



STATE OF CONNECTICUT

BOARD OF TRUSTEES

FOR THE STATE COLLEGES

P. O. Box 2008 NEW BRITAIN, CONNECTICUT 06050

TEL. NEW BRITAIN: 203-229-1607

TEL. HARTFORD: 203-566-7373

RESOLUTION

concerning

BACHELOR OF SCIENCE

in

NURSING

at

CENTRAL CONNECTICUT STATE COLLEGE

April 11, 1980

RESOLVED, Under the authority granted the Board of Trustees in Chapter 164, Section 10-109 and Chapter 178, Section 325c of the General Statutes, Central Connecticut State College is hereby authorized to plan a program for students with the R.N. license leading to a Bachelor of Science Degree in Nursing, subject to: (1) the approval by the Board of Higher Education; (2) the availability of funds; and (3) the development by the campus president of a timetable for the phase-out of the School Nurse-Teacher Bachelor's program.

A Certified True Copy:

James A. Frost
James A. Frost
Executive Director



STATE OF CONNECTICUT

BOARD OF HIGHER EDUCATION

P.O. Box 1320 — HARTFORD, CONNECTICUT 06101

AREA CODE 203 566-2325

cc Dr. Jeschke
Dean Delby
VH 1-2

July 23, 1980

RECEIVED

JUL 29 1980

BOARD OF TRUSTEES
FOR THE STATE COLLEGES

Dr. Thomas A. Porter
Executive Officer for Academic Affairs
State Colleges
P.O. Box 2008
New Britain, CT 06050

Dear Dr. Porter:

The Board of Higher Education at its July 22, 1980 meeting, acting upon the recommendation of the Planning and Academic Affairs Committee, voted planning approval for program development of a bachelor's degree level program in Nursing at Central Connecticut State College, according to the following resolution:

RESOLVED that the Board of Higher Education grant planning approval to the Board of Trustees of State Colleges for a bachelor's degree level program in Nursing (for registered nurses) at Central Connecticut State College, subject to the usual provisions for licensure and accreditation.

The favorable coordinating action taken by the Board is contingent on the availability of appropriate resources and carries the understanding that the program is subject to the Board's usual licensing and accrediting requirements prior to its offering. The planning approval lapses if a licensure visit or evaluation has not been completed within twelve months from the July 22, 1980 date of the Board's favorable action.

We wish you success in your planning effort and look forward to working with you on the future licensing of this program.

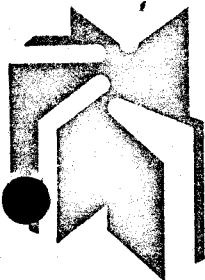
Sincerely yours,

Donald H. Winandy

Donald H. Winandy, Director
Academic Affairs and Facilities
Planning

DHW:df

cc F. Don James, CCSC
Donald W. Skinner



THE
CONNECTICUT
STATE
COLLEGES

FOUNDED 1849

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

Telephone : (203) 827-7700

Executive Officer for
Academic and Student Affairs

June 16, 1980

Dr. Donald H. Winandy, Coordinator
Office of Planning and Academic Affairs
Board of Higher Education
340 Capitol Avenue
Hartford, CT 06115

Dear Don:

Thank you for your letter of May 30, 1980 regarding the B.S.N. program proposed by Central.

You are correct that the FTE's were calculated on a 12-hour basis. This was simply an error which we did not catch. Undergraduate FTE's should be calculated on a 15 hour basis in keeping with the BHE's policy.

A new fiscal impact statement has been prepared on the proper form. This statement shows income going into the General Fund as well as expenditures being taken from that fund. We believe that it is legitimate to conceive of this program as a General Fund program since students do not have an option as to full-time or part-time status. A sheet of footnotes is attached to the fiscal impact statement.

Please let me know if you have additional questions.

Sincerely,

Thomas A. Porter
Executive Officer for Academic
and Student Affairs

TAP:jf

Enc.

cc: Dr. Frost ✓

FISCAL IMPACT STATEMENT

Proposed New Academic Program: BSN
 Institution: Central Connecticut State College

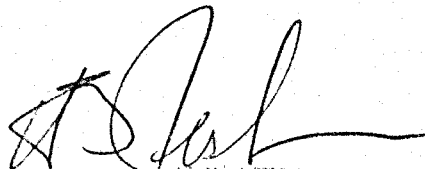
<u>ESTIMATED NEW EXPENDITURES</u>	Year 1 19 81 ⁽¹⁾	Year 2 19 81-82	First Year of Full Operation 19 84-85
Personnel (Faculty and Support)			
Full-time Positions	0	3/4 secretary ⁽⁵⁾	1 faculty ⁽⁸⁾ (interim appt.)
Number			
Salaries - General Fund	0	5,750	15,300 (18000-2,700) ⁽⁹⁾
Salaries - Extension Fund	0	0	0
Part-time Positions			
Number	1/4 secretary ⁽²⁾	.375 Fac. FTE ⁽⁶⁾	0
Salaries - General Fund	1,750	2,700	0
Salaries - Extension Fund	0	0	0
Other Expenses			
General Fund	1,000	1,700	3,500 (interim) ⁽¹⁰⁾
Extension Fund	0	0	0
Equipment (incl. Library Books)			
General Fund	4,000	0	4,000 (interim) ⁽¹¹⁾
Extension Fund		0	0
TOTAL NEW EXPENDITURES	6,750	9,650	22,800
	General Fund	Extension Fund	
	0	0	0
<u>ESTIMATED REVENUE AND ENROLLMENT</u>			
Projected Enrollment (Headcount)			
Full-time Students	0	0	0
Part-time Students	90 ⁽³⁾	130 ⁽⁷⁾	200
Income from Students			
General Fund Tuition	*6,583 ⁽⁴⁾	**19,016	29,256
Extension Fund Fees	0	0	0
Funds Available from Other Sources (federal, private, corporate foundation, etc.)			

USE OF CURRENT RESOURCES (If plans include the use of current faculty and resources, please explain on this sheet or attachment if necessary.)

We currently have three (3) positions assigned to the Nurse-Teacher program which we will phase out as we phase in the BSN. The current positions are the foundation for the BSN program.

*at 6 s.h./semester

**at 12 s.h./year


 Signature of H. B. Jestin
 H. B. Jestin

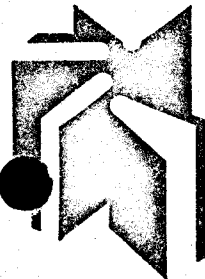
Report

Vice President, Academic Affairs
 Title

6/16/80
 Date

EXPLANATION SHEET FOR FISCAL IMPACT STATEMENT

1. Year one will be one semester only. We plan to begin the program in January, 1981, thus, the items shown in year one represent only one semester's activity and expenses.
2. One half-time secretary is required during year one. The notation showing the secretary as one-quarter time is because of the one semester operation of the program.
3. All students in the program will be part-time. Each part-time student will take six semester hours per semester.
4. The calculation for income is based upon the official pro rata general fund fee structure as approved by the Board of Trustees. The income is calculated by multiplying 90 by 6 semester hours by \$73.14 (see attached resolution of the Board of Trustees).
5. During year two, the secretary will be full time. Since only "new expenditures" are to be included, there is an addition of three-quarters of a secretary.
6. Three course equivalents will be offered by part-time faculty during the 81-82 academic year. Cost was calculated at \$900 per course equivalent. This amount may be altered slightly by the time the program is in operation.
7. The 130 part-time students will be active for the total 81-82 academic year for a grand total of 12 semester hours (6 each semester).
8. It is anticipated that a full time faculty member will be added during year three of the program. Since the fiscal impact statement does not provide a place to show year three, the item is added under "first year of full operation" and noted as an interim appointment.
9. The new money required for the full time faculty member will be approximately \$18,000 minus the \$2,700 for part-time faculty who will not be necessary when the full time faculty member is appointed..
10. Monies are shown in this column but will have been expended in year three.
11. Monies are shown in this column but will have been expended in year three.



**THE
CONNECTICUT
STATE
COLLEGES**

FOUNDED 1849

Executive Officer for
Academic and Student Affairs

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

Telephone : (203) 827-7700

May 5, 1980

Dr. Donald H. Winandy, Coordinator
Office of Planning and Academic Affairs
Board of Higher Education
340 Capitol Avenue
Hartford, CT 06115

Dear Don:

On behalf of the Board of Trustees of the Connecticut State Colleges and Central Connecticut State College, I request program approval and licensure for a Bachelor of Science in Nursing program at Central Connecticut State College.

Resources for the B.S.N. program are being released by the prompt phase out and discontinuation of the School of Nurse-Teacher program. No new students are being accepted into the latter program.

As you recall, we received approval from the SCA to use three consultants and two observers for curriculum planning as well as for licensure evaluation purposes for the B.S.N. program. This approval was conveyed by Dr. Skinner in his letter to me of July 5, 1979.

Enclosed are the following documents:

1. Application Summary
2. Application for Planning Approval.
3. Proposed Bachelor of Science in Nursing Program at Central Connecticut State College, October, 1979. (Questionnaire "D")
4. Evaluation Report for Proposed Bachelor of Science in Nursing at Central Connecticut State College, October 16, 1979.
5. Reaction of Central Connecticut State College to the B.S.N. Evaluation Report Visit, October 16, 1979.
6. Trustees' Resolution.

Please let me know if anything additional is needed to proceed with your review of this program. Thank you for your help to date.

Sincerely,

Thomas A. Porter
Executive Officer for Academic and
Student Affairs

jf
Enc.

cc: Dr. Frost ✓

APPLICATION SUMMARY

CONNECTICUT BOARD OF HIGHER EDUCATION

(Planning Approval and Licensure)

P.O. BOX 1370, HARTFORD, CONNECTICUT 06101

9 MAY 78

DESCRIPTION OF PROPOSED ACADEMIC PROGRAM OR DEGREE		DATE OF SUBMISSION
PROGRAM NAME Baccalaureate Degree for Registered Nurses		11/30/78
DEGREE (and abbreviation) Bachelor of Science in Nursing (B.S.N.)		
SUBJECT FIELD CODE (1-4)	TITLE	
1 2 0 3	Nursing (Baccalaureate and higher programs)	
DEPARTMENT, SCHOOL, OR COLLEGE School of Education and Professional Studies		
INSTITUTION Central Connecticut State College		PROPOSED DATE OF INITIATION September, 1979
GRAPHIC LOCATION OF PROGRAM Central Connecticut State College, New Britain, CT		
NATIONAL LIAISON PERSON Dr. Thomas A. Porter		TITLE Executive Officer - Academic/Student Affairs, Board of Trustees for State Colleges TELEPHONE 827-7700
BOARD OF TRUSTEES STATE PERSON (When Trustees Staff is involved) Dr. Thomas A. Porter		

NOTE: (Describe the proposed academic program or degree. An additional sheet may be attached if necessary)

This baccalaureate level program is designed to provide opportunities for professional upgrading and updating for registered nurses presently employed in their field. It is specifically designed to accommodate the part-time learner and to provide a "capping" experience for those registered nurses who have graduated from hospital diploma school programs or associate degree programs in two-year colleges. This BSN program for registered nurses will not produce new nurses to flood the job market, but it will provide opportunity for educational advancement of currently licensed registered nurses in a unique personalized part-time program of study.

The BSN Program at Central Connecticut State College will be deliberately structured with a high degree of flexibility to allow for change, individualization and involvement. Student learning will be designed to reflect accomplishment and abilities. Emphasis on health promotion and physical assessment, history taking and management of common illnesses along with the philosophical rationale and psychological foundations for security in the changing nursing roles will be the major foci of the program. Clinical learning experiences which students have had within NLN accredited diploma or ADN programs will be acknowledged -- therefore, not repeated, but built upon in this program.

The nursing core curriculum will be developed into smaller modular units of content. Students will be required to successfully pass all the terminal performance evaluations (written, clinical or oral) but may choose discussion groups, clinical experiences, or simulated experiences with faculty counsel. By the time of graduation, the registered nurse students will have integrated all the behaviors expected of B.S.N. graduates, regardless of the route by which those skills, knowledges and attitudes were obtained.

The purpose of this proposed part-time, capping B.S.N. program will be to provide the registered nurse with:

1. a broadened educational base for improvement of nursing practice.
2. preparation for meeting future health care needs of society.
3. preparation for graduate education in nursing.
4. opportunity for continuous personal growth and professional development.

DO NOT FILL IN These items will be completed by the BHE for entry into the Informational System.	PLANNING APPROVAL ACTION	LICENSURE ACTION
	SAAC _____ BHE _____	SCA _____ SAAC _____ BHE _____

I. Program Description

A. Characteristics

Education for a profession is the development of one's inherent capacity for a lifetime of personal and intellectual growth. Baccalaureate education with a major in nursing is the minimum preparation for professional nursing. Biological and social sciences and humanities provide the foundation for and contribute to the development of the educated nurse.

This program will be designed to upgrade registered nurses who have graduated from diploma and ADN programs by getting them back into the educational system. This, in essence, will be a "capping" program - it will not produce new nurses but will provide opportunity for educational advancement of currently licensed RN's. The program will give the RN some recognition for education gained in community colleges or diploma schools. The program will articulate previous learning with upper division professional major and will place a high priority on meeting the needs of the part-time student.

The purpose of the program will be to provide the diploma and associate degree nurse graduate with:

1. a broadened educational base for improvement of nursing practice;
2. preparation for meeting future health care needs of society;
3. preparation for graduate education in nursing; and
4. opportunity for continuous personal growth and professional development.

Upon graduation, the baccalaureate graduate of the upper division program should have the ability to:

1. provide care to clients,
2. collaborate with others,
3. utilize the nursing process,
4. act as a resource person,
5. act as a change agent,
6. accept accountability for continued learning,
7. utilize research, and
8. act as a teacher.

This baccalaureate level program is designed to provide opportunities for professional upgrading and updating for registered nurses presently employed in their field. It is specifically designed to accommodate the part-time learner and to provide a "capping" experience for those registered nurses who have graduated from hospital diploma school programs or associate degree programs in two-year colleges. This BSN program for registered nurses will not produce new nurses to flood the job market, but it will provide opportunity for

educational advancement of currently licensed registered nurses in a unique personalized part-time program of study.

B. Articulation

Articulation with existing two-year community college nursing programs and diploma programs will be essential. The interest and concern of the Nurse Advisory Professional Committee, which has been organized and meeting since late 1976, reflects the cooperative efforts already in progress.

Every effort will be made to allow the RN student to significantly shorten his/her program time by establishing course credit through transfer of credits or through several types of proficiency examinations.

The earning of credit by examination in the nursing program is based on the concept that much of the knowledge and competency that courses are designed to develop may be acquired in other ways. Challenge examinations in the CLEP program and Credit by Examination assessment tools prepared by nursing faculty and those available for ACT (American College Testing Program) and other sources will be utilized.

Evaluation of the learner's previous and experiential background will be a key to the placement and progress of the learner through the baccalaureate nursing program.

C. Geographic Location

The program, except for specific clinical experiences which will be centered in the capitol and central Connecticut region, will be offered on the Central Connecticut State College campus. Arrangements for clinical experiences in hospitals and community health agencies will be made through inter-institutional and inter-professional collaboration.

D. Special Program Approval

Since the students in the program are already registered nurses licensed to practice in the state of Connecticut, the State of Connecticut Board of Examiners for Nursing approval is not required. However, the Chief Nursing Examiner of the Board of Examiners has been informed of the interest Central Connecticut State College has for planning a baccalaureate degree in nursing. The Board will continue to be sent appropriate progress reports.

II. JUSTIFICATION (Educational Impact)

A. Relationship to master-plan of institution, of its Board of Trustees and of the Board of Higher Education.

Fundamental to the mission of Connecticut public colleges is the provision of relatively low-cost, high quality, conveniently accessible higher education opportunities for residents of Connecticut. Central Connecticut State College, as a multipurpose institution, functions in a variety of ways to achieve its part of this mission including services as a regionally oriented institution in the professional updating and career mobility of Connecticut residents through quality academic offerings.

Since the immediate geographic area of the constituency of Central Connecticut State College has approximately 108 health care institutions and agencies offering various levels of care to the 916,000 people in the thirty-eight towns of Health Service Area IV (the combined capitol and Central Connecticut regions) and employing approximately 5340 registered nurses, the emphasis on quality health care is extremely important. The part-time BSN program for registered nurses will serve the specific educational needs and student demands in the Central Connecticut and capitol area.

This baccalaureate degree in nursing program proposal is in accordance with the five (5) year plan for college development at Central Connecticut State College in June, 1978 (see page 8 of the Plan).

B. Relationship to Other Programs

1. Central Connecticut State College presently offers a Bachelor of Science in Nurse Teacher Education for registered nurses. Since this degree is not a BSN, it is not recognized by the National League for Nursing nor the Connecticut State Board of Nurse Examiners. The graduates of our existing program are accepted into teaching positions in the state at either the high school or vocational technical level. However, the graduates of the existing program do not have the advance preparation in nursing needed for graduate study in nursing. The new proposed BSN program will continue to accommodate those students interested in teaching by making them eligible for the Connecticut State Board of Education teaching certificate through careful faculty advisement and an individualized planned program of study.

Since the students in the BSN program will be expected to meet the graduation standards at Central Connecticut State College, the resources of the total institution will be utilized as needed.

2. Identify any similar existing or proposed academic programs or degrees in Connecticut in public, independent or proprietary institutions. Provide enrollment and degrees conferred data and evidence of the response of other institutions offering similar programs in the geographical area (regional, state, national) to be served by the proposed program and the response of the institutions to those reactions.

SIMILAR/EXISTING PROGRAMS

There are presently seven four-year institutions offering BSN program in Connecticut: Fairfield University, St. Joseph College, Southern Connecticut State College, University of Bridgeport, University of Connecticut, University of Hartford and Western Connecticut State College. Nursing degrees awarded from 7/1/76 - 6/20/77 from the seven institutions (basic program preparing the new registered nurse and programs for upgrading of registered nurses) numbered 420.

Of the seven institutions, three are public institutions. Both Southern Connecticut State College and University of Connecticut concentrate on the four-year full-time program to prepare registered nurses and each has fewer than ten students enrolled on a part-time basis. Western Connecticut State College has both the basic four-year full-time program with 243 students enrolled on a part-time basis. Hence, there exists only one public institution in the state of Connecticut providing the registered nurses the opportunity to attain a baccalaureate degree in nursing on a part-time basis.

The two private institutions in the area, St. Joseph College and University of Hartford, do provide part-time study for the registered nurse in a baccalaureate program. Present enrollment figures for these institutions of registered nurses include: St. Joseph College: 45 part-time students and 5 full-time students; University of Hartford, 85 part-time students and 47 full-time students.

St. Joseph College has no plans for expanding enrollment for registered nurses on the baccalaureate level. Nursing education program development will be focused on continuing education and once National League for Nursing accreditation is received (eligible Spring, 1979), plans will progress to begin a Masters Program in Nursing.

University of Hartford ideally desires to admit 30 students each year and graduate 30 students each year. Serious consideration is being given to setting a time-limit on the amount of time a registered nurse takes to complete the planned program of study on a part-time basis. Only full-time students will be considered for 1979.

Seven community colleges offer the associate degree in nursing program. In the period from 7/1/76 - 6/30/77, 363 nursing degrees were awarded from these institutions.

The two community colleges in our immediate proximity, Greater Hartford Community College and Tunxis Community College presently have a total of 220 students enrolled in the associate degree in nursing programs. Mattatuck Community College has 135 students enrolled.

Five diploma schools of nursing still exist in Connecticut (Bridgeport Hospital, St. Vincent's Hospital, St. Francis Hospital, Ona M. Wilcox School of Nursing and St. Mary's Hospital). There are presently 274 seniors among these five programs. St. Francis Hospital, Ona M. Wilcox School of Nursing and St. Mary's Hospital will be graduating 169 students within the next year.

Applications per Fall admission, 1977, by HEW region and type of program is as follows for Region I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).

	<u>Associate Degree</u>	<u>Baccalaureate</u>	<u>Diploma</u>
No. Applications:	10,148	12,134	8,138
No. Fall Admissions:	2,326	2,425	1,872
Applications per Fall Admission:	4.30	5.00	4.35

Potential registered nurse supply just from the existing nursing programs on the diploma and associate degree levels in the area of Central Connecticut State College is 524. These may be eventual persons desiring an avenue to seek additional educational opportunities in nursing in the future.

Throughout the United States there are 242 institutions of higher education offering Bachelor of Science in Nursing degrees; 226 of these accept registered nurses into their programs.

Attached is evidence of the response of other institutions offering similar programs to be served by the proposed program, in addition to other programs providing basic training for registered nurses.

C. Future Outlook information (social need, social change)

Forecasts for 1982 based on extensive studies by the Western Interstate Commission for Higher Education (WICHE) show that the country needs more registered nurses with preparation at the baccalaureate, master's, and doctoral levels, and more registered nurses for hospitals, schools, and nursing homes.

In hospitals alone, within the next five years, an increase of between 84 and 137 percent in the numbers of nurses needed is projected in the final report of the WICHE project, "Analysis and Planning for Improved Distribution of Nursing Personnel and Services." This percentage change echoes project information gathered since 1975 showing that the 440,600 RN's needed for hospital practice in 1972 will rise to between 810,000 and 1,044,400 by 1982.

According to the report, the total number of RN's needed in all areas, including hospitals, nursing homes, community, school, and occupational health, physicians' offices, nursing education, private duty, and "other," will rise from the 1972 figure of 668,500 to between 1,219,300 and 1,677,000, depending on whether lower or higher staffing criteria are used.

Results of the nationwide data collection and the analysis by over 20 expert consultants in nursing, health, and hospital sciences, services, and administration, cited one decrease in professional nurses - that predicted in requirements for private duty nurses. By 1982, a decrease from 27,500 LPN's to between 22,500 and 22,000 is seen along with a shift from hospital to nursing home employment of this group.

The Analysis and Planning project was funded by the Division of Nursing, Department of Health, Education, and Welfare, under a contract with WICHE to obtain information that would significantly strengthen nursing's capability to analyze and plan for the improved distribution of nurses. The A & P project has involved some 25 projects and included publication of innovations in nursing that included 159 descriptions of new roles, methods, practice sites, and payment mechanisms for nursing, the support of four regional data collecting centers, and development of two models.

One model, designed to respond to "what if" questions on potential changes in nursing and the health care delivery system, was developed to project national nursing needs for as much as 20 years ahead.

The second, a state model, was created to assist state and local planners in forecasting nursing resources and requirements for the next five years. The state model was used by the project panel of 21 expert consultants -

15 registered nurse authorities in nursing education and nursing service and 6 experts in economics, operations research, and hospital administration - to derive nationally state-by-state projections for nursing requirements. The results indicate that there is no overall surplus of registered nurses in the U.S. and that there are great shortages of nurses with baccalaureate and higher degrees, according to Jo Eleanor Elliott, director, Nursing Programs, WICHE, and project director.

Project findings revealed that although the U.S. population growth rate will decrease, progress in health and technology will increase the average life span. More people will enroll in prepaid health plans to secure preventive and maintenance care. These trends formed the basis for A & P guidelines to plan staffing, figure the numbers required, the combination of RN's, LPN's and aides, and the necessary education preparation.

With the current expansion of the concept of nursing, along with the development of a practitioner role for nurses, new definitions of professional practice are emerging. Skills in counseling, patient advocacy, coordination of health care and nursing research are basic to contemporary nursing practice.

Nurses of the future will function more autonomously in a variety of settings and will be influential in bringing about change in health care delivery systems through their eclectic knowledge and their understanding of the politics affecting the health care system. Hence, the curriculum will involve extensive interdisciplinary collaboration and will include sufficient clinical experience so that the student can confirm new knowledge and skills in nursing and also can analyze organizational and environmental factors affecting the quality of patient care and health team functioning.

Planning for the future of nursing mandates a careful watch on the trends and requirements for different types of nursing personnel and funding policies to meet such requirements.

The importance of offering a baccalaureate in nursing at Central Connecticut State College is supported by the following: 1. only baccalaureate programs in nursing are in a position to offer genuine career mobility opportunities to registered nurses, 2. more and more employers are not accepting registered nurses without a BSN degree, especially in ambulatory and community setting; 3. the majority of accredited master's programs in nursing will not consider applicants with non-nursing bachelor's degrees; 4. accrediting bodies are beginning to examine the major in the degree rather than just whether or not a degree is held - a task force of nursing service directors is presently developing a revision to be proposed for the Joint Commission on Accreditation of Hospitals criteria to designate that the baccalaureate in nursing be specified and used as a criterion for advancement; 5. already designated in the accreditation policies for community nursing service is a definition of a qualified Public Health Nurse as one who holds a baccalaureate degree in nursing; 6. of potential significance will be the outcome of the New York State Nurse's Association 1985 proposal - considered a natural follow up to the 1965 American Nurses Association position calling for two categories of nurses, the New York proposal emphasizes the need of a Baccalaureate Degree in Nursing for professional nurse licensure and 7. the active interest and participation

of nursing leaders in our present Advisory Committee indicate the need for a BSN at Central Connecticut State College.

D. Student demand and citizen interest

1. Provisions made to identify prospective students.

Potential student demand for the BSN program at Central Connecticut State College is sufficient to justify the proposed program.

A recent survey of 934 registered nurses was conducted by the Central Connecticut State College Nurse Teacher Education Advisory Committee indicating the interest and need for a baccalaureate degree program with a major in nursing at Central Connecticut State College. Survey results indicate the need for a "capping" program that is affordable and offered on a part-time basis.

In order to meet the needs of the persons responding to the survey (employed registered nurses), this group would form the eventual population base for the program, a program at Central Connecticut State College that is part-time evenings (463 or 49%), 4-6 hours weekly (459 or 49%), conducted during the regular academic year (317 or 33.9%) and begins within two years (370 or 39.6%) is preferred. The part-time nature of the program was a consistent theme in the responses. Since the respondents to the survey were employed registered nurses, 70% recognize the value of continuing their education toward a BSN in order to attain their ultimate career goals (#20). Not only was lack of a convenient program a frequent reason given for present non-attendance in an education program, but child care was listed also - a child care service is already in effect at Central Connecticut State College (#19). Of the 934 registered nurses, 855 (91%) do not have BSN.

Accessibility, time and finance are important considerations in educational program planning for adults. 227 or 24.3% indicated they would finance study for themselves through their present earnings (#17). Hence, the need to provide a program on a part-time basis in order to allow continued employment in nursing and continued earning power, yet a program at affordable cost.

If a BSN program were offered at Central Connecticut State College, 34% or 322 registered nurses indicated they would attend and 43% or 402 were undecided. Only 14% or 133 respondents indicated they would not attend Central Connecticut State College.

Also see attached nursing student survey conducted by a student in the Associate Degree Nursing Program at the Greater Hartford Community College and the letter signed by the 1978 Nursing Students of Tunxis Community College.

2. Estimate student enrollment for each of the first five years (justify and cite sources for estimates)

Student enrollment will be limited by available resources. It is anticipated that the problem will not be one of having enough students enrolled, but rather, having more requests for admission to the program than we are able to handle. Therefore, the initial first two years, careful attention to limiting admissions will be needed.

Estimated enrollment on part-time basis:

First Year - 40 new students plus students presently in the Nurse Teacher Education Program desiring transfer into the BSN program, approximately 50 additional students.
TOTAL = 90.

Second Year - 90 plus 40 additional = 40 additional = TOTAL = 130.

Third Year = 130 plus 40 = TOTAL = 170.

Fourth Year = Admit 30 new students. Total, depending on how much course work learners completed on a part-time basis = 200.

Fifth Year = 200 students.

According to the National League for Nursing's 1977 Annual Survey of State - Approved Schools of Nursing: "The statistical picture has been one of long-term expansion although modified at different phases by temporary dips and by differential rates of growth, particularly for RN admissions. ... During the most recent phase, from 1968 to 1977, admissions rose from 61,000 to 113,000 - almost a double expansion in less than 10 years."

3. Provisions that have been made for placement and/or student follow-up for this program

This baccalaureate level program is designed to provide opportunities for professional upgrading and updating for registered nurses presently employed in their field. It is specifically designed to provide a "capping" experience for registered nurses. This BSN program for registered nurses will not produce new nurses to flood the job market, but it will provide opportunity for educational advancement of currently licensed registered nurses in a unique personalized part-time program of study.

Since the students will be employed, the major feedback and placement will be via the employing agency and/or institution. Additional feedback will be available from members of the Professional Advisory Committee.

Graduate follow-up on a yearly basis is a crucial aspect of the entire evaluation process and will be conducted.

E. Program/Employment Articulation

1. Employment needs data - local, regional, state and/or national projected for the next 5-year period.

See II C, Future outlook data above.

If present trends continue, without any "major change" in health care or nursing roles, supply and demand for the nation's RN's will remain in roughly equal balance through at least the next two decades. The same years - through 1990 - will see the numbers of college prepared nurses increasing "by substantial percentages" according to a recent report prepared for the Western Interstate Commission for Higher Education. According to the WICHE data the total RN population will grow 77% to reach 2,000,700 by 1990. While demand would grow 81% in the meantime, employment would grow even faster (83%) to 1,459,000; thus the RN position proportion of RN's in the middle-age groups returning to work, with a resultant 2.4% rise in labor force participation. This supports the need to provide educational opportunities for a college education for those citizens in the State who are already registered nurses.

In the absence of major change, it's estimated that the associate degree programs will register the greatest percentage gain, reaching roughly equal numbers with the baccalaureate group in 1990. By that time according to the projection, the diploma group would comprise 46% of all RN's (Down from 79% in 1972) and baccalaureate and advanced degree program(s) in combination, will account for more admissions and enrollments than any other group.

In December, 1977, the Health Systems Agency of North Central Connecticut distributed Health Systems Plan Material for Subarea Advisory Council Public Hearing. Under the topic of availability and accessibility of primary care the goals cited include: "to make accessible a basic set of primary care services to all residents of the region". To meet these goals will require the expansion of present nursing roles and more efficient utilization of nurses.

According to preliminary reports from the Connecticut Labor Department, there are 1,110 annual vacancies for RN's in the state with 260-270 in the Hartford area.

Labor Markets for registered nurses with a BSN degree not only include hospitals, public health agencies, homes, offices, neighborhood health clinics, but also a variety of government and non-profit organizations. Trends toward the concepts of wellness, prevention of illness and disease, promotion of health and health maintenance means that more health care delivery will occur in clients' homes, schools, places of employment, and newly devised ambulatory care settings where health maintenance and preventive service will be emphasized. Although the shift in emphasis will be to wellness, the hospitalized patient will require more complex care because of the increased activity of the illness and the new technologies used in patient care.

2. Professional advisory groups who helped develop and will continue to assess the program.

Since late 1976, an Advisory Committee of the Nurse Teacher Education Program at Central Connecticut State College has been operating in

order to foster two-way communications between the Nurse Teacher Education Program and its public, explore and discuss trends in nursing that will have an effect on nursing education and course offerings, and to encourage inter-institutional and inter-professional collaboration.

As evidenced by the attached membership list, advisory committee members were appointed from area hospitals and health agencies, regional and state leaders, high school health programs, vocational technical schools, community colleges, students in the Nurse Teacher Education Program and graduates of the program as well as Central Connecticut State College personnel. Claire O'Neil, Director, Department of Nursing, John Dempsey Hospital, UConn Health Center presently serves as the chairperson of the Advisory Committee.

The Advisory Committee members have been instrumental in preparing the questionnaire for the needs assessment, distributing, collecting and interpreting the results, and preparing the original draft of a proposed BSN program.

It will be from the Advisory Committee that a subcommittee will be formed to continue with program assessment.

III. Resource Support (Fiscal Impact)

A. Proposed Budget for first year of operation

The BSN program at Central Connecticut State College will serve as a part-time program for registered nurses employed in various health care settings. Since the students will be enrolled late afternoon and evenings, much of the program will be self supporting. Current resources are adequate for the general education component of the program.

1. Personnel

Faculty: Present nursing faculty include two full-time faculty members. One of the existing regular faculty members will be responsible for the direction, quality and planning of the program. The other full-time faculty member will be responsible for the cognate areas of the curriculum.

One full-time faculty member will be needed initially to coordinate and supervise the clinical experiences. Part-time faculty will be required throughout the program to meet the demands of student enrollment in the clinical courses and to provide the needed clinical expertise in various nursing specialties. The use of adjunct faculty members in a program enrolling part-time registered nurses could equate to one faculty member per every 40 students. Attention to program planning, sequencing of courses and creative approaches to clinical experiences will enhance the implementation of this ratio.

One full-time clerical staff member will be required.

2. Library

For the nursing component of the program; library holdings will need

to be gradually expanded - arrangements will be sought to allow students of the program to utilize library resources available at the University of Connecticut Health Center and other clinical facilities; equipment will be needed for the teaching of physical assessment skills (approximately \$3000) and possible funds will be needed for the development and reproduction of nursing exams (\$1,000).

3. Other facilities and equipment

The physical facilities of Central Connecticut State College are adequate to meet the cognate areas of the program and the general education component.

Baccalaureate nursing students need multiple clinical learning experiences in a great variety of community and social settings. Since the student enrollment in the BSN program at Central Connecticut State College will be employed registered nurses, the needed clinical experiences will be sought in the learner's employing agency when feasible and if in harmony with program objectives. Use of appropriate learning experiences in Central Connecticut State College's Health Services will also be developed. Other agencies that will be utilized will include: clinics, nursery schools, nursing homes, physicians offices, industries, generalized and specialized hospitals, mental health centers, rehabilitation centers, etc.

Due to the demand by various existing programs on the clinical facilities and the focus of this program on the part-time students, use of external sources will be sought in the late afternoon, evening and weekends.

Proposed First Year Budget

<u>Budget Item</u>	<u>Description</u>	<u>Expenditure</u>
Personnel	Two Assistant Professor positions (presently on staff). One additional Instructor for clinical aspects. Clerical Staff (1/2 time basis)	\$ 32,000.00
		\$ 13,350.00
		\$ 3,500.00
Library and Learning Resources	Books, periodicals, Audio-Visual Materials and Validation tools.	\$ 2,000.00
Other Facilities and Expenditures	Equipment for teaching assessment skills, office equipment.	\$ <u>3,000.00</u>
		\$ 53,850.00

B. Estimated Income and Expenditure for
Years Two through Five

<u>Year</u>	<u>Estimated New Annual Expenditure</u>	<u>Rationale</u>
1 (\$53,850)	\$ 21,850	Only one Additional faculty member anticipated during first year of operation.
2 (\$ 7,900)	\$ 2,700 3,500 1,000 500 200	Part-time faculty Clerical (½ additional) Validation tools Travel - clinical Memberships -
3 (\$ 5,900)	\$ 2,700 1,000 500 500 1,000 200	Part-time faculty Validation tools Travel - clinical Supplies Liability Memberships
4 (\$17,550)	\$ 14,850 500 500 1,000 500 200	One additional faculty member. Validation tools Equipment maintenance and supplies Liability Travel Memberships
5 (\$ 8,900)	\$ 2,700 3,000 500 500 200 2,000	Part-time faculty Library & learning resources Travel - clinical & professional Liability Memberships Self-study report & accreditation visit

5 YEAR TOTAL = \$ 94,100.00

IV. Program Evaluation

A. Performance Criteria

The performance criteria will be developed in reference to the "characteristics of Baccalaureate Education in Nursing," as issued by the National League for Nursing, "in order to assess learner competency."

Other criteria that will be used to which success of failure of the program may be evaluated include: (1) effort; (2) performance; (3) adequacy of performance; (4) efficiency and (5) process.

1. Evaluations based on the "effort" have as their criterion of success the quantity and quality of activity that takes place. The focus will be on inputs of energy regardless of output. The NLN Accreditation self-evaluation documents tend to focus on this criteria.
2. Performance or "effect" criteria measure the results of effort rather than the effort itself.
3. Adequacy of performance refers to the degree to which effective performance is adequate to the total amount of need. This criterion needs to be tempered by a realistic awareness of what is possible at a given state of knowledge and with available resources.
4. The criterion of efficiency addresses the question of whether there is a better way to attain the desired results. Efficiency is concerned with the evaluation of alternative paths or methods in terms of costs - in money, time, personnel and public convenience.
5. Process may also offer a criterion from both an administrative and scientific significance.

It will be the task of the Evaluation Subcommittee of the Professional Advisory Committee to develop specific performance criteria.

B. Schedule for Evaluation

Since this will be a part-time program, the Evaluation subcommittee of the Advisory Committee will conduct an evaluation of the program following two-full years of operation. (Fall, 1982)

Preparation will also begin for initiating the process of National League for Nursing accreditation. The major activity of this process includes self-evaluation and the writing of the self-evaluation report. (Spring, Fall, 1983)

V. Equal Opportunity Statement

This program will be operated under the provisions of approved nondiscrimination plans as described in the 1977-78 Undergraduate Catalog of Central Connecticut State College, page 12: "The College accepts applications from all students without regard to sex, race, color, creed, age, physical handicap, or country of national origin."

VI. Time Schedule (Tentative)

- A. Board of Trustees for Connecticut State Colleges Approval - January, 1979
- B. Initiation of Program - September, 1979
- C. Target date for conferring of first degree - May, 1981

EVALUATION REPORT

FOR

PROPOSED BACHELOR OF SCIENCE IN NURSING

AT

CENTRAL CONNECTICUT STATE COLLEGE

OCTOBER 16, 1979

EVALUATORS

Chairperson: Nancy Goodrich
Jean Bowen
Sister Dennis Marie
Carol Scales

OBSERVER

Rhoda Epstein

VISITATION OF CONSULTANTS
FOR
BACHELOR OF SCIENCE IN NURSING
PROGRAM

October 16, 1979

A G E N D A

- 9:00 - 9:30 a.m. Conference with Dr. Thomas Porter, State College Board of Trustees; Dr. Donald Skinner, Board of Higher Education; Dr. H. B. Jestin, Academic Vice President; Dr. Ray Dethy, Dean of Professional Studies; Dr. Joseph Dunn, Director of Research; Dr. Raymond Ross, Chairperson, Department of Vocational/Technical Education; Ms. Judith Hriceniak, Coordinator of Nurse Teacher Education; and Ms. Marie Lescoe, Former Coordinator of Nursing at CCSC; to discuss details of role of consultants and observers. Room 110, Barnard Hall--Dean's Office)
- 9:30 - 10:00 a.m. Team meets to discuss assignment (Room 110, Barnard Hall, Conference Room).
- 10:00 - 10:30 a.m. Meet with President F. Don James (President's Office, Administration Building, room 114).
- 10:30 - 11:00 a.m. Meet with Vice President Jestin (Administration Building, Room 113).
- 11:00 - 12 noon Meet with Diploma School and Associate Degree School representatives (President's Lounge, Student Center).
- 12:00 - 1:00 p.m. Lunch (Faculty Dining Room, Memorial Hall).
- 1:00 - 2:00 p.m. Conferences with Ms. Hriceniak and faculty (Room 110, Barnard Hall, Conference Room).
- 2:00 - 2:30 p.m. Meet with External Members of Advisory Council (Room 110, Barnard Hall, Conference Room).
- 2:30 - 3:00 p.m. Meet with students and graduates of nursing programs (Room 110, Barnard Hall, Conference Room).
- 3:00 - 5:00 p.m. Private Committee meeting to write report of Committee's findings for submission to the Board of Trustees for State Colleges (Room 110, Barnard Hall, Conference Room).

INTRODUCTION

The need for developing an upper-division baccalaureate program for registered nurses is clearly established by diverse documentation from nursing educators, nursing service administrators, and prospective students. Meetings with all of the aforementioned groups revealed further evidence of a critical need for the program. Nurses are under great pressure from the Nursing profession to obtain the BSN degree and quality part-time BSN study is not available to nurses in central Connecticut.

The administration at Central Connecticut State College recognizes this great societal need and is most anxious to respond with the development of a quality BSN program. The potential for developing this quality program clearly exists; however, careful planning, aided by on-going consultation, is strongly recommended. Sufficient time and resources must be allocated to ensure progressive development toward state and professional accreditation status.

ADVISORY COMMITTEE

There is an advisory committee and discussions with representatives indicate strong support for the BSN program and a willingness to assist with development. The composition of membership needs to be broadened to include community leaders representing the four areas of nursing. Education (Master's, BS, AD, Diploma); nursing service; medicine; hospital administration; general education; communications; government affairs; law; and prospective students. The functions of the committee should be specified in accordance with the needs of the program.

RECOMMENDATION

Review composition and functions of advisory committee and make revisions to meet the needs of a developing BSN program.

RESOURCES

Resources are available to support the clinical component of the nursing major. Although adequate library holdings are not available at this time to support a BSN program, the administration perceives no major problems in building an adequate nursing collection and establishing borrowing privileges for students and faculty with nearby hospital and university libraries. Faculty resources are not adequate at this time to support the development, implementation, and evaluation of a quality BSN program. Qualified faculty are available in the area and, if program approval is granted, they need to be engaged at the initial state of development to provide for their input into the program planning as well as development.

RECOMMENDATIONS

1. Negotiate contracts with appropriate clinical agencies to provide for clinical learning experiences in nursing.
2. Provide adequate library and learning resources to support the BSN program.
3. Employ nursing faculty with ^{nursing experience,} teaching experience in baccalaureate nursing and master's preparation in the areas of medical-surgical, maternal-child, psychiatric and community health nursing to plan, implement, and evaluate the BSN program.

ORGANIZATION AND ADMINISTRATION

The organization and administration of the BSN program are not addressed in the report. Discussions with administration revealed an intent to create a Department of Nursing and to locate it in the Division of Education and Professional Studies. There are good working relationships between educators and administrators. Everyone interviewed was supportive

and expressed a willingness to collaborate with the nursing faculty in the development of a BSN program. The proposed budget for the program is not realistic and revision is needed to more accurately reflect the needs of a developing professional program.

RECOMMENDATIONS

1. Organize the Department of Nursing in accordance with the structural plan of the institution.
2. Revise budget to provide adequate resources for a developing professional program.

EDUCATIONAL PROGRAM

At this time the educational program is not designed in accordance with standards of baccalaureate education. This is understandable because of inadequate faculty resources and the absence of planning approval. The available written materials need to be carefully reviewed and revised by the incoming faculty to effect compliance with standards in baccalaureate nursing education.

RECOMMENDATIONS

1. Revise the philosophy to clearly depict faculty beliefs regarding man, society, health, health care, professional nursing, and the teaching-learning process.
2. Write program purposes and objectives in accordance with established standards in baccalaureate nursing education.
3. Identify graduate competencies and the level behaviors needed to achieve graduate competencies.
4. Develop a meaningful conceptual framework to give structure to the curriculum and provide direction for the selection of content and learning experiences.

5. Develop a curriculum design to reflect the following characteristics:
 - Is consistent with other baccalaureate degrees offered at CCSC.
 - Contains an appropriate balance of upper and lower-division course work in general education and nursing.
 - Includes upper-division course work in the areas of science, management, and research to support the nursing major.*
 - Implements the philosophy, purposes, and objectives of the program.
 - Contains upper-division nursing courses which provide appropriate theory and practice in the areas of medical-surgical, maternal-child, psychiatric, and community health nursing with an integration of leadership and the research process.
6. Develop a plan for the systematic evaluation of the BSN program.
7. Collaborate with faculty teaching the general education and support courses to promote a mutual understanding of needs and concerns.

STUDENTS

The process of admission and the admission requirements needs to be more clearly articulated and further developed in accordance with standards for upper-division baccalaureate education. Educators from both associate degree and diploma education expressed a willingness and eagerness to assist the CCSC faculty in developing entry behaviors and study materials for the nursing challenge exams.

Some adaptation of regular college policies may be in order to protect certain professional aspects of the BSN program.

* courses taught by appropriate non-nursing faculty

Student services were not evaluated because of time constraints.

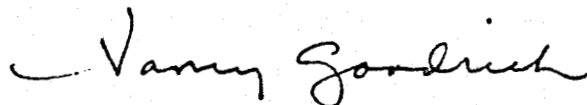
RECOMMENDATIONS

1. Identify entry behaviors for the BSN program and devise a system of written and clinical nursing challenge examinations to test the required knowledge and skills that represent the lower-division nursing component of the BSN degree.
2. Use the consultative services of associate degree and diploma nursing educators to assist in identifying the entry behaviors and the lower-division content and skills.
3. Reevaluate the number of credits given for validation of lower-division nursing, keeping in mind the allocation of credit for lower-division nursing in other collegiate nursing programs and the need to have the larger portion of nursing credits at the upper-division level.
4. Keep in mind articulation with both associate degree and graduate education when establishing admission, progression, and graduation requirements.
5. Define specific science admission requirements to assure appropriate foundational knowledge for upper-division course work.
6. Provide student support services in career guidance and counseling.
7. Prepare written materials to provide accurate and clearly stated information about admission, progression, retention, dismissal, and graduation requirements.
8. Develop part-time study tracts to assist students and faculty in program planning.
9. Reevaluate the phase-in plans with attention to a gradual increase in enrollment in keeping with available resources, program development and open admission policies.

CONCLUSION

The need for an upper-division BSN program was clearly demonstrated. The potential for developing a quality program exists at CCSC; however, there is a critical need for on-going consultation to guide the faculty and administration in the implementation of the stated recommendations. The recommendations are given to facilitate the development of a quality program and expedite its progress through the accreditation process. It is further recommended that NLN consultation be obtained at appropriate points in development to ascertain the program's compliance with NLN standards for professional accreditation.

Respectfully submitted:

A handwritten signature in cursive script that reads "Nancy Goodrich". The signature is written in dark ink and is positioned above the printed name.

Nancy Goodrich

ADDENDUM TO REPORT FROM EVALUATING TEAM DATED OCTOBER 21, 1979

TO: Donald H. Bennion, Associate Dean
School of Education and Professional Studies
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050

FROM: Ms. Nancy Goodrich, Chairperson
Division of Health Sciences
Marymount College of Virginia
Arlington, Virginia 22207

Evaluating Team

Members of the evaluating team unanimously agreed that Central Connecticut State College be granted licensure for a period of three (3) years ending June 30, 1982, to offer a program leading to a Bachelor of Science Degree in Nursing, provided that the recommendations in this report are acted upon satisfactorily as evidenced by a progress report and possible interim visit prior to January 1, 1981.

Nancy Goodrich

Ms. Nancy Goodrich, Chairperson
Division of Health Services
Marymount College of Virginia

Jean Bowen

Ms. Jean Bowen, Director of Nursing
Greater Hartford Community College
Hartford, Connecticut

Sister Dennis Marie

Sister Dennis Marie, Director of School of Nursing
St. Francis Hospital
Hartford, Connecticut

Carol Scales

Ms. Carol Scales
Connecticut League for Nursing
Meriden, Connecticut

Reactions of Central Connecticut State College
to the BSN Evaluation Report Visit

October 16, 1979

Members of the Visiting Team

Nancy Goodrich
Jean Bowen
Sister Dennis Marie
Carol Scales

The evaluation report of the Visiting Team was written according to the National League for Nursing Criteria for the Appraisal of Baccalaureate and Higher Degree Programs. Although that framework is indeed helpful, it would have been more appropriate to have the report address the specific questions presented to the team by the Board of Higher Education and the Board of Trustees of the State Colleges.

As we focus on the major areas of the report (advisory committee, resources, organization and administration, educational program, and students), we ask the reader to be aware that the NLN accreditation program is available on a voluntary basis. The faculty and the administrative officers of the program decide when, in their opinion, the program is ready for evaluation. This decision is based on an institutional self-study in relation to the criteria set forth. Also, the essential elements of the educational program for which accreditation is sought must be in full operation--that is, a class of students must have completed or be nearing completion of the program.

Therefore, the recommendations made by the evaluating committee will be especially helpful during the phases of program development and implementation.

I. Advisory Committee

In the initial report prepared for the evaluators and the Board of Higher Education, the membership of the existing advisory committee was incorrect.

A corrected list of advisory members was given to Mrs. Goodrich during the visit. Appropriate changes will be made in membership as needed.

II. Resources

A. Clinical Agencies

Numerous clinical facilities have documented their interest in cooperating with CCSC in providing learning experiences (see original BSN report). Some of these agencies include: Bradley Memorial Hospital, Bristol Hospital, Hebrew Home and Hospital, McLean Home, Middlesex Memorial Hospital, Memorial Hospital, St. Mary's Hospital, Triage, John Dempsey Hospital, Newington Veterans Hospital. Once licensure approval is granted, contracts will be negotiated with appropriate clinical agencies. Selection will be based upon the goals, purposes and objectives of each learning experience.

B. Library

CCSC has a good beginning in the area--there are approximately 300 books on nursing currently in Elihu Burrit Library and we subscribe to seven nursing journals as well as the Index Medicus. Library resources will be added in the order in which courses are offered. For instance, in the first year of the program's operation, the courses Nurs. 300, 400, 460 and 461 will be offered, and library materials relating to these courses will be purchased from the current CCSC library budget. Area libraries such as John Dempsey Health Center and the Robinson Library at Hartford Hospital have indicated that formal agreements to use their resources are possible once licensure is given.

C. Faculty

Present budgetary restrictions may limit the initial employment of four (4) full-time faculty members. During the program development stages, advice will be sought from NLN concerning the feasibility of utilizing adjunct faculty and nursing consultants to assist with curriculum and program development. As the number of students increase, the faculty members will be added appropriate to the number of students served and the needs of those students.

The present faculty members in the Nurse Teacher Education program are aware of the qualifications needed to teach in a BSN program and two of the faculty are involved in programs of study at the University of Connecticut to meet those qualifications.

III. Organization and Administration

A. Department of Nursing

This recommendation will be implemented concurrent with licensure approval. The President and Academic Vice President of the college have given prior approval of the development of a department of nursing to be set within the structure of the School of Education and Professional Studies.

B. Budget

The visiting team recommended that the college "Revise budget to provide adequate resources for a developing professional program."

This statement was relatively vague and since budgetary considerations are very important in today's higher education programming, a clarification was requested from the visiting team chairperson. The clarification indicated that library acquisitions in the minimum amount of

\$5,000; miscellaneous monies in the amount of \$500 to \$1,000 per year; instructional materials in the amount of \$2,000 per year should be provided. In addition, it was believed that consultation fees in the amount of \$300 to \$400 per day should be made available so as to provide NLN representative visits to the campus during the program's implementation should also be provided. These are all reasonable observations and will be provided at the appropriate time.

With regard to the major costs associated with the program--that is, personnel costs, the initial budgetary projections shown in the institutional report is largely accurate and is honestly representative of the institution's commitment. It is to be noted that students will be accepted in blocks of 40-50 applicants and that the number of students served will be limited by the resources available. We expect a demand for this program far beyond our initial ability to provide resources to serve same. We will continue to make every attempt to gain other resources beyond those outlined in the accompanying budgetary projection. If additional resources are not possible, we will continue to provide the program as outlined at the level of about 200-250 students (a 100 student FTE).

(see attached budget pages)

IV. Educational Program

Most of the recommendations made by the evaluation team are premature for implementation at this time. Once licensure and planning approval is granted, CCSC will develop the program in keeping with the characteristics of baccalaureate education, the criteria and standards promulgated by the NLN Council of Baccalaureate and Higher Degree Programs.

V. Students

The substance of the recommendations of the evaluation committee were care-

fully considered both prior to and subsequent to the visitation. However, some confusion seems to exist with the evaluators concerning our admission rationale and process. In essence, the proposed BSN program will attempt to individualize learning in reasonably homogeneous groups of 40-50. The difference in knowledge and skills of the applicants prepared through different RN programs will be defined. Each modular group (of 40-50) will then have a program prepared for the group so as to guarantee the completion of BSN competencies if said program is successfully completed by the student. This modular operation represents the innovative way that we intend to service students with similar needs within a limited resource environment. If we can gain additional resources, we will serve additional homogeneous modules (of 40-50 applicants).

Within nursing education itself there has been far too great a tendency in the past to close the doors between or among different types of programs to shut off what might be described as horizontal or vertical mobility. Cooperation between ADN programs, diploma programs and the CCSC BSN program is both an integral part of our program and is therefore essential.

There is indeed strong belief by many about what education for nursing should or should not be. The sense that educational programs have been artificially rigid and unresponsive to students as individuals co-exists with a fear that to make the programs otherwise will lower standards, dilute quality, and devalue nursing and nursing care.

The BSN program at CCSC will attempt to be a quality program and at the same time responsive to the needs of the learners and their employing health care facilities.

A point by point response of CCSC to the Visiting Team Report is found in the following appendix and is designed to supplement the response presented above.

PROPOSED BUDGET

<u>ESTIMATED NEW EXPENDITURES</u>	Current Resources	Additional Resources Year 1 1980-81	Additional Resources Year 2 1981-82	Total Resources First Year of Full Operation 1984-85
Personnel (Faculty & Support) Full-time Positions Number	(3)	0	0	4 full time fac. 1 full time secy
Salaries only, no fringes	\$53,336			\$79,196**
Part-time Positions Number		½ time secy.	.375 FTE fac. + ½ time secy.	1.125 FTE part-time fac.
Salaries		\$3,500	\$6,200	\$8,700**
Other Expenses	-	\$1,000	\$1,700	\$3,500
Equipment (incl. Library Books)	-	\$4,000	-	\$4,000
TOTAL EXPENDITURES	\$53,336	\$8,500	\$7,900	\$94,790
<u>ESTIMATED REVENUE AND ENROLLMENT</u>				
Projected Enrollment (Headcount)	0	90	130	200
FTE Students	0	45	65	100
Income from Students	0	\$21,600***	\$31,200***	\$48,000***
Funds Available from Other Sources (federal, private, corporate foundation, etc.)				

USE OF CURRENT RESOURCES (If plans include the use of current faculty and resources, please explain on this sheet or attachment if necessary.)

One position now provided through grant. Either continuation or internal transfer will keep number at three (3)

Does not include negotiated increases, if any.

at current rate of \$40/credit and average of 6 credits for each student.

BUDGET

Proposed First Year Budget

<u>Budget Item</u>	<u>Description</u>	<u>Expenditure</u>
Personnel	Three (3) Assistant Professor positions (presently on staff).	\$ 55,336.00
	Clerical Staff ½ time basis	\$ 3,500.00
Library and Learning Resources	Books, periodicals, Audio-Visual Materials and Validation tools.	\$ 1,000.00
Other Facilities and Expenditures	Equipment for teaching assessment skills, office equipment.	\$ 4,000.00
		<hr/>
		\$53,336.00

Estimated Expenditures for Years Two through Five

<u>Year</u>	<u>Estimated New Annual Expenditure</u>	<u>Rationale</u>
1 (\$53,336)	\$ -0-	
2 (\$7,900)	\$2,700 3,500 1,000 500 200	Part-time faculty Clerical (½ additional) Validation tools Travel - clinical Memberships -
3 (\$5,900)	\$2,700 1,000 500 500 1,000 200	Part-time faculty Validation tools Travel - clinical Supplies Liability Memberships
4 (\$19,550)	\$16,860 (est) 500 500 1,000 500 200	One additional faculty Validation tools Equipment maintenance & supplies Liability Travel Memberships
5 (\$8,900)	\$2,700	Part-time faculty

Year

Estimated New Annual Expenditure

Rationale

\$3,000

Library & learning
resources

500

Travel - clinical &
professional

500

Liability

200

Memberships

2,000

Self-study report &
accreditation visit

APPENDIX

I. Advisory Committee - Recommendation

"Review composition and functions of advisory committee and make revisions to meet the needs of a developing BSN program."

Reaction:

- A. Recommendation reasonable
- B. In the report prepared for the evaluators and the Board of Higher Education, the membership of the existing professional advisory committee was incorrectly stated (pg. 3).
- C. This fact was brought to Mrs. Goodrich's attention and a corrected list of advisory members as attached was given to her.

II. Resources - Recommendations

1. "Negotiate contracts with appropriate clinical agencies to provide for clinical learning experiences in nursing."

Reaction: Reasonable and anticipated.

- A. Baccalaureate nursing students need multiple clinical learning experiences in a great variety of community health and social agencies.
 - B. In the original BSN report, (pgs. 51 through 64) a "Suggested Guideline for Evaluating Use of Clinical Facilities" and a sample contract is included.
 - C. Many members of the advisory committee represent various clinical agencies; therefore, assessment of clinical agencies for potential clinical experiences should be enhanced.
 - D. Many clinical facilities have indicated their intent to provide their facilities to the CCSC program.
2. "Provide adequate library and learning resources to support the BSN program."

Reaction: Reasonable

- A. There are currently 300 books on nursing in the Elihu Burrit Library, and we subscribe to seven nursing journals as well as the Index Medicus.
 - B. Initial letters of intent to cooperate in sharing library resources included in original report and were received from New Britain General (appendices, pg. 65) New Britain Memorial Hospital (Appendice, pg. 66), UConn Health Center, Lyman Maynard Stowe Library (Appendix, I, pg. 131), Hartford Hospital, Robinson Library (Appendix J, pg. 132).
3. "Employ nursing faculty with nursing experience, teaching experience in baccalaureate nursing and master's preparation in the areas of medical-surgical, maternal-child, psychiatric and community health nursing to plan, implement, and evaluate the BSN program."

Reaction: Due to present budgetary restrictions, employment of four (4) full-time faculty initially may be difficult to accomplish.

- A. During the program planning and early implementation stages, adjunct faculty may be used.
- B. All adjunct faculty should meet the criteria for full-time appointment but is contracted for on an hourly or work-available basis.

- C. Faculty practice is an essential component for effective instruction; therefore, the advantages and disadvantages of joint appointments for faculty with CCSC and clinical facilities is recommended.
- D. In a baccalaureate program the minimum faculty preparation should be at the masters' level with a specialty in the concentration which would be the area of teaching assignment. Two of the current faculty involved in the nursing education program are involved in programs of study at the University of Connecticut to meet these qualifications.

III. Organization and Administration - Recommendation

- 1. "Organize the Department of Nursing in accordance with the structural plan of the institution."

Reaction - Reasonable

- A. Original requests to explore the possibility and feasibility of establishing a nursing department date on 9/15/77 to Dr. Masley and 9/26/77 to Dr. Dethy. President and Vice President of college have given their approval of a department of nursing within the School of Education and Professional Studies.
- 2. "Revise budget to provide adequate resources for a developing professional program."

Reaction - Reasonable

IV. Educational Program

The stated seven recommendations are not repeated here. They are appropriate recommendations and will be accomplished if planning approval is granted.

- A. Every effort will be made to develop the program in keeping with the characteristics of baccalaureate education, the criteria and the standards promulgated by the National League for Nursing Council of Baccalaureate and Higher Degree Programs.
- B. Efforts will be directed to inter-institutional cooperation, sharing and collaboration during program planning.

V. Students

Confusion seems to exist concerning admission of students to the program. The proposed BSN program will attempt to individualize learning in reasonable homogeneous groups of 40-50 students. Each group (40-50) will then have a program prepared for the group based upon the background of members of the group and the completion of all BSN competencies.