Science degree program in Applied Psychology. The undergraduate Psychology program is largest major at the University graduating about 150 students each year so the Psychology Department at Sacred Heart is extensive, comprising many well-qualified, full time faculty members.

The proposed Master of Science in Applied Psychology program has two concentrations, one in Industrial Organizational Psychology and one in Community Psychology. These concentrations would also be available as stand alone graduate certificates. The degree and certificate programs would be offered in both on ground and online formats.

1. Purpose and objectives

- The primary goal of the proposed Master of Science in Applied Psychology is to teach students how to apply the science of human behavior to solve practical problems in various settings in the community. This purpose is consistent with the University's emphasis on compassion for others and responsiveness to societal needs. The program's emphasis on the ethical issues of human dignity and social justice is consistent with the Catholic intellectual tradition espoused by the University.
- The University anticipates that graduates from this program would seek careers in human resource management, social service agency administration as well as positions in federal, state, and local government. The program could also lead to further graduate education.
- The program is intended for students who have recently received bachelor's degrees or for professionals who are already working in a human services field and wish to progress in their careers.
- The certificates are intended for individuals who want to develop their skills in community psychology or industrial organizational psychology but are not seeking a master's degree.

2. Curriculum and Instruction

- The Master of Science in Applied Psychology is a 38 credit program (13 courses; see Appendix A for a course list) broken down as follows:
 - Core program: 20 credits
 - Concentration: 12 credits (These can be taken as separate certificate programs)

- Thesis or capstone project: 6 credits
- Courses will be offered on ground or online in 8 week sessions.
- The University already offers online programs and has plans for continued faculty development in online course delivery.

3. Administration

- Oversight: The chair of the Psychology Department, Dr. Kathryn LaFontana, is directly responsible for the administration of the program.
- Evaluation: The College has a plan for assessing the various objectives of this program.

4. Faculty

- Thirteen current faculty members will be teaching courses in this program These faculty members all have degrees in areas related to their teaching assignments, 11 of the current faculty members have doctoral degrees and 2 have master’s degrees..
- The University plans on hiring two additional faculty members (one in Industrial/Organizational psychology and one in Community Psychology) in 2010 and another in 2011 if needed.

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

- The University will make new resources available to this program through a fund for new program development to provide for initial faculty hires, library resources and facilities and equipment.
- Based on the projected enrollments below, the University anticipates new revenues to exceed expenses in the second year of operation.

Anticipated enrollments:

	Year 1	Year 2	Year 3
Full time students	7	15	25
Part time students	18	35	50

Circulation

- The University circulated a program summary in the fall of 2009.
- They received a comment from Fairfield University concerning the name of one of the concentrations. The Community Psychology concentration had originally been titled “Community Counseling,” which could lead to the misimpression that it leads to licensure as a counselor.
- In response to this comment Sacred Heart University changed the name of the concentration to “Community Psychology.”

Appendix A: Curriculum for proposed Masters Degree in Applied Psychology

Core (7 courses, 20 credits)

- PS 510 Professional Ethics and Legal Issues in Applied Psychology (2 cr.)
- PS 511 Multicultural Issues in School, Workplace, and Community Settings (2 cr.)
- PS 520 Developmental Issues Across the Life Span (3 cr.)
- PS 525 Identifying and Managing Psychopathology in Community Settings (3 cr.)
- PS 550 Applied Research Methods and Statistics (4 cr.)
- PS 551 Individual Psychological Assessment and Appraisal (3 cr.)
- PS 552 Program Evaluation and Consulting (3 cr.)

Concentrations (4 courses, 12 credits)

Industrial Organizational Psychology (can also be completed as a stand alone certificate)

- PS 530 Foundations of Industrial Organizational Psychology
- PS 531 Organizational Behavior
- PS 532 Personnel Psychology: Selection, Placement, Evaluation, and Training
- PS 533 Motivating Attitude Change in Individuals and Organizations OR
appropriate BU course

Community Psychology (can also be completed as a stand alone certificate)

- PS 540 Foundations of Community and School Counseling
- PS 541 Theories of Counseling and Personality
- PS 542 Counseling Methods and Techniques
- PS 543 Community Health Psychology

General Track

Four electives, chosen in consultation with an academic advisor from above concentrations or PS 599 or other graduate courses, as appropriate

Capstone Experience (2 courses, 6 credits)

- PS 595 Capstone Project I
- PS 596 Capstone Project II
- OR
- PS 600 Thesis I
- PS 601 Thesis II

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Williams College

Item: Licensure of a program in American Maritime Studies offered at Mystic Seaport in Mystic, Connecticut

Overview:

Williams College offers a semester long program in Maritime Studies at Mystic Seaport in Mystic, Connecticut. The College was first licensed to offer this program in Connecticut by the Board of Governors in 1999. The current license expires on February, 28, 2010 and the College is requesting re-licensure for a period of five year.

Students attend Williams-Mystic program from many different colleges across the country and receive a semester’s worth of credit from Williams College. In the 32 year history of the program, 1373 students from over 100 different colleges have attended the Williams-Mystic program. Students in this program study maritime history, literature of the sea, marine policy, marine ecology and oceanography; they participate in maritime activities at the Mystic Seaport Museum; and in three field seminars (sailing on a research vessel in offshore ocean waters for 11 days, a 9-day seminar to the Pacific coast, and a 4-day trip to the Mississippi River Delta). Courses are taught by Williams College faculty members as well as qualified Museum staff. All students produce original essays and research papers in history, policy, science, and literature.

Updates Since 2005 licensure

- There have been no substantive changes to the curriculum, administration and faculty.
- In 2004 the field seminar to Nantucket Island was replaced by one to the Mississippi River Delta. This was done in order to add a comparative approach to the other two field seminars. Students now experience all three contiguous coasts of the United States – Pacific, Gulf, and Atlantic shores – within one semester.
- In December 2008 a \$6,000,000 “Campaign for Williams-Mystic” was successfully completed providing funds to build a new Marine Science Center; to renovate student and faculty housing, and offices; and to create an endowment for maintenance of the Marine Science Center.
- Enrollment Data:

Year	# of Students	
	Spring	Fall
2004		23
2005	18	18
2006	17	22
2007	19	19
2008	19	19
2009	21	18

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Talmudic Institute of Connecticut, Bridgeport, CT

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

Background

The Talmudic Institute of Connecticut was licensed by the Board of Governors for Higher Education in December 2007 to operate and offer a certificate program in Talmudic Studies. The Board of Governors stipulated that the Institute provide a progress report by December 2008 including information on implementation of their strategic plan. This plan included facility improvements, a faculty hiring plan, curriculum revision, an increase in library materials, and a projected budget. The Institute complied with the stipulation and now seeks accreditation of the institution and its certificate program. The Talmudic Institute of Connecticut is a not-for-profit institution operating under the name Yeshiva Gedola of Bridgeport.

An evaluation team representing the Board of Governors conducted a visit to the institution on November 24, 2009. The team was composed of John Donohue, Vice President for Academic Affairs at Albertus Magnus College and ACA member; Patricia Santoro, DHE; Scott Ciecko, DHE and Christine Thatcher, DHE. The findings of the evaluation team are summarized within the report below.

Description

Purpose and Objectives

The objective of the Talmudic Institute is to produce well-rounded, mature scholars who are versed in the Talmud and classical Judaic Studies. Talmudic study has a long history in Jewish education stretching back almost two thousand years. The School provides an intensive curriculum in Talmud, Bible, Philosophy and Ethics, and Jewish Codes of Law. The education at the Institute is designed to provide a firm foundation in Jewish ethical and cultural values upon which students may build their professional careers.

The Talmudic Institute is seeking cooperative arrangements with local colleges and universities so that its students can combine their Talmudic studies with professional and general education courses. It is the expectation of the Institute that students will benefit from area partnerships to prepare for professions in business, law, medicine and the sciences while gaining strong ethical standards and a deep commitment to Jewish values and ideals. Currently, the Talmudic Institute has an articulation agreement with Fairleigh Dickinson University whereby all credits earned at the Institute are accepted toward a

degree in either business or in the sciences. Ner Israel Rabbinical College in Baltimore, MD and Mesivta Yeshiva Rabbi Chaim Berlin in Brooklyn, NY also accept all credits from this certificate program.

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

The Evaluation team determined that the mission and goals of the institution are in line with its objectives and programming.

Administration

The Board of Directors is made up of fifteen volunteers drawn from the community. The Board of Directors meets approximately 8-10 times per year and provides guidance in the day-to-day operation of the school and its interface with the greater Jewish community of Bridgeport and surrounding towns. According to the Bylaws of the Institution, the Board of Directors has full control and governance of activities, property, affairs and business of the institution including its academic affairs. The Board of Trustees, made up of 12 members (some also on the Board of Directors), meets twice per year and is charged with long-term financial stability of the institution.

The school's day to day administration is in the hands of its executive officers. The *Rosh HaYeshiva* (Head of the Institution) serves as the chief academic and administrative officer of the Institution. The *Menahel* (Principal) serves as the assistant to the Rosh HaYeshiva and serves as Director of Student Life and spiritual mentor to the students. Additionally, an Administrator/Registrar is responsible for much of the day-to-day operation of the school. Higher Education Management, a consulting firm based in Lakewood, NJ advises the institution in the area of student records and compliance.

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

The administrative structure is appropriate. Since the time of licensure, the strategic planning process has been evolving. The team suggests continued development of the planning process with the Board of Directors to ensure sustainability. The team also recommends the following:

- Separate the roles of the registrar and the bursar
- Improve the catalog by an expansion of policies regarding academic, attendance, disabilities & discrimination, as well as transfer policies

Curriculum

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

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

All students are full-time, residential students, studying eight hours per day, five and a half days per week. The minimum required number of weeks of instruction per year is 34 weeks with each semester consisting of 17 weeks exclusive of holidays and examination periods. Provision is made for extracurricular activities at the nearby Jewish Community Center. The Certificate is a two year program and progressively challenges students to increasing levels of analysis. The student experience includes both lecture and student study partners who are paired by comparable ability and spend considerable time debating the meaning and understanding of the Talmud.

The Certificate in Talmud is 60 credit hours

Year 1- First Semester

		Credits
11120A	Introductory Talmud Intensive	7
11220A	Introductory Talmud Survey	4
2110A	Introductory Codes	2
3110A	Introductory Ethics	1
4110A	Introductory Bible	1

Year 1- Second Semester

11120B	Introductory Talmud Intensive	7
11220B	Introductory Talmud Survey	4
2110B	Introductory Codes	2
3110B	Introductory Ethics	1
4110B	Introductory Bible	1

Year 2- First Semester

12121A	Beginning Talmud Intensive	7
12221A	Beginning Talmud Survey	4
2210A	Beginning Codes	2
3210A	Beginning Ethics	1
4210A	Beginning Bible	1

Year 2- Second Semester

12121B	Beginning Talmud Intensive	7
12221B	Beginning Talmud Survey	4
2210B	Beginning Codes	2
3210B	Beginning Ethics	1
4210B	Beginning Bible	1

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

The team was supplied with syllabi for Talmud-Intensive, Jewish Ethics and Philosophy, and Jewish Legal Codes. These syllabi are designed to cover each level as the student progresses through four semesters of the course. It was explained that students enter with preliminary understanding and consequently progress through the course of study to a more independent level of study and thinking. So, while the course description does not change for each level of Talmud Study, the expectations of the students increases toward independent analysis and ability to communicate understanding to peers. Students are expected to pass both written and oral exams, and many students contribute to publishable works. The team suggests the creation of separate course descriptions to enable students a greater ability to transfer credit as each course is distinguishable and credit worthy on its own. Each course should have learning outcomes that are measurable.

Admission and Enrollment

All students must: (a) be High School graduates; (b) be able to read classical Hebrew and have a working knowledge of Aramaic; (c) must have the ability to independently comprehend basic Talmud text, and have completed the study of 150 folios of Talmud with the commentary of Rashi; and (d) completed the study of the Pentateuch and substantial parts of the Prophets and Hagiographa, with the commentary of Rashi. Applicants must have an interview and take an oral test of Hebrew proficiency.

During the Fall 2009 semester, there were 22 first year students and 13 second year students enrolled. The Administration reported during the evaluation visit their desire to increase the selectivity of the institution through the admissions process. The result of this increased selectivity is an initial drop in student body. The projection of the institution is a return to a minimum of 40 full-time students, which is considered the break even point financially.

Similar Programs

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

Resource Support

Faculty

At the time of licensure, the Institute listed five full-time faculty for the program. Currently, there are seven full-time faculty. Each faculty member is a Rabbi with extensive Talmudic education at other Yeshivas.

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

The team reviewed the provided curriculum vita for faculty at the Talmudic Institute and found the faculty to be qualified for the instruction of the Talmud. The team has

suggested listing the credentials, expertise and accomplishments of the faculty in the catalog.

Finance

The Institute states that the financial resources are derived from tuition and fundraising. An independent public accounting firm audits the financial records annually.

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

The Department of Higher Education reviewed the financial statements for the Institute for the period ending June 30, 2009. The Department took the additional step of running the institution's numbers through the Department's financial statement analysis program and found that the results were within the Department's tolerances. On the basis of the analysis of the audited financial statement, the evaluation team indicated that the Talmudic Institute is in stable financial condition.

Library

The principal library at the Talmudic Institute is designed to support its academic program and is located in the main study hall. All of the volumes are works of Jewish study including: (1) the Pentateuch, Prophets and Haigiographa; (2) the Babylonian and Jerusalem Talmud; (3) Jewish legal codes; and (4) Jewish Philosophy and Ethics. There is also a collection of Judaica in electronic format. The library is maintained by student volunteers who are supervised by the faculty. Arrangements have been made with a local library to allow students access to its collection. Since the time of licensure, the Talmudic Institute received an extensive Judaic library of 5,000 volumes spanning a broad range of Rabbinic literature, and it is housed in a smaller study hall off of the main library.

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

The team found the library to be sufficient until such time that the institution considers additional degree types, and thus the need for general education and the resources to support these courses.

Facility and Equipment

The school is housed in a converted Synagogue, built in the 1950s and located at 85 Arlington Street in Bridgeport, Connecticut. It contains a main lecture hall, classroom/library space, administrative and faculty offices, a dining hall, and worship space. Since the time of licensure, the Institute has added a media room equipped with multiple computers. Wi-Fi enables students to access the internet. A new study hall has been converted with over 2,100 square feet and doubling the size of the old study hall.

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

The team found the facilities to have improved over the past few years and learned of continued plans for future growth.

INFORMATION ITEM: ACADEMIC AFFAIRS AND PLANNING

A. APPLICATIONS UNDER REVIEW BY THE ADVISORY COMMITTEE ON ACCREDITATION, JANUARY 2010

Independent Colleges and Universities

Fairfield University

- * Licensure of a DNP in Doctor of Nurse Practice

National Graduate School

- * Licensure of a MS in Quality Systems Management

Sacred Heart University

- * Licensure of a MS in Applied Psychology
- * Licensure of a GRADCERT in Community Psychology
- * Licensure of a GRADCERT in Industrial Organizational Psychology
- * Licensure of a MSN in Nursing Education, online

Talmudic Institute of Connecticut

- * Accreditation of a Certificate in Talmudic Studies

Williams College/Mystic Seaport, Inc.

- * Licensure of a UCO in American Maritime Studies

B. REPORTS BEING PREPARED BY THE DEPARTMENT OF HIGHER EDUCATION

Public Colleges and Universities

Capital Community College

- * Accreditation of an AS in Insurance and Financial Services

Central Connecticut State University

- * Accreditation of a BA in Journalism

Independent Colleges and Universities

Bais Binyomin Academy

- * Accreditation of a Certificate in Talmudic and Rabbinical Studies

Briarwood College

- * Licensure of a BS in Health Information Management

Gibbs College

- * Licensure of an AS in Cardiovascular Sonography
- * Licensure of an AS in Diagnostic Medical Sonography
- * Licensure of a Certificate in Medical Billing & Coding

Goodwin College

- * Accreditation of an AS in General Studies

Post University

- * Licensure of a MPA in Master of Public Administration

Quinnipiac University

- * Licensure of a MS in Teacher Leadership Online
- * Accreditation of a BA in Theater

Sacred Heart University

* Licensure of a MS in Environmental System Analysis and Management
St. Thomas Seminary

* Licensure of a Certificate in Biblical Studies

C. INSTITUTIONAL ACCREDITATIONS 2009-2010

September 2009

Hartford Seminary
Western Connecticut State University

October 2009

Central Connecticut State University
St. Vincent's College

November 2009

Briarwood College
Clemens College
St. Thomas Seminary

December 2009

University of Bridgeport

May 2010

Graduate Institute, The

June 2010

Gibbs College
University of Phoenix

D. INSTITUTIONAL ACCREDITATION VISITS WITH NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, 2009-2010

October 2009

Quinnipiac University

March 2010

Briarwood College
Goodwin College

E. DEPARTMENT OF HIGHER EDUCATION ACCREDITATION VISITS

November 2009

Talmudic Institute of Connecticut

December 2009

Bais Binyomin Academy

January 2010

Graduate Institute, The

F. APPLICATIONS TO ESTABLISH NEW INSTITUTIONS OF HIGHER EDUCATION IN CONNECTICUT

G. NEW INSTITUTIONS LICENSED

H. PROGRAM APPROVALS BY THE BOARD OF GOVERNORS, BY DEGREE LEVEL, AS OF JANUARY 2010

	Cert.	Associate's Degree	Bachelor's Degree	Graduate Certificate	Master's Degree	Doctoral Degree
<u>Program Licensure</u> Public Institutions			2			
<u>Program Licensure</u> Independents		1	4		3	3
<u>Program Licensure and Accreditation</u> Public Institutions		5			2	
<u>Program Licensure and Accreditation</u> Independents				1		
<u>Program Accreditation</u> Public Institutions					1	
<u>Program Accreditation</u> Independents					4	
<u>Program Modification</u> Public Institutions		8				
<u>Program Modification</u> Independents			5	1	12	
Totals	0	14	11	2	22	3

I. PROGRAMS DUE TO EXPIRE WITHIN THE ACADEMIC YEAR

Institution	Program	Licensure Expiration
Mitchell College	Hospitality and Tourism, BS	01/31/2010
Goodwin College	General Studies, AS	03/31/2010
Quinnipiac University	Theater, BA	03/31/2010
Capital Community College	Insurance and Financial Services, AS	05/31/2010
Gibbs College	Medical Assisting, AS	06/30/2010
Long Island University	Field Experience/Clinical Practice Program, FE/CP	06/30/2010
Manhattanville College	Field Experience/Clinical Practice Program, FE/CP	06/30/2010
Mitchell College	Communication, BS	06/30/2010
University of Connecticut	Public Health, Occupational and Environmental Health Sciences, PH.D.	06/30/2010
University of Phoenix	Information Technology, BS	06/30/2010
University of Phoenix	Technology Management, MBA	06/30/2010
University of Rhode Island	Chemistry, MS	06/30/2010
University of Rhode Island	Field Experience Placement, FE/CP	06/30/2010

At its meeting on December 16, 2009, a quorum being present, the Board of Governors for Higher Education approved the following resolutions:

RESOLVED: that the Board of Governors for Higher Education accredits an undergraduate Teacher Preparation program, leading to initial certification in the following areas: Art Pre-K-12; Middle Grades (4-8): General Science, English, Spanish, History/Social Studies, Mathematics; Secondary Education (7-12): Business, Biology, Chemistry, General Science, English, Spanish, History/Social Studies, and Mathematics, to be offered by Albertus Magnus College, for a period of time concurrent with institutional accreditation.


RESOLVED: that the Board of Governors for Higher Education licenses a program in Global Studies, leading to a Bachelor of Arts (B.A.) degree, offered by Albertus Magnus College for a period of three years, until December 31, 2012. It is further resolved that the College provide a progress report by December 31, 2011 describing an additional course in the program core that focuses on the impact of science and technology on globalization.

RESOLVED: that the Board of Governors for Higher Education accepts the NEASC assessment and grant accreditation to the University of Bridgeport for a period of five years, until December 31, 2014.

RESOLVED: that the Board of Governors for Higher Education

- licenses a Master of Arts (M.A.) program in Pastoral Studies, to be offered on ground and online by Holy Apostles College and Seminary, for a period of two years, until December 31, 2011;
- establishes December 31, 2010 as the due date for an application for the accreditation of this program; and
- stipulates that, in addition to the information included in all accreditation applications, the application for this program include the following —
 - An explanation of how this program fits in the larger strategic plan for the College,
 - The names, credentials, and qualifications of faculty teaching in each of the concentrations, with particular emphasis on the identifying faculty with expertise in Parish Administration,
 - A description of the support provided by the College for on-line learning with particular emphasis on the availability of electronic library resources and support services for students and faculty, and
 - A specific plan for how the educational outcomes of the program and each of the three concentrations will be evaluated.

RESOLVED: that the Board of Governors for Higher Education licenses a Doctor of Pharmacy (Pharm.D.) program, to be offered by Saint Joseph College, for a period of three years, until December 31, 2012, provided that students may not matriculate into the program until pre-candidacy status has been achieved through the Accreditation Council for Pharmacy Education (ACPE).



Michael P. Meotti
Commissioner