

# CONNECTICUT BOARD OF GOVERNORS FOR HIGHER EDUCATION

DEPARTMENT OF HIGHER EDUCATION  
61 WOODLAND STREET  
HARTFORD, CT 06105-2326

## APPLICATION FOR THE APPROVAL OR REAPPROVAL OF INSTITUTIONS AND PROGRAMS OF HIGHER LEARNING

The attached questionnaire, properly completed and with supporting documentation, shall serve as an application for approval (licensure or accreditation) under the provisions of Section 10a-34 of the General Statutes of Connecticut. The application, accompanied by a letter of transmittal to the Commissioner of Higher Education, must be filed at least nine months in advance of the date for which approval to operate is requested.

For guidance, you should review the regulations that accompany this questionnaire. Special attention should be given to the following factors, if they will be part of the application:

- Credit for prior experiential learning
- Credit for non-collegiate sponsored instruction
- Individualized degree program

The application will be the basis for several actions:

- Planning assessment, in accordance with Section 10a-34-4(e).
- Quality assessment, in accordance with Section 10a-34-4(f).
- Review by the Advisory Committee on Accreditation.
- Review and action by the Board of Governors.

To prepare the application, create a document by listing the questions or requests for information in the attached questionnaire and providing an answer or explanation for every item. Place the name of the institution (and program if pertinent) at the head of each page.

Three copies of the completed application should be submitted with a cover letter to the Commissioner of Higher Education, Attention: Academic Affairs. Each copy must include the following information:

- A Program Summary for each academic program in the format provided - only if this is a new application.
- The current catalog in which the proposed activity is described (a draft catalog is acceptable in the case of a new application).
- An audited annual financial statement for the institution (and a certified budget for the activity in Connecticut in the case of a branch operation).
- A copy of the most recent letter of approval (notification) from your regional accrediting association if you are not a Connecticut Institution.
- A copy of the IPEDS Institutional Characteristics Survey.

You will be required to send copies of the completed application to each member of a site evaluation committee when it is appointed.

**OBJECTIVES**  
**(See 10a-34-10)**

1. Describe the objectives of the institution and demonstrate that they are higher education in nature (a) in general education, (b) in career/occupational outcomes, and (c) in the development of individual students? Include a description of the clientele to be served by the institution (students, employers, professional groups, etc.). List the objectives of each program in relation to the general objectives.
2. What provision is made for the possible revision of objectives?
3. To what extent is the institution involved in cooperative programs with other institution? Explain how these efforts relate to the purposes of the institution.

**ADMINISTRATION**  
**(See 10a-34-11)**

4. Describe the type of ownership, control, and legal organization of the institution, and list the names of the administrators, officers, and owners. Please indicate where this information is publicly stated.

Demonstrate that there is an institutional governing board such as a board of directors or a board of trustees. Indicate how board members are appointed and describe the terms and conditions of their appointment (length of terms, provision of overlapping terms, procedures and criteria for removal etc.).

5. What is the range of occupations represented on the governing board? What is the nature and extent of the financial and fiduciary interest of each member of the governing board and the chief administrative officer? What compensation, if any, does the institution pay to any board members? Identify the members of the board who represent the public interest and who derive no financial gain from the operation of the institution.

Please provide the written documents in which the governing board's powers and duties are outlined.

6. Demonstrate that the responsibilities of the board include (a) the determination and maintenance of adequate general policies and (b) the appointment of a competent professional staff for administration and teaching. Describe the extent to which the board, the president, other chief administrators, and the faculty, respectively, participate in the formulation of educational policies. Illustrate.

Provide the written documents in which are outlined the powers and duties of the chief executive officer.

Demonstrate that there is a distinction among the roles and personnel of the board and the administration to ensure the appropriate separation of these functions.

7. List the names and titles of the chief executive officer and chief administrators of the institution and describe their qualifications, giving each case (a) the preparation by education (institutions and degrees) and experience for his/her work, and (b) his/her teaching assignments (hours per week), if any.

Please provide documentation in which the responsibilities for administration of all institutional policies and programs are clearly defined and assigned.

8. Describe the institution's intentions, plans and resources for providing the pertinent instructional services for at least five years. Include a description of the institution's planning process for establishing goals and objectives and for identifying the means to achieve its objectives.
9. Describe the process through which the professional staff for administration and teaching are appointed.
10. How were the program plans developed and approved? Give the dates of approval by the institution and the governing board.
11. Who is directly responsible for the administration of each program and supervision of its faculty?
12. List (1) any accrediting agencies that already have accredited the institution.

**FINANCE**  
**(See 10a-34-12)**

Demonstrate that the financial resources of the institution are adequate for the effective achievement of the purposes and objectives of the institution and each of its programs, and for meeting obligations to the staff, students and all persons to be served by institution.

13. State in itemized form (a) the receipts of the institution last year, (b) its expenditures, and (c) its current financial resources. Explain, if necessary. Provide the audited financial statement for the most recent academic year.
14. What efforts are being made to add to the financial resources?
15. To what degree, if any, does the administration consider the institution's resources and income adequate for the institution's instruction, administration, plant, equipment, supplies, student activities, promotion, and public relations, respectively?
16. Describe the amount of financial support committed to each program by the administration and trustees. Indicate the date(s) these funds will be available.

Certify that no part of the income of the institution, if it is nonprofit, has been or will be distributed to its directors or officers except for payment of reasonable compensation for expenses.

17. Provide a budget that identifies support for each program.
18. Clarify whether the institution is operating on a nonprofit or proprietary basis. What assurance is there that the institution will remain so?
19. Certify that the financial records of the institution are maintained in such form that evaluation of its financial status is possible at any time, that there is an annual financial statement which is audited annually by an independent public accountant authorized to practice under Chapter 389 of the General Statutes or by a state auditor, and that copies of financial statements and audit reports shall be made available at the time of each institutional evaluation and otherwise upon request.
19. Are the financial records of the institution (a) kept in such form that rapid analysis is possible at any time, and (b) audited each year by a qualified accountant not otherwise connected with the institution or its officials?
20. List the name of the chief financial officer of the institution, giving (a) the preparation by education (institutions and degrees) and experience for his work and (b) his/her involvement with the operation of the institution's educational facilities and program.

**FACULTY**  
**(See 10a-34-13)**

21. Make two separate lists of faculty members who will be teaching in each program—full-time and part-time employees of the college, respectively—by major department giving for each member:
  - (a) the course or courses and geographic location, with semester hours and enrollments, if any, which he/she teaches or might soon teach (1) in the current semester and (2) in other semesters;
  - (b) his/her qualifications for this teaching—degrees (with institutions, dates, and major fields of study) and other evidences of scholarship, if any; teaching experience and pertinent experience of other kinds, if any;
  - (c) duties in the institution and location of those duties geographically, besides teaching, with a rough estimate of the average time per week required for them;
  - (d) outside employment at the present time, if any, with a rough estimate of the average time per week required for it.
22. For each vacant or proposed position, provide title, position qualifications and proposed date of appointment.
23. What personnel policies have been established concerning (a) academic freedom, (b) an equitable salary schedule, (c) promotion, (d) tenure, (e) methods of selecting new faculty members, (f) incentives to in-service growth and research, (g) sick leave, (h) retirement and

- (i) accident or health insurance? To what extent are personnel policies codified and made available to faculty members. Include a description of the procedures and criteria, including minimum qualifications, for employing adjunct faculty.
24. How frequently does the faculty hold regular meetings? Where? To what extent, if any, does the faculty set the agenda for its meetings? What is the faculty role in the governance of the institution? In studying institutional problems?
25. What provision has been made for students to confer with teachers and guidance officials outside of class or for faculty members to confer together and with administrators, individually and collectively? Where?
26. Describe the methods of supervising inexperienced or new teachers.

### **CURRICULA AND INSTRUCTION**

**(See 10a-34-15 & 16)**

27. (a) Give the number, title and a narrative description for each course in each proposed program. Include sufficient detail in course descriptions so that content and level are clear, or attach appropriate and referenced excerpts from the catalog.
- (b) Describe the course numbering system.
- (c) Include a description of each major component of the proposed program or programs, including the core or major area of specialization, and the general education component (for undergraduate programs).
- Identify the required or “core” courses and those courses from which electives may be selected. Stipulate the number of courses or hours and their distribution required to complete each program.
28. What special provisions, not evident in curriculum requirements, are made for allowing credit to students for similar subject matter previously mastered on a secondary or postsecondary level? For advanced study? For independent study? For transfer of credit from other institutions?
29. Indicate any requirements and arrangements for clinical affiliations, internships, and practica or work experience. Describe how these will be administered and furnish the following assurances:
- (a) The courses of the program and the related clinical or work experience have been articulated with appropriate credits assigned.
- (b) The institution has or will have a qualified staff coordinator for the program before its inception.
- (c) The institution will provide appropriate arrangements for student work experiences.

- (d) The work activities of the students will be structured by the college as an educational experience with supervision, teaching and evaluation under the control of the college.
  - (e) Agreements or contracts exist between the college and the agency in which the students will receive their practical experience.
  - (f) Appropriate procedures have been established which the college will use for the evaluation of students.
30. What special provisions, if any, other than curriculum courses are made for general liberal education, i.e., for the education needed by all people for citizenship and cultured living?
31. What is the minimum number of weeks of instruction required per year, and term exclusive of holidays and examination periods? Describe the academic calendar.
32. Give the percentages of A's, B's, C's, D's, and F's (or the equivalents in a different system of marking) given to full-time and part-time students, respectively, if the institution is an ongoing concern.
33. What other procedures, if any, are used to maintain uniformity of instructional standards within and between departments.
34. What evidence is there of the quality of instruction, i.e., the results on standardized or other examinations; surveys of opinions of students, alumni, employers, parents, etc.; the success of graduates or transfers to other colleges? List the colleges, universities, and professional schools to which your students have transferred with advanced standing, without loss of credit, or without examination, in the past five years. List the institutions to which your graduates have been admitted in the past five years as candidates for advanced degrees.
35. How many curriculum courses are given this semester for students? What is the average class size? List those enrolling fewer than fifteen students and those enrolling more than forty students, stating enrollment in each. Indicate which of the latter, if any, are broken up into smaller sections.
36. For each of the past three years, indicate how many full-time and part-time students, respectively, were dismissed for scholastic reasons.

### **RESOURCE CENTERS AND LIBRARIES**

(See 10a-34-18)

37. How many volumes are there in your library exclusive of pamphlets and government reports? List the number of volumes in each of the following: bound periodicals and general works, and general categories pertinent to your library's classification system, philosophy and psychology, religion, history, sociology, economics, government, languages, science, useful art, fine arts, travel, biography, fiction, and other materials?
38. How many current magazines and periodicals are made available to students through the library?

39. List the names and professional qualifications, including degrees and other preparation of all full-time and part-time librarians who are employed.
40. Describe the method of selecting new library and resource center materials. To what extent is the faculty involved? Students involved?
41. What media equipment and other resource materials are available.
42. What provision is made for study space, carrels, etc.?
43. Explain the accessibility of the library and resource center to faculty and students. What evidence is available concerning the extent of their use by faculty and students? What is done to encourage use of the library and resource center? With what success?
44. Report, as accurately as practicable, the number of volumes, periodicals and other materials, by subject area, which directly support each program.
45. Provide a representative listing of periodical literature in the library that will support each program.
46. What is the average annual appropriation for purchase of new library resources, i.e., periodicals, etc.? What is the average annual expenditure for them per full-time student?
47. List any new learning materials that will be added for the program. Indicate when they will be available for student and faculty use.

**ADMISSION, STUDENT PERSONNEL, AND GRADUATION POLICIES**

(See 10a-34, 17 & 21)

48. Make charts supplying the following information describing the composition of the student body of your institution:
  - (a) Fall enrollments (September) of full-time students by class (define full-time)
  - (b) Current year student body enrollment

(List appropriate class status)

<u>MEN</u>		<u>WOMEN</u>		<u>TOTAL</u>	
<u>Full-Time</u>	<u>Part-Time</u>	<u>Full-Time</u>	<u>Part-Time</u>	<u>Full-Time</u>	<u>Part-Time</u>
xxx	xxx	xxx	xxx	xxx	xxx

- (c) Describe the admission requirements for each program, the policies and requirements for academic achievement to remain enrolled in good standing, and the requirements for graduation.
  - (d) How many students are expected to enroll in each program?
49. What are the requirements for admission to the college? Include a description of the institution's policies relating to transfer of credit.

50. What percentage of the entering students were in the top half of their high school graduating classes? in the bottom quarter? Justify the distribution. (Other top and bottom fractions may be submitted if easier to calculate.)
51. How many full-time students are enrolled for more than an average of about one semester hour per week (i.e., for more than sixteen semester hours in a sixteen week semester, exclusive of registration, orientation, and final examination periods)? Justify such loads.
52. Describe the personnel services of the institution for (a) determining the intellectual capacity and vocational aptitudes of students; (b) improving their class work, and (c) counseling students on educational; financial, vocational and other personal matters. What evidence is there of the adequacy of these services?
53. What academic and career counseling or other services will be provided for students who may enroll in this program?
54. What health facilities and services are available?
55. What extracurricular activities, cultural and social, are sponsored by the institution? Explain the extent of participation by full-time and part-time students in these activities.
56. Include the minimum number and level of credits which must be earned from this institution for each degree level or program. Also include a description of the institution's residency requirement(s). What are the requirements, i.e., number of semester hours of college-level work completed, theses, oral or written examinations, performance tests, etc., for awarding the Associate degree? Bachelor's degree? Graduate degree?

### **STUDENT AND ALUMNI RECORDS**

(See 10a-34-22)

57. What records are available concerning (a) college admissions, including official transcripts from secondary schools and other institutions or colleges; (b) cumulative records for individual students of the results of achievement and intelligence tests, college grades, participation in extracurricular activities, etc. Explain their location and accessibility.
58. Describe the policies on tuition, fees, refunds and other financial policies for full-time and part-time students. To what extent do official student records clearly indicate an amount of money paid and balances due from students for tuition, fees, and other charges?
59. What alumni records and other evidence are available concerning activities and achievements of graduates, their occupational employment, or advanced or post-graduate study and other institutions to which students transfer? Explain their location and accessibility.

### **PHYSICAL PLANT AND FACILITIES**

(See 10a-34-19)

60. List the (a) classrooms and lecture halls, (b) laboratories or workshops, and (c) gymnasium and recreational spaces. For each, indicate the number of hours of instructional use for which it is scheduled this semester.

Include verification (in terms of current certification) of the institution's compliance with all pertinent local, state and federal laws and regulations relating to fire, safety, health and access for the handicapped.

61. Which facilities or rooms, if any, do the administrators, faculty, or students consider inadequate for effective instruction? Which, if any, do not provide for safe, sanitary, or healthful conditions?
62. What equipment or supplies are considered inadequate for effective instruction or for the attainment of the institution's objectives?
63. Describe the facilities for administrative offices, faculty offices, and clerical and supportive services.
64. What are the institution's plant needs and plans for expansion? What financial measures are available for renovation or expansion?

### **CATALOG AND PUBLICATIONS**

(See 10a-34-20)

65. List and submit copies of any catalog(s), brochure(s) or other publications in which each program is listed or described or will be listed or described.

### **CERTIFICATION**

66. Provide certification that program and institutional hiring and admission practices are in compliance with all applicable state and federal laws, regulations, and orders; and that the institution will operate under the provisions of approved non-discrimination plans, including consideration for women and minorities and accessibility for the handicapped.

### **TIME SCHEDULE AND AUTHORIZATIONS**

67. Indicate any specialized approval, licensure or accreditation, by any agency other than the Board of Governors to the extent that it is related to each program in Connecticut.
68. Indicate the earliest date on which students may be expected to complete the planned programs.

### **EDUCATIONAL PLANNING STATEMENT (for new programs)**

(See 10a-34-4(e))

69. The Board will take into account that there may be difference in the types of data and justification for different levels of programs. Provide the following information:

- (a) The relationship of the proposed programs to other programs and resources in the institution and any institutional plan.
- (b) Data and commentary to indicate what consideration has been given to similar programs in the geographic area to be served by the proposed programs. Identify any similar, existing or proposed academic programs or degrees in Connecticut in public, independent, or proprietary institutions.
- (c) Data and commentary regarding the relationship of the proposed programs to further educational opportunities and current employment trends.
- (d) A description of any efforts made to identify student demand for the programs and an estimate of enrollments for the first five years.
- (e) A description of programs and career articulation, noting career opportunities as applicable (local, regional, state and/or national estimates), according to the nature and goals of the programs.

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