

TO: Advisory Committee on Accreditation
FROM: Christine Thatcher, Associate Director, Academic Affairs
DATE: February 10, 2011
SUBJECT: ACA Meeting on Thursday, February 17, 2011

The Advisory Committee on Accreditation will meet in the Department of Higher Education Conference Room, third floor, 61 Woodland Street, Hartford, at 10:00 a.m. on Thursday, February 17, 2011.

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.

AGENDA

1. CALL TO ORDER – 10:00 a.m.
2. CONSIDERATION OF MINUTES – [Minutes of December 16, 2011](#)
3. DISCUSSION
4. CONSENT CALENDAR
 - a. Licensure Applications - *None*
 - b. Accreditation Applications
 - Norwalk Community College** - Accreditation of a program in Physical Therapist Assistant, leading to the Associate of Science (A.S.) degree
 - c. Simultaneous Licensure and Accreditation Applications
 - Fairfield University** - Licensure and Accreditation of an Advanced Graduate Certificate in Integrating Spirituality & Religion into Counseling
 - Fairfield University** - Licensure and Accreditation of an Advanced Graduate Certificate in School-based Marriage & Family Therapy
 - Fairfield University** - Licensure and Accreditation of an Advanced Graduate Certificate in Substance Abuse Counseling
5. ACTION AGENDA
 - a. Licensure Applications
 - Quinnipiac University** - Licensure of a program in Nursing Practice, leading to the Doctor of Nursing Practice (D.N.P.) degree
 - b. Accreditation Applications
 - University of Connecticut** - Accreditation of a program in Nursing Practice, leading to the Doctor of Nursing Practice degree (DNP)

c. Simultaneous Licensure and Accreditation Applications

University of Connecticut - Licensure and Accreditation of a program in Business Analytics and Project Management, leading to a Master of Science (M.S.) degree

6. INFORMATION ITEMS

Monthly Update –please use the following link to access this information on our website:

<http://www.ctdhe.org/DHEWeb/AcademicProgramProposals.asp>

7. OTHER BUSINESS

8. **BOARD OF GOVERNORS RESOLUTIONS** – Meetings of December 2010 & January 2011

9. NEXT ACA MEETING – March 17, 2011

10. ADJOURNMENT

Board of Governors for Higher Education

Advisory Committee on Accreditation Minutes of the Meeting Thursday, December 16, 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, December 16, 2010.

Members or alternates present: Shirley Adams, Ann Clark, David Dauwalder, Thomas DeFranco, John Donohue, Paulette Lemma, Robert Madden, Leon Newman, Judith Resnick, Martha Shouldis, and Abbey Zink.

Board Members present: none

Staff present: Patricia Santoro, Christine Thatcher

1. CALL TO ORDER

John Donohue called the meeting to order at 10:00 a.m.

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

John Donohue called for approval of the minutes of November 18, 2010. Ann Clark moved approval and Leon Newman seconded; the motion passed with Shirley Adams and Judith Resnick abstaining.

3. DISCUSSION

4. CONSENT CALENDAR - None

5. ACTION AGENDA

Licensure Applications

a. Goodwin College - Licensure of an Organizational Studies program, leading to a Bachelor of Science (B.S.) degree

Patricia Santoro, Director of Academic Affairs, presented the application and introduced Janet Jefford, Vice President for Institutional Effectiveness, and Clifford Thermer, Program Director, who represented the College.

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

Accreditation Applications

a. Sanford Brown College - Accreditation of a Certificate program in Medical Billing and Coding

Patricia Santoro presented the application. The College was represented by Kevin Clark, Director of Education, Venusa Toomey, Chair of Medical Assisting and Medical Coding and Billing, and Annabelle Babb, Lead Instructor.

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

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

Patricia Santoro presented the application and introduced President Barbara Douglass, Patricia Bouffard, Dean of Academic and Student Affairs, and Connie Hotchkiss, Director of Nursing, who represented the College.

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

Simultaneous Licensure and Accreditation Applications

a. Saint Joseph College - Licensure and Accreditation of a Dietetic Internship program, leading to a Graduate Certificate

Christine Thatcher, Associate Director of Academic Affairs, presented the application. The College was represented by Sandra Affenito, Acting Dean of the School of Health and Natural Sciences, Dan Nussbaum, Dean of Graduate Studies, Donna Corcoran, Program Director, and Margery Lawrence, Department Chair of Nutrition.

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

6. INFORMATION ITEMS

7. OTHER BUSINESS

a. Proposed 2011 Meeting Schedule

Shirley Adams moved to accept the proposed 2011 Meeting Schedule for the Advisory Committee on Accreditation. Judith Resnick seconded; the motion passed unanimously.

8. BOARD OF GOVERNORS RESOLUTIONS – Meeting of November 17, 2010

9. NEXT ACA MEETING – December 16, 2010

10. ADJOURNMENT

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION
CONSENT CALENDAR

Institution: Norwalk Community College
Item: Accreditation of a program in Physical Therapist Assistant, leading to the Associate of Science (A.S.) degree
Date: February 17, 2011

Background

Norwalk Community College has applied for accreditation of a program in Physical Therapist Assistant (PTA), leading to the Associate of Science (A.S.) degree. The College is in a formal partnership with Bridgeport Hospital, which includes support of two faculty positions at the college for the first three years of the program. As of July 1, 2011, the College will assume the expense of these two faculty members.

Graduates of the program may enter the workforce directly as paraprofessionals assisting the Physical Therapist. The program has been designed in accordance with the standards established by the Commission on Accreditation in Physical Therapy Education (CAPTE). Graduates of the program will be eligible for licensure as PTA's in the State of Connecticut and elsewhere.

The proposed certificate is submitted to the ACA as a consent item.

Description

Purpose and Objectives

Since the time of licensure, the College has revised the mission, goals, objectives and expected outcomes for this program. The mission for the program is as follows:

The Physical Therapist Assistant (PTA) Program at Norwalk Community College exists to fill an increasing need in southwest Fairfield County for highly qualified, entry-level PTAs. By providing a solid foundational and program curriculum, the program endeavors to be a leader and partner in the surrounding community, which is in keeping with the mission of the institution. Graduates of the program are compassionate, culturally competent, life-long learners who communicate appropriately with patients/clients, caregivers and other healthcare providers to provide safe, ethical, efficient and effective interventions with competent education methods to the populations that they serve.

The learning objectives associated with each course are linked to the goals and objectives of the program as well as the curriculum criteria as described by the Commission on

Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA).

Norwalk Community College was granted Candidate for Accreditation status in July 2009, which signified their ability to accept students into the program. The program is currently being reviewed by CAPTE for accreditation, and if the review is positive, the program will be fully accredited in time for the graduation of the first cohort in May 2011.

Administration

A full-time Program Director manages the program and oversees the Clinical Education Coordinator. The PTA program is currently housed in the Department of Social and Behavioral Sciences and Human Services and the PTA Program Director reports to the Department Chair. As of July 1, 2011 the PTA program will shift to the Nursing and Allied Health Department, and the Program Director will then report to the Division Director of that department.

Curriculum

At the time of licensure, the evaluation team made the following recommendations, and progress in each area is provided by the College below each:

1. CAPTE will look for retention and remediation plans, and thus the team has suggested developing clear formative assessment strategies aligned with instructional outcomes.
 - The College has documented retention and remediation plans within the PTA Program Policies and Procedures Manual.
2. Further development of evaluation procedures that include equal weight for lab practicum experiences.
 - The College has put into place policies and procedures for evaluation of the students that include equal weight for lab practicum experiences.
3. Develop clinical contracts
 - The program has 27 fully executed contracts encompassing 76 individual site locations and nearly 200 clinical instructors. This number of contracts equates to enough clinical facilities to provide clinical experiences for well over 125% of the number of students, which is the standard set forth by CAPTE.
4. Clear evidence of developmental psychology and medical ethics in the curriculum
 - A proposal to add PSY 201 Lifespan Development was denied at the College Senate level. Elements of developmental psychology have been added to the curriculum within existing courses, such as PTA 120 and PTA 250. The program plans to revisit the proposal in a future semester.
 - Medical ethics topics have been added to PTA 120, PTA 230 and PTA 250.
5. Student individual medical malpractice insurance
 - The program has developed and clarified policies and procedures with regard to student individual medical practice insurance, and is documented

in the PTA Program Policies and Procedures Manual. An excerpt was provided to the Department of Higher Education.

The program’s curriculum consists of 68 credit hours, with 25 credit hours in general education courses. The curriculum is as follows:

General Education Courses

ENG 101	Composition	3
ENG 102	Literature and Composition	3
MAT	Math Elective	3
PSY 111	General Psychology	3
IDS	Humanities Elective	3
COM 173	Public Speaking	3
CSA 105	Introduction to Computer Software	3
BIO 211	Anatomy and Physiology I	4
BIO 212	Anatomy and Physiology II	4
	Total	29

Major Requirements

PTA 120	Introduction to Physical Therapy	3
PTA 125	Physical Therapy for Function	4
PTA 235	Kinesiology for Rehabilitation	4
PTA 253	Pathophysiology for Rehabilitation	3
PTA 259	Clinical Experience Orientation	1
PTA 230	Physical Agents in Physical Therapy	4
PTA 250	Therapeutic Exercise	5
PTA 258	PTA in the Healthcare Arena	2
PTA 261	PTA Internship I	3
PTA 262	PTA Internship II	5
PTA 265	PTA Internship III	5
	Total Degree Requirements	68 credits

Admissions and Enrollment

The College’s admission requirements for the PTA program are competitive. Students must have a high school overall “C” average, and previous college work GPA must be at least a “C+”. Students must have completed Intermediate Algebra. Students must take placement exams for English and Math. Prerequisites identified by the exams must be completed before program application deadline. Student must complete College level Anatomy and Physiology with a grade of “C” or better within the last 5 years. Students must have documented volunteer experience in a healthcare facility and current American Red Cross Professional Rescuer/AED Certification. Students must maintain a minimum cumulative GPA of “C+” throughout the program.

Implementation of the program began in Fall 2009. The College projected 15 - 18 students in the first cohort and approximately 36 students by the following year. NCC projected 15 graduating students each year beginning in year three. The program currently has 9 part-time students between 31- 60 credit hours and 14 part-time students

who have completed less than 30 credit hours. Twelve students were admitted the first year with some attrition, and 15 new students were admitted in the second cohort.

Resource Support

Faculty

The Program Director and the Academic Coordinator of Clinical Education are responsible for the administration of the program and teach the majority of the courses. These individuals are full-time. The program is currently also utilizing three adjunct faculty members. All of the instructors in this program hold a Doctorate in Physical Therapy.

The evaluation team at the time of licensure was concerned with the reliance on adjunct instruction due to the administrative responsibilities associated with the start-up of a new program. The team suggested an additional full-time faculty position to help with advisement of students and with availability to students. The team also recommended continued professional development.

Due to budgetary restraints, the College cannot hire an additional full-time faculty member at this time. Both full-time faculty members have attended numerous professional development courses.

Library and Learning Resources

Baker Library at Norwalk Community College provides access to the following relevant periodicals: *Cardiopulmonary Physical Therapy Journal*, *Journal of the American Medical Association*, *New England Journal of Medicine*, *Journal of Geriatric Physical Therapy*, *Journal of Neurologic Physical Therapy*, *Journal of Orthopedic and Sports Physical Therapy*, *Physical Therapy: Journal of the APTA* and *PT- Magazine of Physical Therapy*. The program worked with the library to ensure adequate physical therapy reference and textbooks and provided this list within their application for accreditation.

The evaluation team had recommended providing software for practice licensure exams and making it available in the computer labs to give students experience with exam taking. The program currently has in its library an exam review guide complete with practice questions, as well as exam review flash cards. Information is provided to students in regard to obtaining study guides with computerized test preparation materials.

Facilities and Equipment

The original proposal stated that the program would be moving into a new facility in the new Health, Science and Wellness Center beginning in the fall 2010. The program will not be moving into this space because the allocated 700 square foot space was determined to be inadequate. The program currently uses a 500 square foot laboratory and will also be able to use the current Wellness Center, which has 1800 square feet of laboratory space when the new building opens, now projected for fall 2011.

Equipment needed for implementation of the program has been acquired. Current equipment supports lab section sizes of 12 students. Once the program moves into its new space, lab sections will increase to 24 students. The administration is aware of the need for additional equipment and plans are in place to purchase that equipment coinciding with the move to the new space.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION
CONSENT CALENDAR

Institution: Fairfield University

Item: Licensure and Accreditation of an Advanced Graduate Certificate in
Integrating Spirituality & Religion into Counseling

Date: February 17, 2011

Background

Fairfield University has applied for licensure and accreditation of an Advanced Training Certificate in Integrating Spirituality & Religion into Counseling.

Fairfield University is projecting four part-time students in the first year of the program, and is projecting an overall enrollment of six part-time students by the third year of implementation.

The University is seeking simultaneous licensure and accreditation. The necessary resources are in place and courses have been offered as electives in the past as part of the MA and CAS programs in counselor education. The length of the certificate, 18 credit hours, also contributes to consideration of this application for simultaneous approval.

The proposed certificate is submitted to the ACA as a consent item. The program application is attached.



NEW PROGRAM LICENSURE SUMMARY SHEET

Applicant Institution Fairfield University		Date Circulated & Submitted to DHE December 6, 2010
Name of Proposed Program Advanced Training Certificate in Integrating Spirituality & Religion into Counseling		Proposed Initiation Date 01-01-2011
Is the proposed program a degree or certificate program? <input type="checkbox"/> Degree: Title of degree (and abbreviation): <input checked="" type="checkbox"/> Certificate: Advanced Training Certificate in Integrating Spirituality & Religion into Counseling Number of credits: 18		
CIP Code No. (optional)	Title of CIP Code (Optional)	
Unit within the institution where the program will be housed: Department of Counselor Education		
Location(s) where the proposed program will be offered (e.g., main campus, branch campus, or off campus): Graduate School of Education & Allied Professions		
Mode of delivery of the proposed program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Both		
Institutional Accreditation (if applicable): Name of accrediting body: NEASC Nature of action: Ongoing accreditation		Date of last action: April 2008
Program accreditation: Do you anticipate that the proposed program will be accredited by a professional organization or other outside accreditor? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, name of accrediting body: Will this program provide eligibility for a state approved or other licensed profession? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, identify: If you have answered "YES" to either of the above questions please attach documentation that the proposed program meets the standards of the identified accrediting body or licensing agency.		
Institutional Contact Person Dr. Mary Frances Malone	Title Associate Vice President for Academic Affairs	Telephone: (203) 254-4000, x2142 e-mail: malone@fairfield.edu
Department of Higher Education Project Manager (To be assigned by DHE)		Date application received by DHE:

Board of Governors' Standards

The purpose of this section is for you to provide us with highlights about the proposed program and, in particular, any ways it may differ from your current programs.

Purpose and Objectives: Provide a brief statement of the specific objective of the proposed program. If the program prepares students for a particular occupation(s), please identify. If the students served by this program will differ from your traditional student population, please indicate how.

The 18-credit advanced training certificate program is based on the nine competencies identified by the Association of Spiritual, Ethical and Religious Values in Counseling (ASERVIC), a division of the American Counseling Association. The Council on Accrediting Counseling and Related Educational Programs (CACREP) has encouraged all counselor education programs to infuse and integrate these competencies into the curriculum. All six courses in the program are on the books and are taken as electives by students in our MA and CAS degree programs. The certificate program is related directly to our existing, approved programs in counselor education.

Administration: Provide the name and qualifications of the full-time administrator or faculty member who will be responsible for the day-to-day operations of the program. If this individual is to be hired indicate the time frame for hiring and proposed qualifications.

Diana Hulse, Ph.D., Professor & Chair of the Counselor Education Department

Faculty: Will courses in this program be taught by current faculty members? YES NO
If yes, how many current faculty members will be teaching in this program?
Do you anticipate hiring new faculty in the first 3 years of this program? YES NO

If yes, how many and what qualifications will you require?

List all current in the chart on the following page.

Resources: Library, learning resources, facilities or special equipment.

Does the institution anticipate that there will be new resources (other than faculty) required for the proposed program? YES NO

Please complete the Resource Summary Sheet at the end of this application.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION
CONSENT CALENDAR

Institution: Fairfield University

Item: Licensure and Accreditation of an Advanced Graduate Certificate in
School-based Marriage & Family Therapy

Date: February 17, 2011

Background

Fairfield University has applied for licensure and accreditation of an Advanced Training Certificate in School-based Marriage & Family Therapy. The program will be available to current marriage and family therapy students and to graduates of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) - accredited programs.

Fairfield University is projecting four part-time students in the first year of the program, and is projecting an increase in enrollment to eight part-time students by the third year of implementation.

The program leads to certification in the State of Connecticut. The endorsement is required for anyone employed by a board of education as a school marriage and family therapist. The concentration is comprised of 21 credit hours. A table describing required content areas for certification and the corresponding courses fulfilling these content areas is attached to the application.

The University is seeking simultaneous licensure and accreditation. The necessary resources are in place and courses have been offered as electives in the past as part of the master's degree program. The length of the certificate also contributes to consideration of this application for simultaneous approval.

The proposed certificate is submitted to the ACA as a consent item. The program application is attached.



NEW PROGRAM LICENSURE SUMMARY SHEET

Applicant Institution Fairfield University		Date Circulated & Submitted to DHE December 6, 2010
Name of Proposed Program Advanced Training Certificate in School-based Marriage & Family Therapy		Proposed Initiation Date 01-01-2011
Is the proposed program a degree or certificate program? <input type="checkbox"/> Degree: Title of degree (and abbreviation): <input checked="" type="checkbox"/> Certificate: Advanced Training Certificate in School-based Marriage & Family Therapy Number of credits: 21		
CIP Code No. (optional)	Title of CIP Code (Optional)	
Unit within the institution where the program will be housed: Department of Marriage & Family Therapy		
Location(s) where the proposed program will be offered (e.g., main campus, branch campus, or off campus): Graduate School of Education & Allied Professions		
Mode of delivery of the proposed program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Both		
Institutional Accreditation (if applicable): Name of accrediting body: NEASC Nature of action: Ongoing accreditation		Date of last action: April 2008
Program accreditation: Do you anticipate that the proposed program will be accredited by a professional organization or other outside accreditor? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, name of accrediting body: Will this program provide eligibility for a state approved or other licensed profession? X YES NO If yes, identify: If you have answered "YES" to either of the above questions please attach documentation that the proposed program meets the standards of the identified accrediting body or licensing agency.		
Institutional Contact Person Dr. Mary Frances Malone	Title Associate Vice President for Academic Affairs	Telephone: (203) 254-4000, x2142 e-mail: malone@fairfield.edu
Department of Higher Education Project Manager (To be assigned by DHE)		Date application received by DHE:

Board of Governors' Standards

The purpose of this section is for you to provide us with highlights about the proposed program and, in particular, any ways it may differ from your current programs.

Purpose and Objectives: Provide a brief statement of the specific objective of the proposed program. If the program prepares students for a particular occupation(s), please identify. If the students served by this program will differ from your traditional student population, please indicate how.

The course work and clinical experience required in this 21-credit area of specialization will prepare candidates to utilize their professional knowledge and training as marriage and family therapists to work within school systems in fulfillment of the certification requirements specified by the Connecticut State Board of Education (documentation showing how the offered courses will meet the requirements is attached). This program is available to current GSEAP marriage and family therapy students and to graduates of COAMFTE-accredited programs who wish to pursue certification with the Connecticut State Department of Education. The proposed area of specialized study is designed to ensure that school marriage and family therapists have the education and training necessary to enable them to function effectively and efficiently within the context of the school system to enhance and support student learning. The certificate program is related directly to our existing, approved MA program in Marriage & Family Therapy.

Administration: Provide the name and qualifications of the full-time administrator or faculty member who will be responsible for the day-to-day operations of the program. If this individual is to be hired indicate the time frame for hiring and proposed qualifications.

Dr. Rona Preli, Chair, Marriage & Family Therapy Department, Licensed Marriage & Family Therapist

Faculty: Will courses in this program be taught by current faculty members? YES NO

If yes, how many current faculty members will be teaching in this program? 6

Do you anticipate hiring new faculty in the first 3 years of this program? YES NO

If yes, how many and what qualifications will you require?

List all current in the chart on the following page.

Resources: Library, learning resources, facilities or special equipment.

Does the institution anticipate that there will be new resources (other than faculty) required for the proposed program? YES NO

Please complete the Resource Summary Sheet at the end of this application.

List of Faculty

The following faculty members will be teaching in the proposed program (attach additional pages if needed)

Name and title*	Degree	Full time or Part time or Adjunct	Area of Specialization
Dr. Rona Preli, Associate Professor & Department Chair	Ph.D.	Full time	Marriage & Family Therapy
Dr. Ingeborg Haug, Associate Professor & Clinical Director	Ph.D.	Full time	Marriage & Family Therapy
Dr. Christine Siegel, Associate Professor of School Psychology & Associate Dean	Ph.D.	Full time	School Psychology
Dr. Emily Smith, Associate Professor & Chair of Curriculum and Instruction	Ph.D..	Full time	Secondary Education
Dr. Antonio Simoes	Ph.D.	Adjunct	TESOL/Bilingual Education
Mr. Lance Berndlmaier	M.A.	Adjunct	Special Education

* If you anticipate hiring new faculty members for this program you may list “to be hired” under name and title.

Required Content Areas	Course
Child and adolescent development	FT 447 ED 442
Learning theories	ED/PY 534
School-based systems theory	FT 555
Federal and state education laws including, but not limited to, the Individuals with Disabilities Act (IDEA), Americans with Disabilities Act Section 504, professional ethics and code of professional responsibility for educators, Family Educational Rights and Privacy Act (FERPA), and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability	SE 405
A course of study in special education comprised of not fewer than 36 clock hours, which shall include understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom	SE 405 SE 419
Understanding the growth and development of typical and atypical students, pre-kindergarten to grade 12, including the characteristics and functioning of students with disabilities, English language learners and issues related to the impact of culture, linguistics and environment on the learning needs of students	ED 442 SE 419
Knowledge of the rights of students and families and the legal responsibilities of teachers within the processes of referral, planning and placement, development and implementation of the individualized education program and the continuum of placements, services and supports available including consultation and collaboration with special service staff and support personnel within the classroom, school and district	SE 405
Strategies for communicating and collaborating with families about students' progress including communicating assessment results	SE 405

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION
CONSENT CALENDAR

Institution: Fairfield University

Item: Licensure and Accreditation of an Advanced Graduate Certificate in Substance Abuse Counseling

Date: February 17, 2011

Background

Fairfield University has applied for licensure and accreditation of an Advanced Training Certificate in Substance Abuse Counseling.

Fairfield University is projecting four part-time students in the first year of the program, and is projecting an overall enrollment of six part-time students by the third year of implementation.

The University is seeking simultaneous licensure and accreditation. The necessary resources are in place and courses have been offered as electives in the past as part of the MA and CAS programs in counselor education. The length of the certificate, 18 credit hours, also contributes to consideration of this application for simultaneous approval.

The proposed certificate is submitted to the ACA as a consent item. The program application is attached.

Applicant Institution Fairfield University		Date Circulated & Submitted to DHE December 6, 2010	
Name of Proposed Program Advanced Training Certificate in Substance Abuse Counseling		Proposed Initiation Date 01-01-2011	
Is the proposed program a degree or certificate program?			
<input type="checkbox"/> Degree: Title of degree (and abbreviation): <input checked="" type="checkbox"/> Certificate: Advanced Training Certificate in Substance Abuse Counseling Number of credits: 18			
CIP Code No. (optional)		Title of CIP Code (Optional)	
Unit within the institution where the program will be housed: Department of Counselor Education			
Location(s) where the proposed program will be offered (e.g., main campus, branch campus, or off campus): Graduate School of Education & Allied Professions			
Mode of delivery of the proposed program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Both			
Institutional Accreditation (if applicable):		Date of last action: April 2008	
Name of accrediting body: NEASC			
Nature of action: Ongoing accreditation			
Program accreditation:			
Do you anticipate that the proposed program will be accredited by a professional organization or other outside accreditor? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, name of accrediting body:			
Will this program provide eligibility for a state approved or other licensed profession? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, identify:			
If you have answered "YES" to either of the above questions please attach documentation that the proposed program meets the standards of the identified accrediting body or licensing agency.			
Institutional Contact Person Dr. Mary Frances Malone		Title Associate Vice President for Academic Affairs	Telephone: (203) 254-4000, x2142 e-mail: malone@fairfield.edu

Board of Governors' Standards

The purpose of this section is for you to provide us with highlights about the proposed program and, in particular, any ways it may differ from your current programs.

Purpose and Objectives: Provide a brief statement of the specific objective of the proposed program. If the program prepares students for a particular occupation(s), please identify. If the students served by this program will differ from your traditional student population, please indicate how.

This 18-credit advanced training certificate program is based on the competencies established by the Connecticut Certificate Board for Drug and Alcohol Counseling. Completion of these courses is required in order to sit for the certification exam which can lead to licensing as a Licensed or Certified Alcohol/Drug Abuse Counselor (subsequent supervised training, not provided in the program, is required for certification and/or licensure). The attached file shows how the courses align with the required content areas. All six courses in the program are on the books and are taken as electives by students in our MA and CAS degree programs. The certificate program is related directly to our existing, approved programs in counselor education.

Administration: Provide the name and qualifications of the full-time administrator or faculty member who will be responsible for the day-to-day operations of the program. If this individual is to be hired indicate the time frame for hiring and proposed qualifications.

Diana Hulse, Ph.D., Professor & Chair of the Counselor Education Department

Faculty: Will courses in this program be taught by current faculty members? YES NO
If yes, how many current faculty members will be teaching in this program? 3
Do you anticipate hiring new faculty in the first 3 years of this program? YES NO

If yes, how many and what qualifications will you require?

List all current in the chart on the following page.

Resources: Library, learning resources, facilities or special equipment.

Does the institution anticipate that there will be new resources (other than faculty) required for the proposed program? YES NO

Please complete the Resource Summary Sheet at the end of this application.

**Content Areas for Training:
Substance Abuse Counseling**

Courses that Match with Content Areas

Counseling Theories/Techniques

CN 465 – Introduction to Substance Abuse
Counseling

Assessment and Treatment Planning

CN 555 – Substance Abuse Counseling: Skills and
Strategies
CN 466 – Substance Abuse Interventions

Pharmacology

CN 465 – Introduction to Substance Abuse
Counseling
CN 555 – Substance Abuse Counseling: Skills and
Strategies
CN 466 – Substance Abuse Interventions

Ethics

CN 465 – Introduction to Substance Abuse
Counseling

Cross-Cultural/Special Populations

CN 455 – Group work: Theory and Practice
CN 555 – Substance Abuse Counseling: Skills and
Strategies
CN 565 – Substance Abuse and the Family

HIV/AIDS

CN 465 – Introduction to Substance Abuse
Counseling
CN 557 – Co-occurring Disorders in Substance
Abuse and Addictions Counseling

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Quinnipiac University

Item: Licensure of a program in Nursing Practice, leading to the Doctor of Nursing Practice (D.N.P.) degree

Date: February 17, 2011

Background

Quinnipiac University has applied for licensure of a Doctor of Nursing Practice (DNP) program, including both a post-baccalaureate and post-MSN option with associated tracks. The DNP will join the Doctorate in Physical Therapy and the Juris Doctorate as the third first professional practice graduate degree at the institution. Quinnipiac currently offers a Master's level graduate program in nursing, and plans to phase out this level with Board approval of the doctoral degree. The DNP program is an outgrowth of this current Master's level nursing degree, which offers two tracks: Adult Nurse Practitioner or Family Nurse Practitioner. In addition to these tracks, the doctoral program will offer tracks in Women's Health, as well as two post-master's tracks: population-based care and advanced primary care for individuals.

In 2004 the American Association of Colleges of Nursing (AACN) issued a position statement declaring that programs educating nurses who license as APRNs must be at the doctoral level by 2015. The APRN license in Connecticut applies to nurse practitioners (NPs), clinical nurse specialists (CNS), and certified registered nurse anesthetists (CRNAs); certified midwives (CNMs) have a separate license in Connecticut.

Following a review of the application and other pertinent information provided by the University, an evaluation team from the Department of Higher Education visited the campus on December 13, 2010. The team was comprised of: Dr. Patricia Dardano, Chair of the Doctor of Nursing Practice Program at Regis College; Dr. William Pizzuto, Director of the Waterbury Branch of the University of Connecticut and ACA member; Dr. Braden Hosch and Dr. Christine Thatcher, DHE. The findings of the evaluation team are summarized within the report below.

Description

Purpose and Objectives

Quinnipiac University is presenting this program as part of their goal to offer health professional programs aimed at producing primary care providers, and meeting other needs in health care, such as population-based disease prevention and management, health care management, and administration.

The objectives of the Doctor of Nursing Practice (DNP) program are to prepare graduates for professional nursing practice who are capable of providing holistic care for diverse individuals, families, communities and populations in a variety of settings.

Specifically, the program seeks to produce graduates who:

1. Understand the scientific basis for nursing practice;
2. Design, implement and evaluate quality improvement initiatives across the spectrum in which healthcare is delivered;
3. Analyze and critique the available evidence for best practices in health care, and apply such evidence when merited;
4. Possess fluency in information management and use;
5. Advocate for rational health policies to improve patient care and enhance effective use of resources;
6. Demonstrate inter-professional collaboration to improve patient and population health outcomes;
7. Participate in clinical health promotion and disease prevention efforts to improve patient and population health outcomes; and
8. Apply the standards for advanced nursing practice.

The DNP program outcomes are consistent with the University mission to educate students with a high degree of professionalism, and to produce “lifelong learners who can, upon graduation, become leaders in their professions, the communities where they live, and act as informed citizens.”¹

Post-graduation activities for each of these options will be nursing at an advanced level to provide care to individuals, communities and/or populations. Graduates of the Post-BSN individual care options will be eligible to take the appropriate certification exam for their track to become licensed as advanced practice registered nurses (APRNs).² Graduates of the population-based care option will be eligible to sit for advanced certification in nursing administration or public health nursing, or both.

The Undergraduate and Graduate Nursing Programs are accredited through the National League for Nursing Accreditation Commission (NLNAC). The University’s latest re-accreditation was granted in 2009, and is active until Spring, 2017.

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

The evaluation team observed that the proposed program aligns with the strategic mission and future planning within the University, especially in light of the development of a medical school. The team suggested that the Nursing department review the program objectives to better reflect doctoral level study. Representatives of the university agreed to review and adjust the language of the learning outcomes for the program.

Administration

The Director of Graduate Nursing is accountable to the Chair of the Nursing Department. The Chair reports to the Dean of the School of Health Sciences, who reports to the Senior Vice President for Academic and Student Affairs.

¹ Quinnipiac University Mission Statement

² Post-MSN students who are licensed APRNs do not have an additional certification exam requirement.

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

It was clearly evident that the administration at Quinnipiac University supports the DNP proposal. The administrative structure overseeing the program will be appropriate. It was noted at the visit that the institution plans to appoint a joint advisory board for the DNP program and the proposed medical school.

Enrollment

Quinnipiac University anticipates enrolling the first DNP students in Fall, 2011. The program is designed as a three-year post-BSN offering (fulltime) or four-year (part-time); both options include summer work. The post-master's options are designed as two-year plans of study. The full-time curriculum is offered as a two-day per week commitment, which allows students to continue in practice while advancing their education.

Quinnipiac University has provided the following projections for enrollment in the proposed program:

	<u>FY 2011-12</u>	<u>FY 2012-13</u>	<u>FY 2013-14</u>
Internal Transfers:	0	0	0
New Students	30	30	30
Returning Students	0	30	60
TOTAL ENROLLMENT (estimated)	30	60	90

Applicants to the DNP program must submit:

- Resume and personal essay
- Completed admissions application
- Official Transcripts from all schools previously attended
- Two letters of recommendation
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut
- International applicants must submit an official copy of recent results of the TOEFL examination

The GRE is not required. The final decision on which applicants are selected into the program will be made by the program director, with input from the department chair. Applications will be ranked based on a strong academic record, perceived ability to complete a challenging didactic and clinical program, and the strength of recommendation by reference persons.

Curriculum

The DNP curriculum was designed under the guidance of two sets of national standards governing advanced practice nursing education: *The Essentials of Doctoral Education for Advanced Nursing Practice*, from the American Association of Colleges of Nursing, and *Criteria for Evaluation of Nurse Practitioner Programs*, from the National Organization of Nurse Practitioner Faculty. In addition, the curriculum reflects the findings of research conducted by the current Director and Chair in 2006-2007, which addressed the perceptions of currently practicing advanced practice nurses about curricular needs for a clinical doctorate in advanced nursing. The concepts of evidence-based practice, holistic patient care, and deepened clinical foundations run throughout the DNP curriculum.

DNP Common Core (15 credits)³		Credits
NUR 512DE	Information Literacy and Technology	1
NUR 514	Epidemiology & Evidence Based Practice	3
NUR 516	Health Care Policy & Organizational Systems	3
NUR 518	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship & Inquiry in Nursing	3
NUR 612	Leadership & Collaboration for Change in Health Care	3
NUR 639	Clinical Practice Immersion	1
Advanced Practice Core (29 credits)		
BMS 515	Advanced Pathophysiology I	3
BMS 516	Advanced Pathophysiology II	3
NUR 520	Advanced Health Assessment I (with lab)	3+2
NUR 522	Advanced Health Assessment II (with lab)	3+2
NUR 524	Principles of ECG Interpretation	1
NUR 526	Laboratory Diagnostics	2
NUR 528	Principles of Radiography	2
NUR 530	Advanced Pharmacology	3
NUR 540	Health Promotion & Advocacy	3
NUR 651	Primary Care Fellowship	2
Adult Nurse Practitioner Core (24 credits)		
NUR 532	Special Topics in Adult Pharmacology	1
NUR 542	Reproductive Health Problems in Primary Care	3
NUR 620	Common Problems in Primary Care	3
NUR 621	Adult Health Practicum & Seminar I	3
NUR 625	Adult Health Practicum & Seminar II	3
NUR 626	Complex Problems in Primary Care	3
NUR 631	Adult Health Practicum & Seminar III	4
NUR 635	Adult Health Practicum & Seminar IV	4
Family Nurse Practitioner Core (31 credits)		
NUR 523	Pediatric Assessment	1
NUR 534	Special Topics in Family Pharmacology	1
NUR 542	Reproductive Health Problems in Primary Care	3
NUR 620	Common Problems in Primary Care	3
NUR 622	Primary Care for the Child & Family I	3
NUR 623	Family Health Practicum & Seminar I	3
NUR 624	Primary Care for the Child & Family II	3
NUR 626	Complex Problems in Primary Care	3
NUR 627	Family Health Practicum & Seminar II	3
NUR 633	Family Health Practicum & Seminar III	4
NUR 637	Family Health Practicum & Seminar IV	4
Women's Health Nurse Practitioner Core (24 credits)		
NUR 536	Special Topics in Women's Health Pharmacology	1
NUR 542	Reproductive Health Problems in Primary Care	3
NUR 600	Care of the Pregnant Woman	3
NUR 601	Women's Health Practicum & Seminar I	3

³ Taken by all students, including post-master's.

NUR 602	Complex Problems in Women's Health	3
NUR 603	Women's Health Practicum & Seminar II	3
NUR 605	Women's Health Practicum & Seminar III	4
NUR 607	Women's Health Practicum & Seminar IV	4

Post-Master's: Care of Populations Core (18 credits)

NUR 614	Advanced Principles of Population-Based Health Care	3
NUR 616	Special Topics in Advanced Practice Nursing	3
HM 600	Foundations of Health Care Management OR	
OL 601	Foundations of Organizational Leadership	3
NUR 653	Population Health Fellowship	3
	Elective	3
	Elective	3

Post-Master's: Care of Individuals Core (18 credits)

NUR 641	Clinical Seminar: Special Topics I	3
NUR 643	Clinical Seminar: Special Topics II	3
NUR 645	Clinical Seminar: Special Topics III	3
NUR 647	Clinical Seminar: Special Topics IV	3
	Elective	3
	Elective	3

Clinical Affiliations and Internships

Clinical affiliations have been developed between the University and a wide variety of community settings, including clinics, private offices, and hospitals. The program introduces clinical practice in the second year of study, and is designed to allow clinical education to occur in other states after the second full-time year of study.

The clinical courses are structured to provide meaningful clinical education with a one-to-one relationship with a preceptor. Students are assigned to clinical sites by the Department's clinical coordinators, in collaboration with the track coordinators. Preceptors are in direct contact with faculty track coordinators and the Department's clinical coordinators throughout the semester to assure the experience meets expectations. The Program structures the experiential objectives, and faculty retain the responsibility for ultimate supervision, teaching and evaluation of the student. Each clinical course contains a weekly clinical seminar at the University, taught by department faculty. Students are visited on site by Program faculty.

Midway through the course, a preliminary evaluation is completed by the preceptor, the student, and the faculty. Near the conclusion of the course, a final evaluation is completed, documenting the overall performance of the student, including behavioral aspects. The track coordinators are responsible for ensuring documentation is complete for every student.

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

The evaluation team met with the faculty of the nursing department and learned that a number of committees had been formed to develop the program, its courses, and policies. The faculty perceive their role as inclusive in the process of program and curricular development, and continue to meet regularly to “iron out” the final design of the capstone project and its requirements. The faculty are currently developing a matrix of program objectives to demonstrate where learning outcomes can be measured in the curriculum.

Team recommendations:

- Continue to develop the matrix of program objectives to delineate where essential elements of the curriculum may be measured. The program is designed to be interdisciplinary and thus clarification of where objectives may be assessed will be necessary both to faculty and to the national accrediting body.
- The Capstone committee must clarify criteria for the project in order to have transparency to incoming students regarding program completion requirements. The final project and defense must be articulated for expectations. Current plans for the capstone assessment align with requirements of the Doctor of Physical Therapy degree at Quinnipiac University.
- Further develop and articulate the role of the faculty advisor in relation to the planning, evaluation and implementation of the capstone project. It was noted that faculty advising is a high priority for the institution.
- Review the program objectives in light of the course matrix and learning outcomes and revise with language appropriate to the doctoral level.

Similar Programs

The University of Connecticut, Sacred Heart University, and Fairfield University each have licensed DNP programs.

Resource Support

Faculty

The Department has fifteen full-time faculty positions. Thirteen are tenure-track, and two are clinical track. Five faculty have primary teaching responsibilities in the graduate program; of these, one is administrative at 50%, and the other administrative at 75%. The Department also has two clinical coordinators covering both graduate and undergraduate placements, and one lab coordinator covering the clinical skills labs and the simulation suite for both undergraduate and graduate students.

Quinnipiac University projects two additional full time faculty; one as track coordinator for the Women's Health Nurse Practitioner track; and the other as a Family Nurse Practitioner.

Evaluation Team Findings: 10a-34-13. Faculty

The team noted the breadth of experience of the current nursing faculty and their active practice in the field. The development of this program has strengthened the department through their involvement with the process and their enthusiasm for the new degree level.

Library and Learning Resources

The existing library satellite at the North Haven campus is already scheduled for expansion as additional space becomes available under the procurement agreement for that campus. Hard-copy materials such as texts and journals are available now; the University also offers an extensive array of electronic materials.

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

The evaluation team determined the resources available to students are appropriate for the initiation of this program. Further development of the medical library will serve to enhance the current resources available. A health science librarian is on staff.

Facilities and Equipment

The new facilities at the North Haven campus have met the needs of the current Master's program, and are anticipated to largely meet the needs of the DNP program. The Individual Care tracks will utilize a human standardized patient simulation pedagogy, which will require additional specialized lab space. The new School of Health Sciences on the North Haven campus provides state of the art classroom and laboratory space for the health professional graduate degree programs in the School of Health Sciences. Health assessment labs are fully equipped with examination tables, and appropriate examination equipment such as otoscopes. Currently, there are four private examination rooms equipped with audio-visual recording equipment to support student interaction with a live, standardized patient actor for human simulation of history-taking. The DNP program will need to enlarge that capacity in the next several years; it is anticipated that such capacity will be included in the designs of the planned medical school.

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

The facilities and dedicated resources are state-of-the-art and sufficient for the program. The facility will allow for collaboration across disciplines.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: University of Connecticut

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

Date: February 17, 2011

Background

The Board of Governors for Higher Education licensed a program in Nursing Practice, leading to the Doctor of Nursing Practice degree (DNP), offered by the University of Connecticut until March 30, 2011, and the University is now seeking accreditation of this program. The program was initiated in August 2008.

A site visit was conducted prior to licensure of the program. Recommendations from that review, as well as the University's response and any changes since implementation are included within the report.

The DNP is designed for those in direct clinical practice and areas that support clinical practice - administration, organization management and leadership, and policy. This program is targeted to master's prepared advanced practice nurses seeking to further their education at the doctoral level as leaders in the practice arena who are not interested in the research degree (PhD). The University has also submitted an application for program modification, which will add a post-BSN component to the program. This modification will be considered separately from accreditation.

Description

Purpose and Objectives

The DNP program will:

- Develop and evaluate new practice approaches based on theories from nursing and other related disciplines.
- Provide graduates with a foundation of scientific and ethical knowledge that will pro-mote competency at the advanced practice nurse level in areas of clinical practice and administration.
- Prepare graduates to participate in the development, implementation and dissemination of research that supports evidence-based practice.
- Prepare advanced practice nurses competent in the use of information systems technology to influence outcomes through quality improvement processes.

- Prepare graduates to work collaboratively on health care teams to enhance health promotion and risk reduction/illness prevention.

The School of Nursing at the University of Connecticut is accredited by the Commission on Collegiate Nursing Education (CCNE) through 2015. CCNE was notified in November 2008 of the substantive change with the addition of the post-master's DNP at the University of Connecticut. The University was informed that the change was approved at the May 6, 2009 meeting of the Executive Committee of the CCNE.

Administration

The Associate Dean is responsible for program coordination. The Doctor of Nursing Practice program is part of the Graduate School of the University, and in this capacity, it also receives oversight and administrative support from the Graduate School. The academic policies and procedures that govern the Graduate School apply to the Doctor of Nursing Practice program as well, including admission requirements, general academic requirements, graduation requirements, and program review policies.

Admission Requirements

Graduate School regulations and policies govern admission to the program. The following requirements apply:

- A master's degree in Nursing from an accredited institution.
- Master's degree level certification required in the applicant's area of specialty. (APRN, CNS, or Nurse Executive Advanced)
- Submission of Graduate Record Examination (GRE) scores
- A minimum grade point average of 3.0 in all courses of record. Alternatively, a student may present a grade point average greater than 3.0 for the last two years of undergraduate study coupled with other evidence of competence and accomplishment, particularly during their masters program. Under exceptional circumstances, a student may present an exceptionally strong grade point average for the most recent year's study, along with compelling evidence of potential for success.
- A personal statement from the applicant addressing his or her reasons for applying and his or her plans for the future.
- Three letters of reference from faculty or others who can address the candidate's potential for success in the graduate program.
- If not a native speaker of English, a TOEFL score of 550 or better. If the applicant is to hold a teaching assistantship, he or she must also present a Test of Spoken English (TSE) score of 50 or better.

In addition to Graduate School requirements, the following additional criteria will be used to evaluate students: Evidence of demonstrated competence in the discipline, including but not limited to undergraduate and graduate research experience or clinical experience; personal interview.

Enrollment

The University projected enrollment of 10 students each class, beginning fall 2008.

Number of students accepted into the program:

Fall 2008	15 (Since no continuing students, accepted 10 fulltime & 5 part-time students)
Fall 2009	8
Fall 2010	7

Question: Please clarify why the enrollment numbers did not meet the projected number in 2009 and 2010 as indicated in the original application.

UCONN: In fall 2009, 12 students were admitted to the program: one declined, one left, one is on a leave of absence, and one never started (deferred for financial reasons). That leaves the 8 still enrolled.

In fall 2010, 12 students were admitted, one declined, one left, 3 never started (deferred for financial reasons). Seven are still enrolled.

With economic changes and the scarcity of financial aid for this program, it appears that several students have decided to maintain their full-time employment to meet family needs. We are considering whether or not to admit more students in the next class to better anticipate and handle the attrition.

The students who left are individuals who were unable to meet the academic demands of the program. We are continuing to monitor our application processes and procedures so that all accepted students are able to meet the academic demands.

Meanwhile, we have experienced an unprecedented expansion of our master's level advanced practice programs. These master's prepared nurses will be the future post-master's DNP applicants.

Curriculum

The curriculum has been modified from 36 to 38 credits. The current updated Plan of Study is attached to this report. In response to how the curriculum has been modified, the University replied as follows:

Question: The evaluation team had recommended "...serious consideration given to providing more in-depth coverage of design, methods and statistics for the purpose of critiquing and applying research finding to practice". Please advise how you have addressed this recommendation?

UCONN: We appreciated the thoughtfulness of these comments. In building the syllabi for the courses that were taught the first year, we added additional content related to design, methods and statistics. At the end of the year review, faculty determined that our efforts were not sufficient and made changes for the next student group: 1) a master's level statistics course was added as a pre-requisite, (2) a doctoral level health services statistics course was added (3 credits). Additionally, the School hired Dr. Steven Walsh

(ScD from Harvard University) whose expertise is in methods and statistics for health services.

Question: Please clarify which electives were replaced and what the current requirements are by providing an updated curriculum to present to the Board.

UCONN: The electives were replaced with courses that focused on the DNP's future roles in quality improvement techniques and as leaders and systems change agents. One replacement course is in health services research and the other elective was replaced by an expansion of the original course in organizations and system leadership into two courses: (1) Quality and Organizational/systems Leadership and (2) Leadership and Management for the Scholarship of Application.

The clinical practicum courses were re-named to DNP Residency, to more accurately reflect the focus.

Faculty also added a one credit course on responsible conduct of research, because the clinical practice dissertations often involved human subjects and the approval of the Institutional Review Board.

Question: Provide examples of final projects and how they were evaluated.

UCONN: Examples of completed final projects (clinical practice dissertations):

- Implementation of a Skin Cancer Screening Tool in a Primary Care Setting: A Pilot Study;
- Heparinized Versus Normal Saline Flush for Maintenance of IV Access: Evaluation of An Evidence-Based Practice Change;
- Substance Abuse Education for Undergraduate Nursing students: A Targeted Approach to Program Evaluation;
- Empowerment among Nationally Certified and Noncertified Registered Nurses in Hospital Settings;
- Outcomes of a Psychiatric Nursing Resource Service;
- Prevention of Iatrogenic Suffering in the Elderly: Reducing Inappropriate Prescribing of Medications with an Evidence-Based Knowledge Transfer Project;
- Evidence-based Clinical Guidelines and Their Impact on Prevention of Catheter Related Blood Stream Infections;
- Improving Follow-up Care for Fragility Fractures: An Evidence-based Practice Initiative;
- Postoperative Pain Management: A Performance Improvement Project to Enhance the Use, Safety, and Efficacy of Electronic Documentation and Pain Order Sets; and
- Sickle Cell Pain Management in the Emergency Department: A Two Phase Quality Improvement Project

With approval of the graduate faculty, final projects now are called clinical practice dissertations. This change requires that the School adhere to the supervision and evaluation requirements of any dissertation project, regardless of school or college within

the University of Connecticut. Faculty selected this method to align the effort with its accepted conceptualization of the scholarship of application, as defined by Boyer and approved by the School's faculty in 2004. The dissertation supervision and evaluation process requires a structured and rigorous effort that is under the supervision of a 3 person doctoral committee, with a final written dissertation and an oral defense approved by that committee and two additional reviewers.

Resource Support

Faculty

The University hired two additional full-time faculty members since the time of licensure, including a program coordinator and a professor who is an expert in methods and statistics for health services. In addition, the University replaced faculty who left their appointments. Currently, the program lists 24 faculty members who will either teach courses in the curriculum, coordinate and supervise clinical placements, and/or serve as advisors or are members of the clinical practice dissertation committees. All faculty members are doctorally prepared.

Library and Learning Resources

The University of Connecticut Library System holds the largest public collection of research materials in the State of Connecticut. Some of the representative nursing journals include; Nursing Research, Research in Nursing and Health, Evidence-based Medicine, Evidence-based Nursing, Evidence-based Healthcare, World Views on Evidence-based Nursing, and Evidence-based Practice.

Facilities and Equipment

The school's Clinical Resource Laboratories house the necessary equipment for the DNP students. The facilities are adequate for the program.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: University of Connecticut

Item: Licensure and Accreditation of a program in Business Analytics and Project Management, leading to a Master of Science (M.S.) degree

Date: February 17, 2011

Background

The University of Connecticut has applied for licensure and accreditation of a program in Business Analytics and Project Management, leading to a Master of Science degree. Courses will be offered in a hybrid format, with class meetings taking place at the downtown Hartford campus. Students in the program may be part-time or full-time.

The University has provided well developed syllabi for eight courses in this proposed program. Capstone experiences occur in two of the courses thus addressing both the Business Analytics and the Project Management foci of the program. There are 33 credits required in total, including 9 credit hours of electives.

The institution is seeking simultaneous licensure and accreditation due to the short nature of the program, and because all of the resources are in place. Students may complete the program in three semesters if attending full-time. The first students will enter the program in Fall of 2011 and may graduate by summer 2012. No new resources will be required.

The program application is attached.



NEW PROGRAM LICENSURE SUMMARY SHEET

Applicant Institution University of Connecticut		Date Circulated & Submitted to DHE
Name of Proposed Program M.S. in Business Analytics and Project Management		Proposed Initiation Date Fall 2011
Is the proposed program a degree or certificate program? <input checked="" type="checkbox"/> Degree: Title of degree (and abbreviation): M.S. in Business Analytics and Project Management (MS-BAPM) <input type="checkbox"/> Certificate: Number of credits: 33		
CIP Code No. (optional)	Title of CIP Code (Optional)	
Unit within the institution where the program will be housed: Department of Operations and Information Management, School of Business		
Location(s) where the proposed program will be offered (e.g., main campus, branch campus, or off campus): Branch campus - Hartford		
Mode of delivery of the proposed program: <input type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Both-Hybrid		
Institutional Accreditation (if applicable): Name of accrediting body: Nature of action:		Date of last action:
Program accreditation: Do you anticipate that the proposed program will be accredited by a professional organization or other outside accreditor? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If yes, name of accrediting body: The Association to Advance Collegiate Schools of Business (AACSB) Will this program provide eligibility for a state approved or other licensed profession? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, identify: If you have answered "YES" to either of the above questions please attach documentation that the proposed program meets the standards of the identified accrediting body or licensing agency.		
Institutional Contact Person Ram Gopal	Title Professor and Department Head	Telephone: 860-486-2408 e-mail: ram.gopal@business.uconn.edu
Department of Higher Education Project Manager (To be assigned by DHE)		Date application received by DHE:

Board of Governors’ Standards

The purpose of this section is for you to provide us with highlights about the proposed program and, in particular, any ways it may differ from your current programs.

Purpose and Objectives: Provide a brief statement of the specific objective of the proposed program. If the program prepares students for a particular occupation(s), please identify. If the students served by this program will differ from your traditional student population, please indicate how.

The mission of MS-BAPM is to develop a masters degree program of excellence in advanced business analytics and project management. MS-BAPM will provide Connecticut businesses with professionals in predictive modeling, data mining and decision analysis, and project management, who deliver immediate value through market-aligned skills. It will also incorporate the content necessary for professional examinations leading to certification and accreditation by the Project Management Institute and SAS (a global provider of statistical technology and services).

Administration: Provide the name and qualifications of the full-time administrator or faculty member who will be responsible for the day-to-day operations of the program. If this individual is to be hired indicate the time frame for hiring and proposed qualifications.

Dr. Ram Gopal, Ph.D., GE Endowed Professor of Business and Head of the Department of Operations and Information Management.

Faculty: Will courses in this program be taught by current faculty members? YES NO
 If yes, how many current faculty members will be teaching in this program? 8
 Do you anticipate hiring new faculty in the first 3 years of this program? YES NO

If yes, how many and what qualifications will you require?
List all current in the chart on the following page.

Resources: Library, learning resources, facilities or special equipment.
 Does the institution anticipate that there will be new resources (other than faculty) required for the proposed program? YES NO
Please complete the Resource Summary Sheet at the end of this application.

PROJECTED ENROLLMENT	YEAR 1		YEAR 2		YEAR 3	
	FY 2011		FY 2012		FY 2013	
	FT	PT	FT	PT	FT	PT
Internal Transfers	_____	_____	_____	_____	_____	_____
New Students	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>15</u>
TOTAL ENROLLMENT (est.)	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>15</u>

Curriculum: List the courses and credits that comprise the program.

Course Number and Name	Credit Hours	Course Number and Name	Credit Hours
<i>Required Courses</i>			
OPIM 5270: Introduction to Project Management	3		
OPIM 5668: Project Risk and Cost Management	3		
OPIM 5894: Advanced Project Management*	3		
OPIM 5604: Predictive Modeling	3		
OPIM 5641: Business Decision Modeling	3		
OPIM 5671: Data Mining and Business Intelligence*	3		
OPIM 5272: Business Process Modeling and Data Management	3		
	21		
MGMT 5894: Project Leadership and Communications	3		
OR BLAW 5175: Ethical and Legal Issues in Project Management	3		
	3		
<i>Electives</i>			
OPIM 5894: Real-Time Enterprise Data Integration and Audit	3		
<i>Additional electives</i>	6		
	9		
Total Credit Hours	33		
* Capstone			
<p>Briefly outline any program requirements: Requirements for entry into the program will include undergraduate degree (B.S. or B.A.), either a technical/quantitative major or significant technical/quantitative focus. We will also require solid performance on the GMAT or GRE. Work experience is a plus, but is not planned as an absolute requirement for admission. Admission standards will align closely with our current MBA admission standards with the addition of specific emphasis on quantitative/technical knowledge sets, education, and work experience.</p>			

List of Faculty

The following faculty members will be teaching in the proposed program (attach additional pages if needed)

Name and title*	Degree	Full time or Part time or Adjunct	Area of Specialization
Bhattacharjee, Sudip; Associate Professor	Ph.D.	Full time	distributed computing; electronic commerce; economics of information systems; piracy and intellectual property rights; system security; multi-objective optimization; supply chains
Cruz, Jose; Assistant Professor	Ph.D.	Full time	international financial networks with intermediation and electronic transactions, global supply chain networks, corporate social responsibility, and risk management.
Gopal, Ram; Professor	Ph.D.	Full time	management information systems, database management, economics of information systems management, database design and security issues, economic and ethical issues relating to software piracy and organization impacts of information technology.
Marsden, Jim; Professor	Ph.D.	Full time	management of information, decision support systems, legal issues in information technology, quantitative methods, econometrics
Nair, Suresh; Professor	Ph.D.	Full time	operations management, optimization, simulation, modeling of financial services, supply chain management, service operations, stochastic modeling
Stallaert, Jan; Associate Professor	Ph.D.	Full time	information systems, eCommerce, electronic auctions, mathematical programming and applications, information technology.
Zhang, John; Associate Professor	Ph.D.	Full time	pricing issues of data communication services, e-service and e-business, product differentiation, technology innovation and diffusion, data warehousing and data mining
Johnson, Robert; Associate Professor in residence	Ph.D.	Full time	operations management, operations research, manufacturing management, quality control.

* If you anticipate hiring new faculty members for this program you may list “to be hired” under name and title.

At its meeting on December 15, 2010, a quorum being present, the Board of Governors for Higher Education approved the following resolutions:

RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Sport Management, leading to the Bachelor of Science (B.S.) degree, to be offered by Albertus Magnus College, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education licenses and accredits a program in Family Studies, leading to the Master of Arts (M.A.) degree, to be offered by Fairfield University, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education accredits a Bachelor of Fine Arts (B.F.A.) degree in Illustration, to be offered by Lyme Academy College of Fine Arts, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education accredits a Master in Education (M.Ed.) program with concentrations in Teaching & Learning and Instructional Design & Technology, offered both online and on ground by Post University, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education approves the modification to the program in Holistic Thinking, changing the name to Learning and Thinking, leading to a Master of Arts (M.A.) degree, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education approves the modification to the program in Irenic Studies, changing the name to Conflict Transformation, leading to a Master of Arts (M.A.) degree, for a period of time concurrent with institutional accreditation.


RESOLVED: that the Board of Governors for Higher Education reaccredits Saint Thomas Seminary for a period of five years, until December 31, 2015.

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 August 31, 2011. It is further resolved that this licensure is limited to those students who are currently enrolled in the program and, as such, any new cohorts approved by UTC must also be approved by the Commissioner of Higher Education.

RESOLVED: that the Board of Governors for Higher Education reaccredits the Graduate Institute for a period of one year, until December 31, 2011. It is further resolved that the Board of Governors require the Graduate Institute to submit the following documentation to the Department of Higher Education as follows:

- Notification to the Department of Higher Education of the final appointment of an auditing firm

- Continue to submit quarterly financial and enrollment progress reports to DHE staff
- The Graduate Institute will submit by March 31, 2011 an audited financial statement for the year ending December 31, 2010.
- An accreditation application must be submitted to the Department of Higher Education no later than September 15, 2011. This application should include an update on Board governance including the composition of and meeting dates of the Board and the Finance sub-committee and subsequent evidence of internal financial controls.



Michael P. Meotti
Commissioner

12/15/10

At its meeting on January 19, 2011, a quorum being present, the Board of Governors for Higher Education approved the following resolutions:

RESOLVED: that the Board of Governors for Higher Education licenses and accredits a Dietetic Internship program, leading to a Graduate Certificate, to be offered by Saint Joseph College, for a period of time concurrent with institutional accreditation.


RESOLVED: that the Board of Governors for Higher Education accredits a Certificate program in Medical Billing and Coding, to be offered by Sanford-Brown College for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education accredits an Associate of Science (A.S.) degree in Nursing, to be offered by Northwestern Connecticut Community College, effective January 14, 2011, for a period of time concurrent with institutional accreditation.

RESOLVED: that the Board of Governors for Higher Education approves the modification to a licensed program in Pastoral Studies, leading to a Master of Arts (M.A.) degree, offered by Holy Apostles College and Seminary, for a period of time concurrent with program licensure.

RESOLVED: that the Board of Governors for Higher Education licenses a Bachelor of Science (B.S.) in Organizational Studies, to be offered by Goodwin College for a period of two years until January 31, 2013, with a progress report to be submitted to the Department by December 31, 2011 providing an update on any curricular revisions, course pre-requisites, fully developed syllabi, and provide the assessment measures for the program objectives.

RESOLVED: that the Board of Governors for Higher Education grants accreditation to Goodwin College until January 31, 2016. It is further resolved that the Board of Governors for Higher Education requires the College to submit to the Department of Higher Education a copy of its progress report to NEASC in Fall 2012 as well as have a representative from the Department attend the subsequent visit.



Michael P. Meotti
Commissioner

1/19/11