

TO: Advisory Committee on Accreditation
FROM: Christine Thatcher, Associate Director, Academic Affairs
DATE: March 10, 2011
SUBJECT: ACA Meeting on Thursday, March 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, March 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 February 17, 2011](#)
3. DISCUSSION
4. CONSENT CALENDAR
 - a. Licensure Applications
 - [Quinnipiac University](#) - Licensure of a program in Game Design and Development, leading to a Bachelor of Arts (B.A.) degree
 - b. Accreditation Applications
 - [Tunxis Community College](#) - Accreditation of a Pathway to Teaching Careers program, leading to an Associate of Arts (A.A.) degree
 - c. Simultaneous Licensure and Accreditation Applications - *None*
5. ACTION AGENDA
 - a. Licensure Applications
 - [Sacred Heart University](#) - Licensure of a program in Health Care Information Systems, leading to the Master of Science (M.S.) degree, to be offered on-ground and online
 - b. Accreditation Applications
 - [Central Connecticut State University](#) - Accreditation of a program in Nursing, leading to the Bachelor of Science in Nursing (B.S.N.) degree
 - [Goodwin College](#) - Accreditation and Program Modification of a program in Health Sciences, leading to the Bachelor of Science (B.S.) degree, to be offered on-ground and online

Goodwin College - Accreditation of a completion program (RN to BSN) in Nursing, leading to the Bachelor of Science in Nursing (B.S.N.) degree

c. Simultaneous Licensure and Accreditation Applications - *None*

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 – *None*

9. NEXT ACA MEETING – April 21, 2011

10. ADJOURNMENT

Board of Governors for Higher Education

Advisory Committee on Accreditation Minutes of the Meeting Thursday, February 17, 2011

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, February 17, 2011.

Members or alternates present: Shirley Adams, Ann Clark, David Dauwalder, John Donohue, Robert Madden, Martha McLeod, Joseph Paige, William Pizzuto, Judith Resnick, Martha Shouldis, and David Wetstone.

Board Members present: Frank Ridley

Staff present: Braden Hosch, Patricia Santoro, Christine Thatcher

1. CALL TO ORDER

William Pizzuto called the meeting to order at 10:00 a.m.

2. CONSIDERATION OF MINUTES – Minutes of December 16, 2010

William Pizzuto called for approval of the minutes of December 16, 2010. Martha Shouldis moved approval and John Donohue seconded; the motion passed unanimously.

3. DISCUSSION

4. CONSENT CALENDAR

Accreditation Applications

- a. Norwalk Community College** - Accreditation of a program in Physical Therapist Assistant, leading to the Associate of Science (A.S.) degree

Shirley Adams moved approval and John Donohue seconded; the motion passed unanimously.

Simultaneous Licensure and Accreditation Applications

- a. Fairfield University** - Licensure and Accreditation of an Advanced Graduate Certificate in Integrating Spirituality & Religion into Counseling
- b. Fairfield University** - Licensure and Accreditation of an Advanced Graduate Certificate in School-based Marriage & Family Therapy
- c. Fairfield University** - Licensure and Accreditation of an Advanced Graduate Certificate in Substance Abuse Counseling

Judith Resnick moved approval and Robert Madden seconded; the motion passed unanimously.

5. ACTION AGENDA

Licensure Applications

a. Quinnipiac University - Licensure of a program in Nursing Practice, leading to the Doctor of Nursing Practice (D.N.P.) degree

Christine Thatcher, Associate Director of Academic Affairs, presented the application and introduced Edward O'Connor, Dean of the School of Health Sciences; Jeanne LeVasseur, Director of Graduate Nursing; and Lynn Price, Chair of Nursing; who represented the University.

Lynn Price indicated that the program was designed with a clinical focus and there is great interest for this program. After discussion, the program was found to be in compliance with Board of Governors' approval standards. John Donohue moved approval and Ann Clark seconded; the motion passed unanimously.

Accreditation Applications

a. University of Connecticut - Accreditation of a program in Nursing Practice, leading to the Doctor of Nursing Practice degree (DNP)

Christine Thatcher gave an overview of the application and updates since licensure. Dr. Thatcher introduced Nancy Bull, Vice Provost for Academic Administration, and Anne Bavier, Dean of the School of Nursing; who represented the University..

Frank Ridley inquired about the program's enrollment and projections. Anne Bavier noted that the full and part-time enrollment will cap at 30 students. After discussion, the program was found to be in compliance with Board of Governors' approval standards. Shirley Adams moved approval and Judith Resnick seconded; the motion passed with William Pizzuto abstaining.

Simultaneous Licensure and Accreditation Applications

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

Christine Thatcher presented the application. The University was represented by Nancy Bull, Vice Provost for Academic Administration, and Ram Gopal, Department Head of Operations and Information Management in the School of Business.

Shirley Adams asked about the capstone project for the program. Ram Gopal indicated that students complete two capstone projects for this program, one in Business Analytics and another in Project Management. After discussion, the program was found to be in compliance with Board of Governors' approval standards. John Donohue moved approval and Martha Shouldis seconded; the motion passed with William Pizzuto abstaining.

6. INFORMATION ITEMS

7. OTHER BUSINESS

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

9. NEXT ACA MEETING – March 17, 2011

10. ADJOURNMENT

The meeting adjourned at 10:40 a.m.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION
CONSENT CALENDAR

Institution: Quinnipiac University

Item: Licensure of a program in Game Design and Development, leading to a Bachelor of Arts (B.A.) degree

Date: March 17, 2011

Background

Quinnipiac University has applied to the Board of Governors for Higher Education for the licensure of a program in Game Design and Development, leading to a Bachelor of Arts (B.A.) degree.

After circulating the program proposal, one comment was received from the University of Connecticut. The University stated that the program has an appropriate course of study for a B.A. Studio program and that it is timely. The professor at UCONN also stated that the faculty have the appropriate credentials, but questioned the additional resources needed for the program. Details for resources were not provided in the circulation.

The Department of Higher Education was provided with a resource summary, which included projected equipment and software purchases. Among the projected purchases are computer lab equipment, including 22 Macintosh computers and lab peripherals, course equipment including gaming systems, and software such as Autodesk Animation Academy 2011 (Maya, 3D Studio MAX, MotionBuilder etc.), Adobe Creative Suite 5 Production Premium, Pixologic_Zbrush_4, eon Vue 8.5 Infinite, Smith Micro Poser 8, and M-Audio ProTools. Other devices required for the program include tablet and mobile devices, including an iPad.

The program application is attached.



NEW PROGRAM LICENSURE SUMMARY SHEET

Applicant Institution Quinnipiac University		Date Circulated & Submitted to DHE
Name of Proposed Program Game Design and Development		Proposed Initiation Date Fall 2011
Is the proposed program a degree or certificate program? <input checked="" type="checkbox"/> Degree: Title of degree (and abbreviation): <input type="checkbox"/> Certificate: Number of credits: 39		
CIP Code No. (optional) 50.041	Title of CIP Code (Optional) Game and Interactive Media Design	
Unit within the institution where the program will be housed: Visual and Performing Arts		
Location(s) where the proposed program will be offered (e.g., main campus, branch campus, or off campus): Mount Carmel Campus		
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: 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 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 Pattie Belle Hastings	Title Chair of Visual and Performing Arts	Telephone: 203-582-8450 e-mail: pattiebelle.hastings@quinnipiac.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 Quinnipiac University Bachelor of Arts in Game Design and Development is a professional program that prepares students to enter the highly competitive industry of game design or to pursue studies at a graduate level. The program is distinctive in three important ways: it is applied; it is interdisciplinary (game design and development requires an understanding of art and art history, graphic art, animation, acting, directing, computer programming and music); and the program focuses on the meaningful application of game technologies beyond commercial entertainment by addressing serious topics in health, social, economic and environmental issues, education, scientific literacy and general productivity.

As part of the Department of Visual and Performing Arts students receive a solid foundation in fundamental arts principles and concepts, develop specialized technical skills and competence in electronic art and design. Through a solid grounding in the liberal arts students acquire a new synthesis of core competencies with an emphasis on creative and critical thinking and writing, visual and information literacy and an awareness of the complexities of diversity governed by a cultivated social intelligence required for games that appeal to either a specialized or broad audience.

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.

Gregory P. Garvey, Professor, Director of Game Design and Development

MS IN VISUAL STUDIES, MIT
MS OF FINE ARTS, U OF WISCONSIN, BS, U of WISCONSIN
ACM - Siggraph Digital Arts Committee

Related Professional Experience:

Parker Brothers Danvers, MA. Supervisor, Comp Graphics, Sound
Self-employed. Cambridge, MA. Consultant/Computer Graphics, Design
Image Engineering Corp., Consultant/Design & Development
Spinnaker Software Corp., Cambridge, MA. Computer Artist/Designer Engineering

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? 2

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? one tenure track hire for year 1, one tenure track hire for year 3, terminal degree and Game industry experience required

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 FY 2011-12		YEAR 2 FY 2012-13		YEAR 3 FY 2013-14	
	FT	PT	FT	PT	FT	PT
Internal Transfers	<u>5</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>5</u>	<u>0</u>
New Students	<u>20</u>	<u>0</u>	<u>30</u>	<u>0</u>	<u>35</u>	<u>0</u>
TOTAL ENROLLMENT (est.)	<u>25</u>	<u>0</u>	<u>60</u>	<u>0</u>	<u>100</u>	<u>0</u>

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

Course Number and Name	Credit Hours	Course Number and Name	Credit Hours
GDD 101 Introduction to Game Design: History, Theory, Practice (3 credits)		GDD 496 Senior Project and Seminar-Spring	3 credits
GDD 110 Visual Design & Research for Games (3 credits)		GDD 399-499 Independent Study (1-3 credits)	
GDD 200 Game Production Practices (3 credits)		GDD 490 Internship (3 credits)	
GDD 201 Game Design I (3 credits)			
GDD 202 Game Development I (3 credits)			
GDD 210 Game Lab I: Team Projects–Fall (3 credits)			
GDD 211 Game Lab II: Team Projects–Spring (3 credits)			
GDD 250 Interactive Storytelling (3 credits)			
GDD 300 2D Animation for Games (3 credits)			
GDD 301 Game Design II (3 credits)			
GDD 302 Game Development II (3 credits)			
GDD 370 Acting & Directing for Games (3 credits)			
GDD 395 Critical Game Studies (3 credits)			
GDD 396 Games, Learning & Society (3 credits)			
GDD 401 Advanced 3D Animation (3 credits)			
GDD 405 Game Audio Design (3 credits)			
GDD 410 Game Lab III: Team			

Projects–Fall (3 credits) (MEP 410)			
GDD 411 Game Lab IV: Team Projects–Spring (3 credits)			
GDD 495 Senior Project and Seminar–Fall (3 credits)			

Briefly outline any program requirements:
The Major will consist of 39 credit hours and the Minor will consist of 18 credit hours. The curriculum will offer a general introduction to the field (e.g. GDD 101), followed by a series of additional required common core courses for the Major. Majors choose a track in Game Design or Game Development taking two courses in the track and one elective. All majors take the two semester Game Lab during their sophomore year. The Program culminates in a capstone experience – a two semester senior project and seminar (e.g. Senior Project and Seminar 495-496) and the senior year Game Lab III in the fall and Game IV in the spring. The course code will be GDD for Game Design and Development. Students majoring in Game Design are required to pursue a minor in a complementary discipline. These include but are not limited to: Fine Arts, Interactive Digital Design, Music, Theater, Computer Science, Film, Video and Interactive Media, Scriptwriting (minor), Entrepreneurship and Small Business Management, Advertising or the 5 year Master of Arts in Teaching (MAT). Pursuing a double major in a complementary discipline would substitute for the minor requirement.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION
CONSENT CALENDAR

Institution: Tunxis Community College
Item: Accreditation of a Pathway to Teaching Careers program, leading to an Associate of Arts (A.A.) degree
Date: March 17, 2011

Background

Tunxis Community College is seeking accreditation of its Pathway to Teaching Careers program that initiated in August of 2008. The Community College system and the Connecticut State University system developed an articulation agreement to allow students to seamlessly enter education programming at the baccalaureate level. Quinebaug Valley, Three Rivers and Manchester Community Colleges offer the Pathway to Teaching Careers program as well. The Pathway to Teaching Careers program at Tunxis is designed to parallel the first two years of study at Central Connecticut State University for students preparing to enter a baccalaureate program in primary and secondary education. Students who successfully complete the program with a cumulative grade point average of 2.8 or higher and who pass or waive the Praxis I examination are considered for admission to the baccalaureate program at CCSU on an equal basis with native students at CCSU. Preference is given to those students pursuing a degree in an area defined by the State of Connecticut as being a critical shortage area.

Description

Purpose and Objectives

Upon completion of the Pathway to Teaching Careers program, students will be eligible to transfer to CCSU and to apply to the School of Education and Professional Studies program. Students will be qualified with the AA degree to seek positions as public school paraprofessionals.

Administration

A full-time faculty member in Early Childhood Education is responsible for the coordination of the program. This individual has a close working relationship with the transfer advisor at Central Connecticut State University and has advising guidelines for all subject areas. Students receive dual advising every semester while students at Tunxis Community College.

Curriculum

The curriculum consists of between 61-63 credits. The curriculum as found in the current catalog is attached.

Enrollment Projections

At the time of licensure, the College projected an enrollment of 50 full-time and 100 part-time students in the first year. These numbers were based on the number of general studies students that had expressed an interest in the degree. In actuality, far fewer students have declared this program as their area of study, yet advising files reveal a greater interest. There are currently 35 full-time and 38 part-time students enrolled in this program, and 124 actual advising files on record. The College is confident that the program is sustainable.

Faculty

As noted, a full-time faculty member is responsible for the coordination of the program. A second faculty member at the College, who too is an instructor of early childhood education, advises students in this program. A third faculty member who is a full-time psychology professor teaches upper division psychology courses in the program.

Library and learning Resources

Current resources are sufficient. No new resources are required for this program.

Facilities and Equipment

No additional facilities are needed for the program.

Pathway to Teaching Careers

Associate in Arts Degree

This program is designed to parallel the first two years of study at Central Connecticut State University (CCSU) for students preparing to enter a baccalaureate program in primary or secondary education. Students who successfully complete this program with a cumulative grade point average of 2.8 or higher, receive the associate degree, and pass the Praxis I examination will be considered for admission to the baccalaureate program at CCSU on an equal basis with native CCSU students.

First Semester

Course # Title Credits

ENG*101.....	Composition(a).....	3
MAT*137.....	Intermediate Algebra(a).....	3
PHL*101.....	Introduction to Philosophy (a).....	3
PSY*111.....	General Psychology (a).....	3
Foreign Language Elective ‡.....		3

Second Semester

ENG*103.....	Composition II (a).....	3
PSY*201.....	Life Span Development (a).....	3
Directed Elective (c).....		3
Foreign Language Elective (a) ‡.....		3
Mathematics Elective (a)(c)(e).....		3-4

Third Semester

Directed Elective (c).....		3
English Elective (200 level)(c).....		3
Fine Arts Elective (f).....		3
Science Elective w/lab (a)(c)(d).....		4

Select one of the following courses:

HIS*201.....	U.S. History I (a) or	
HIS*202.....	U.S. History II (a).....	3

Fourth Semester

Directed Elective (c).....		3
Directed Elective (c).....		3
Science Elective (a)(c)(d).....		3-4
Social Science Elective (b)(c).....		3

Select one of the following courses:

COM*172.....	Interpersonal Communication (a) or	
COM*173.....	Public Speaking (a).....	3
Total.....		61-63

(a) Prerequisite and/or co-requisite required.

(b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

(c) To be selected in consultation with faculty advisor based on student's program of study.

(d) To be selected from courses in Biology, Chemistry, Physics, or Science.

(e) To be selected from any college-credit Mathematics course.

(f) To be selected from any three-credit, non-studio course in Art or Music.

‡ Foreign language requirement may be fulfilled by any of the following:

1. completion of three years of study of a single foreign language at the high school level, and the approval of the Humanities Department Chair. If the foreign language requirement has been met, Liberal Arts Electives must be substituted to complete degree requirements.

2. completion of two years of study of a single foreign language at the high school level and six semester hours in the same language at the college intermediate level. (Students wishing to continue in a language not offered at Tunxis must consult with the Humanities Department Chair.)

3. completion of 12 semester hours on the college-level in a single foreign language. If the foreign language requirement has been met, Liberal Arts Electives must be substituted to complete degree requirements.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Sacred Heart University

Item: Licensure of a program in Health Care Information Systems, leading to the Master of Science (M.S.) degree, to be offered on-ground and online

Date: March 17, 2011

Background

Sacred Heart University has applied for licensure of a program in Health Care Information Systems, leading to the Master of Science (M.S.) degree; the program is proposed to be offered on-ground and online, with a planned start date of Fall 2012. SHU currently offers 18 master's-level programs, six of which are also offered online. This program will be housed in the University's College of Education and Health Professions, which offers a number of these master's programs, including exercise science and nutrition, geriatric health and wellness, and nursing with a variety of specializations. The School also houses bachelor's programs and graduate programs for a Doctor of Physical Therapy and a Doctor of Nursing Practice.

The M.S. in Health Care Information is designed for nurses and other health professionals with a bachelor degree and at least two years of practical experience in the health care or information technology industries who wish to pursue career changes or career advancement in a health care setting.

Review of the application by Department staff and feedback from the University of Connecticut received through the proposal circulation process prompted comments about the following areas:

- The breadth of the program's target population
- Qualifications of faculty
- Faculty compensation
- Resource sufficiency to deliver all courses
- Curricular issues related to a course on evidence-based practice and the course waiver policy

SHU responded to these issues and their responses appear summarized in the material below.

Description

Purposes and Objectives

The proposed program will target nurses and other health professionals with a bachelor degree from an accredited college or university and at least two years of practical experience in the health care or information technology industries. Applicants will include those seeking to supplement their clinical skills in order to pursue career changes or career advancement in ambulatory and acute care settings. Applicants may also include information technology

professionals without a background in health care who seek employment and/or advancement in a health care setting.

The Master of Science in Health Care Information Systems graduates will demonstrate knowledge of:

1. Major stakeholders and current and emerging policies impacting health care information technology.
2. Administrative and clinical software applications and emerging health care technologies.
3. Current applications of electronic health records (EHRs) and their interface with personal health records (PHRs) and current government mandates.
4. Process mapping, workflow management, technology and other means of improving processes within health care settings.
5. Qualitative and quantitative research methodologies to support evidenced based practice.
6. Effective communications skills
7. Strategies to successfully introduce, influence, and effectively manage change
8. Preparation and interpretation of financial statements, budget development and the relationship between clinical IT decisions and the budget.

Comments from Circulation: A comment from the University of Connecticut about the program suggested that the original target population of any professionals with a bachelor's degree was too broad and such heterogeneity could present difficulties in offering required courses at an appropriate level.

University response: SHU responded by revising the purposes and objectives section (see above) to narrow the target population to health care or IT professionals, and by increasing program requirements to include a cumulative undergraduate GPA of 3.0, a course in statistics, and demonstrated technical proficiency required for success in core and elective courses (see also the revised plan for admissions/enrollment below).

Administration

The program will be administered by a full-time faculty member who will also teach in the program. The program director will be hired one year prior to the start of the program. A terminal degree in an appropriate field of study, relevant experience in a clinical setting in a relevant area of specialization, and experience in teaching in higher education are required.

Faculty

SHU plans to hire two new full-time faculty members to teach in the program. In addition to the program director, there will be one full-time faculty member who will have a terminal degree in an appropriate field of study and specialization in an area indicated on the "List of Faculty" chart. The remainder of faculty will be adjunct faculty with expertise in information systems/management, health informatics, health care management, and related fields of specialization.

Qualifications for the program director include a terminal degree in area of specialization or related field, an earned degree in a health profession and a minimum of 5 years of relevant clinical experience or the equivalent, and teaching experience in higher education; an active program of scholarship and/or professional service is desired. Course assignments will be made

based on the area(s) of specialization but may include: Health Care Industry and Policy, Research to Support Evidence Based Practice, and the Capstone.

Qualification for the other full-time faculty member/clinical coordinator will include a terminal degree in a health profession, clinical practice experience which includes information systems/technology responsibilities, and teaching experience in higher education; an active program of scholarship and/or professional service is desired. Course assignments will be made based on the area(s) of specialization but may include: Applications of Health Care Technology, Workflow and Process Solutions, Research to support Evidence Based Practice, and the Capstone

Candidates for faculty positions who are highly qualified and demonstrate an equivalent level of competency in the subject area they are assigned to teach due to a combination of experience and credentials will also be considered. At least one of the faculty members hired must have a minimum of 3 years of experience in a similar program.

Adjunct faculty will be information practitioners, clinical practitioners, and/or health care managers employed at healthcare facilities identified by the program director and clinical coordinator. It is anticipated that these faculty will provide some access to the facility and its IT/IS resources for program students enrolled in the courses they teach.

Minimum qualifications for adjunct faculty assigned to teach in this program will be a graduate degree with relevant clinical, information systems, management, and/or finance experience in a health care facility or related health industry setting, and demonstrated competency in the subject area they are assigned to teach. Teaching experience in higher education is desired.

Comments from Circulation: The University of Connecticut commented that the level of faculty in the original proposal requiring only a master's degree may not be sufficient to conduct the program and also suggested that the planned level of compensation may be insufficient to attract qualified faculty. Department of Higher Education staff also worked with SHU to ensure compliance with regulations for licensure and accreditation related to faculty.

University Response: SHU responded to these comments by raising the minimum qualification for faculty to a terminal degree, budgeting additional compensation for faculty, increasing the number of adjunct faculty from 4 to 6, and providing the detailed faculty description and hiring plan described above.

Admissions/Enrollment

Admissions requirements include a bachelor degree from an accredited institution, a cumulative undergraduate GPA of 3.0 or above, and a course in statistics. Applicants will also demonstrate a level of technical proficiency required for success in core and elective courses via online test, transcript review, and/or resume review. Upon admission, students are required to take 27 credits of core courses and 6 credits of electives. Depending upon the applicant's background in health care and/or IT, s/he may also have to complete 3 credits of a pre-requisite foundations core to provide either a foundation in IT or a foundation in the language and culture of the health

care industry. Students proficient in both areas can waive the foundations requirement and substitute an additional elective course. Students with strong backgrounds in either field may request consideration for specific course waivers up to 6 credits. A total of 33-36 credits is required for the program. Students opting to take advanced IT electives must first complete any pre-requisites or demonstrate equivalent competency.

Curriculum

The program consists of 36 credits hours. The program begins with one of two foundation course options: a 3-credit foundation course in information technology (for current health care professionals without an information technology background) or a 3-credit foundation course in the language and culture of the health care industry (for IT professionals without a health care background); a 3-credit elective may be substituted for students who enter the program with strong backgrounds in both fields. The program includes 9 core courses (27 credits) that include a culminating capstone (3 credits), as well as 2 electives (6 credits).

	Credit Hours
Pre-requisite Foundations course:	
Information Technology Overview	3
or	
Intro to the Language and Culture of the Healthcare Industry	3
Subtotal	3
Required core courses:	
Health Care Industry and Policy	3
Applications of Health Care Technology	3
Social and Behavioral Optimization of HITs	3
Workflow and Process Solutions	3
Effective Communications	3
Corporate Fin. Acctng for Health Care Mgrs.	3
Organizational Behavior and Managing Change	3
Research to Support Evidenced Based Practice	3
Capstone	3
Subtotal	27
Pick two electives:	
Project Management	3
Health Information Exchange	3
Electronic Health Records	3
Health Care Information Systems	3
Database Design	3
Information Analysis and System Design	3
Dynamics of Information Technology	3
Subtotal	6

Total Required Credit Hours

36

Comments from Circulation: The University of Connecticut inquired if in the original submission the course titled “Evidence based Practice” was an internship and how it was different from the internship. In addition, a question was raised about the course waiver policy, specifically if students with a strong IT background would be able to waive IT courses and conversely if those with a strong health care background would be able to waive health care courses.

University Response: SHU responded to these comments by indicating the course in question was not an internship and changed the course title to “Research to Support Evidence Based Practice.” The course description was also provided:

Evidence based practice (EBP) qualitative and quantitative methods will be analyzed within the scope of the health care industry. Topics include identification, interpretation, and evaluation of research information sources, research design, data collection, computer-based data analyses, privacy and protection on human subjects. Health exchanges will also be discussed as it relates to facilitating and optimizing the research methodologies.

The capstone project will involve a selection of a topic of interest and the application of research skills acquired in the above course to a selected scenario.

A course waiver policy was added: Students proficient in both areas can waive the foundations requirement and substitute an additional elective course. Students with strong backgrounds in either field may request consideration for specific course waivers up to 6 credits.

Resource Support

Faculty

Two full-time faculty members will be hired, one of whom will serve as program director and the other as the clinical coordinator. The institution estimates these costs at \$303,885 in the first year, \$313,002 in the second year, and \$322,392 in the third year.

Comments from Circulation: The University of Connecticut questioned if qualified faculty could be hired at the original estimate of \$234,968 in the first year.

University Response: SHU responded to this comment by increasing the anticipated expenditures for full-time faculty and also by increasing the number of adjunct faculty from four to six to ensure proper course coverage and rotation.

Library and Learning Resources

SHU anticipates an annual expense of \$10,000 for library resources and \$20,000 - \$24,000 for equipment.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Central Connecticut State University

Item: Accreditation of a program in Nursing, leading to the Bachelor of Science in Nursing (B.S.N.) degree

Date: March 17, 2011

Background

Central Connecticut State University has applied to the Board of Governors for accreditation of their licensed Bachelor of Science in Nursing program. The program was initially licensed in June of 2008, and plans to graduate its first cohort in May of 2012. The four-year B.S.N. program enables students to sit for the RN licensing exam and is aligned with the University's existing RN to BSN program that was fully accredited by the Commission on Collegiate Nursing Education (CCNE) in 2006. The Board of Nursing Examiners of the Department of Public Health granted initial approval concurrently with the Board of Governors for Higher Education. The program will be reporting to the Board of Nursing Examiners in 2012 with updates to their program and results of the first licensing examination.

Description

Purpose and Objectives

In the fall of 2008, the American Association of Colleges of Nursing (AACN) came out with their revised *Essentials of Baccalaureate Nursing Education* document. Since CCNE looks for alignment in baccalaureate programs with these essentials, the department's clinical evaluation tools and assessment plan have to reflect this document. It was decided that the program outcomes should be modified to reflect updated practice outcomes. The current clinical evaluation tools, assessment plan, and curriculum reflect this update. The faculty has integrated themes of diversity, social justice, and global health throughout the curriculum.

Administration

The Chairperson of the Department of Nursing in the School of Education and Professional Studies oversees the program. At the time of licensure, an evaluation team representing the Board of Governors recommended a new position of Clinical Coordinator, or significant reassignment time for the faculty member who assumes this role. The evaluation team also recommended additional support staff as needed.

The following was provided by the institution in their application for accreditation:

In the first two years of the program, there have been minimal clinical placements. With the third year of the program now in progress, this role has been covered by

reassigning time to a faculty member. A request has been made for a position to cover clinical coordination and to serve as the Nursing Learning Center staff in the next academic year.

Curriculum

At licensure, the evaluation team determined that further development of the curriculum would be necessary. Representative syllabi have been provided to the Department of Higher Education. The curriculum is attached as an addendum.

Recommendation at Licensure	Current Status for Accreditation
There should be a clear statement regarding transfer into the program.	Transfer student and change of major admission criteria are clearly defined and posted on the website and in the student handbook. The CCSU BSN student handbook has been submitted to the DHE.
Concerns were raised regarding the first year of the curriculum, which is designed for the pre-nursing student. The team suggested more flexibility. In Fall 2008, the CCSU Nursing Department planned to submit a proposal to university curriculum committee, requesting that <i>NRSE 110: Theory and Nursing</i> be awarded social science general education credit and that <i>NRSE 150: Nutrition</i> receive biological science general elective credit.	At this time, NRSE 110 and NRSE 150 are still elective credits but this option will be reviewed with the CCSU Curriculum Committee.
The team expressed concern with the admissions policy, which was to admit 150 pre-nursing students as incoming first-year students, and to admit 50 of these students after an application process into the BSN program beginning in their second year. The University responded at licensure that admission to CCSU does not guarantee admission to the nursing program. Students must be enrolled and matriculated at CCSU prior to application. Admissions criteria include: Cumulative GPA of 2.70 or better; C or better in CHEM 150, 152, BIO 111/ BMS 102, PSY 236; B- or better in NRSE 110.	When the program started in the fall semester of 2008, we did not have 100 students start in the program; we had 58. With the addition of the FYE component, we have limited our NRSE 110 sections to four sections of 25 students each. We have worked closely with the Admissions Department to maintain a cohort of pre-nursing applicants to 80-100 students. This represents a combination of first year, transfer, and change of major student.
Further develop clinical agreements	The Chairperson of the Department has been very successful in securing clinical agreements and placements. See table next page

Clinical courses should be structured with parity of credit	Clinical courses: All of the clinical courses have been restructured so that clinical is graded as pass/fail and the lecture component is 2-3 credits. No course with a clinical component is more than 5 credits.
Benchmarking is suggested to insure student readiness for their licensure examination and for CCSU's CCNE assessment visit.	Benchmarking: The nursing department faculty met with several vendors who distribute standardized testing to prepare the students for their licensure exam. The nursing department decided to use HESI testing. Four key courses were selected where this test will be administered as the final exam. A comprehensive test will be administered at the end of the program.

Current Clinical Agreements

Community Sites	Hospitals
<p>Adult Day Centers: The Day Club, Juniper House, Mulberry Gardens, Daybreak, SeniorCare of East Hartford and Bloomfield, Hebrew Health Center</p> <p>Senior Centers: New Britain, Glastonbury, Bristol, West Hartford</p> <p>VNA of Central Connecticut, Rocky Hill VA</p> <p>Schools: New Britain Public Schools, Hartford Public Schools, Bristol Public Schools, Southington Public Schools, Simsbury Public Schools</p> <p>Long-Term Care: Ingraham Manor, Portland Rehab, Avery Heights, McLean</p> <p>Planned Parenthood: Meriden</p> <p>Dialysis Center of Newington and Bristol</p> <p>Day Care Center/Preschools: Superclub of Newington, Kidco of Newington, Kids Lane of Rocky Hill, The Churchery, Carrier Learning Center, Farmington Farms Kids Club, Women's League Child Development Center of Hartford</p> <p>CCSU Student Health Services</p>	<p>The Hospital of Central Connecticut</p> <p>The Hospital of Special Care</p> <p>Hartford Hospital</p> <p>Mid-State Medical Center</p> <p>Bristol Hospital</p> <p>St. Mary's Hospital</p> <p>Middlesex Hospital</p> <p>Connecticut Children's Medical Center</p> <p>ECHN- Manchester Hospital</p>

Course changes

CCSU has provided the following description of changes in the curriculum that resulted as the program evolved over the past three years.

- MATH 101 was noted as a pre-requisite for CHEM 150. In order for students to start their first semester with CHEM 150, they needed to be exempt from MATH

101. This resulted in an admission standard of an SAT score in Mathematics with a 550 or higher, or an ACT score of 26 or higher.

- The second issue was with sequencing; NRSE 210: Health Assessment, without having had any anatomy and physiology, and then NRSE 310 without having had a course in microbiology. CCSU revised the requirement to EXS 207, 208 (Anatomy and Physiology I and II). In line with that change, it was determined that BMS 412: Advanced Physiology was not needed; subsequently, BMS 412 was deleted as a requirement. Instead, nursing students really needed content in pathophysiology, which was then integrated into NRSE 310.
- Summer externships became an issue as hospitals phased them out due to budget constraints. CCSU evaluated the amount of clinical time that the students had for their adult health courses and it was decided that it was in the student's best interest to delete the externship course of 3 credits and add 1 credit respectively to their NRSE 320 and NRSE 470, Adult health courses. The final credit was allocated to NRSE 460 so that a discussion seminar that helped the students synthesize their program could be offered.

The following table reflects the key changes since original licensure in June 2008:

	June 2008	Spring 2011
Year One	NRSE 110 BIO/BMS 318, 319	NRSE 110- FYE component added EXS 207, 208
Year Two		Sequence of science courses moved to be completed by end of sophomore year
Year Three	BMS 412 CS 110- informatics NRSE 310- pharmacology (3 cr lecture, 1 cr lab) NRSE 320 (2 credit lecture, 2 credit clinical) NRSE 350- 8 credits	Deleted, patho content added to NRSE 310 Deleted NRSE 310- Pathophysiology with pharmacology (4 cr lecture) NRSE 320 (2 credit lecture, 3 credit clinical) NRSE 350 5 credits, with NRSE 375 (2 cr)
Summer	NRSE 400 Externship (3cr)	Deleted and credits absorbed into existing clinical courses
Year Four	NRSE 460 (3cr clinical) NRSE 470 (2 cr lecture, 2 cr lab)	NRSE 460 (1cr seminar, 3 cr clinical) NRSE 470 2 cr lecture, 3 cr lab)

Enrollment

Major	Enrollment Status	Fall 2010 Headcount by Earned Credits				Total
		0-30	31-60	61-90	91+	
PreNursing	Full-time	60	26	8	2	96
PreNursing	Part-time		8	10	4	22
Pre Nursing Total		60	34	18	6	118
Nursing	Full-time		24	48	17	89
Nursing	Part-time		4	8	17	29
Nursing Total		0	28	56	34	118
Summary						
Combined	Full-time	60	50	56	19	185
Combined	Part-time	0	12	18	21	51
Combined Total		60	62	74	40	236

Data Source: OIRA Student Census File: StufileF10

New Student Head count by entry term:

Student Type

	Fall 2008	Fall 2009	Fall 2010
2-New First Time	31	31	40
3-New Transfer	23	35	33
Total	54	66	73

Data Source: OIRA Student Census File: Stufile Banner Year 2008,2009,2010

Resource Support

Faculty

At the time of licensure, CCSU reported three full-time faculty in the Nursing Department with a plan to hire three additional nursing faculty. The Nursing Department currently lists six full-time faculty members, thus meeting their goal. The evaluation team had discussed the importance of providing professional development opportunities. CCSU has supported faculty development in the areas of curriculum, simulation and content development.

Library and Learning Resources

The library and learning resources have been maintained and expanded as the program has evolved.

Facilities and Equipment

At the time of licensure, the University had plans for the renovation of the current classroom space which is used for the RN-BSN students and the department. Significant equipment purchase was planned to support the proposed BSN program. The evaluation team was concerned with the limited amount of space dedicated to the Nursing department, including their office and meeting space.

The following information was provided in consideration for accreditation:

During the winter break of 2008-2009, the Nursing Learning Center was completely remodeled. There are currently five exam set-ups with a lap top computer, and full back board equipment at each station. A simulation room was created with videotaping capability and a control room; faculty office space was also created. The department has a fully equipped lab with all supplies and state of the art equipment. The following table lists the range of manikins present.

Low Fidelity	(1) Vitasim Man (1) Vitasim child
High Fidelity	(1) Sim baby (2) Sim 3G

Over the past year, the Nursing department along with the School of Education and Professional Studies has developed a partnership with the New Britain EMS Academy at the ITBD in downtown New Britain. The ITBD (Institute of Technology and Business Development) is owned by CCSU. The New Britain EMS has created an additional simulation center with an adjoining control room and classroom with videotaping capability. This space is open for use to CCSU nursing students for practice and simulation. In the spring of 2009, the Department of Public Health (DPH) made a site visit and approved the design and capability of the Nursing Learning Center.

SEMESTER I

*NRSE 110	Introduction to Nursing Theories	3
*CHEM 150	Chemistry of Allied Health I	3
*BIO 111/ BMS 111/ BMS 102	Biology or Biomolecular Scienc	3
Gen Ed		3
Gen Ed		3
Total credits		15

SEMESTER II

*NRSE 150	Nutrition	3
*CHEM 152	Chemistry of Allied Health II	4
EXS 208	Anatomy & Physiology II	4
PSY 236	Life Span Development	3
Gen Ed		3
Total credits		17

SEMESTER III

NRSE 210	Health Assessment	4
EXS 207	Anatomy & Physiology I	4
Gen Ed		3
Gen Ed		3
Gen Ed		3
Total credits		17

SEMESTER IV

NRSE 250	Nursing Care of Well Populations	4
BMS 216	Microbiology for Nursing	3
NRSE 246	Health Care Ethics	3
Gen Ed		3
Gen Ed		3
Total credits		16

SEMESTER V

NRSE 303	Introduction to Nursing Research	3
NRSE 310	Altered Health Concepts...	4
NRSE 320	Holistic Care of Adults...	5
Gen Ed		3
elective		1
Total credits		16

SEMESTER VI

NRSE 350	Nursing Care of Families in Transition	5
NRSE 375	Seminar in Family Nursing Concepts	2
BMS 206	Genetics for Nursing	3
Gen Ed		3
Gen Ed		3
Total Credits		16

SEMESTER VII

NRSE 420	Social Justice & Community Health Issues	3
NRSE 430	Psychiatric/Mental Health Nursing	4
NRSE 440	Gerontological Nursing	3
Gen Ed		3
Gen Ed		3
Total Credits		16

SEMESTER VIII

NRSE 460	Seminar Practicum in Community Health	4
NRSE 470	Holistic Nursing Care of the Critically Ill	5
NRSE 480	Professional Issues	2
NRSE 490	Leadership & Management in Nursing	3
Gen Ed		3
Total Credits		17

unhighlighted courses are suggestions only and may be taken at any time

highlighted courses should be taken during the semester in which they appear;

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Goodwin College

Item: Accreditation and Program Modification of a program in Health Sciences, leading to the Bachelor of Science (B.S.) degree, to be offered on-ground and online

Date: March 17, 2011

Background

Goodwin College has applied to the Board of Governors for Higher Education for accreditation of a program in Health Sciences, leading to the Bachelor of Science (B.S.) degree. Goodwin has also submitted a request for a program modification that will allow the program to be offered online. The program was first licensed in January 2009 and began accepting students in May 2009. Two students are scheduled to complete all their requirements for graduation by the end of August 2011 and may be the first to receive a baccalaureate degree from Goodwin College.

Goodwin College began offering Distance Education courses in 2007. Since then, Goodwin has offered a total of 26 different courses on-line and 4 in a hybrid format. In December 2010 the college received approval to offer the Histologic Science Certificate on-line.

At the time of licensure of the Health Sciences program, the Department of Higher Education conducted a formal Evaluation Visit. The visiting team made recommendations, many of which were addressed by the College at that time, or were expected to be addressed during the program licensure period. A description of these recommendations and implementation by Goodwin College is included in this report.

Description

Purpose and Objectives

The bachelor's degree in health science is an interdisciplinary program designed to provide career advancement opportunities for entry level health profession practitioners as well as individuals who seek future careers in health care. Graduates of degree or certificate programs, such as Medical Assisting, Medical Billing and Coding, Histology and Respiratory Care can enroll in this program as a step toward career advancement and apply previous credits earned toward their baccalaureate degree. This program embraces different backgrounds and interests and is appropriate for individuals who wish to gain further interdisciplinary education.

Three areas of emphasis:

1. **Environmental Health** emphasis is for those students who are interested in pursuing a career in environmental health and the impact of environmental conditions on human health.
2. **Health Care Administration** emphasis is designed for those students who are interested in pursuing careers concerning administration and health care.
3. **Bachelor Degree completion** emphasis allows the creation of career paths and advancement opportunities for individuals already possessing a certification, licensure, or registry through a professional organization but lacks a collegiate degree. Likewise, it will provide students who possess an associate degree and wish to pursue a bachelor degree the opportunity to do so. The program would allow these students to apply their professional experience and complete the bachelor degree required to advance or remain in their chosen profession.

Distance Education:

Distance Education will provide additional opportunities for Goodwin’s current and potential students. Currently, students come from 121 of the 169 towns in Connecticut, with a few residing in Massachusetts, but within commuting distance to the College. Being able to complete over 50% of the program online will allow students the opportunity to pursue this degree while maintaining their current employment and balancing the demands of their personal life. At present, science courses with a lab component are offered in a hybrid format. The didactic or lecture portion is offered via distance education. Students must come to campus for the 3-hour per week laboratory session, and thus the program will not be advertised in the catalog as being available completely online.

The Bachelor of Health Science program online will be identical to the on-ground program in terms of learning outcomes, curriculum, and faculty requirements.

Administration

The Dean of Academic Affairs is directly responsible for the administration of all programs. A Program Director oversees the major and reports to the Department Chair. The Health Science program falls under the Health and Natural Science Department at Goodwin College.

Projected Enrollment

The College projected an enrollment of 5 full-time and 15 part-time students in year one, and an increase to 22 full-time and 24 part-time students by year three.

The following has been provided by the College:

Enrollment Status	0 - 30 sch	31 - 60 sch	61 - 90 sch	91+ sch
Full-time	240	34	4	
Part-time	987	140	25	5
Total	1227	174	29	5

Enrollment Type	Fall 2009	Fall 2010	Totals
New	124	258	382
Transfer from another institution	179	385	564
Total	303	643	946

Curriculum

Goodwin College General Education Core Requirements-- 46 credits					
ENG 101	English Composition	3 ___	MATH	Math 102 or higher (M)	3 ___
ENG 102	Composition & Literature	3 ___	BIO	Biology Elective +	4 ___
COM	Communications Elective (C)	3 ___	S/C	Social/Cultural Elective (SCM)	3 ___
ENG 220	Writing for Health Professionals (AW)	3 ___	HUM	Humanities Elective (LFA)	3 ___
PSY 112	Introduction to Psychology (SS)	3 ___	HCS 210	Ethical and Legal Issues in Healthcare (PE)	3 ___
CAP	Computer Literacy Elective (CL)	3 ___	HIS	History Elective (US)	3 ___
			HIS	History Elective (W)	3 ___
	Freshman Experience* or Gen Ed Elective	3 ___	MATH	Statistics	3 ___
General Electives – 21 credits					
Open	7 Open electives				
Health Science Core Requirements – 38 credits					
<i>Freshman Year</i>			<i>Junior Year</i>		
HCS 101	Introduction to Healthcare	3 ___	HCS 310	U.S. Healthcare Delivery Systems	3 ___
HCS 110	Medicine and Society	3 ___	ECN 101	Macro Economics	3 ___
MED 101	Medical Terminology	3 ___	CHEM112	General Chemistry II	4 ___
<i>Sophomore Year</i>			<i>Senior Year</i>		
CHEM111*	General Chemistry I	4 ___	HCS 330	Continuous Quality Improvement	3 ___
BUS 101	Introduction to Management	3 ___	HCS 410	Methods in Research and Statistics	3 ___
HCS 212	Health Information Systems	3 ___	HCS 450	Senior Capstone for Health Science	3 ___
Health Science General Track – 15 credits					
HSC 3___	Upper division HCS elective ±	3 ___	HSC ___	HSC elective ±	3 ___
HSC 3___	Upper division HCS elective ±	3 ___	HSC ___	HSC elective ±	3 ___
HSC 3___	Upper division HCS elective ±	3 ___			
Health Care Administration Track – 18 credits					
<i>Junior Year</i>			<i>Senior Year</i>		
BUS 215	Marketing	3 ___	HCS 302	Public Health Personnel Administration	3 ___
ACC 121	Budgeting and Planning	3 ___	HCS 312	Organization & Administration of Long-Term Care	3 ___
HCS 320	Health Administration	3 ___	BUS 210	Business Planning and Development	3 ___
Environmental Health Track – 18 credits					
<i>Junior Year</i>			<i>Senior Year</i>		
ENV 252	Human Health in the Environment	3 ___	HCS 340	Physical Agents/Ergonomic Hazards in the Workplace	3 ___
ENV 250	Environmental Contaminants & Sanitation	3 ___	HCS 330	Principles of Environmental Health Science	3 ___
HCS 220	Environmental Health Law and Public Policy	3 ___	HCS 420	Epidemiology	3 ___

Since licensure, there have been no major curriculum changes. Except for two 400-level courses that have not yet been offered, all course syllabi and course outlines are now in place. The last two courses will have well developed syllabi by the Summer (May) semester.

During the Team visit suggestions were made concerning having tracks within the degree, more upper division health science courses, and adding a full year of general chemistry. All of these suggestions were implemented before the program was licensed. The Team also suggested adding more prerequisites. Recommendations for prerequisites are now before the Academic Affairs Committee at Goodwin College and should be in place for the 2011-2012 catalog.

Resource Support

The program has appropriate resources to support the online program modification. Goodwin College anticipates only slight increases in program enrollment due to students being able to complete over 50% of the program online. The flexibility of being able to do so will help students to persist in obtaining their degree.

Faculty

As proposed at the time of licensure, an additional full-time faculty member was hired in July 2010. Two additional hires for year three of the program are included in the budget and are on track for being hired in 2011. Currently, the program employs one full-time program director and seven full time instructors. An additional sixteen to twenty adjunct faculty teach per semester. Any additional faculty hired to teach the online courses will possess the same qualifications as all Goodwin Health Science faculty. Additionally, as required of all online faculty at Goodwin College, new faculty hired to teach online will receive two weeks of training on Blackboard, the college's Learning Management System (LMS), on both pedagogical and technical issues.

Library and Learning Resources

The Goodwin College Library supports the mission of the college by providing library services and collections that enhance the curricula and meet the learning needs of the college students, faculty, and staff. In support of the program, the library maintains extensive online databases. Goodwin College students are able to access these databases from remote locations.

At licensure, the team recommended the College hire a medical science reference librarian. At a recently Strategic Planning Retreat, the decision was made to hire a full-time medical reference librarian.

Goodwin College has partnered with Connecticut Distance Learning Consortium (CTDLC) to support its online learning management system (LMS), Blackboard. The College also employs a full-time director of Distance Education.

Facilities and Equipment

The facilities and equipment are adequate for this program.

STAFF REPORT: ADVISORY COMMITTEE ON ACCREDITATION

Institution: Goodwin College

Item: Accreditation of a completion program (RN to BSN) in Nursing, leading to the Bachelor of Science in Nursing (B.S.N.) degree

Date: March 17, 2011

Background

The Board of Governors for Higher Education licensed a RN-BSN program at Goodwin College until March 31, 2012. The first cohort of students entered in May /September 2009. The College has applied for accreditation at this time because they anticipate graduates from the program by December 31, 2011. An evaluation visit occurred by a team representing the Board of Governors in consideration of licensure in 2009.

Goodwin College offers an associate degree program in nursing at the College, which was accredited by the Board of Governors in May 2005. The associate's RN program has been accredited by the National League for Nursing Accrediting Commission (NLNAC) since 2005, and was last reviewed this past Fall. Upon accreditation by the Board of Governors' for Higher Education, Goodwin College will seek accreditation of the RN-BSN program with NLNAC as well.

Recommendations from that visit, as well as changes implemented during the licensure period, are reviewed in this report.

Description

Purpose and Objectives

At the time of licensure, the evaluation team determined that the stated purposes and objectives of the program are consistent with established RN-BSN programs. The design reflects the NLNAC standards and criteria. The program provides an opportunity for RNs to receive advanced training and career mobility in healthcare settings.

Administration

The Program Director oversees the BSN program, and works with the Chair of the Nursing Department who is the Director of the Associate's RN program.

The evaluation team suggested at licensure that the College incorporate the latest (2008) NLNAC standards and criteria, stipulate benchmarks for decision making (i.e., expected levels of achievement), and to make sure that the data collected informs decision-making in the program.

According to the College, the faculty has reviewed the current curriculum and program outcomes to align them with the 2008 standards and criteria. The 2008 NLNAC standards and criteria are now used as the basis for the systematic plan of evaluation for the program. The BSN faculty, at its monthly meeting and more frequently if the situation warrants, evaluates course outcomes and student progress toward meeting the program outcomes using the 2008 standards.

Projected Enrollment

The College projected an enrollment of 15 part-time students in the first year and 27 in the second year of the program.

The following has been provided by the College:

Spring 2011 Enrollment	60-75	75-90	90+	Total
Full-time		1		1
Part-time	1	14	14	29

	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
New Enrollments	5	19	5	4	15	5

Curriculum

The RN to BSN Degree Completion Program participates in the Connecticut Articulation Model for Nurse Educational Mobility. Under this program, graduates of a Diploma or Associate degree program coming into Goodwin's BSN program are eligible to receive a maximum of thirty-five (35) nursing credits for previous nursing work as long as they have completed thirty-five credits in their Diploma or Associate degree program. These credits are held in "escrow" until such time as the prerequisite knowledge, skills and attitudes are evidenced by successful completion of the first upper division nursing course, NUR 245 Foundations of Professional Nursing. Once successfully completed, credits are awarded according to Goodwin College's transfer of credit policy. General education credits are awarded based on a transcript review.

Goodwin College General Education Core Requirements-- 40credits					
General Education courses required of all students: 40					
ENG 101	English Composition*	3 ___	MATH	Math 102 or higher* (M)	3 ___
ENG 102	Composition & Literature	3 ___	CHEM 101	Chemistry* (S)	4 ___
COM	Communication Elective* (C)	3 ___		Social/cultural Elective (SCM)	3 ___
ENG 220	Writing for Health Professionals (AW)	3 ___	HCS 210	Ethical & Legal Issues in Health Care (PE)	3 ___
PSY 112	Introduction to Psychology* (SS)	3 ___		Humanities Elective (LFA)	3 ___
CAP	Computer Literacy Elective* (CL)	3 ___		Global Perspective (US)	3 ___
				Global Perspective (W)	3 ___
Programmatic General Education courses required: 6 credits					
MATH 2XX	Statistics	3 ___	SOC 101	Introduction to Sociology*	3 ___
Non-Nursing Core Requirements – 15 credits					
BIO 211	Anatomy & Physiology I *	4 ___	BIO 235	Microbiology*	4 ___
BIO 212	Anatomy & Physiology II*	4 ___	PSY 212	Lifespan Development *	3 ___
RN Articulation: NUR100(6);NUR110(6);NUR 200(7);NUR 210(7);NUR 220(9)					35
Students may receive up to 35 credits for previous nursing course work via the Connecticut Articulation Model. Students who do not receive 35 credits will take additional nursing elective credits to reach the required thirty-five credits.					

All courses with an asterisk* must be completed before entering the upper division Nursing courses.					
Nursing Core Requirements – 26 credits					
Junior Year			Senior Year		
NUR 245*	Foundations of Professional Nursing	3__	NUR 362	Clinical Nursing Leadership	4__
NUR 310	Health Assessment	3__	NUR	Elective - 200 level or higher	3__
NUR 350	Seminar in Nursing Research	3__	NUR 460	Seminar in Professional Nursing Leadership	3__
NUR 360	Public/Community Health	4__	NUR 440	Independent Study in Nursing	3__

*At licensure, NUR 245 Foundations of Professional Nursing was the first course in the BSN program at the 200 course level. In reviewing course objectives, learning outcomes, and The Art of Defining Course Levels, data demonstrated this course was more in line with 300 level courses. The course was brought to the Academic Affairs Committee where it was approved at the 300 level and will be in the 2011- 2012 catalog as NUR 300.

When program hybrid courses were developed, faculty determined that a course would meet on ground four times a semester. Although literature stated hybrid courses meet on ground usually twice a semester, Goodwin scheduled their courses to meet four times a semester because they believed students and faculty would need this additional interaction. During the first semester students asked for more on-ground class time. In response, NUR 300 now meets six times and the other 300 level courses meet five times. 400 level courses meet four times. Students have stated that NUR 300 meeting six times has greatly helped them to successfully complete the course requirements while making the on-line portion of the course more effective.

Goodwin developed NUR 470- Study Abroad for the student who would be volunteering their time with a Medical Mission. One student traveled with a group from Saint Francis Hospital to the Dominican Republic. A second student will be leaving for Ecuador in February with a group from Hartford Hospital.

Clinical

There are two courses with a focused clinical laboratory requirement: Public and Community Health Nursing and Clinical Nursing Leadership. Both are four credit courses with two hours of theory and six hours of clinical experience per week. Goodwin College has established contracts with the following clinical sites:

VNA Health Care Inc. of Greater Hartford- this covers multiple agencies in the same system
VNA East - this is in Mansfield
Bristol Hospital
Lawrence and Memorial Hospital in New London
Salmon Brook Nursing and Rehabilitation Center-Glastonbury
State of Connecticut, Department of Public Health

Goodwin College is working to secure contracts with:

Saint Francis Hospital and Medical Center
Mid-State medical Center
Connecticut Children's Medical Center

General Education

At licensure, the team emphasized with the faculty the additional need for upper level general education courses commensurate with increasing levels of critical thinking, writing and research to support a Bachelor's degree program. Since that time, Goodwin appointed a head to the General Education Department with expertise in curriculum development and program assessment. The General Education Department was restructured and curriculum coordinators have been designated for English, mathematics, social science and humanities. All Curriculum coordinators hold a terminal degree in their subject area. The College catalog now offers 13 general education courses at the 300- and 400-level and 19 at the 200-level. Additional upper-division general education courses are currently going through the review and approval process.

Resource Support

Faculty

At licensure, the College had identified a full-time faculty member (holding a doctorate) to direct the program. The College also planned to utilize faculty and adjunct faculty members from the Associate degree program to teach some of the specialized nursing courses. The College had planned to add an additional full-time faculty member in the third year of the program.

The evaluation team suggested that the College not depend too heavily on the current faculty who teach in the ADN program so as to not jeopardize that program, and that the College consider additional faculty at implementation of the BSN program. The team also recommended that faculty workload be monitored to allow faculty to keep current in clinical nursing skills.

According to Goodwin College, they hired one additional full-time faculty person for the BSN program effective September, 2010. In addition to the full-time faculty member and full-time program director, one FTE is assigned part-time to the BSN program along with two additional adjunct faculty.

Workload for the two full-time faculty allow sufficient time for professional development and scholarly activities. For the current semester (Spring 2011), the Program Director is teaching 3 credits. The second faculty member is teaching 12 credits. Our part-time and adjunct faculty members actively practice in the clinical area.

Since the time of licensure, the college has lowered the teaching load for full-time faculty to 12 -15 credits per semester. Faculty members are provided release time in the form of a credit reduction for scholarly activities, such as course curriculum development, ad-hoc committee work, preparation for programmatic accreditation visits, etc.

Library and Learning Resources

The library provides access to digital, audio-visual, and print resources to help the students become competent and confident nursing professionals. Since moving to the new campus, the library holdings have significantly increased. Many library resources have been acquired since the licensure of this program, including CINAHL. *CINAHL Plus with Full Text* is the definitive research tool for all areas of nursing providing full text for more than 770 journals and full text for more than 275 books. Another is *Academic Search Premier Complete*, a general subject academic database that provides coverage in academic fields including nursing and allied health. The database has over 4,600 scholarly journals. Health Source: Nursing/Academic edition is a subset of this database.

Goodwin College subscribes to eBrary, which provides over 400 texts specific to nursing. In addition, over 10 new medical-related journals are now available for Goodwin students. Proquest, a database for researching newspaper articles and information was also purchased. Currently, as each semester approaches, the Program Director meets with the Director of Library Services to review the syllabi for any new upper division courses being offered that term. Appropriate library resources are identified for purchase and or interlibrary loan addition.

Facilities and Equipment

Facilities are adequate for the program.