

TO: Advisory Committee on Accreditation
FROM: Christine Thatcher, Associate Director, Academic Affairs
DATE: May 14, 2010
SUBJECT: ACA Meeting on Thursday, May 20, 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, May 20, 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 April 15, 2010](#)
3. DISCUSSION
4. INSTITUTIONAL ACCREDITATION APPLICATIONS
 - [Gibbs College](#) - Reaccreditation of the Institution
 - [The Graduate Institute](#) - Reaccreditation of the Institution
5. PROGRAM ACCREDITATION APPLICATIONS
 - [Gibbs College](#) - Accreditation of a program in Medical Assisting, leading to the Associate of Science (A.S.) degree
 - [Southern Connecticut State University](#) - Licensure of a program in Creative Writing, leading to the Master of Fine Arts (MFA) degree
6. SIMULTANEOUS LICENSURE AND ACCREDITATION APPLICATIONS
 - [Gateway Community College](#) – Licensure and Accreditation of a certificate program in Alternate Energy Transportation Technology₁

7. PROGRAM LICENSURE APPLICATIONS

Albertus Magnus College - Licensure of a program in Human Services, leading to a Master of Science (M.S.) degree

University of Connecticut – Licensure of a program in Professional Studies, leading to a Bachelor of Professional Studies (B.P.S.) degree

Lincoln College of New England – Licensure of a program Health Information Administration offered on ground and online, leading to a Bachelor of Science (B.S.) degree

Gibbs College - Licensure of programs in Cardiovascular Sonography and Diagnostic Medical Sonography, each leading to the Associate of Science (A.S.) degree

8. INFORMATION ITEMS

Monthly Update

9. OTHER BUSINESS

10. BOARD OF GOVERNORS RESOLUTIONS – [Meeting of April 28, 2010](#)

11. NEXT ACA MEETING – June 17, 2010

12. ADJOURNMENT

Board of Governors for Higher Education

Advisory Committee on Accreditation Minutes of the Meeting Thursday, April 15, 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, April 15, 2010.

Members or alternates present: Miller Brown, Ann Clark, David Dauwalder, John Donohue, Barbara McCarthy, Leon Newman, Joseph Paige, William Pizzuto, Martha Shouldis, and Abbey Zink.

Board Members present: None

Staff present: Patricia Santoro, Carlota Schechter, Christine Thatcher

1. CALL TO ORDER

Miller Brown called the meeting to order at 10:06 a.m.

2. CONSIDERATION OF MINUTES – Minutes of March 18, 2010

Miller Brown called for approval of the minutes of March 18, 2010. Martha Shouldis moved approval and William Pizzuto seconded; the motion passed unanimously.

3. DISCUSSION

4. LICENSURE APPLICATIONS

a. Goodwin College – Licensure of a program in Occupational Therapy Assistant, leading to an Associate of Science (A.S.) degree

Christine Thatcher, Associate Director, Academic Affairs, presented the application and introduced Danielle Wilken, Chair of the Health and Natural Science Department and Deanne Anderson, Program Director, who represented the College.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. Leon Newman moved approval and Martha Shouldis seconded; the motion passed with Ann Clark abstaining.

b. Northwestern Connecticut Community College - Licensure of a program in Nursing, leading to the Associate of Science (A.S.) degree

Patricia Santoro, Director of Academic Affairs, presented the application. The College was represented by President Barbara Douglass, Patricia Bouffard, Dean of Academic and Student Affairs, Steven Frazier, Dean of Administration and Barbara Berger, Professor Emeritus.

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

c. Sacred Heart University - Licensure of a program in Environmental System Analysis and Management, leading to a Master of Science (M.S.) degree

Carlota Schechter, Senior Associate, Academic Affairs, presented the application and introduced Claire Paolini, Dean of the College of Arts and Sciences and Kirk Bartholomew, Chair of the Department of Biology, who represented the University.

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

d. University of Connecticut - Licensure of a program in Business Administration, leading to a Bachelor of Science (B.S.) degree

Carlota Schechter presented the application. The University was represented by Nancy Bull, Vice Provost for Academic Administration, Glen Richardson, University Director, School of Business, Regional Campuses, and Linda Klein, Associate Dean and Professor of Finance.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. John Donohue moved approval with the recommendation for simultaneous licensure and accreditation. Martha Shouldis seconded; the motion passed with William Pizzuto abstaining.

5. ACCREDITATION APPLICATIONS

a. Mitchell College – Accreditation of a program in Homeland Security, leading to the Bachelor of Arts (B.A.) degree

Patricia Santoro presented the application and introduced President Mary Ellen Jukoski, David Dunlop, Dean of Academic Affairs, and Jeffrey Van Kirk, Chair of the Department of Law and Justice Policy Studies, who represented the College

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

b. Quinnipiac University – Accreditation of a program in Occupational Therapy, leading to the Master of Science in Occupational Therapy (MSOT) degree and Post Master's Certificate of Advance Study offered online

Christine Thatcher presented the application. The University was represented by Edward O'Connor, Dean of the School of Health Sciences and Kim Hartmann, Chair of the Department of Occupational Therapy.

After discussion, the program was found to be in compliance with Board of Governors' approval standards. John Donohue 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

9. OTHER BUSINESS

10. BOARD OF GOVERNORS RESOLUTIONS – Meeting of March 17, 2010

11. NEXT ACA MEETING – May 20, 2010

12. ADJOURNMENT

The meeting adjourned at 11:02 a.m.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Gibbs College
Item: Reaccreditation of the Institution
Date: May 20, 2010

Background

Gibbs College has applied to the Board of Governors for Higher Education for institutional reaccreditation. The College was first accredited by the Board of Governors in October 1996 and the Board last extended accreditation of the College in September 2009 until June 30, 2010. The extension of accreditation was based on the Career Education Corporation's decision to continue operations of Gibbs College in Connecticut after a period of teach-out. Gibbs College began to enroll new students at the Farmington campus this past October, 2009. The Norwalk campus closed on December 31, 2009.

The extension of accreditation was to allow the College to hire and support faculty and staff, enroll new students in three existing programs, and to complete a self evaluation of its mission, goals, and strategic plan.

Gibbs College is a wholly owned subsidiary of Career Education Corporation. Gibbs College is accredited by the State of Connecticut through the Board of Governors for Higher Education.

Open Issues for Institutional Accreditation:

- Sustainability of Resources
- Enrollment
- Assessment of Student Learning Outcomes
- Hiring of full-time Faculty

It is here recommended to align Connecticut State accreditation with the College's national accreditation timeline. Gibbs College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) through December 31, 2011. The Department of Higher Education will work with the institution to align the self study process and site evaluation process with the national accrediting body. It is therefore recommended that accreditation be granted for a two year period until June 30, 2012.

Description

Purposes and Objectives

Gibbs College plans to shift its programming focus toward allied health fields. As part of this decision, the College has proposed a name change to Sanford-Brown College, which is an adoption of the name most used within CEC associated with allied health professions. This proposal will be brought to the Board of Governors for Higher Education on May 19, 2010.

The College has applied for accreditation of its Medical Assisting associate degree program, and also received licensure of a certificate program in Medical Billing and Coding. The College has applied for associate degree programs in Diagnostic Medical Sonography and Cardiovascular Sonography. In addition to these health related programs, Gibbs offers the Associate of Applied Science degree in Business Office Administration and in Fashion Design and Merchandising.

Gibbs College provided the following mission statement:

“Gibbs College is an accredited college dedicated to providing professional education and a liberal arts foundation for lifelong learning. Our curriculum emphasizes professional skill development within the context of liberal learning. The College is dedicated to the advancement and success of the individual student. Students are encouraged to develop professional excellence, integrity and confidence within an atmosphere that fosters mutual respect. The heart of Gibbs College philosophy is: Commitment to Excellence through Quality Education.”

The following Goals and Objectives were provided for the institution:

- To provide educational programs structured to build upon the student’s previous high school, college, or work experience
- To instill in each student a high level of confidence and determination through instruction in essential critical-thinking and decision-making
- To provide general education courses that emphasizes a sound value system with analytical thinking to build a strong foundation in the liberal arts
- To create an educational climate that fosters standards of excellence and will help students develop maturity and social responsibility
- To provide a well-rounded educational program of value to each student
- To develop the student’s potential for intellectual development and career advancement by preparing the student to meet the challenges and opportunities of the changing and competitive world
- To foster an appreciation and recognition of the value of life-long learning
- To maintain the high standards of curriculum content, faculty, technology, student performance, and working relationships with the professional community
- To educate and prepare the student for professional positions in business, government, and service industries
- To provide quality in professional education, practical working experiences, and placement assistance services

- To maintain high employer satisfaction with job performance of Gibbs College graduates and to provide graduates with ongoing placement assistance to help them fulfill their career goals
- To maintain educational integrity coupled with financial stability in the management of Gibbs College

Administration

Gibbs College is a for-profit institution wholly owned by the Career Education Corporation (CEC) of Delaware. The College has provided a list of CEC's executive officers and the CEC Board of Directors. Additionally, Gibbs College in Farmington has its own Board of Trustees. The membership of the Board includes a representative of CEC, the President and the Director of Education of the Farmington campus, and five members who are nominated and appointed to their positions and represent the public interest. Board members are appointed for three year terms and may be reappointed to additional terms. The Chief Administrators for Gibbs College Farmington include the President, the Director of Education, the Director of Student Finance, the Director of Admissions, the Business Office Manager, the Registrar, and three Program Chairs.

Curriculum and Instruction

In its reinvention, Gibbs College has retained a few of its original programs and is seeking licensure of programs in the allied health fields as previously mentioned. The following is a brief description of each of these programs:

Associate of Applied Science in Business Office Administration: accredited since 1986

Students use computer software packages common in today's technologically advanced business setting. Areas of study include office systems, productivity software, record creation and management, office administration and processes, customer relations, and business communications.

Associate of Applied Science in Fashion Design and Merchandising: accredited since 2005

This program prepares students for entry-level employment in the fashion design, retail and merchandising industries. Students receive training in pattern drafting, draping, clothing construction, and creative design techniques to fabricate garments based on their original designs. Students are also exposed to merchandising principles and practices.

Associate of Science in Medical Assisting: Licensed until June 30, 2010

Students are introduced to practical, administrative, interpersonal and clinical skills designed to prepare them for careers in allied health services. Students will be trained to perform administrative and clinical procedures in a variety of settings, including physician's offices, clinics, and group practices.

Certificate in Medical Billing and Coding: Licensed until February 10, 2011

This certificate prepares graduates for careers in a variety of healthcare settings, including medical offices, hospitals, clinics and skilled-care facilities. This is a 10 month program consisting of 66 quarter credits, which is equivalent to 44 semester hours.

Associate of Science in Cardiovascular Sonography: Application for Licensure

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.

Associate of Science in Diagnostic Medical Sonography: Application for Licensure

The program in Diagnostic Medical Sonography prepares graduates to perform ultrasound examinations and to work effectively with patients and other health care professionals.

As mentioned, Gibbs College uses the quarter credit hour system. In general, quarter hours may be converted to semester hours by using the following conversion factor: 1 quarter hour = 2/3 semester hour. While the General Education component for the associate degree programs varies slightly, each program has the following in common:

General Education Requirements

BIO107	Biology	4
COM152	Interpersonal Communications Skills	4
ENG101	English Composition I	4
MTH110	College Mathematics	4
MTH135	Algebra	4
PHL105	Critical Thinking	4
PSY101	Introduction to Psychology	4
SOC220	Cultural Diversity	4

Currently, student learning outcomes are measured by grades and satisfactory progress. There is a plan to survey employers after 90 days of employment to determine students' knowledge and skills, confidence, and professionalism. The College states that it will be conducting portfolio reviews, mock interviews, faculty course assessment review, and course assessment committee reviews. It is the recommendation by the Department of Higher Education that Gibbs College continue to develop a formalized assessment plan that measures the learning outcomes of courses and programs. The College should be able to demonstrate both qualitatively and quantitatively what the students are learning. The College should provide data and evidence of use of this data in program improvement in their next self-study.

Enrollment

Business Office Administration has had 3 start dates since January 4, 2010 with a total of 9 students enrolled.

Fashion Design and Merchandizing has had 5 start dates beginning on October 19, 2009 and currently has 35 students enrolled.

Medical Assisting began enrolling students on January 4, 2010 with three start dates and currently has 19 total students.

Resource Support

Faculty

At the present time, the three Program Chairs for General Education and Business Office Administration, Fashion Design and Merchandising, and Medical Assisting are full-time faculty. Adjunct faculty are in place in the Business program, in the Fashion Design and Merchandising program, and in Medical Assisting, as well as in the following general education courses: English Composition, Anatomy & Physiology, College Math, College Algebra, Biology, and Cultural Diversity.

The College has provided position hiring projections for the following part-time positions: Accounting, Business Project Management, Introduction to Business, Office Applications I & II, Office Technology, Interpersonal Communication Skills, US History, Economics, Psychology, Critical Thinking, Medical Lab Procedures, Automated Apps, Principles of Pharmacology, Medical Coding and Insurance, Medical Law and Ethics, Career Development, and the Externship. The College also provided position announcements for full-time positions in Communications and Medical Billing and Coding – Lead.

Finance

The Department of Higher Education is currently reviewing information regarding the adequacy of resources.

Resource Centers and Libraries

Gibbs College is in the process of reviewing their current holdings and subscriptions to best align their resources to support the new allied health programming and the general education curriculum. In addition to their subscriptions in the CECybrary, which is the Career Education Corporation's virtual library, Gibbs College has purchased over \$9,000 worth of library materials to supplement their current holdings. The library plans to concentrate on broadening its core collection of medical course materials both in reference and circulating categories. The College has budgeted \$35K for fiscal year 2010 for resources to support the Farmington campus, and the College projects a continuation of this level of support.

The College employs a full-time and part-time librarian, both with appropriate credentials.

Facilities and Equipment

The facilities in Farmington are currently sufficient for the needs of the College. Plans are in place for growth within that facility by leasing additional space as needed.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: The Graduate Institute
Item: Reaccreditation of the Institution
Date: May 20, 2010

Executive Summary

The Graduate Institute is an independent institution of higher education that offers graduate certificates and master's degrees in 6 different areas. The institution was first licensed by the Board of Governors in 1999 and was last accredited in 2004 for a period of 5 years. In November 2009 the Board of Governors extended the accreditation until May 30, 2010 in order to allow for a full site visit to take place.

An evaluation team representing the Board of Governors conducted a visit to the institution on January 8, 2010. Team members included:

- Dr. Miller Brown of Trinity College and chair of the Advisory Committee on Accreditation;
- Dr. Shirley Adams, Vice President for Academic Affairs at Charter Oak State College and member of the Advisory Committee on Accreditation; and
- Department of Higher Education staff members Christine Thatcher and Carlota Schechter.

The evaluation team noted the commitment of The Graduate Institute's faculty, administration, and students to a singular vision of its mission. This vision includes programs in non-traditional fields of study as well as a non-traditional approach to teaching and learning. The institution characterizes its fields of study as "emerging" and interdisciplinary. Their pedagogical approach emphasizes the development of a community of learners among students and faculty members. Students conveyed enthusiasm for this approach to the visiting team and were able to articulate what they were learning.

The following were open issues identified by the evaluation team:

- The Graduate Institute is working to develop a new Strategic Planning document, the existing document is outdated;
- The Board of Trustees could play a more active role in ensuring the institution continues to achieve its unique mission and purpose as it moves forward and in the financial oversight of the Institute;
- The Graduate Institute has a non-traditional faculty model that makes it difficult to evaluate compliance with the Board of Governor's standards for faculty qualifications;
- The vision and mission of the institution was more clearly and succinctly articulated during the evaluation visit than in the written materials; and
- The responsibility for sustaining the vision and mission of the institution seems to reside in a small group of individuals.

On April 7 The Graduate Institute provided the Department of Higher Education with a written response to these concerns. These comments are included in appropriate sections of this report.

Description

Section 10a-34-10. Purposes and Objectives.

The faculty and administration of The Graduate Institute were clear with the visiting team that the purpose of their programs is educational in nature and more focused on the intellectual growth of their students than on preparation for specific careers. The specific nature of this mission was more clearly articulated during the evaluation visit than in the College's written materials and in the report provided to the team before the visit. The visiting team felt that the written materials, in fact, could be confusing to those outside the institution and the team concurred with a recommendation made by the 2004 visiting team:

“The Institute's publications and materials need to be simple, clear, direct and concise. Unfortunately, much of the time the Institute's clear and simple messages are garbled in, and couched under, tedious and excessive jargon, to the point that publications need to be deciphered instead of read. A far simpler and clearer statement of the Institute's mission and values would begin to make possible better communication and marketing at every level.”

The Institute's Response:

“As part of the self-study process for re-accreditation (FY-08-09), The Graduate Institute community, (i.e., colleagues, faculty, administration, and Board of Trustees), reviewed the mission and vision statements. At that point in time, all stakeholders agreed on the appropriateness of the language and the representations therein. In view of the fact that The Institute was established to complement the perspectives of mainstream academic tradition, and that it is dedicated to establishing more expansive opportunities for learning and personal evolution, no modifications were made to the Mission Statement at that time. Upon receipt of the Staff Report from the Department of Higher Education, the administration, faculty and Board of Trustees of The Institute have agreed to re-open discussion on the clarity of the mission statement as it appears in all printed documents. A review of the language of the mission statement will be addressed as the principal task at the upcoming Strategic Planning Committee session scheduled for May 28-29, 2010.”

Section 10a-34-11. Administration.

The Board of Trustees of The Graduate Institute represent a diverse group of seven professionals from this country and around the world. The visiting team felt that the Board of Trustees needs to play a more active role to ensure the institution continues to achieve its unique mission and purpose as it moves forward. A similar recommendation was made by the 2004 visiting team as well. In order to fulfill all of its responsibilities, the Board of Trustees must be sufficiently active and independent. In particular, the Board must be accountable for the financial stability of the institution as well as its sustainability and ability to meet its commitment to students. The Board should be adequate in number and include members with financial expertise. While the report indicates that the Board meets quarterly it could be more effective in its role if it met more often.

The last Strategic Plan is dated 2005-2009 and the visiting team was told that the institution is in the process of developing a new Strategic Plan. Despite the absence of a written plan, the institution has made changes recently. The most significant change was the acquisition of a campus building in 2009 when the institution moved its operations from Mitchell College to a new site in Bethany, Connecticut. The administration told the visiting team that the establishment of a campus location is part of the college's plan to become NEASC accredited.

In addition, the Institute's application packet included outlines for 6 new graduate degree programs and 3 new certificate programs. The Graduate Institute has not applied to the Department of Higher Education for approval of these programs but the outlines indicate some anticipatory planning activity. The visiting team encourages the College to engage in a thorough planning process which engages all constituencies at the institution.

The Institute's Response: Board of Trustees

“The current members of the Board of Trustees of The Graduate Institute are committed to providing institutional leadership that is grounded in the concepts of policy-based stewardship, leadership as pedagogy (i.e., leadership that is exercised as a transcendent practice which exists on multiple levels – individual, team, and organization) and a constructivist view that promulgates the notion that The Institute is a learning community that fosters bottom-up capacity-building and problem-solving. Toward this end, The Institute has expanded Board participation on the Strategic Planning Team from one representative (Alan Segal, President) to three representatives (Martin Schwartz, Secretary/Treasurer and Tom Cavaliere, Trustee). In addition, the Board of Trustees will expand their meeting schedule from four to six sessions per annum. Finally, The Institute is committed to adding two members to the Board (i.e., one alumnus and one individual who possesses financial expertise) in an effort to broaden the Board's participation in the governance of the organization.”

The Institute's Response: Strategic Plan

“In January 2009, the Board of Trustees recommended that The Institute postpone re-convening the Strategic Planning Committee until after the Department of Higher Education completes the reaccreditation site visit which was originally scheduled for May 7, 2009. However, due to the reorganization of the administrative hierarchy at the DHE (i.e., retirement of Dr. Jonas Zdanys, Deputy Commissioner, and Dr. John Walters, Associate), and the subsequent issues regarding what constitutes a “complete” application for reaccreditation, combined with the difficulty in coordinating schedules of the external site visitors, tentative dates for the impending site visit moved from September to November to January 2010. Thus, the Board and Administration decided to schedule the initial Strategic Planning session after the DHE site visit on January 8th, 2010 and upon receipt of the corresponding DHE Staff Report. This timeline would enable the planning committee to use the DHE recommendations as a fulcrum for developing The Institute's five year plan –

FY 2010-2015. On Saturday March 6, 2010 the Institute held a preliminary orientation meeting with the 16 member Strategic Planning team. The first work session of the Strategic Planning Committee is scheduled for Friday, May 28th and Saturday, May 29th, 2010, after the Board of Governors' decision on The Institute's re-accreditation.”

The Institute's Response: New Graduate Programs (Future Plans)

“Documents (i.e., Preliminary Program outlines) of The Institute's proposed six new graduate programs have been disseminated to the members of the Strategic Planning Committee for review and input. Upon completion of program development (i.e, curricula development and faculty recommendations) and subsequent approval by the Board of Trustees, The Institute will submit all programs for formal review by the Department of Higher Education. Program submission (for DHE review) will be metered out incrementally over 3-5 years.”

The Institute's Response: Responsibility for sustaining the vision and mission of The Institute seems to reside in a small group of individuals.

“As a result of the DHE site visitation team's recommendation, The Institute's Strategic Planning Committee will delineate as one of its Strategic Goals the development of a set of strategies, objectives, and a Plan of Action that will facilitate the design, implementation, and evaluation of the organization's succession management plan. The succession management framework will be grounded in the following elements:

- *Commitment to develop a succession management policy;*
- *Commitment to prepare for inevitable leadership change;*
- *Commitment to assess leadership needs before development of a succession management plan;*
- *Commitment to design succession management procedures, including:*
 - *Internal management succession criteria (by leadership position);*
 - *Timeframes for projected appointments;*
 - *Frameworks for facilitating external and internal (i.e., grow-your-own leaders) search processes; and*
 - *Establishment of an “Acceleration Pool” that grooms a cadre of high-potential candidates for “placement” on the executive bench.”*

Section 10a-34-12. Adequacy of Resources.

The Department of Higher Education has engaged The Graduate Institute in a discussion in regards to the “Adequacy of Resources” standard.

Section 10a-34-15. Curriculum and Instruction.

The Institute is currently accredited to offer six master's degree programs: Holistic Thinking, Experiential Health and Healing, Conscious Evolution, Organizational Leadership, Irenic studies and Oral Traditions. Each of these programs consists of 36 credits; all students enroll in full time study completing the program in 2 years. Students are admitted into programs as cohorts and attend classes one weekend a month and for a two week intensive session during the summer. The pedagogical model emphasizes both face-to-face and electronic dialog among faculty and students (called colleagues). Classes involve discussions with a wide range of visiting faculty members and structured opportunities to converse online with these experts and with other students between class sessions. In addition, students are expected to complete journals and other assignments between class sessions. Each degree program also includes mentorship or

internship experiences and a culminating project. The Department of Higher Education staff reviewed samples of student's work which attested to the academic rigor of the expectations of the programs. The visiting team felt that the Institute could explore better ways to use current technology to enhance the communication and learning activities that occur between the weekend sessions.

The Institute's Response:

"Issue: Explore the application of technology to enhance communication and learning activities that occur between weekend sessions.

Currently, Program Coordinators utilize Blackboard technology to communicate with colleagues between weekend learning events. In addition, program participants and coordinators utilize the components of an electronic portfolio to effect formative and summative assessment of colleagues (i.e., students) work products. The e-portfolio is an integral part of the learning experience in that it provides program participants the opportunity to instantly and continuously (i.e., digitally) review their academic record of progress, showcase their work products and communicate with their program coordinator on a daily basis, if necessary. The e-portfolio provides colleagues opportunities to construct "cognitive bridges" that connect the content of weekend learning events across curricular landscapes over the duration of the programs."

Section 10a-34-13. Faculty.

The instructional model used by the Institute is somewhat different from that of traditional colleges and universities in that it includes several different categories of faculty.

Each program is administered by an **Academic Director** who has the responsibility to maintain the academic integrity and rigor of the program.

In addition each program has one or more **Program Coordinator** who is responsible for the delivery of the program. A Program Coordinator is assigned to each cohort of students and works with these students for the entire length of their program. This same Program Coordinator is physically present with the cohort at each learning event and is the primary reader of the students' work in each course throughout their program. The Institute has prepared a number of rubrics to be used in assessing students and the Program Coordinators are the primary assessors. These individuals also maintain attendance records and guide the design of mentorships and internship experiences for the students in their cohort.

In addition, each program has a number of **Visiting Faculty** members who are experts in their fields. The Institute described a flexible scheduling model where the particular Visiting Faculty presenters vary from semester to semester in response to changes in the field or the needs of a particular cohort of students. In some programs these faculty members are designated **Core Faculty** because of the central nature of their role and expertise.

In reviewing the credentials of the faculty in these various roles it was evident that all of the **Academic Directors** and most of the **Visiting Faculty and Core Faculty** have terminal degrees

in their areas of expertise (the Board standard for graduate faculty). However, 15 of the 19 **Program Coordinators** listed in the application materials have master's degrees. The institution indicated that 3 of these individuals are currently enrolled in doctoral programs. The academic model used by the college places primary responsibility for the assessment of students on the Program Coordinators, however, these faculty members are not meeting the Board standards for graduate faculty. The Department of Higher Education has requested a current faculty hiring policy in order to discuss this issue further with the Institute.

The role of the Program Coordinator is especially pivotal in the Institute's pedagogical model as each individual student has one and the same Coordinator throughout their entire degree program. In this situation it is essential that the Institute have well developed student grievance policies and procedures. The grievance procedures outlined in the 2009-2010 Policy Handbook requires that the student present written grievances to the Program Coordinator who will circulate the complaint and schedule a meeting. Given the instructional model used at the Institute, it may be appropriate in this situation to provide students with a second option so that their Program Coordinator is not the only vehicle for scheduling complaint hearings.

The Institute's Response

"The Graduate Institute's non-traditional faculty model, which has been in operation since the inception of The Institute (FY 1999), and has received the imprimatur of the Department of Higher Education over two accreditation reviews (FY 2003 site visit and 2004 site visit), complies with the Board of Governors' Approval Standard [10a-34-13] that stipulates the following:

General Requirement:

Institutions shall employ a sufficient number of qualified Faculty to support all areas of instruction required for completion of all programs. Each academic program shall employ at least one full-time faculty member with credentials suited to the field and level of the program. There shall be a reasonable ratio of full-time and part-time and adjunct faculty for each program.

The Graduate Institute is in compliance with the Board of Governors' Approval Standard [10a-34-13] as it relates to the "General Requirement" in that each academic program employs at least one full-time faculty member with the credentials (i.e., terminal degree) suited to the field and level of the program, who serves as a Program Coordinator." Delineation of all full-time (i.e., Principal) Program Coordinators and the respective program offering in which they supervise colleagues is summarized below.

- 6 Principal Program Coordinators: 5 have doctoral degrees, 1 is ABD

"The Institute has appointed eleven (11) Program Coordinators who do not currently possess a terminal degree. Of the eleven (11) non-terminal degree appointees, three (3) are currently enrolled in Ph.D. programs (projected completion dates 2010-2011) and eight (8) coordinators hold Certificates of Advanced Study in areas that support the primary responsibilities of the Program Coordinator (i.e., formative and summative assessment, group dynamics, instructional delivery skills, and expertise in specialized curricular content, etc.)"

The Institute's Response: Assessment

"The Graduate Institute's Intra-Program Assessment Framework

In an effort to ensure equability with respect to the assessment of students' work products by Program Coordinators, The Institute has developed and implemented an Assessment Framework that shifts the organizational structure of performance assessment from the traditional supervisor model to a decentralized, team-based architecture, consisting of three Program Coordinators or one Program Coordinator and two Core Faculty who share the responsibility for assessing individual work products, as well as the aggregate of work products submitted by each colleague...."

Section 10a-34-18. Library and Learning Resources.

The new building in Bethany has allowed the Institute to create a library to house its learning resource collection. In addition, the Institute has agreements with Mitchell College and Sacred Heart University so that students can access print material and electronic databases held by these two institutions.

Section 10a-34-19. Facilities and Equipment.

Classes are offered at the Bethany campus as well as other sites across the state. Some cohorts meet at hospitals in Stamford and Hartford or at other educational facilities (e.g., Wesleyan University, a middle school, Capital Region Education Council). In talking to students it appears that the on site delivery of courses in different parts of the State is an attractive aspect of the Institute's programs.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Gibbs College

Item: Accreditation of a program in Medical Assisting, leading to the Associate of Science (A.S.) degree

Date: May 20, 2010

Background

The Board of Governors for Higher Education licensed a program in Medical Assisting, leading to the Associate of Science (A.S.) degree at Gibbs College on October 17, 2007. Due to the announced closure of Gibbs College in February of 2008, this program was never implemented. The Medical Assisting program was relicensed on September 17, 2009 by the Board of Governors for Higher Education until June 30, 2010 to allow the re-organized Farmington campus of Gibbs College to enroll students and have ample time to report on the progress of the program.

At the time of initial licensure, an evaluation team visited with the College's faculty and administration to review the program. Several recommendations were made from this visit and the College's response to those recommendations is provided in this report. Additionally, the College reported changes to its general education requirements and these changes are included here as well.

Description

Purpose and Objectives

As a result of the evaluation visit in 2007, the team found that the purposes and objectives of the Medical Assisting program were consistent with similar programs. The team recommended that Gibbs College pay special attention to program accreditation standards to facilitate the self-study that will lead to accreditation. The standards clearly delineate the requirements that will allow students to seek certification. At this point, certification is not required in the State of Connecticut. Voluntary certification/registration is available and earning this title would help with employment opportunities. There are two associations that offer national examinations for Medical Assistants; the American Association of Medical Assistants (AAMA) and the American Medical Technologists (AMT). In order to earn either award, candidates must graduate from a programmatically accredited school and sit for a national examination. Gibbs College has submitted the initial application to the Accrediting Bureau of Health Education Schools (ABHES) to initiate this process.

Gibbs College will also offer a certificate in Medical Assisting as of May 2010.

Administration

A full-time Program Chair is in place and is well qualified for the position. The Director of Education oversees the direction and academic integrity of all programs at Gibbs College.

Curriculum

The program’s curriculum consists of 94 quarter-credits, of which 50 are in the core requirements of the program and 44 are in general education courses. Courses are offered in five week modules. The curriculum is as follows:

Core Requirements

ANA101	Anatomy and Physiology I	4
ANA201	Anatomy and Physiology II	4
MDA101	Medical Terminology	4
MDA110	Clinical Skills	4
MDA115	Medical Laboratory Procedures	4
MDA201	Automated Applications	4
MDA220	Pharmacology	4
MDA225	Medical Office Procedures	4
MDA230	Medical Coding and Insurance	4
MDA235	Medical Law and Ethics	4
MDA240	Career Development	4
MDA250	Externship	<u>6</u>
	Core Total	50

General Education Requirements

BIO107	Biology	4
COM152	Interpersonal Communications Skills	4
ECO101	Economics	4
ENG101	English Composition I	4
ENG102	English Composition II	4
HIS101	U.S. History	4
MTH110	College Mathematics	4
MTH135	Algebra	4
PHL105	Critical Thinking	4
PSY101	Introduction to Psychology	4
SOC220	Cultural Diversity	<u>4</u>
	General Education Total	44
	Total quarter credits	94

The College implemented the recommendations from the evaluation team and also adjusted the general education curriculum. Changes included the alignment of course

objectives and content in syllabi, the addition of competencies, and adding detail to the externship agreement.

Admissions and Enrollment

The College anticipated cohorts of 20 and had originally planned to enroll a new cohort every three months. According to the College, 20 students have enrolled in the program since January 2010. New student enrollments have been recorded on a monthly basis. The program may be completed in 80 weeks.

Resource Support

Faculty

In addition to the Program Chair, who is full-time, three well qualified part-time instructors are in place.

Library and Learning Resources

The Gibbs College library subscribes to 80 periodicals and six newspapers. Students have access to the Career Education Corporation's CECybrary, which is an internet-accessible database of full text electronic resources. The College has provided an extensive list of library resources available at the Farmington campus and through CECybrary.

Facilities and Equipment

Gibbs College provided a list of purchased equipment for the program as recommended by the original site evaluation team. A laboratory facility designated for use by this program is in place. An externship agreement is in place with the John Dempsey Hospital at UCONN Health Center. The College is also working out agreements with the Children's Hospital in Hartford and Hartford Hospital.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Southern Connecticut State University
Item: Licensure of a program in Creative Writing, leading to the Master of Fine Arts (MFA) degree
Date: May 20, 2010

The Board of Governors licensed a program in Creative Writing, leading to a Master of Fine Arts (MFA) degree, in September of 2008 for a three year period until September 2011. The University accepted students into the program in fall 2009. Two students from the University's MA in English program, who transferred into the MFA in Creative Writing, are ready to graduate.

Description

Purposes and Objectives

The proposed program seeks to provide highly motivated, disciplined students committed to the art and craft of creative writing, with the opportunity to earn a Master's degree in writing. In addition, the program seeks to provide students with the skills, knowledge, and experience to become publishing writers, university instructors of creative and expository writing, and versatile critical thinkers who will be well prepared for the post-graduate job market.

Administration

The program is housed in the University's Department of English where the Program Coordinator for the Master of Fine Arts in Creative Writing oversees the program.

Curriculum

The curriculum consists of 48 credits as follows:

- | | |
|--|------------|
| * Four workshop classes in major genre (fiction or poetry writing) | 12 credits |
| * One workshop in minor genre (fiction or poetry writing) | 3 credits |
| * Thesis: book-length manuscript of original work | 6 credits |
| * Five classes in literature or literary theory | 15 credits |
| * Twelve elective credits (minimum of 6 in English) | 12 credits |

Total Classes: 14 and Thesis

Total Credits: 48

Enrollment

At the time of program licensure, the University projected an enrollment by cohort of twelve students every two years. Given the high demand for the program and based on the faculty's experience with the first cohort, the institution decided they could enroll another cohort of twelve students for fall 2010, without additional faculty resources. Having up to twelve students in the writing workshops is pedagogically sound and consistent with Associate Writing Programs guidelines and best practices.

Resource Support

Faculty

The University states that it already has four writing faculty who are nationally-recognized career teachers with extensive experience teaching workshops and publishing widely. The University plans to hire a professor whose specialization is Creative Nonfiction.

Library and Learning Resources

Students will be able to use the resources of the University Library through on-ground and on-line services.

Facilities

The University's facilities will be sufficient for the program's activities.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Gateway Community College

Item: Licensure and Accreditation of a certificate program in Alternate Energy Transportation Technology

Date: May 20, 2010

Background

Gateway Community College has applied for approval of a certificate program in Alternate Energy Transportation Technology, which builds on the State of Connecticut's desire for green technology programming. The certificate was designed as part of the Sustainable Operations Alternative and Renewable (SOAR) system grant. Gateway currently offers an Alternate Fuel Vehicle certificate program that was the first in the State and one of the first in the country. Gateway's membership with the National Alternative Fuels Training Consortium (West Virginia University) assists instructors in maintaining up-to-date alternative fuels training.

Gateway Community College is seeking simultaneous licensure and accreditation because of the short length of this program and its relationship to currently offered programs at the College.

Description

Purposes and Objectives

The objective for the alternative energy program is to educate students for entry level careers in Electric, Hybrid, Natural gas and other alternately fueled vehicles. This certificate allows for short term training in a fast growing industry.

Students will gain knowledge for servicing automotive natural gas, propane, alcohol systems, as well as electric and hybrid vehicle high voltage systems. Students will learn appropriate safety measures for high pressure and high volatility fuels, and high voltage electrical systems. Students will be able to discuss current technologies and understand legal issues as well as feedstock, supply, sustainability and ethical issues for each current fuel/technology available.

Administration

The program will be overseen by a Lead Instructor with full professional A.S.E. (Automotive Society of Engineers) repair certification in Automotive and Alternative Fuels.

Admissions/Enrollment

There are no admission requirements for the program.

The College is projecting 15 full-time students in the first year of the program increasing to 35 full-time students by year three.

Curriculum

The proposed certificate closely resembles the existing automotive programs at Gateway Community College. It was designed with recommendations from industry, Automotive and Engineering program faculty and from the National Alternative Fuels Training Consortium.

Standards are set partially by the Automotive program accreditation body, NATEF (National Automotive Technical Education Foundation). The current Automotive and existing Alternative Fuel Vehicle certificate at Gateway currently hold accreditation by this body.

The current Compressed Natural Gas (CNG) training within the Alternative Fuels certificate program NATEF certification was renewed in Spring 2009 after passing the NAFTEF 5-year renewal process. This renewal is based on tools, vehicles, resources, and curriculum which is now one of only four NATEF certified alternative fuels programs in the country. The College is proud of its standing within the industry and believes this new certificate will help them become a premier site for alternative fuels training.

Course	Course Title	Credits	Prerequisites
AUT*130 Or AUT*110 Or AUT*120	Automotive Engine Repair GM Engine Repair Toyota Engine Repair	3	none
MAT*115	Math for Science and Technology	3	MAT 095/097
AFV*110	Introduction to Clean Energy Transportation	3.5	none
AUT*134 Or AUT*114 Or AUT*124	Automotive Electrical Systems GM Electrical Systems Toyota Electrical Systems	3.5	none
AFV*120	Power Transmission for AFVs	3.5	none

AFV*130	Electric & Hybrid Drive Systems 1	3.5	MAT 115
AFV*140	Gaseous and Liquid Fuels 1	3.5	MAT 115
AUT*231	Fuel Systems	3.5	
Or			
AUT*201	GM Engine Performance		
Or			
AUT*221	Toyota Engine Performance		
AFV*150	Internship for Alternative Fuels 1	3	AFV*110
Total Credits:		30	

AFV*150 is a 300-hour internship during the spring semester.

Comments From Other Institutions

No comments have been received.

Resource Support

Faculty

Three full-time faculty members have been identified by the College.

Library and Learning Resources

Gateway Community College holdings include subscriptions to appropriate magazine publications. Additional materials include approximately 800 text repair manuals and internet based vehicle repair service information.

Facilities

The materials necessary for this program will be shared with existing programs at Gateway Community College. The current classrooms are equipped to support Alternative Energy Transportation courses.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Albertus Magnus College
Item: Licensure of a program in Human Services, leading to a Master of Science (M.S.) degree
Date: May 20, 2010

Overview:

Albertus Magnus College is a NEASC accredited institution in New Haven, Connecticut which offers associate, bachelor's and master degree programs. The College currently offers a Bachelor of Science degree in Human Services and is seeking approval for a Master of Science degree program in Human Services. They would like to offer this proposed program both online and on ground. They are currently approved to offer one other graduate program online, a Master of Business Administration; NEASC has approved the College's report on distance education and has included the online Master of Business Administration program within Albertus Magnus' NEASC accreditation and given approval for the College to offer all its degree programs online.

1. Purpose and objectives

- The primary goal of the proposed Master of Science in Human Services is to provide students with an education that will enable them to function effectively as psychosocial health professionals capable of assuming responsible positions in a variety of public and private agencies.
- The College expects that the graduates of this proposed program will work in mid to upper level professional positions in community health centers, drug treatment facilities, organizations for the aging, social service, welfare agencies, or mental health organizations.
- This program is consistent with the College's guiding principle--to prepare students to become responsible, productive citizens and life long learners.
- The College also seeks to provide access to higher education for traditionally underrepresented groups (Albertus Magnus has the highest percentage of minority students in 4-year colleges in Connecticut)
- The program will be offered at the New Haven campus and online and the clientele is anticipated to be an urban population.

2. Curriculum and Instruction

- The proposed program consists of 39 credits (See Appendix A for course list) divided into 3 components:
 - 8 Required courses (24 credits)
 - 2 Electives (6 credits)
 - Field Experience (350 hours over 15 weeks) and a Capstone Course (9 credits)
- The program will be offered in an accelerated degree format in 8 week modules (except for field work); five modules will be offered each academic year. Full time students may enroll in 2 courses each module completing the program in 15 to 18 months.

- The College has had experience with human service agencies to secure field placements for undergraduate students and is working collaboratively with these and other agencies to develop sites for graduate students.
- NEASC commended the College's implementation of its online MBA program and applauded, "the services and support that the College provides for its online programming, including a robust technical infrastructure, 24/7 help desk services, faculty training to teach online, and, for students, online advising, application and registration, e-tutoring, and supplemental subject area skills development." (January 19, 2010 letter from NEASC to President McNamara)

3. Admissions

- Before being accepted into the program students are required to have the following prerequisites:
 - 3 credits (graduate or undergraduate) in foundations of human services
 - 15 credits in psychology, human services, social work or related areas
 - An earned GPA of 3.00 in these prerequisite courses
- Students are required to pass a graduate level writing exam or take a 3-credit graduate level advanced writing course prior to entering the program or concurrent with Module One courses.

4. Administration

- The proposed program will be directed by Dr. Ragaa Mazen, a nationally certified counselor with over 30 year experience teaching and directing undergraduate and graduate human services, psychology, or counseling programs.

5. Faculty

- The College has provided a list of 7 current faculty members who they anticipate will be teaching in this program (6 full time and 1 part time). All of these faculty members have doctoral degrees in the field and with related work experience.
- In addition the College plans on hiring 4 half time lectures with doctoral degrees to teach in the program beginning in year 2.

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

- The College anticipates that the new revenues for this program will exceed new expenditures in the second year of operation given the enrolments project below.
- New expenditures are primarily for personnel (a program director, new faculty beginning in year 2, and a full time support staff person) will additional funds budgeted for library, publications and equipment.
- The current physical facilities are adequate for this program as is the current course management system, Moodle.
- A 2009 NEASC response to the College's distance learning report took "favorable note that students studying at a distance can use Albertus Magnus's library resources remotely, including database access, reference assistance, information literacy training, and document delivery services."

6. Enrollment Projections

	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
New students	10	5	12	7	15	10
Continuing Students	NA	NA	10	5	22	12
Total	10	5	22	12	37	22

7. Circulation

- The College circulated a program summary on February 3, 2010.
- There were no responses to this circulation.

Appendix A: Curriculum for proposed M.S. in Human Services

- Required courses (24 credits)
 - Ethical and Legal Issues in Human Services
 - Multicultural and Diversity Issues in Human Services
 - Case Management
 - Theories of Counseling
 - Counseling Techniques
 - Psychopathology
 - Program Evaluation
 - Organizational Behavior and Group Dynamics
- Electives (6 credits) – selected from the following options
 - Human Resource Management
 - Career Counseling and Vocational Rehabilitation
 - Addiction Counseling
 - Resolving Conflicts through Dialogue
 - Action Research Project
- Field Experience and a Capstone Course (9 credits)
 - Field Experiences with Seminar
 - Capstone Seminar

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: University of Connecticut
Item: Licensure of a program in Professional Studies, leading to a Bachelor of Professional Studies (B.P.S.) degree
Date: May 20, 2010

Overview:

The Center for Continuing Studies at the University of Connecticut currently offers a Bachelor of General Studies (B.G.S.) degree completion program for returning adult students. The University is requesting licensure of a complimentary degree completion program, a Bachelor of Professional Studies (B.P.S.), also to be offered through the Center for Continuing Studies both on ground and online and available on the main campus as well as the regional campuses of the University. The proposed Bachelor of Professional Studies degree is similar to the General Studies degree in that it is interdisciplinary. However, it differs from the General Studies degree in that it will offer three concentrations: Web Technology, Occupational Safety and Health, and Organizational Studies. Two of these concentrations were previously available as part of the General Studies degree but removed at the request of the Department of Higher Education in order to align with the Board of Governors regulations which states that, "General studies programs shall not be used to create other options or majors." (Section 10a-34-15e1)

1. Purpose and objectives

- The purpose of this proposed program is to provide the knowledge and skills that working professionals, returning to the University on a part time basis to complete their Bachelors degree, need to either enhance their present positions or advance their careers.
- This purpose is consistent with the mission of the University ("...the University helps every student grow intellectually and become a contributing member of the state, nation, and world communities.") and the mission of the Center for Continuing Studies ("to plan and manage high quality credit and non-credit multi-disciplinary and interdisciplinary educational programs that meet emerging learning needs of returning adult students and specialized audiences.")
- The clientele for this degree are returning adult students who hope to advance in a field related to one of the concentrations. In order to matriculate into this program students must have an associate's degree or have earned 60 or more credits at degree granting regionally accredited schools or colleges.

2. Curriculum and Instruction

- Students in the Bachelor of Professional Studies program must complete the University's general education requirements.
- The proposed major in Professional Studies is a 36 or 37 credit hour program (see Appendix A for a course list) broken down as follows:
 - 3 core courses: 9 credits

- Experiential Learning and Education (Students develop interpersonal, information literacy, communication, and writing proficiencies)
- Professional Ethics
- Collaborative Leadership
- 5 Core courses for concentration: 15 or 16 credits
- 4 Elective courses: 12 credits

3. Administration

- The director of the Center for Continuing Studies Degree Completion programs will administer this program.

4. Faculty

- The three core courses will be taught by Center for Continuing Studies faculty members or University adjunct faculty vetted by the BPS Oversight Committee.
- Two current Center for Continuing Studies Extension faculty members will teach full time, one in Web Technology and the other in Occupational Safety and Health.
- Courses in the concentrations will also be taught by a number of current full time and adjunct faculty members in other divisions of the University.
- All current faculty members have appropriate degrees.
- The institution indicates that 9 new adjunct faculty members will be needed (5 in Organizational Studies).

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

- The proposed program will be operated by the Center for Continuing Studies which is a self-funded division of the University.
- The proposal for this proposed program calls for a planning year when they will develop the courses, modify courses for online and market the program. The budget allocated for these planning year activities is just over \$100,000.
- The resource summary submitted of the proposed program has added faculty expenditures to the year 2 and 3 budgets.

6. Circulation

- The University circulated a program summary on February 24, 2010 and asked for comments by March 9, 2010.
- Three Rivers Community College responded with a suggestion. The recommended that the University of Connecticut identify for Community College graduates how this program articulates with programs at the Community Colleges.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Lincoln College of New England

Item: Licensure of a program Health Information Administration offered on ground and online, leading to a Bachelor of Science (B.S.) degree

Date: May 20, 2010

Lincoln College of New England is requesting licensure of a new program in Health Information Administration (HIA) leading to a Bachelor of Science degree. The College is seeking to offer this program both on ground and online. This proposed program builds on an existing associate's degree program in Health Information Technology (HIT). The curriculum in the first half of the bachelor's degree is identical to the associate's curriculum. The College made a separate application to modify the associate's degree in HIT to allow online delivery so that students will be able to complete the entire 4-year program online.

An evaluation team representing the Board of Governors conducted a visit to the institution on February 11, 2010 to review the new program proposal.

The team was composed of:

- President Martha McLoeod of Asnuntuck Community College and an Advisory Committee on Accreditation member;
- An out-of-state curriculum specialist, Donna Abbondandolo from Long Island University (who was unable to join the team for the campus visit but conducted a paper review of the curriculum); and
- Department of Higher Education staff members Patricia Santoro and Carlota Schechter.

On March 12 the Academic Affairs staff met with the following representatives from the College to discuss discrepancies between the proposed program and the College Catalog:

- President Brooks;
- The Chair of the Board of Trustees, John King;
- The Vice President of Academic and Student Affairs, Dr. Diffily; and
- The Dean of the School of Allied Health, Angela Kiernan.

As a result of that meeting, on March 30 the College provided the Department of Higher Education with a revised application for Licensure of a Bachelor of Science Program in Health Information Administration and a revised college catalog to be effective March 30, 2010.

Following the visit and a review of the revised materials the remaining open issues were identified:

- The absence of a strategic plan which identifies the priorities for the new institution and a process to monitor changes as they are implemented;

- Faculty salaries for the proposed program that may not provide access to qualified faculty;
- The need for a larger selection of upper division liberal arts course electives available to students in order to fulfill the new general education requirements; and
- Clarification of how the 300 and 400 level Health Information Administration courses meet the knowledge clusters required by HIMA, the accrediting association.

Background

In November of 2009 the Board of Governor's approved the change of ownership and merger of Briarwood and Clemens Colleges to become Lincoln College of New England. This new college is owned by the Lincoln Educational Services Corporation (LESC) of New Jersey. LESL is a for-profit educational organization which owns 43 campuses in 17 states. The main campus of Lincoln College of New England is in Southington, Connecticut, the prior campus of Briarwood College. The College has branch campuses in Hartford (co-located with The Culinary Institute, also owned by LESL) and Suffield, CT (prior Clemens campus).

Both Briarwood College and Clemens College were accredited by the Board of Governors and by the New England Association of Schools and Colleges (NEASC). The Department of Higher Education sent a visiting team to the College in October of 2009 to review the proposed merger and mission of the new college. At the time of approving the merger, the Board of Governors also approved the accreditation of Lincoln College of New England until November 30, 2012. This aligns with the College's NEASC accreditation date. NEASC conducted a focused visit on April 11-13, 2010 in order to review the merger and the Director of Academic Affairs, Patricia Santoro, participated in that visit. A full NEASC visit will be scheduled in November 2011.

College administrators have reported to the Department of Higher Education that Lincoln Educational Services Corporation (LESC) is interested in increasing the breadth of their academic program offerings in the northeastern region of the country by providing degrees in career and technical fields at institutions which are regionally accredited. Lincoln College of New England is the first of the Lincoln group of colleges to be regionally accredited. LESL plans to increase the number of online and baccalaureate programs offered at Lincoln College of New England. The College has recently been approved by NEASC to include distance education programming in their accreditation. Lincoln College of New England ultimately would like to have bachelor's degrees comprise 60% of their total offerings. The College is currently approved to offer 24 associate's degrees and two baccalaureate degrees which were approved at Briarwood and 2 additional associate degree programs which were approved at Clemens. The current proposal would be the College's third baccalaureate offering and first fully on-line program.

Description by Standards

Purposes and Objectives

The mission of Lincoln College of New England is “to help students achieve the knowledge, skills, and confidence to succeed in their careers and their communities.” The proposed program fits with the mission in its emphasis on career and technical knowledge.

At the visit President Brooks articulated a strategic plan for Lincoln College of New England which calls for developing new bachelor’s programs based on successful 2-year programs. The proposed bachelor’s program in Health Information Administration (HIA) builds on the College’s associate’s degree program in Health Information Technology. The target population for this program includes current health information technologists, as well as high school graduates and non-traditional students. The online program is anticipated to attract students from all over the country.

The visiting team encouraged the College to develop a new strategic plan for the recently established Lincoln College of New England and to develop a process for monitoring the impact of changes as they are implemented. The College has hired a director of assessment and integrity who will be responsible for developing and implementing the strategic planning process for the College.

Administration

The proposed HIA program will be overseen by the current chair of the Health Information Management department, Phyllis Hilt. Assistant Professor Hilt has an MBA with a concentration in finance, an RHIA, and has experience as a Reimbursement/Financial Analyst at Bristol Hospital.

Briarwood College had an established program review procedure where each program is evaluated on a 5 year cycle by a 3 member team (faculty, department chair from outside the department). The team reviews data submitted by the department and prepares a report on department. A decision is made on the basis of this report to continue, with conditions or discontinue a program. The College indicates in their report that they will continue using this review process.

Adequacy of Resources

The College anticipates that the primary new expenses associated with the proposed program are additional faculty and support staff. The resource summary (see Appendix A) provided by the College projects a need for 2 new full-time faculty positions each year during the first 3 years of the program. In addition it calls for 1.5 support staff in year one, 2.5 in year two and 4.5 in year three. Support staff will be used to staff the virtual

lab and to assist the Vice President of Online Programs and Services. The evaluation team felt that the \$38,000 budgeted for each of the two new full time faculty members in the first year may not be competitive with national salaries to attract qualified applicants.

These faculty and staff requirements are based on the following enrollment projections:

	Year 1	Year 2	Year 3
Full Time Students	8	19	26
Part Time Students	13	30	48

This proposed HIA program will be the first program the College will offer fully online. The College has recently hired a Vice President of Online Programs and Services and has an online delivery platform in place using technological resources provided by Lincoln Education Services. This capacity includes training on online instruction for faculty. No additional resources have been proposed to support the online delivery of the particular program. However, in a March 15, 2010 letter to Dr. Brittingham, president of the New England Association of Schools and Colleges, Shaun McAlmont, President and CEO of Lincoln Education Services, conveyed his company’s commitment to providing the financial resources to support online instruction.

Faculty

The College plans to hire the first two new full-time faculty members prior to enrolling the first class of students. Two new full-time faculty members will be hired each year of the following 2 years. These faculty members will teach specialized health information management courses. The College will seek faculty members with the following qualifications:

- Master’s degree in the discipline; Ph.D. preferred
- RHIA
- 3 years experience in health information management
- 2 years experience college teaching

As the College has developed bachelor’s degree programs, they have made an effort to attract general education faculty with doctoral degrees in their field. The College reported recently hiring an assistant dean and 2 new general education faculty members with doctoral degrees. Currently, the College has 7 general education faculty members who hold the doctorate.

The evaluation team noted the challenge in hiring faculty with both a terminal degree and expertise in the field of Health Information Administration. The evaluation team encouraged the College to continue its commitment to hiring both general education and specialized faculty members with terminal degrees in the fields they will be teaching.

Curriculum

The proposed curriculum for the HIA bachelor’s program is outlined in Appendix B. This curriculum reflects a new revision to the College’s general education requirements which now require 9 credits at the upper division level (300- or 400-level courses).

The proposed HIA bachelor's program is built on the existing 2-year Health Information Technician program. The credits in the most recent revision to the 2 programs break down as follows:

	General Ed	Specialization	Total
1st 2 years (Associate's)	26 (42%)	36	62
2nd 2 years	24 (40%)	36	60
Bachelor's Total	50 (41%)	72	122

General Education and Upper Division Courses:

The team was pleased to see the College had developed Standards for Course Rigor which distinguishes the expectations for 100, 200, 300, and 400 level courses and had added a requirement for upper division courses to their baccalaureate level general education requirements. The College described the difficulty of providing students with a selection of upper division general education courses with so few bachelor's level programs and students at this time. The visiting team recommended that this might be an item for consideration in the College's next strategic plan. In addition, it is recommended that the College work in the future to develop the capacity to assess the general education competencies they have identified and to distinguish the competencies at the associate and baccalaureate levels.

Specialized Courses:

The College's associate's degree program is accredited by Council for the Accreditation of Health Informatics and Information Education (CAHIIM) and the plan is for the bachelor's degree program to be accredited as well. The out-of-state curriculum consultant concluded that curriculum for the first two years (the associate's degree) provided a solid grounding in the basic skills required for the profession. In examining the syllabi for the bachelor's program she felt that the learning objectives matched the competencies identified by the accrediting organization at the baccalaureate level. However, she noted that it was difficult to see if the knowledge clusters outlined by the accrediting body were addressed because the syllabi do not include details about assignments. In particular she had a concern about the upper level finance and management courses and felt that the syllabi indicated these to be basic management and finance courses rather than specific courses related to the health care field and health care settings.

The College's response:

"The format and processes that were employed in the development of the CAHIIM-accredited associate's degree program were also utilized in the development of the third and fourth year courses within the HIA program. Most of the texts and other resources for the HIA courses have been reviewed and selected and specific assignments reflecting the CAHIIM knowledge clusters are being incorporated within each syllabus.

This process will continue throughout the spring and summer with the target date for completion of all lectures and assignments set for August 2010.

With regard to the upper level finance and management courses, the course objectives and learning outcomes were revised to identify more clearly the relevant CAHIIM knowledge clusters, specifically those defined in Domain IV- Information Technology and Systems, Sub-Domain E: Healthcare Information Systems, and Domain V – Information Organization and Management, Sub-Domains A: Human Resources Management, B: Financial and Resources Management, C: Strategic Planning and Organizational development, and D: Project and Operations Management.”

Internships:

There are 4 internships in the associate’s degree program (5 credits in total) and a culminating internship (3 credits) in the bachelor’s degree program. The College has agreements with internship sites for its current associate’s program and has had preliminary discussion with several healthcare facilities to explore expanding placements. The team was provided with copies of current agreements and samples of agreements that it intends to use when placing online students in internships at a distance.

Admission criteria:

The College states that the bachelor’s program will require candidates to be graduates of CAHIMM accredited two-year programs, their own or other. Lincoln College of New England plans to develop transfer articulation agreements with other AHIMA accredited associate degree programs in Health Information Technology and it is anticipated that many students entering the bachelor’s degree program will have completed an associate’s degree program at other colleges. As both the associate’s and bachelor’s degree programs will be offered online they will attract students beyond Connecticut. The visiting team noted that Lincoln College of New England is the only regionally accredited college in Lincoln Educational Services Corporation’s (LESC) consortium of more than 40 institutions. Students at other LESC campuses may be interested in completing their degrees online at Lincoln College of New England. The team felt that it was important to require that transfer students had completed a CAHIMM accredited two-year programs and encouraged the College to carefully monitor the success of transfer students and to modify admissions policies if needed to ensure that new and transfer students accepted into the programs will meet with success. The team suggested that this monitoring might be a high priority as the institution develops a new strategic plan.

Online delivery:

The College provided the team with a report on their online capacity (“Report on the Establishment of Academic Programming Offered Through Distance Education’) and with a description of the Angel platform used for online instruction. This is the first

wholly online program for the College; however, it was evident from the visit that the capacity of the faculty to deliver online instruction has been increasing. The team was favorably impressed with the Evergreen faculty training, and with the tools available through Angel, to evaluate faculty. In addition the team responded positively to the College's cap of 10 students for the first time an instructor teaches an online course. The College reported that after the first offering online courses are currently capped at 15. The visiting team encouraged the College to maintain this class size noting that small class sizes have been part of the strength of Briarwood College. The College reports that the current HIT associate's degree program averages 6 to 8 students in a class. These students have been typically older students who are highly motivated. The team suggested that the College monitor changes to the student population as they implement on line delivery of the HIA program.

Library, Learning Resources, Facilities and Equipment

Lincoln Educational Services Corporation has the capacity to make a virtual library available to online students and the College. The Distance Education report cited above describes support services available to student and faculty for online learning. The College has a health information laboratory and an AHIMA-designed virtual laboratory.

Appendix A: Resource Summary

CONNECTICUT BOARD OF GOVERNORS FOR HIGHER EDUCATION
 Department of Higher Education
Resource Summary

Institution Lincoln College of New England

Program Bachelor of Science in Health Information Management

Name Dr. Michael E. Diffily, Vice President for Academic and Student Affairs

Signature _____ Date _____

PROJECTED ENROLLMENT	YEAR 1 FY 2010		YEAR 2 FY 2011		YEAR 3 FY 2012	
	FT	PT	FT	PT	FT	PT
Internal Transfers	2	3	3	5	5	8
New Students	<u>6</u>	<u>10</u>	<u>8</u>	<u>12</u>	<u>10</u>	<u>10</u>
TOTAL ENROLLMENT (est.)	8	13	19	30	26	48

NEW REVENUES	YEAR 1 EST. AMOUNT	YEAR 2 EST. AMOUNT	YEAR 3 EST. AMOUNT
Tuition (1)	256,970	620,637	940,000
Extension Fund Fees (2)	6,600	15,500	22,600
Other Sources (please attach a description)	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NEW REVENUES	<u>263,570</u>	<u>636,137</u>	<u>962,600</u>

NEW EXPENDITURES	YEAR 1		YEAR 2		YEAR 3	
	Number	Est. Cost	Number	Est. Cost	Number	Est. Cost
Faculty (full-time)	<u>2</u>	<u>76,000</u>	<u>4</u>	<u>160,000</u>	<u>6</u>	<u>322,000</u>
Support Staff (full-time)	<u>1.5</u>	<u>55,500</u>	<u>2.5</u>	<u>95,000</u>	<u>4.5</u>	<u>200,000</u>
Library		<u>3,000</u>		<u>3,000</u>		<u>2,000</u>
Equipment (3)		<u>0</u>		<u>0</u>		<u>0</u>
Other (4)		<u>0</u>		<u>0</u>		<u>0</u>
TOTAL NEW EXPENDITURES	<u>3.5</u>	<u>134,500</u>	<u>6.5</u>	<u>258,000</u>	<u>10.5</u>	<u>524,000</u>

(PLEASE FILL IN) (1) Calculated for new students only at **17,740** per year for full-time and **590** per sch for an average of **15** sch per semester for part-time students. **(3% tuition increase in years 2 and 3)** (2) Calculated at **500/FT** and **200/PT** per credit hour. (3) Please attach a list of equipment and estimated costs. (4) Please attach a description.

Appendix B: Curriculum for Proposed B.S. in Health Information Administration

First 2 years (A.A.S. in Health Information Technology)

Prefix	Course Name	Credit	Gen Ed Credit
CIS---	Elective - Computer	3	3
ENGL03	English Composition I	3	3
HIM109	Health Systems and Procedures	4	
MED101	Medical Terminology	4	
SCI121	Anatomy & Physiology I	4	4
	<i>First Semester Total Credits = 18</i>		
ENG104	English Composition II	3	3
HIM112	Intro to Coding and Reimbursement w/ Lab	4	
HIM113	Health Care Compliance	3	
HIM131	H.I. Internship 1: Health Record Processing	1	
PHM101	Pharmacology	3	
SCI122	Anatomy & Physiology II	4	4
	<i>Subtotal of Credits semesters 1 & 2 = 36</i>		
SSC---	Elective - Behavioral & Social Sciences	3	3
HIM201	Health Care Data Applications w/ Lab	4	
HIM233	H.I. Internship 2: Inpatient Coding	1	
MGT105	Human Resource Management	3	
SCI106	Pathophysiology	3	3
	<i>Subtotal of Credits semesters 1, 2 & 3 = 50</i>		
HIM202	Health Information Professional Applications w/Lab	3	
HIM204	Advanced Health Information Coding w/Lab	3	
HIM235	H.I. Internship 3: Health Data Processing	1	
HIM236	H.I. Internship 4: Non-Traditional Sites	2	
MTH115	Elementary Statistics	3	3
	<i>Minimum total credits required= 62; General Education= 26</i>		

Second 2 years (To complete B.S. in Health Information Administration)

Prefix	Course Name	Credit	Gen Ed Credit
BUS203	Organizational Behavior	3	
HIM301	Health Information Documentation Standards	3	
HIM303	Ethical and Legal Issues in HIM	3	
MTH215	Advanced Statistics	3	3
HUM---	Elective - Arts & Humanities	3	3
	<i>Subtotal of Credits semester 5 = 15</i>		
HIM306	Management of Health Information Systems	3	
HIM308	Health Information Research and Quality Management	3	
COM---	Elective - Communication	3	3
SSC---	Elective - Behavioral & Social Sciences	3	3
HUM---	Elective - Arts & Humanities	3	3
	<i>Subtotal of Credits semesters 5 & 6 = 30</i>		
HIM401	Clinical Terminology and Healthcare Reimbursement	4	
HIM403	Health Informatics Management and Organization	4	
ZZZ---	Elective - General Education	3	3
SSC---	Elective - Behavioral & Social Sciences	3	3
	<i>Subtotal of Credits semesters 5, 6 & 7 = 44</i>		
HIM404	Finance and Resource Management	3	
HIM406	Project and Operations Management	4	
HIM408	Current Trends in the Healthcare Delivery System	3	
HIM499	Internship	3	
ZZZ---	Elective - General Education	3	3
	<i>Minimum General education in upper division = 24</i>		
	<i>Minimum upper division credits required = 60</i>		
	<i>Transfer credits - semesters 1 – 4 = 62</i>		
	<i>BS Degree - Total Credits Required = 122</i>		

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Gibbs College

Item: Licensure of programs in Cardiovascular Sonography and Diagnostic Medical Sonography, each leading to the Associate of Science (A.S.) degree

Date: May 20, 2010

Background

Gibbs College is requesting licensure of two new sonography programs, each leading to associate degrees, one in Diagnostic Medical Sonography and one in Cardiovascular Sonography. Gibbs College presented the two proposed Sonography programs to the Advisory Committee on Accreditation (ACA) this past February, 2010. After a series of questions, the College was asked to provide additional information for program licensure. These questions focused the following standards:

- Curriculum,
- Faculty, and
- Admissions

This report summarizes the College's responses concerning a number of curricular issues raised by the ACA (length of the program, number of upper level courses, and the availability of clinical site placements) as well as the ACA concerns regarding faculty qualifications and admissions policies. In addition, the ACA requested information regarding success of sonography programs at other CEC institutions as evidenced by enrollment, retention, graduation and placement.

An evaluation team representing the Board of Governors conducted a visit to the institution on January 6, 2010 to review the two sonography programs as well as a certificate program in Medical Billing and Coding. The team was composed of Kelly Anastasio, from the Department of Orthopaedics at Yale University, School of Medicine; Karen Giacomini, Cardiovascular Sonography Instructor at the Institute of Allied Medical Professionals in Atlanta, Georgia; Susan Capasso, Dean of Academic Services at St. Vincent's College and ACA member; Patricia Santoro, DHE; Carlota Schechter, DHE; and Christine Thatcher, DHE.

Description

Purpose and Objectives

The proposed sonography programs are career focused and support the mission of the college. The College provided a comprehensive list of objectives for each of the programs.

The ACA did not request further information regarding the purpose and objectives of the programs.

Administration

Gibbs College currently has a Director of Education who oversees all academic programs. The College plans to hire full time program directors/chairs for each of the sonography programs who are content specialists in the allied health field. An Externship Site Developer has been hired who will oversee clinical assignments for the health science programs collectively.

The ACA did not request further information regarding the administration of the programs.

Curriculum

Gibbs College utilizes a quarter-credit hour system. One program is 127.5 and the other 135.5 quarter credits. These are equivalent to 85 and 90 semester hours respectively. The curricula for the 2 proposed programs are included in appendices A and B. The visiting team and the ACA expressed concerns about the length of these associate degree programs.

The Evaluation Team reviewed the content of the proposed curricula and agreed that the courses were adequate in content, distribution, and sequencing in the areas of specialization. One question was raised by the ACA about the lack of 200 level courses in the Diagnostic Medical Sonography curriculum.

Both of the proposed programs of study were developed by Sanford-Brown College, which is part of the Career Education Corporation (CEC) schools, as is Gibbs College. Sanford-Brown uses these same curricula in a number sonography programs at both colleges and private occupational schools. The ACA requested information regarding the success of these sonography programs at other CEC institutions as evidenced by enrollment, retention, graduation and placement.

The visiting team also considered the clinical portion of the programs and found them to be within the guidelines of the National Education Committee for Sonography standards. Students in the Diagnostic Medical Sonography program are required to complete 4 externships for a total of 600 hours of supervised field experience. Students in the Cardiovascular Sonography program are required to participate in 5 externships for a total of 720 contact hours. The externship course faculty member, the program director, and the externship program coordinator oversee the students and their work assignments while on Externship. The ACA was concerned about the availability of an adequate number of appropriate clinical externship sites for students.

The College's response to the concern regarding length and substance of program:

The sonography programs, “were developed by a group of Sonography educators from the College’s sister schools in Dallas, Atlanta, Houston, Cleveland and other locations throughout the U.S...The programs were structured strictly based on the model provided by the profession’s educational body, the Society for Diagnostic Medical Sonography, and the Commission on Accreditation of Allied Health Education Programs, CAAHEP, programmatic accreditation requirements promulgated by the Joint Review Committee on Diagnostic Medical Sonography. The length of the program is not excessive of those requirements and has been demonstrated to be in compliance with those programs. As is sometimes the case in highly technical allied health programs, the curriculum is slightly longer than the average A.A. or A.S. program. In Connecticut, there are only two CAAHEP DMS or CVS programs. Both of these programs are hospital-based and do not follow the normal requirements of a college-based program. In both these cases, applicants must already possess a bachelor’s degree or they must have graduated from a two-year allied health program. By virtue of imposing these requirements, the two programs are able to omit many of the general education and/or support courses in the Gibbs College curriculum.”

The College’s response to concerns about the lack of 200 level courses in the Diagnostic Medical Sonography program:

“The College understands the question regarding the numbering taxonomy used in the courses and how it could appear that there are an insufficient number of 200-level courses from a traditional associate degree model. It is critical to remember that the program is delivered in a wholly linear fashion and the bulk of the core is divided into discrete topical areas. While it is certainly possible to alter the numbering system, it is important to note that in most cases it does not affect the educational integrity of the program. After consultation with the educators who developed the program, it would make the most sense to alter the numbering for DMS140, DMS150, DMS 151, and DMS160 to reflect 200-level courses. The rationale is that given the linear nature of the program, these courses occur in the second academic year of the program.”

The College’s response to request for data on the success of other CEC sonography programs:

“Our parent organization has other locations that in total house 16 Diagnostic Medical Sonography (DMS) programs and 14 Cardiovascular Sonography (CVS) programs. All of the programs throughout the system are materially the same in content, structure and length and the proposed program at Gibbs Farmington... Of these, six of the DMS programs are programmatically accredited by CAAHEP. All of these programs have continuously met or exceeded the accreditor standards of greater than 70% retention rates, 70% registry pass rates and 70% placement rates. Additionally, six more of the programs are going through the CAAHEP accreditation process and have all had their Team Visits.”

In addition the College provided a table with retention and placement data for Cardiovascular Technology AAS and certificate programs and Sonography certificate

programs at 16 Sanford-Brown institutions around the country. This table included 6 associate degree programs, all in Cardiovascular Technology, and reported annual retention rates between 83.3% and 100% for these programs. There was no placement data reported for the degree programs.

The College's Response to the concern regarding clinical externship sites:

Gibbs College maintains that the number of students enrolled for a given term would be in direct proportion to the number of sites under signed agreement. The decision to hold off on soliciting clinical externship sites was a conscious decision made by the College to avoid any appearance of impropriety by marketing an unapproved program. Since the ACA meeting in February, the College has identified potential Sonography sites and has begun contacting them.

Admission and Enrollment

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. In addition Diagnostic Medical Sonography students are required to have completed 48 credit hours of course work and Cardiovascular students are required to have completed 30 hours of course work prior to admission to the program. The exact admissions requirements are quoted below. The Evaluation Team had concern with the admission requirements of 30 and 48 credit hours of courses before admission to a program that is already extensive.

The College responded (in an e-mail dated May 11, 2010) that the current admissions requirements for the 2 proposed programs are as follows:

"In addition to our admissions policy for all students, the following are required for sonography:

Cardiovascular Sonography Program

- *Applicant must achieve a minimum score of 160 on the CPAt entrance examination with a minimum numerical score of 44. (This must be completed prior to class start).*
- *Successful completion (minimum grade of 'C' or better) of postsecondary school credit equivalent to 30 semester or 45 quarter credit hours as evidenced by official transcript(s). Required credits must include a minimum of six semester or nine quarter credits successfully completed in math, human biology, chemistry or allied health related courses which include the use of math or science. Credits earned at a foreign college or university must be evaluated by an authorized agency.*

Diagnostic Medical Sonography Program

- *Applicant must achieve a minimum score of 160 on the CPAt entrance examination with a minimum numerical score of 44. (This must be completed prior to class start).*
- *Successful completion (minimum grade of 'C' or better) of postsecondary school credit equivalent to 48 semester or 72 quarter credit hours as evidenced by official*

transcript(s). Required credits must include a minimum of six semester or nine quarter credits successfully completed in math, human biology, chemistry or allied health related courses which include the use of math or science. Credits earned at a foreign college or university must be evaluated by an authorized agency.

Beyond the admissions requirements, the college will review courses for transferability of credit to Gibbs.”

The College’s response to concerns regarding admissions policy:

“The program has relied on the long history it shares with some of its sister schools in the discipline area to determine the admissions requirements. The mission of the College and the program is to deliver high-quality, well-articulated offerings to as diverse a range of students as possible. It has long been the mission of the College to provide postsecondary education opportunities not only for the most academically qualified students, but also to disaffected and disenfranchised populations while still retaining the appropriate academic rigor of the discipline areas offered by the College. To that point, programs such as DMS and/or CVS are extremely challenging and require a student population that is able to absorb and synthesize large, complex amounts of materials. In many of these rigorous programs, other institutions employ a highly competitive admissions process whereby far more qualified candidates apply than are admitted. In the case of highly sought after programs, dozens or scores of qualified applicants are not given the opportunity to enter these programs, often creating an overly elite group of students in terms of their cognitive abilities with little or no regard for the psychomotor or affective learning domains. The other method that is becoming more frequently employed is the idea that the educators within a discipline area determine the minimum objective threshold that is necessary for program success and then admit students on a first-come, first-served basis. In the case of the admissions requirements submitted for the DMS program at Gibbs, the college is using a combination of an entrance assessment and prior college experience. The College feels it is critical in a program such as this that students who enter the program have already demonstrated an aptitude for success in postsecondary education. This most easily demonstrated by the successful completion of a substantive number of college credits earned. Additionally, the College is using an entrance examination to assess the overall likelihood of meeting the program rigors. In accordance with the College’s policies, students who meet the admission requirements would also be able to use those same credits as direct transfer credit to meet the program’s requirements. As an example, if a student applied and had met the minimum credit requirement for application and within those credits had completed matching General Education courses in the curriculum, then the student would receive full transfer credit for those courses. Again, using the example of the two Connecticut Sonography programs referenced earlier, these two programs require that the applicant must already possess either a bachelor’s degree or an associate degree in an allied health discipline. While the college apologizes for any lack of clarity, the admissions rubric utilized is not uncommon either nationally or within the State for these types of programs. “

Resource Support

Faculty

The College plans to hire full-time faculty for the proposed programs 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(s). A Clinical Coordinator will be hired for each sonography program in preparation for the integrated Clinical courses prior to the end of year one. The team and the ACA expressed concerns about the availability of faculty with the required educational (master's degree) and professional credentials.

The College's response to concerns regarding availability of faculty:

"In response to the Committee's concern about the College's ability to attract and hire qualified personnel that meet the regulations of the State of Connecticut, Department of Higher Education, the institution is providing the following Faculty Hiring Policy that was developed and implemented to address such concerns. The College has successfully followed its hiring hierarchy to ensure qualified instructors were identified and vetted by the Department of Higher Education for the College's approved programs. The College is confident in its continued ability to attract and hire for the programs currently up for review and those programs in the future."

Library

The College has budgets for new holdings for the library and students will have access to the CECybrary, an Internet-accessible database of full text electronic resources.

The ACA did not request further information regarding the library.

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.

The ACA did not request further information regarding the facilities and equipment.

Appendix A: Curriculum for the Diagnostic Medical Sonography Program

Code	Course	Quarter - Credits
Specialized Courses		
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>
		103.5
General Education Requirements		
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>
		32
Total Curriculum Required Credits		135.5

Appendix B: Curriculum for the Cardiovascular Sonography Program

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>
		91.5

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>
		36

Total Required Curriculum Credits **127.5**

INFORMATION ITEM: ACADEMIC AFFAIRS AND PLANNING

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

Public Colleges and Universities

Gateway Community College

- * Licensure of a Certificate in Alternative Energy Transportation Technology

Southern Connecticut State University

- * Accreditation of a MFA in Creative Writing

University of Connecticut, Storrs Campus

- * Licensure of a BS in Professional Studies

Independent Colleges and Universities

Albertus Magnus College

- * Licensure of a MS in Human Services

Gibbs College

- * Licensure of an AS in Cardiovascular Sonography
- * Licensure of an AS in Diagnostic Medical Sonography
- * Accreditation of an AS in Medical Assisting

Lincoln College of New England

- * Licensure of a BS in Health Information Management

B. REPORTS BEING PREPARED BY THE DEPARTMENT OF HIGHER EDUCATION

Public Colleges and Universities

Middlesex Community College

- * Program Modification of an AS in Broadcast Communications

Tunxis Community College

- * Licensure of an AS in New Media Communication

Independent Colleges and Universities

Bais Binyomin Academy

- * Accreditation of a Certificate in Talmudic and Rabbinical Studies

Fairfield University

- * Licensure of a GRADCERTADV in Accounting
- * Licensure of a GRADCERTADV in Finance
- * Licensure of a GRADCERTADV in General Management
- * Licensure of a GRADCERTADV in Human Resources Management
- * Licensure of a GRADCERTADV in Information Systems and Operations Management
- * Licensure of a GRADCERTADV in International Business
- * Licensure of a GRADCERTADV in Marketing
- * Licensure of a GRADCERTADV in Taxation

Goodwin College

- * Accreditation of an AS in Environmental Studies

Lincoln College of New England

- * Licensure of a BSN in Nursing
- * Licensure of a BSN in Nursing - online

National Graduate School

- * Licensure of a DBA in Business Administration

St. Vincent's College

- * Licensure of a BSN in Nursing Completion Program Online (RN to BSN)

University of New Haven

- * Licensure of a BS in Professional Studies
- * Licensure of a BS in Sustainability 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

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

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 MAY 2010

	Cert.	Associate's Degree	Bachelor's Degree	Graduate Certificate	Master's Degree	Doctoral Degree
<u>Program Licensure</u> Public Institutions		1	2			
<u>Program Licensure</u> Independents	1		5	4	16	4
<u>Program Licensure and Accreditation</u> Public Institutions		5			2	
<u>Program Licensure and Accreditation</u> Independents	1			1	1	
<u>Program Accreditation</u> Public Institutions		2	2	3	1	1
<u>Program Accreditation</u> Independents		1	2	1	9	
<u>Program Modification</u> Public Institutions		8			1	
<u>Program Modification</u> Independents			5	1	14	
Totals	2	17	16	10	44	5

I. PROGRAMS DUE TO EXPIRE WITHIN THE ACADEMIC YEAR

Institution	Program	Licensure Expiration
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 Rhode Island	Field Experience Placement, FE/CP	06/30/2010

At its meeting on April 28, 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 relicenses a program in Quality Systems Management, leading to the Master of Science (M.S.) degree, to be offered by The National Graduate School of Quality Management, until December 31, 2010.


RESOLVED: that the Board of Governors for Higher Education relicenses a Master of Science (M.S.) degree in Chemistry, to be offered by the University of Rhode Island at the Pfizer Research Center in Groton, for a period of time 3 years until April 30, 2013.

RESOLVED: that the Board of Governors for Higher Education licenses programs in Business Administration, Electrical and Computer Engineering, Manufacturing Engineering, Materials Process Engineering, Mechanical Engineering, and Systems Engineering, each leading to a Masters degree with the stipulation that within Connecticut, the Master's level programs conform to State regulations by requiring either a comprehensive examination, a thesis based on independent research, or completing an appropriate special project. It is also resolved that the Board of Governors for Higher Education licenses a program in Power Systems Management, leading to a graduate certificate, to be offered by Worcester Polytechnic Institute, for a period of three years, until April 30, 2013.

RESOLVED: that the Board of Governors for Higher Education accredits a Master of Arts (M.A.) degree in Global Development and Peace, to be offered online and on campus, by the University of Bridgeport for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education accredits a program in Public Health with a concentration in Occupational and Environmental Health Sciences, leading to a Doctor of Philosophy (Ph.D.) degree, offered by the University of Connecticut, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Engineering and Operations Management, leading to the Master of Science in Engineering and Operations Management (M.S.E.O.M.) degree, to be offered by the University of New Haven, for a period of time concurrent with institutional accreditation.



Michael P. Meotti
Commissioner

4/28/10