



THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

RESOLUTION

concerning

LICENSURE APPLICATION

for

MASTER'S DEGREE

in

NURSING

at

WESTERN CONNECTICUT STATE UNIVERSITY

November 4, 1983

RESOLVED,

That under the authority granted the Board of Trustees in Chapter 185b, Section 10a-87 and Chapter 185b, Section 10a-149 of the General Statutes, the Executive Director is authorized to seek licensure from the Board of Governors for a Master's degree in Nursing to be presented by Western Connecticut State University.

A Certified True Copy:

James A. Frost
Executive Director

Central Connecticut State University • New Britain
Eastern Connecticut State University • Willimantic

Southern Connecticut State University • New Haven
Western Connecticut State University • Danbury

CONNECTICUT BOARD OF HIGHER EDUCATION

61 HOOGLAND STREET
HARTFORD, CONNECTICUT 06106

DESCRIPTION OF PROPOSED ACADEMIC PROGRAM OR DEGREE

PROGRAM NAME Nursing	DATE OF SUBMISSION TO BHE December 12, 1983
--------------------------------	---

DEGREE (and abbreviation) Master of Science

DEPARTMENT AND SCHOOL OF OR COLLEGE Department of Nursing

APPLICANT INSTITUTION Western Connecticut State University	PROPOSED INITIATION DATE September, 1984
--	--

GEOGRAPHIC LOCATION OF PROGRAM Danbury, Connecticut 06810

INSTITUTIONAL LIAISON PERSON Philip J. Steinkrauss	TITLE Vice-President, Academic Affairs	TELEPHONE 797-4230
--	--	------------------------------

BOARD OF TRUSTEES STAFF LIAISON (if applicable) Thomas Porter, Executive Officer for Academic & Student Affairs	TELEPHONE 827-7700
---	------------------------------

REMARKS (Describe the proposed academic program below and on a separate page if necessary.)

The graduate program in nursing, leading to a master of science degree, is designed to provide advanced preparation in clinical nursing for leadership roles in the profession. These roles include educators, managers, and practitioners with clinical expertise in selected areas. Forty - seven earned credits and a thesis are required for graduation.

Core courses required of all students total 12 credits. The research component of 5 credits is also required of all students. Each student selects one of three clinical nursing majors, which includes 15 credits of concentrated study in Adult Nursing, (general medical-surgical, with sub-specialties in cardiovascular and oncological nursing), Child Health, or Women's Health, which includes maternity nursing. In addition to the clinical major area of study, each student selects one of three functional roles in which to use his clinical expertise. The functional roles, each requiring 15 credits of study, are management, teaching, and advanced nursing practice. Those students selecting advanced nursing practice will be eligible to apply for American Nurses' Association certification as clinical specialists with this degree and some clinical experience. Each student will select one or two related elective courses offered in other graduate programs within the university.

The need for this program has been demonstrated through a feasibility study and letters of support. Nurses and employers of nurses in western and southwestern Connecticut have indicated a need for a program offering primarily part-time study and advanced studies in the clinical specialties outlined in this proposal.

This program articulates well with the 11 baccalaureate programs in nursing in Connecticut. The anticipated student population will be regional initially, but will include qualified students regardless of geographic origin.

<p>DO NOT FILL IN</p> <p>These items will be completed by the BHE staff.</p>	LICENSURE ACTION		ACCREDITATION ACTION	
	SCA	_____	SCA	_____
	PAAC	_____	PAAC	_____
	BHE	_____	BHE	_____

Code to be selected from the CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (as provided by NEGIS).

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

1. PURPOSES AND OBJECTIVES (See 10-330-11)

- a. STATE THE PURPOSE AND OBJECTIVES OF THIS PROGRAM IN RELATION TO THE GOALS AND OBJECTIVES OF THE INSTITUTION. (BE SPECIFIC AS POSSIBLE)

A portion of the University Mission Statement reads: "The University is committed to serve qualified or qualifiable students at both undergraduate and graduate levels in professional, pre-professional, semi-professional, para-professional and liberal arts degree programs, regardless of the heterogeneity of the groups to which they belong." The proposed master's degree program in nursing particularly addresses that statement. A copy of the Mission Statement is in Appendix A.

There is documentation that master's degree prepared nurses are essential to high quality health care, and there is a shortage of these persons in this region. At this time there is no graduate program for nurses in this part of Connecticut.

The purpose of the master's degree program in nursing is to prepare nurses to provide leadership in nursing practice to enhance the quality of health care. The objectives of the program are:

1. Synthesize knowledge from nursing, physical, behavioral, and social sciences, and the humanities that contribute to advanced nursing practice.
2. Demonstrate clinical expertise in a particular area of nursing practice.
3. Demonstrate competence and skills related to a specific functional role.
4. Contribute to the expansion of nursing knowledge through application of the research process.
5. Initiate changes in the health care system and in the practice and delivery of health care through appropriate leadership strategies that improve the quality of health care.
6. Assume responsibility for continued professional and personal development.

- b. STATE WHY THIS PROGRAM IS CONSIDERED TO BE AN APPROPRIATE OFFERING FOR THIS INSTITUTION AT THIS TIME. INCLUDE REFERENCE TO SUPPORTING INFORMATION SUCH AS AN INSTITUTIONAL MASTER PLAN.

In this geographical area there exists a need for a graduate program in nursing and for master's prepared nurses with advanced leadership and nursing skills. (See Appendix B, letters of Support) Additional documentation of appropriateness is included in Section 13 c and e of this proposal.

WESTERN CONNECTICUT STATE UNIVERSITY

M. S. DEGREE IN NURSING

The process of determining long range plans and goals for the university is taking place now. In this process, the academic departments identify their plans and goals, which are then reviewed and prioritized by a committee of each school within the university. These priorities are forwarded to the University Long Range Planning Council which makes recommendations to the Academic Planning Council. The final goals and plans are then sent to the University President for his approval. In the steps of the process to date, the Department of Nursing's first priority was to implement a graduate program. It was also the first priority of the School of Professional Studies in the post-baccalaureate category. The Long Range Planning Council has reviewed the plans submitted by the Schools and has retained the graduate program in nursing as the first priority of the School of Professional Studies in the post-baccalaureate category.

2. ADMINISTRATION (See 10-330-12)

- a. HOW WERE THE PROGRAM PLANS DEVELOPED AND APPROVED? GIVE DATES OF APPROVAL BY THE INSTITUTION AND THE GOVERNING BOARD.

The program proposal was developed by an Ad Hoc Committee of nursing faculty. The proposal was approved by the Department of Nursing faculty in December, 1982 and by the School of Professional Studies Curriculum Review Committee in January, 1983. Western Connecticut State University's Planning Committee approved the program plans in February, 1983, and the college administration approved it the same month. In March, 1983, the plans were submitted to the Connecticut State University Board of Trustees and, after the approval by this Board in November, 1983, it was forwarded to the Department of Higher Education for consideration in December, 1983.

- b. WHO IS DIRECTLY RESPONSIBLE FOR THE ADMINISTRATION OF THE PROGRAM AND SUPERVISION OF ITS FACULTY?

The chain of command runs from the Dean of Graduate Studies to the Director of the Department of Nursing. As the enrollment in the program grows, it is anticipated that a graduate faculty member will be given some released administrative time to coordinate the course offerings, arrange the student clinical experiences, and supervise the faculty.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

- c. LIST (1) ANY ACCREDITING AGENCIES WHICH ALREADY HAVE ACCREDITED THE INSTITUTION AND (2) ANY ACCREDITING AGENCY TO WHICH YOU PLAN TO APPLY FOR ACCREDITATION.

- (1) The Department of Higher Education, State of Connecticut
The New England Association of Schools and Colleges
The National League for Nursing (Undergraduate Nursing Program)
- (2) The Department of Higher Education, State of Connecticut
The National League for Nursing

3. FINANCE (See 10-330-13)

- a. DESCRIBE THE AMOUNT OF FINANCIAL SUPPORT COMMITTED TO THE PROGRAM BY THE ADMINISTRATION AND TRUSTEES. INDICATE THE DATE(S) THESE FUNDS WILL BE AVAILABLE.

The funds necessary for this program, to pay for adjunct faculty and library books and periodicals, will be generated by extension fund fees.

See the attached budget page for details. Funds will be available the summer before the program is implemented in order to purchase library books and periodicals.

- b. COMPLETE A FISCAL STATEMENT FORM PROVIDED AND MAKE IT AVAILABLE TO STAFF AND THE BOARD.

See appended statement, pages 4 and 5.

- c. USE OF CURRENT RESOURCES
(If plans include the use of current faculty and resources, please explain)

There are graduate course offerings already in place in other departments in the university that will be used. These include courses in the Agency Counseling Program, Human Resources Management, Public and Non-Profit Administration, and Math and Computer Sciences.

Current resources in the nursing laboratories and in the R.A. Haas Library are available, as well as the Robert Young Library on the Westside Campus.

The five current nursing faculty with doctorates will be available for teaching assignments in the two summer sessions each year. It is anticipated that, as the program develops, two or three of these faculty will be responsible for a three credit course each semester. The three credit teaching load for which the faculty member is responsible in the undergraduate program would be filled by a part-time faculty appointment.

FISCAL STATEMENT

Proposed New Academic Program: M.S. Degree in Nursing

Institution: Western Connecticut State University

	Year 1 19 <u>84</u> -85	Year 2 19 <u>85</u> -86	First Year of Full Operation 19 <u>86</u> -87
<u>Estimated New Expenditure (private institutions list expenditures on General Fund Lines)</u>			
Personnel (Faculty and Support) ¹	0	0	0
Full-Time positions			
Number	0	0	0
Salaries - General Fund			
Salaries - Extension Fund			
Part-time positions			
Number	3	5	7
Salaries - General Fund	0	0	0
Salaries - Extension Fund	\$6,390	\$15,975	\$28,400
Other Expenses ²			
General Fund	0	0	0
Extension Fund	\$ 500	\$ 500	\$ 500
Equipment (incl. Library Books) ³			
General Fund	0	0	0
Extension Fund	\$2,000	\$ 2,000	\$ 2,000
TOTAL NEW EXPENDITURES	0	0	0
GENERAL FUND EXTENSION FUND	\$8,890	\$18,475	\$30,900

¹Faculty, professional, managerial, clerical, and other persons employed by the institution in support of the proposed new academic program.

²Compensation for services secured by contract with firms or individuals not employed by the institution and purchases of supplies, materials, and equipment not normally regarded as capital items.

³Items of equipment with a normal useful life of three years or more and a value of \$100 or more or, if the useful life is less than three years, a value of \$250 or more.

Board of Higher Education
61 Woodland Street
Hartford, Connecticut 06105

FISCAL STATEMENT

Proposed New Academic Program: M.S. Degree in Nursing

Institution: Western Connecticut State University

	Year 1 1984-85	Year 2 1985-86	First Year of Full Operation 1986-87
<u>Estimated Revenue and Enrollment</u>			
Projected Enrollment (Headcount)*			
Full-time Students	20	40	60
Part-time Students	0	0	0
	20	40	60
Income from Students			
Tuition	0	0	0
Extension Fund Fees	\$18,240	\$32,680	\$46,740
Funds Available from Other Sources (Federal, Private, Corporate, Foundation, etc.)	0	0	0

*Indicate what portion of projected enrollment, if any, represents students transferring from other programs. Tuition and fee revenue should be based upon new enrollments only. None

Use of Current Resources: Identify, describe, and estimate cost (prorated) of existing personnel and other resources which will be used in connection with this program. If existing personnel and resources are to be reallocated from other programs, indicate from where the resources will be diverted and what impact this action will have on any other activity within the institution.

- 1) Some existing graduate course offerings may be selected by the MSN candidate (one or two free electives) at no cost, even prorated, to the proposed program.
- 2) Current laboratories and library holdings are available to MSN candidates; these resources are currently in place and no costs, even prorated, will accrue to the proposed M.S.N.
- 3) Two current nursing faculty may, if the need justifies, be responsible for a course each semester. The cost would be \$2,130 each semester (replacement) and is included under new expenditures.
- 4) Agreements and contracts with clinical agencies are at no cost.

	Year 1 1984-85	Year 2 1985-86	First Year of Full Operation 1986-87
<u>Cost Summary</u>			
New Expenditures	\$8,890	\$18,475	\$30,900
Cost of Existing Resources			
Total Program Cost	\$8,890	\$18,475	\$30,900

Richard A. Sullivan
Signature of Institutional Fiscal Officer

Associate Admin. Dean
Title

November 14, 1983
Date

Antoinette M. Baschetti
Signature of Chief Fiscal Officer (for
system, if different than above)

Executive Officer for
Finance & Management
Title

Dec. 8, 1983
Date

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

4. FACULTY (See 10-330-14)

- a. LIST THE NAME, TITLE AND QUALIFICATIONS FOR EACH PERSON INVOLVED IN THE PROGRAM, INCLUDING DEGREES WITH AREAS OF SPECIALIZATION, INSTITUTIONS AT WHICH THE DEGREES WERE EARNED, PERTINENT EXPERIENCE, AND PROFESSIONAL PUBLICATIONS.

Five faculty at WCSU are prepared to teach in the proposed program and have the necessary qualifications to teach as defined by both WCSU and the National League for Nursing accreditation criteria. Their detailed vitae are in Appendix C.

Agnes J. Brown, Professor of Nursing, has her undergraduate, master's and doctoral degrees from Columbia University. She has 16 years of full-time college teaching experience and has published several articles in her field of expertise, cardiovascular nursing.

Ruth J. Kohl, Professor of Nursing, holds an A.B. from Bates College, an M.S. from Boston University, and a Ph.D. from the University of Connecticut. She has 20 years of full-time college teaching and administrative experience, including teaching on the graduate level at two universities and membership and/or chairing of many master's thesis and doctoral dissertation committees at the University of Maryland.

Arlene Kreinik, Assistant Professor of Nursing, has a B.S. from the University of Bridgeport and master's and doctoral degrees from New York University. She has 7 years of full-time college teaching experience.

Elizabeth Olson, Professor of Nursing, holds a B.S. degree from Boston College and has earned both master's and doctoral degrees from Columbia University. She has 15 years of full-time teaching experience and has published many articles in her fields of expertise, rehabilitation nursing and nurse management.

Harriette A. Tax, Associate Professor of Nursing, has both B.S. and master's degrees from Adelphi University and a doctoral degree from New York University. She has 14 years of college teaching experience and has co-authored a book, among other publications.

- b. FOR EACH VACANT OR PROPOSED POSITION PROVIDE TITLE, POSITION QUALIFICATIONS AND PROPOSED DATE OF APPOINTMENT.

No additional full-time faculty are being requested at this time.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

5. CURRICULA AND INSTRUCTION (See 10-330-15 and the Statement on Crediting Experiential Learning)

- a. (1) GIVE THE NUMBER, TITLE AND A NARRATIVE DESCRIPTION FOR EACH COURSE IN THE PROPOSED PROGRAM, NOTING WHICH COURSES ARE NEW. INCLUDE SUFFICIENT DETAIL IN COURSE DESCRIPTIONS SO THAT CONTENT AND LEVEL ARE CLEAR, OR ATTACH APPROPRIATE AND REFERENCED EXCERPTS FROM THE CATALOG.

The curriculum in the proposed program consists of four components of study; the core component, required of all students; the research component, required of all students; the clinical nursing major, in which a student will select one of three areas of study; the functional role component, in which the student will select one of three areas of study. The total number of credits required for completion of the program is 47 S.H.

Total credits required for completion of graduate programs in nursing throughout the country range from 44 to 52 S.H. The length is dictated by the need to provide the student with clinical expertise in his chosen area of nursing specialty (Adult Nursing, Child Health, or Women's Health), and knowledge and skills in his chosen role in which to use his clinical expertise (Management, Teaching, or Advanced Nursing Practice).

The clinical nursing major component in Adult Nursing will concentrate on advanced knowledge and skills in the care of adult patients with general medical and surgical pathological conditions. Because of the interest indicated in the feasibility study returns (see Appendix E), there will be sub-specialty concentrations in cardiovascular and oncological (cancer) nursing when the enrollment justifies.

The clinical nursing major component in Child Health will focus on the care of infants, children, and adolescents. Emphasis will be placed on maintenance of health as well as care of the sick child. The content and clinical experiences will be helpful to school nurses, also.

The clinical nursing major component in Women's Health will have two areas of concentration. One is the care of women during the maternity cycle; antepartal, labor and delivery, and postpartal. The second area is concerned with the care of adult women with gynecological conditions and other health care problems, such as rape, abuse, and a myriad of additional social and psychological issues.

The functional roles to be offered are teaching, management, and advanced nursing practice. In order to function competently in any of these roles, one must have a strong clinical background in a specialty area in nursing. Those choosing roles as teachers of nursing will be qualified to be appointed as faculty in associate degree, hospital diploma, and baccalaureate degree programs in nursing.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

Currently, there are six associate, five hospital diploma, and eleven baccalaureate nursing programs in Connecticut, a total of twenty-two in all. In addition, graduates with this functional role will qualify to teach in the staff development (in-service) programs that have been established in all of Connecticut's hospitals and extended care facilities.

The management role has as its focus the preparation of persons for middle level administration. These persons include charge nurses of patient units, supervisors, and clinical directors of specialty nursing areas. In order to function as managers, they must know in depth the clinical nursing area in which they are administering nursing personnel.

The advanced nursing practice functional role is one in which the graduate will work directly with patients. A person in this role is known as a nurse practitioner or clinical specialist. This practitioner will work primarily with patients in specific categories, such as oncology or pediatrics, in hospitals, in specialized clinics, in independent practice, or in a nursing center.

CORE COMPONENT 12 S.H., required of all students

NUR 5XX Theoretical Basis of Nursing Practice 3 SH (New Course)

Through analysis of concepts and theories in nursing, students will formulate a conceptual basis for advancing nursing knowledge and practice. Required of all students. No prerequisites.*

NUR 5XX Contemporary Issues in Nursing 3 SH (New Course)

An examination of selected professional, cultural, ethical, political, and legal issues that affect nursing practice and health care delivery systems. Required of all students. No prerequisites.*

BIO 5XX Clinical Physiology 3 SH (New Course)

Advanced study of human physiology and pathophysiology. Anatomy pertinent to function is discussed. Required of all students. No prerequisites.*

NUR 5XX Computers and Health Care 3 SH (New Course)

Examination of the use of computerized management information systems in health care agencies. Emphasis is placed on statistical information and client/patient care information in planning, coordinating and managing nursing practice. Required of all students. No Prerequisites.*

* All students in the program have bachelor's degrees in nursing and have adequate background to complete these courses with no additional prerequisites.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

RESEARCH COMPONENT 5 SH., courses and a thesis required of all students

NUR 5XX Nursing Research 3 SH (New Course)

Provides a basic understanding of the philosophy of nursing research. Examines the nature of scientific thinking, methods of research, statistical treatment of data, and research literature in nursing. Required of all students. No prerequisites.

NUR 5XX Nursing Research Seminar 2 SH (New Course)

Participatory guidance in conducting research and discussion of the research process used by individual students while preparing their theses. Required of all students. Prerequisite: NUR 5XX, Nursing Research.

CLINICAL NURSING MAJOR COMPONENT 15 S.H., students to select one area.

ADULT NURSING:

NUR 5XX Adult Nursing Seminar I 3 SH (New Course)

Adaptation of nursing theories and concepts to nursing practice in the care of adults. Focus is on concepts and skills in health assessment and common clinical management problems of adult medical-surgical patients. Prerequisite: Completion of core courses.

NUR 5XX Adult Nursing Seminar II 6 SH (New Course)

Emphasis is on management of patient care in selected specialty areas. The clinical pathways include cardiovascular, oncological, neurological, endocrine and renal nursing. Specific clinical management problems will be identified. Guided experiences in the area of specialty. Prerequisite: NUR 5XX, Adult Nursing Seminar I.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

NUR 5XX Psychosocial Basis of Adult Nursing 3 SH (New Course)

Develop strategies to deal with typical and atypical responses and adaptation modes of patients with acute and chronic illness and of their families. Resources to assist patients with coping and adapting will be considered. Prerequisite: Completion of core courses

Elective 3 SH

CHILD HEALTH

NUR 5XX Health Maintenance of Children I 3 SH (New Course)

Focuses on wellness and physical and psychosocial alterations accompanying illness in infants, young children and adolescents. Analysis of current research from various disciplines, and discussion of the impact of health and illness on the care of children. Prerequisite: Completion of core courses.

NUR 5XX Health Maintenance of Children II 3 SH (New Course)

Identification and analysis of problems resulting from illness in infants and young children and their impact on the family. Guided experiences in hospitals, homes and community care settings will be provided. Prerequisite: NUR 5XX, Health Maintenance of Children I.

NUR 5XX Health Maintenance of Children III 3 SH (New Course)

Identification and analysis of problems resulting from illness in older children and adolescents and their impact on the child and his family. Guided experiences in hospitals, homes and community settings will be provided. Prerequisite: NUR 5XX, Health Maintenance of Children I.

BIO 5XX Human Genetics 3 SH (New Course)

Elective 3 SH

WOMEN'S HEALTH

NUR 5XX Health Maintenance of Women I 3 SH (New Course)

Examination of issues affecting women's health from adolescence through the adult life cycle. Physical and psychosocial alterations accompanying health and illness will be explored. Prerequisite: Completion of core courses.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

NUR 5XX Health Maintenance of Women II 3 SH (New Course)

Study of complex health care issues essential to the delivery of nursing care for women. Course content will include common gynecological problems as well as current health care issues. Guided experiences will be provided. Prerequisite: NUR 5XX, Health Maintenance of Women I.

NUR 5XX Health Maintenance of Women III 3 SH (New Course)

Study of complex obstetrical theory essential to the implementation of high level nursing intervention for maternity clients and their families. Guided learning experiences will be provided. Prerequisite: Health Maintenance of Women I.

BIO 5XX Human Genetics 3 SH (New Course)

Elective 3 SH

FUNCTIONAL ROLE COMPONENT 15 S.H., students to select one area.

MANAGEMENT:

MSA 501 Organizational Behavior 3 SH

The behavior of individuals and their groups within goal-seeking organizations. Topics include conflict, group dynamics, leadership, decision making, authority and power, communication, and organizational change and development. The focus is on groups and their functioning within the organization. Prerequisite: BA 102

MSA 506 Administrative Problems and Policy 3 SH

Development of the concept of policy-making, and the conceptual viewpoint of management; integration of the various facets and personalities of a business organization in decision-making; measuring and controlling organizational activities; formulation of plans to achieve objectives. Prerequisite: BA 102.

NUR 5XX Marketing, Budget and Staffing 3 SH (New Course)

Examines strategies and resources used to ensure support for nursing services and health care. Techniques for developing budgets and staffing patterns for nursing services are presented. Prerequisite: Completion of core courses.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

NUR 5XX Role Development of Nurse Managers 3 SH (New Course)

Focuses on application of theories and approaches for managing personnel in the health care setting. Development of role clarification is emphasized. Seminar and guided experiences. Prerequisite: Completion of core courses.

Elective 3 SH

TEACHING:

NUR 5XX Advanced Teaching Methods 3 SH (New Course)

Focus is on classroom and clinical laboratory teaching strategies. A variety of learning theories are explored. Learning principles as they apply to the adult learner are emphasized. Prerequisite: Completion of core courses.

NUR 5XX Curriculum Development 3 SH (New Course)

The focus of this course is on the development of a nursing curriculum, based on process and content. Issues related to curriculum development are included. Prerequisite: Completion of core courses.

NUR 5XX Evaluation Methods in Nursing Education 3 SH (New Course)

The variety of techniques used to evaluate student progress are presented. Methods of evaluating student achievement in both the classroom and clinical laboratory are discussed. Prerequisite: NUR 5XX, Advanced Teaching Methods.

NUR 5XX Practicum in the Teaching of Nursing 6 SH (New Course)

The application of knowledge and skills necessary to teach in a nursing program. Field experience is included. Prerequisite: Completion of clinical nursing major, NUR 5XX, Curriculum Development, and NUR 5XX, Evaluation Methods in Nursing Education.

ADVANCED NURSING PRACTICE:

NUR 5XX Group Dynamics 2 SH (New Course)

Focuses on dynamics of group behavior, principles of leadership and decision making in groups, and application of change theory. Prerequisite: Completion of core courses.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

NUR 5XX Advanced Nursing Practice I 4 SH (New Course)

Development of the role of the clinical specialist in a structured environment will be considered. Focus will be on the management of patients in the community. Seminar and guided experiences. Prerequisite: Completion of Clinical Nursing Major.

NUR 5XX Advanced Nursing Practice II 6 SH (New Course)

Seminar and guided experiences in selected area of clinical specialization. Focus will be on the management of patients in health care settings. Prerequisite: NUR 5XX, Advanced Nursing Practice I.

Elective 3 SH

Upon completion of the Advanced Nursing Practice functional role, the graduate will be entitled to the role of Clinical Nurse Specialist as defined by the American Nurses Association:

Clinical nurse specialists are primarily clinicians with a high degree of knowledge, skill, and competence in a specialized area of nursing. The services of clinical nurse specialists are made directly available to the public through the provision of nursing care to clients and indirectly available through guidance and planning of care with other nursing personnel. Clinical nurse specialists hold master's degrees in nursing, with an emphasis on clinical nursing.

a. (2) DESCRIBE THE COURSE NUMBERING SYSTEM

Courses at the 500 level are graduate courses. Courses below the 500 level are undergraduate prerequisites for graduate courses.

(3) INDICATE 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 THE PROGRAM

Courses required of all students in the program are those listed under the Core Component and the Research Component in 5 a (1) above.

The number of courses required to complete the program are:

- 4 in the Core Component, for 12 SH
- 2 in the Research Component, for 5 SH
- 5 in the Clinical Nursing Major, for 15 SH
- 4-5 in the Functional Role Component, for 15 SH

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

The total number of credits required is 47, and includes one or two free electives, depending on the functional role chosen as well as the clinical nursing major.

There are a number of related courses, already in place at the university, from which the students may select their electives. A representative sampling follows:

- ANT 501 Cultural Anthropology
- ANT 552 Population and People
- ANT 553 Dynamics of Plural Societies
- ANT 554 Men and Women: Comparative and Historical Perspectives
- BIO 501 Encountering The Environment
- EPY 510 Psychology of Atypical Children
- EPY 520 Marriage and Family Counseling
- EPY 521 Drug and Alcohol Counseling
- EPY 522 Counseling Women
- HED 503 Drug Use, Abuse and Addiction
- MSA 544 Labor Management Relations
- MSA 547 Human Resource Management
- PE 504 Physical Education for The Special Child
- PSY 501 Theories and Research in Child Psychology
- PSY 502 Theories and Research in Adolescent Psychology
- PSY 512 Development during Adulthood, Maturity, and Senescence
- PSY 518 Behavior Problems and Personality Disorders
- SOC 502 American Minority Relations
- SOC 503 Issues in Contemporary Sociology
- SOC 504 The Sociology of Man and Woman
- SOC 551 Social Aspects of The Environmental Crisis
- SOC 555 The Urban Society

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

Based on a study of potential student interest and need, this program will be offered on a part-time basis. The phasing in of new courses will begin with the required core component of four courses. We propose to offer two evening courses in the fall semester, 1984 and two in the spring of 1985. One of the core courses, Clinical Physiology, will be taught by an adjunct specialist in that field. The three nursing core courses will be taught by present faculty, with adjusted undergraduate course loads or, if that is not feasible, nursing adjuncts will be hired to assist in the undergraduate program.

By the fall of 1985, the first of the two required research courses will be offered and taught by our faculty and an adjunct in advanced statistics. The second research course will be given when students are ready to begin work on their master's theses.

The clinical specialty courses will be offered when the demand arises in terms of numbers of students selecting any of the three areas of study. Our feasibility study indicated interest in all three clinical specialties, but the offerings will depend on the number of students ready for each. As the course needs arise, no sooner than fall, 1985, our faculty or appropriate adjuncts will teach the courses as each is implemented in sequence, one a semester.

The functional role courses, the last to be completed in the program, will be offered as the need arises. Some can be completed in the School of Business at any time because they are already in place. The earliest the new courses must be offered would be in the fall of 1985, again taught by our faculty full-time and part-time. We propose to introduce one new course each semester. Elective courses are already in place and can be taken whenever offered.

5. b. HOW DO THE INSTITUTION'S POLICIES REGARDING TRANSFER OF CREDIT, CREDIT BY EXAMINATION, OR CREDITING EXPERIENTIAL LEARNING AND NONCOLLEGIATE SPONSORED INSTRUCTION APPLY TO THIS PROGRAM?
- (1) Up to 9 transfer credits of relevant graduate work from accredited institutions are permitted, provided grades of B or higher were earned in those courses.
 - (2) No credit is permitted for experiential learning and noncollegiate sponsored instruction in the nursing program.
- c. INDICATE ANY REQUIREMENTS AND ARRANGEMENTS FOR CLINICAL AFFILIATIONS, INTERNSHIPS, AND PRACTICAL OR WORK EXPERIENCE. DESCRIBE HOW THESE WILL BE ADMINISTERED AND FURNISH THE FOLLOWING ASSURANCES:
- (1) The courses of the program and the related clinical affiliations have been articulated, with appropriate credits assigned.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

- (2) The institution will assign a faculty coordinator for the program from its inception through administrative released time.
- (3) The institution will provide appropriate arrangements for student clinical experiences.
- (4) The clinical activities of the students will be structured by the university as an educational experience with the supervision, teaching, and evaluation under the control of the university.
- (5) Agreements or contracts already exist between the university and the agencies, at no cost, in which students will receive their practical experience
- (6) Appropriate procedures have been established which the university uses for the evaluation of students. Additional procedures will be added to evaluate clinical experiences.

6. RESOURCE CENTERS AND LIBRARIES (See 10-330-16)

- a. WHAT LIBRARY AND OTHER LEARNING RESOURCES ARE AVAILABLE AT THE INSTITUTION OR ELSEWHERE WHICH SUPPORT THE PROGRAM? DESCRIBE THE ACCOMMODATIONS IN TERMS OF STUDY SPACE, PROFESSIONAL ASSISTANCE AND TIME SCHEDULE OF AVAILABILITY.

The Ruth A. Haas Library on the Midtown Campus houses the main collection of print and non-print material of the university.

This library is open 83 hours a week, has 470 seats for library users, and a professional staff of one director and 9.5 FTE librarians.

The Robert S. Young Business Library on the Westside Campus houses primarily printed material in the areas of management and finance. This library is open 55 hours each week, has seating for 32 persons, and has one professional librarian in attendance.

- b. REPORT AS ACCURATELY AS PRACTICABLE THE NUMBER OF VOLUMES, PERIODICALS AND OTHER MATERIALS, BY SUBJECT AREA, WHICH DIRECTLY SUPPORT THE PROGRAM.

The Ruth A. Haas Library holds all of the print and non-print material related to nursing and the relevant health sciences. The volumes number approximately 3,200, and there are 94 periodicals to support the program. In addition, there are over 500 volumes and more than 30 periodicals relating to public and health care administration. Related areas which provide sources are volumes and periodicals in ethics, psychology, sociology, physiology, genetics, embryology, education, and counseling.

The non-print material to support the program consists of approximately 180 audiocassette tapes, film strips, films, slides/slide sound programs, and video tape/cassette tapes, dealing directly with nursing.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

The library has a computer data base bibliographic service with information on 8 million books, available through the library's OCLC terminal. Bibliographic services for periodical articles are available through a computer data base terminal at the Danbury Public Library. The Danbury Hospital has an excellent medical and nursing library, which is always available to nursing students.

The library is a member of the New England Library Information Network and the Southwestern Connecticut Library Council, both of which permit exchange of material and services with other libraries.

The Robert S. Young Library contains approximately 4,000 volumes and 100 periodicals, many of which can be related to nursing studies in the management role.

- c. PROVIDE A REPRESENTATIVE LISTING OF PERIODICAL LITERATURE IN THE LIBRARY WHICH WILL SUPPORT THE PROGRAM

A representative sample of twelve periodicals is listed below:

- (1) American Journal of Nursing
- (2) American Journal of Public Health
- (3) New England Journal of Medicine
- (4) Nursing and Health Care
- (5) Advances in Nursing Science
- (6) Journal of Gerontological Nursing
- (7) Nursing Forum
- (8) Journal of Obstetric, Gynecologic and Neonatal Nursing
- (9) Nursing Mirror
- (10) Nursing Research
- (11) Nursing Times
- (12) Pediatric Nursing

- d. LIST ANY NEW LEARNING MATERIALS WHICH WILL BE ADDED FOR THE PROGRAM. INDICATE WHEN THEY WILL BE AVAILABLE FOR STUDENT AND FACULTY USE.

Approximately 12 additional periodicals and 200 books will be added for the new program. They will be available the summer before the program courses are first offered. (Summer, 1984)

7. ADMISSION, STUDENT PERSONNEL, AND GRADUATION POLICIES (See 10-330-17)

- a. DESCRIBE THE ADMISSION REQUIREMENTS FOR THE PROGRAM, THE POLICIES AND REQUIREMENTS FOR ACADEMIC ACHIEVEMENT TO REMAIN ENROLLED IN GOOD STANDING AND THE REQUIREMENTS FOR GRADUATION. NOTE ANY DIFFERENCES FROM GENERAL INSTITUTIONAL POLICIES.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

All admission requirements for the program meet or exceed general institutional policies for admission to graduate study. They include:

- (1) A baccalaureate degree in nursing from a nursing program accredited by the National League for Nursing.
- (2) Satisfactory M.A.T. score.
- (3) A cumulative grade point average of at least 3.0 on a 4 point scale in the undergraduate program. For applicants with a lower average, provisional admission may be possible for enrollment in core courses.
- (4) At least one year of clinical nursing practice.
- (5) Current registered nurse licensure in Connecticut before matriculation.
- (6) Completion of one course in introductory statistics and one course in introductory research on the undergraduate level.
- (7) Three letters of reference indicating level of professional competence and ability to succeed in graduate studies.

To remain in the program, students must maintain a B average to be matriculated (after 9 semester hours and before 18 semester hours of graduate study) and to graduate.

- b. WHAT ACADEMIC AND CAREER COUNSELING OR OTHER SERVICES WILL BE PROVIDED FOR STUDENTS WHO MAY ENROLL IN THIS PROGRAM?

All students enrolled will be assigned to a graduate faculty advisor appropriate to their field of clinical or functional role of study.

- c. HOW MANY STUDENTS ARE EXPECTED TO ENROLL IN THE PROGRAM? LIST THE NUMBERS BY PART-TIME AND FULL-TIME.

All students will be enrolled on a part-time basis, probably in the evening division. Estimated enrollment:

1984-85	20
1985-86	40
1986-87	60
1987-88	60

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

8. STUDENT AND ALUMNI RECORDS (See 10-330-18)

HOW IS THE PROGRAM GOING TO BE EVALUATED INTERNALLY? WHAT CRITERIA HAVE BEEN ESTABLISHED? WHERE WILL THE PROGRAM RECORDS BE KEPT?

The program will be developed and maintained using the National League for Nursing Criteria for Master's Degree Programs in Nursing (See Appendix D). In addition, internal evaluation will include data from:

- a. Program generated student evaluations at the end of each course.
- b. Student evaluations generated by the Office of Graduate Studies.
- c. End of semester evaluations by faculty and clinical agency personnel.
- d. End of year faculty evaluation of the curriculum.
- e. Alumni evaluations one year after graduation.
- f. Number of students enrolled.
- g. Number of students completing the program.
- h. Types of positions graduates obtain upon graduation.

Individual student records will be kept in the department office and maintained by the program coordinator and appropriate faculty advisor.

9. PHYSICAL PLANT AND FACILITIES (See 10-33019)

DESCRIBE THE PHYSICAL FACILITIES (CLASSROOMS, LABORATORIES, OFFICES) AND SPECIALIZED EQUIPMENT NOW AVAILABLE, OR WHICH WILL BE PROVIDED (INCLUDING SCHEDULE FOR ACQUISITION) TO INITIATE AND MAINTAIN THE PROGRAM.

The offices of the Department of Nursing are located in White Hall on the Midtown Campus. Located on the first floor are the offices of the Director, Chairperson, and Secretary of the nursing program. The remaining faculty members share offices in the basement, first and second floors of White Hall. Office equipment and space is ample, and each office is equipped with telephone service. Space for both individual and group conferences is available as necessary.

The nursing department maintains an extensive variety of audiovisual equipment, both software and hardware. Supplementary equipment is available as necessary.

10. CATALOG AND PUBLICATION (See 10-330-20)

LIST AND SUBMIT COPIES OF ANY CATALOG(S), BROCHURES OR OTHER PUBLICATIONS IN WHICH THE PROGRAM IS LISTED OR DESCRIBED OR WILL BE LISTED OR DESCRIBED.

Enclosed is the most recent Division of Graduate Studies catalog. If this program is approved, it will be listed and described in this catalog.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

11. CERTIFICATION

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 NONDISCRIMINATION PLANS INCLUDING CONSIDERATION FOR WOMEN AND MINORITIES AND ACCESSIBILITY FOR THE HANDICAPPED.

The following statement appears in the Western Connecticut State University Graduate Catalog on page two:

"Western Connecticut State University provides equal opportunity in its educational programs, activities and employment without discrimination age, native origin, disability or marital status."

12. TIME SCHEDULE AND AUTHORIZATIONS

- a. INDICATE ANY SPECIALIZED APPROVAL, LICENSURE OR ACCREDITATION, BY ANY AGENCY OTHER THAN THE BOARD OF HIGHER EDUCATION, TO THE EXTENT THAT IT IS RELATED TO THIS PROGRAM.

Not applicable now. During the 1986-87 year, application for accreditation will be filed with the National League for Nursing.

- b. INDICATE THE EARLIEST DATE ON WHICH STUDENTS MAY BE EXPECTED TO COMPLETE THE PROGRAM.

May, 1987.

13. EDUCATIONAL PLANNING STATEMENT

THE BOARD WILL TAKE INTO ACCOUNT THAT THERE MAY BE A DIFFERENCE IN THE TYPES OF DATA AND JUSTIFICATION FOR DIFFERENT LEVELS OF PROGRAMS. PROVIDE THE FOLLOWING INFORMATION:

- a. THE RELATIONSHIP OF THE PROPOSED PROGRAM TO OTHER PROGRAMS AND RESOURCES IN THE INSTITUTION, AND ANY INSTITUTIONAL PLAN.

Although this will be a new program, it will use many resources already in place within the university. Several graduate courses offered in management, anthropology, sociology, psychology, counseling, education, and math and computer science are appropriate supporting or elective courses in the nursing program. Present faculty in the Department of Nursing can be supplemented with adjunct faculty. Basic library holdings serve as a foundation for additional books and periodicals. Agreements and contracts with a variety of clinical agencies are already in place.

As stated earlier, in the long range planning for the university, the development of a graduate program in nursing holds a high priority.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

- b. DATA AND COMMENTARY TO INDICATE WHAT CONSIDERATION HAS BEEN GIVEN TO SIMILAR PROGRAMS IN THE GEOGRAPHIC AREA TO BE SERVED BY THE PROPOSED PROGRAM. IDENTIFY ANY SIMILAR EXISTING OR PROPOSED ACADEMIC PROGRAMS OR DEGREES IN CONNECTICUT IN PUBLIC, INDEPENDENT OR PROPRIETARY INSTITUTIONS.

There are two institutions in Connecticut offering graduate programs in nursing:

1. Yale University in New Haven has a program. Students in most clinical majors must enroll on a full-time basis, and are drawn from throughout the nation. The Yale campus is 35 miles from W.C.S.U.
2. The University of Connecticut has a program on the Storrs campus. It admits both full and part-time students. The total enrollment this year is 119 in the graduate nursing program. The Storrs campus is 90 miles from W.C.S.U.

To our knowledge, there is one other institution, Southern Connecticut State University in New Haven, planning a graduate program in nursing. However, the emphasis in that program will be administration and teaching. Our emphasis will be in clinical nursing expertise with a functional role for nurse practitioners, nurse educators, and nurse managers. The S.C.S.U. campus is 35 miles from Danbury.

- c. DATA AND COMMENTARY REGARDING THE RELATIONSHIP OF THE PROPOSED PROGRAM TO FURTHER EDUCATIONAL OPPORTUNITIES AND CURRENT EMPLOYMENT TRENDS.

A graduate program in nursing at W.C.S.U. would resolve a long standing deficit for nurses residing in Litchfield, Fairfield, and New Haven counties. There has been no program to meet the needs of nurses desiring advanced education in their profession. To obtain graduate degrees, nurses from this part of the state have had to go to New York state, to Columbia, New York, Lehman, Hunter, and Pace Universities. Both time and expenses (tuition, fees and travel) have deterred many interested nurses from earning advanced degrees. A program at W.C.S.U. would afford educational opportunities to many nurses in this part of the state.

Employers of nurses nation-wide, as well as in Connecticut, have for years lamented the lack of master's prepared nurses. The expanded roles in nursing, obtained through graduate preparation, offer opportunities for improved health care at a lower cost. Hospitals need nurses with advanced preparation as leaders in management, clinical specialties, patient advocacy, and staff development. Community health agencies need them for home care planning and coordination, promotion of health through primary care, including teaching of patients and their families, and in the prevention of illness. Extended care facilities (nursing homes) need them to improve the care of a rapidly growing, chronically ill, elderly population. Schools of nursing need faculty with a minimum of a master's degree in order to prepare the nurses of the future.

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

Letters of support for the proposed program from area employers of nurses are attached. See Appendix B.

- d. A DESCRIPTION OF ANY EFFORTS MADE TO IDENTIFY STUDENT DEMAND FOR THE PROGRAM AND AN ESTIMATE OF ENROLLMENTS FOR THE FIRST FIVE YEARS.

In the fall of 1982, 280 questionnaires were distributed to individuals holding baccalaureate degrees in nursing in our general geographical area. The nurses to whom the questionnaires were sent are employed in two large community hospitals, two small community hospitals, two community health agencies, a private psychiatric institution, and a rehabilitation center.

We requested that the questionnaires be completed and returned only if the recipient was interested in a graduate program in nursing at W.C.S.U. Within a 12 week period, 179 were returned, a 64% return rate. The information obtained has given us a profile of their preferences regarding full or part-time study, hours to offer classes, and the clinical areas and functional roles in which they wish to study. Results of the survey are on the sample sheet in Appendix E.

Conservative estimates of enrollment for the first five years are:

1984-85	20
1985-86	40
1986-87	60
1987-88	60
1988-89	60

- e. A DESCRIPTION OF PROGRAM AND CAREER ARTICULATION NOTING CAREER OPPORTUNITIES AS APPLICABLE (LOCAL, REGIONAL, STATE AND/OR NATIONAL ESTIMATES), ACCORDING TO THE NATURE AND GOALS OF THE PROGRAM.

The overall goal of this proposed program is to provide the citizenry with well prepared nurse clinicians and leaders in order to improve health care services. The population is growing and is living longer, thereby demanding more health care. Health care costs continue to rise annually, well above the inflation rate. Studies have documented that nurse practitioners, prepared at the graduate level, can lower costs significantly through more personalized care, less hospitalization, and shorter hospital stays (Master, 1980; Ramsay et al., 1982; Rommand, Cahn, 1979). Up to 75-80% of adult primary care services and 90% of pediatric primary care by physicians, can be given by nurse practitioners, with a potential cost saving of up to one billion dollars annually (Record, 1980).

WESTERN CONNECTICUT STATE UNIVERSITY

M.S. DEGREE IN NURSING

Well prepared nurse managers, whether in acute or chronic health care agencies, can contribute to cost savings and improved care. The nursing department share of the agency budget is always the largest, and nursing management can provide for better care at less cost through knowledge of current and anticipated management procedures and processes. They have a need to know about labor relations, effective relationships with employees, management of finances, and the planning and coordination of nursing care in the process of managing nursing personnel. (Fine, 1983).

There is a shortage of qualified faculty nationwide in schools of nursing (Heller, 1982). Connecticut's programs in nursing, especially the associate degree and hospital diploma programs, need master's prepared nursing faculty. In addition, the agencies employing nurses now recognize the need to have continuing education programs for their employees. The expanded nursing knowledge and medical technology, new treatments and drugs, have made it necessary to employ prepared staff development teaching personnel. Qualified staff development teachers are in short supply in the state and the nation.

The role of the master's prepared nurse in hospitals, extended care facilities, and the growing number of community health programs is increasing. These roles include expertise in clinical practice, management, and teaching. This proposed program seeks to prepare and provide the nurses for these roles.

APPENDIX A

The Mission of Western Connecticut State University

Western Connecticut State University, functioning within the structure of public higher education, offers liberal arts and professional programs at both the baccalaureate and post-baccalaureate levels. The university is committed:

1. To serve qualified or qualifiable students at both undergraduate and graduate levels in professional, pre-professional, semi-professional, para-professional and liberal arts degree programs, regardless of the heterogeneity of the groups to which they belong.
2. To prepare students qualified both to lead and to function effectively in a rapidly changing and expanding society.
3. To provide a campus climate (physical, social, philosophical and intellectual) conducive to high quality learning and to the development of human values and social responsibility and to development of a personal philosophy.
4. To provide the academic community with the optimum resources necessary for high quality teaching, experimentation and research appropriate to the educational role of the university.
5. To provide leadership and service to public education in the region.
6. To cooperate in the community endeavors for the welfare of the public good within the limitations of available university resources and purposes.
7. To cooperate in academic consortia wherever appropriate with other public institutions of higher education.

Source: Undergraduate Catalog, 1982-83
Western Connecticut State University



STATE OF CONNECTICUT
 BOARD OF HIGHER EDUCATION
 CENTRAL CONNECTICUT STATE COLLEGE

Ruth J. Kohl, Director
 Department of Nursing
 Western Connecticut State College
 181 White Street
 Danbury, CT 06810

October 19, 1982

Dear Dr. Kohl:

This letter is in support for a graduate program in nursing at Western Connecticut State College. As a sister institution with an upper division baccalaureate program for registered nurses, a graduate program at Western would provide our graduates with a source for educational mobility.

There are currently only two (2) graduate programs in nursing in Connecticut. The graduate program at the University of Connecticut is located in the northeastern part of the state. The program at Yale University attracts students from throughout the nation and is essentially a full-time program. A graduate program at Western would serve the need for a program in the southern and western part of the state so nurses do not have to leave Connecticut in order to meet their educational needs.

The nursing profession can and must occupy a larger and more effective place in the delivery of health service for Connecticut citizens and for the American people. The most effective way to accomplish this is through educational preparation. The graduate program in nursing can contribute to the improvement of health care through the advancement of nursing research and leadership preparation. This educational opportunity should be available to the registered nurses in Connecticut by a public institution of higher learning so that the emerging problems of providing high-quality and effective health care services for our citizens can be met.

I endorse your efforts and congratulate you and your faculty for your insight to the nursing needs in Connecticut.

Sincerely yours,

Judith Hriceniak

Judith Hriceniak, Chairperson
 Department of Nursing

JH/sdp

Phone (203)

1615 Stanley Street — New Britain, Connecticut 06050

An Equal Opportunity Employer



PUTNAM HOSPITAL CENTER

STONELEIGH AVENUE, CARMEL, NEW YORK 10512
TELEPHONE: (914) 279-5711

November 1, 1982

Dr. Ruth J. Kohl
Director
Department of Nursing
Western Connecticut State College
Danbury, Connecticut 06810

Dear Ruth,

I am so pleased to learn of the possibility of Western Connecticut State College offering a graduate program in Nursing. Presently, nurses on my staff are traveling quite a distance out of the area to attend classes in a Master's program.

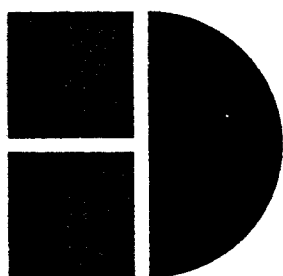
The clinical areas which would be most useful are adult nursing, critical care, parent-child health with a concentration in maternity and in oncology.

Nurses should receive special preparation to improve their management skills. So often their responsibilities include taking charge of a nursing unit, directing other staff members for the purpose of delivering a high standard of patient care and I find nurses are not prepared to fill this role.

I look forward to the announcement of the start of your graduate program.

Sincerely yours,

Rose McQuade
Director of Nursing



Danbury Hospital the community health center
Danbury, Connecticut 06810 Telephone 203-797-7000

October 11, 1982

Ruth J. Kohl, Ph. D.
Director, Department of Nursing
Western Connecticut State College
181 White Street
Danbury, Connecticut 06810

Dear Dr. Kohl,

I understand that the Department of Nursing at Western Connecticut State College is submitting a proposal for a graduate program in Nursing. I would like to go on record in full support of such a endeavor.

The need has been identified throughout the country for graduate nursing programs of high quality to meet the present and future health care needs of the consumer. This need is particularly acute in Western Connecticut since there is no graduate nursing program in the immediate area.

As Vice-President for Nursing at an acute care hospital in this area, I can attest to the desperate need for qualified masters prepared nurses. The standards of nursing practice, complexities of patient care needs and responsibilities of our professional nursing staff require expertise and educational preparation which is not readily available in our locale. In our institution alone I foresee a need for nurses expertly prepared in such clinical specialties as Oncology, Rehabilitation, Medical/Surgical nursing including subspecialty in Cardiovascular and Critical Care nursing; Parent-Child nursing with subspecialties in Pediatrics, Maternity and Sick Newborn; Psychiatric nursing and Geriatric nursing just to name a few. In addition, preparation for roles in management and education at the masters level is essential. In terms of alternative health care delivery outside of the acute setting, the need for masters prepared nurses in community health has become a major emphasis.

The nursing profession has made a significant and major contribution to health care delivery. As we progress through the 1980's and beyond, I foresee an even more integral role for the professional nurse in prevention of illness, maintenance of health, specific nursing care and interventions during the acute phase of illness, rehabilitation to a state of satisfactory wellness and in preparing clients and families for death with dignity. In order to meet these very diverse needs, masters level preparation for nurses becomes a top priority. It has become a top priority in our institution already.

I urge that you vigorously pursue approval for a graduate program. If I can be of any assistance, please do not hesitate to let me know.

Sincerely,



Patricia A. O'Connor, RN, MSN, CNAA
Vice-President for Nursing

PO:ht

**Sacred
Heart
University**

Fairfield, Connecticut

Mailing Address
Post Office Box 6460
Bridgeport, Connecticut 06606-0460
(203) 374-9441

Department of Nursing

November 16, 1982

Dr. Ruth J. Kohl, Director
Department of Nursing
Western Connecticut State College
181 White Street
Danbury, CT 06810

Dear Dr. Kohl:

I am happy to know that your department is studying the feasibility of a Master of Science in Nursing program. The need for such a program in Fairfield County has been obvious to all concerned for the past several years. The nurses from this area have been forced to turn to New York State for Master's programs because the University of Connecticut is an unreasonable commute and Yale is not only very expensive but has limited enrollment with full-time study. As the need for Master-prepared nurses continues to escalate within the health care system, it becomes more imperative that the state respond with adequate programs available to its citizens.

Based on my experiences with Westconn's nursing program and its graduates, I wholeheartedly support your proposal to establish such a program for the area of Southwestern Connecticut. Your history in nursing education provides a feeling of confidence in the quality of your proposed program. As our students near completion of their Bachelor's degree, several are looking into Master programs. A clinical master's available at Westconn is very attractive. All of us here at Sacred Heart University hope the Board of Higher Education will grant permission for you to begin one.

Best wishes for success in all the steps necessary to achieve your goals. Nursing and the community will benefit greatly from your endeavors.

Sincerely yours,

Maureen R. Avery
Maureen R. Avery
Acting Chairperson
Department of Nursing

rg



Danbury Visiting Nurse Association, Inc.

198 Main Street
 Danbury, Connecticut 06810
 Telephone — (203) 792-4120

November 9, 1982

Ruth J. Kohl, PhD.
 Director
 Department of Nursing
 Western Conn. State College
 White Street
 Danbury, CT 06810

Dear Dr. Kohl,

I was most pleased to learn that Western Connecticut State College will obtain University status in March and that, as a result, the Department of Nursing is planning to develop a graduate program.

As Executive Director of the Danbury Visiting Nurse Association, Inc., an agency committed to continuing education as evidenced by a budgeted scholarship fund, I am delighted to lend my support to the institution of a graduate nursing program.

In my experience with nurses who have expressed an interest in graduate studies, I have found the barriers to be: travel distance, private school tuition costs and the full-time attendance requirement, such as at Yale.

Consequently, those few intent on pursuing a Masters Degree obtain it in a health related field, wherever the closest program might be, i.e.

In my particular agency supervisors are required to have a Masters Degree in Nursing. This could be in clinical fields such as: Medical/Surgical, Family Practice, Maternal and Child Health or Public Health. I personally feel that supervisors need clinical expertise rather than administrative skills.

I do hope this information will be helpful, minimal as it is but too involved a subject to be dealt with in correspondence.

Sincerely,

M. Jean Mahoney
 M. Jean Mahoney, R.N.
 Executive Director

MJM/mn



CSU

A unit of The Connecticut State University

SOUTHERN CONNECTICUT STATE UNIVERSITY

501 Crescent Street • New Haven, Connecticut 06515

Telephone: 397 4614

May 13, 1983

Dr. Ruth Kohl, Director
Baccalaureate Nursing
Western Connecticut State University
181 White Street
Danbury, CT 06810

Dear Ruth:

The School of Nursing at Southern Connecticut State University supports the development and implementation of a Master's degree program in Nursing at Western Connecticut State University. As we both know from our feasibility studies and informal comments by nurses interested in obtaining a Master's degree in nursing, there is a pressing need for a master's degree in nursing education and administration.

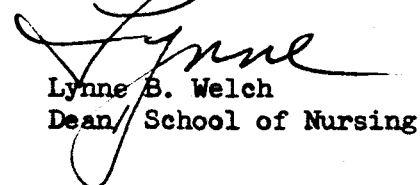
Since we will both have a primarily part-time student population who have expressed a need to travel thirty minutes or less, we will draw from different geographic areas. As I see it Southern will draw students from New Haven and Middlesex Counties, the North Eastern coast of Connecticut, North eastern Fairfield County, and the Connecticut Valley area while Western will draw from lower and Western Fairfield County, and Litchfield, Westchester and Putnam Counties.

While we plan to use different clinical agencies, we can certainly explore cooperate supervision and advisement of students in clinical agencies, should the occasion arise due to a students' particular field placement needs.

I also believe that we can explore the possibility for collaboration in the area of faculty and resources. I have in mind the possibility of faculty teaching in both programs on occasion.

It was delightful talking with you and Cissy last week.

Sincerely yours,


Lynne B. Welch
Dean, School of Nursing

L.BW:cm

AGNES JOAN BROWN

Rank: Professor

Date of Appointment: September, 1966

Area of Responsibility:

Senior Year: NUR. 316, 317, NUR. 370
Clinical Laboratory at Danbury Hospital, Critical Care Units

Education:

Diploma - Medical Center, Jersey City, N.J., 1954
B.S. - Columbia University, 1960 - Nursing
M.A. - Columbia University, 1961 - Medical/Surgical Nursing
Teaching in Baccalaureate Programs
M. Ed. - Columbia University, 1974 - Medical/Surgical Nursing
Teaching in Baccalaureate Programs
Ed.D. - Columbia University, 1978 - Medical/Surgical Nursing
Teaching and Curriculum

Previous Professional Experience:

1966 - present - Teaching - Baccalaureate Nursing Program
1961 - 1966 - Teaching - Diploma Nursing Program, New York City
1957 - 1959 - Head Nurse, Medical/Surgical Unit
1954 - 1957 - Staff Nurse, Medical/Surgical Unit

Professional Membership:

American Nurses Association
American Association for Critical-Care Nurses
American Association for Critical-Care Nurses-New York City Chapter
American Association of University Professors
American Heart Association

Professional Activities:

Participant: Faculty Research Seminar - Western Connecticut State College,
April, 1979
Representative of Western Connecticut State College to Emergency Medical
Services Council, Housatonic Valley Sub-Region, 1977-1979

Publications and Research:

"Emergency Drugs." RN Magazine, June, 1982, Volume 45, No.6., pp. 26-31

"Change in Charting on Critical-Care Units." Nursing Clinics of North America,
June, 1979, Volume 14, No.2, pp. 365-372.

Relationship Between the Family Visit and the Blood Pressure and Heart Rate of
the Patient in the Coronary Care Unit, 1978, Doctoral Dissertation.

ENES JOAN BROWN

Publications and Research: (cont.)

"Effect of Family Visits on the Blood Pressure and Heart Rate of the Patient in the Coronary Care Unit." Heart & Lung, Journal of Critical Care, March-April, 1976, Volume 5, pp. 291-296

Research reviewed in:

Modern Medicine, Volume 44, October, 1976

College Committees:

1982 - 1983 New England Association of Schools and Colleges (NEASC)
Reaccreditation Steering
1981 - 1983 School of Professional Studies Review Committee

Department of Nursing Committees

1982 - 1983 AD HOC Committee for Masters Program
1981 - 1983 Nomination and Election Committee
1981 - 1983 Faculty Development Committee
1981 - 1982 Faculty Development Committee, Chairperson
1981 - 1982 Curriculum Committee
1980 - 1982 Coordinator, Senior Year

RUTH J. KOHL

Rank: Professor

Date of Appointment: January, 1974

Area of Responsibility:

Administration of Program

Senior Year: NUR. 363, NUR. 350, 370

Junior Year: NUR. 361

Freshman Year: NUR. 100

Education:

A.B. - Bates College, 1949 Nursing

M.S. - Boston University, 1953 Medical/Surgical Nursing
Nursing Administration

Ph.D. - University of Connecticut, 1968
Philosophical Foundation of Higher Education

Previous Professional Experience:

1974 to present - Teaching and Administration, Western Connecticut State College

1968 - 1974 - Associate Dean, Undergraduate Studies
Associate Professor, University of Maryland School of Nursing

1965 - 1968 - Graduate Teaching Assistant, University of Connecticut School of Nursing

1962 - 1965 - Assistant Professor, University of Connecticut School of Nursing

1954 - 1962 - Director, School of Nursing, Danbury Hospital Diploma Program

1953 - 1954 - Assistant Director of Nursing, Central Maine General Hospital,
Lewiston, Maine

1950 - 1952 - Instructor, Medical/Surgical Nursing, Diploma Program

1949 - 1950 - Staff Nurse, Medical/Surgical Units, Columbia Presbyterian Hospital,
New York City

Professional Membership:

American Nurses Association

National League for Nursing

American Association of University Professors

American Association of Colleges of Nursing

Council of Deans and Directors (CLN Forum)

New England Council of Higher Education in Nursing

Sigma Theta Tau

RUTH J. KOHL

-2-

Professional Activities:

Regional and State Activities:

Health Systems Agency, Region 5

Board of Directors, 1976-1981, Secretary - 1979-1980

Education Committee, 1977-1978

Site Committee, 1976-1977

Research and Technical Assistance Committee, 1978-1980

Policy and Coordination Co-mittee, 1978-1980

Annual Plan Development Committee, Chairman, 1978-1980

Public Hearings for Health System Agency

Annual Plan, Chaired, Dec., 1978, Jan., 1979

Council of Deans and Directors

Committee to Revise State Board Regulations,

Chairman, 1974-1976

By-Laws Revision, Co-chairman, 1978-1979

Connecticut Nurses Association

Consultant to Task Force on R.N. Career Mobility, 1978-1979

Commission for Higher Education

Accreditation Committee, visiting evaluator, 1975-1978,

University of Hartford, Tunxis Community College

Putnam Community Hospital

Speech - November, 1976 and June, 1978

Connecticut Health Care Associates

Annual Convention Address, June 22, 1978

NLN-CBHDP - Council Meetings (attended two times per year)

Danbury V.N.A., Professional Advisory Committee, 1977-1978

Chairman, 1978-1979

Danbury Hospital, Educational Coordination Committee, 1978-1979

TV, Channel 10, Discussion Program, January, 1979

Radio, Wine - Taped comments, February, 1979

Bethel V.N.A., Professional Advisory Committee, 1979-1980

Organization membership, 1982:

American Nurses' Association, Connecticut Nurses' Association

National League for Nursing - agency representative

NEBHE-NECHEN - agency representative

Sigma Theta Tau - honorary nursing society

AAUP - Western Connecticut State College chapter

Committee Activities, 1982:

Professional Advisory Committee, chairman, Danbury V.N.A.

Professional Advisory Committee, Bethel Visiting Nurses Association

Educational Foundation of America - conference planning committee

W.C.S.C. - Library Policy Committee

College Senator

Department Committees

Professional Advisory Committee, Department of Nursing, Central Conn. State College

Professional Advisory Committee, Linde Home Care Services, Union Carbide Copr.

RUTH J. KOHL

-3-

Professional Activities

Other:

Board of Higher Education - evaluating team member (Sacred Heart University,
University of Hartford), 1979, 1980, 1982

Educational Foundation of America - grant reviewer, 1982

CNA Invitational Convergence, Deans and Directors, Nursing Education and
Nursing Service - panelist, 1982

Health Systems Agency, Region 5 - review panelist, 1982

Danbury Youth Services Advisory Council

ARLENE S. KREINIK

Rank: Assistant Professor

Date of Appointment: September, 1979 (part-time) September, 1980 (full-time)

Area of Responsibility:

Community Health Nursing
Advanced Pediatric Nursing

Education:

B.S. - University of Bridgeport, 1969 Nursing
M.A. - New York University, 1971 Child Psychiatric Nursing
Ph.D. - New York University, 1981 Child Development Teaching

Previous Professional Experience:

1972 - 1975 - Hunter College, Instructor Department of Nursing
1971 - 1972 - Bellevue Hospital, Clinical Nurse Specialist, Adolescent Psychiatry
1969 - 1971 - New York University Medical Center, Staff Nurse

Professional Membership:

American Nurses Association
Connecticut Nurses Association
Sigma Theta Tau
American Association of University Professors

Professional Activities:

Community Service:

1981 - present - Board of Directors Northwest Connecticut Health Systems
Agency, Region V
1981 - Education Committee
1982 - Panel Review Expansion Project, Danbury Hospital
1982 - Panel Review Expansion Project, Waterbury Hospital
1983 - Elected Vice President Board of Directors, Health Systems
Agency, REgion V
1982 - present - Volunteer Mitchell School, Woodbury, CT.
1982 - Guest Speaker, Class on National and World Health Problems,
"The Direction of Nursing", Western Connecticut State College
1982 - November, December - Group Leader for State of Connecticut, School
Health Nurses Program

ARLENE S. KREINIK

College Activities:

Department of Nursing:

1980	-	1981	Registered Nurse Committee, Curriculum Committee
1981	-	1982	Faculty Development Committee
1981	-	1982	Continuing Education Committee
1981	-	1983	Chairperson Registered Nurse Committee
1981	-	1983	Faculty Development Committee
1981	-	1983	Practicum Committee
1982	-	present	Ad Hoc Graduate Program Committee

College:

Dean F. O'Neill's Ad Hoc Committee, Directions for School of Professional Studies

ELIZABETH OLSON

Department Committees:

- Chairperson - Nursing Practicum Committee - 1980 - 1983
- Chairperson - Curriculum Committee - 1978 to present
- D.E.C. - 1978 to present
- Ad Hoc Graduate Nursing Program Committee - 1980 to present

American Nurses Association Committees:

- Nominations Committee, District III, 1982 - 1983
- Legislative Committee, District III, 1983 - 1984

Speaker - Association of Rehabilitation Nurses National Convention, November, 1981

Honored at Western Connecticut State College Faculty Convocation, Fall, 1982

Publications:

Strategies and Techniques for the Nurse Change Agent. Nursing Clinics of North America, June 1979, 14:323.

Reprinted in Burnout in the Nursing Profession, The C.V. Mosby Co., June, 1982

Application of Bobath Principles for Nursing Care of the Hemiplegic Patient, ARN Journal, March-April, 1980. (co-author)

Baccalaureate Students' Perceptions of Factors Assisting Knowledge Application in the Clinical Laboratory, Journal of Nursing Education, January, 1983.

HARRIETTE A. TAX

Rank: Associate Professor

Area of Responsibility:

Nursing Research, Family and Community Health, Psychiatric Nursing

Education:

B.S. - Adelphi University, 1959	Nursing
M.S. - Adelphi University, 1966	Psychiatric Nursing
Ph.D. - New York University, 1983	Psychiatric Nursing

Previous Professional Experience:

1971 - to present	- Assistant - Associate Professor, Western Connecticut State College
1966 - 1969	- Assistant Professor, S.U.N.Y. at Farmingdale
1960 - 1961, 62	- Clinical Instructor and Graduate Assistant, Adelphi University
1959 - 1960	- Public Health Nurse, Nassau County Health Department

Professional Membership:

American Association of University Professors
National League for Nursing
Sigma Theta Tau

Professional Activities:

College Wide:

Non-Discrimination Committee, 1981-1983
Long Range Planning Committee, 1982-1983
Academic Planning Committee, 1982-1983
American Association University Professor Grievance Officer, 1980-1981
Working Conditions Committee, 1979-1980
Nominations and Elections Committee, 1980,1981, Chairman

Related Professional Activities:

NECHEN Department Representative, 1978 to present
By-laws Committee, 1980-1982
Statewide Arbitration Panel
AAUP 1981

Publications:

"Who Will Pay to Raise the Children?", Guest Editorial, Patent Trader, October 28, 1980.
Cigarette Smoking, Self-Esteem and Participation in Extracurricular Activities of Tenth Grade Female High School Students, Doctoral Dissertation, Fall, 1982.

the criteria

ORGANIZATION and ADMINISTRATION

- I. The school of nursing's statement of philosophy and purposes is consistent with the philosophy and/or purposes of the parent institution.
- II. The school of nursing is organized in accordance with the structural plans of the parent institution with regard to:
 - A. Relationships with the central administrative authorities.
 - B. Relationships among educational, administrative, and support service units of the institution.
 - C. Faculty and student representation on central councils and committees of the institution.
- III. The organization of the school's faculty is appropriate to its size, and its effective functioning is promoted by the following means:
 - A. The policies and rules of procedure of the faculty organization are in written form and are periodically reviewed.
 - B. All members of the faculty participate in the activities of the faculty organization in ways consonant with their individual rank and responsibilities.
 - C. Committees are established as needed to carry out the functions of the faculty effectively, and the purposes and the membership of each are clearly defined.

D. Committee reports and faculty actions are recorded, filed systematically, and kept available for reference.

IV. The school receives financial support:

- A. Commensurate with the financial resources of the institution.
- B. Appropriate to the needs of a professional school.

V. The personnel policies for faculty members of the school are those in effect for other faculty members in the institution in regard to appointment, responsibilities, academic rank, tenure, salaries, promotion, and recognition of professional competencies.

VI. The administrator of the school of nursing, with the participation of the faculty, is responsible for:

- A. Faculty appointment and review.
- B. The educational program(s).
- C. The preparation and administration of the budget.

VII. The school is administered by a nurse educator who:

- A. Holds an earned doctoral degree.
- B. Has preparation and experience in teaching and administration in baccalaureate and/or higher degree programs in nursing.

VIII. The administrator of the school of nursing makes provision for:

- A. Facilitation and coordination of student and faculty activities related to curriculum development, academic policies, personnel policies, and program evaluation.
- B. Involvement of faculty and students in:
 - 1. Improving health care delivery.
 - 2. Strengthening nursing as a profession.
- C. An environment conducive to scholarly and creative pursuits.
- D. Liaison with the central administration of the institution and with other

faculties in the institution.

E. Involvement of community agencies as participants in the educational enterprise.

F. Periodic evaluation of the school's organization and administration.

STUDENTS

- I. Qualified applicants are admitted without discrimination in regard to age, creed, ethnic origin, marital status, race, or sex.
- II. The general policies in effect for students in nursing are consistent with policies common to all units of the parent institution.
 - A. Policies specific to students in nursing are developed by the faculty with provision for student involvement.
 - B. Policies are justified in terms of the nature and purposes of the program(s).
 - C. Policies are in written form and available to students.
- III. Accurate and clearly stated information about admission, progression, retention, dismissal, and graduation requirements is available in written form.
- IV. A statement of student's rights and responsibilities is available in written form and is implemented through student-faculty-administrative relationships.
 - A. Exercise of the right and responsibility to discuss, inquire, and express opinions is encouraged.
 - B. Channels for the receipt and consideration of student views and grievances are clearly defined.
- V. Although ultimate responsibility for and decisions about the development and conduct of the educational program(s) in nursing rest with the faculty and nurse administrator, channels are provided for student involvement in:
 - A. The development of criteria for admission, progression, retention, dismissal, and graduation.
 - B. Curriculum planning and evaluation.
 - C. Evaluation of teaching effectiveness.

FACULTY

- I. Faculty are recruited, appointed, and promoted without discrimination in regard to age, creed, ethnic origin, marital status, race, or sex.
- II. The number of faculty are sufficient to meet the purposes and objectives of the program(s).
- III. Faculty are academically and professionally qualified in that:
 - A. They meet the institution's requirements for faculty appointment.
 - B. As a whole, their undergraduate and graduate nursing educational preparation represents various academic institutions.
 - C. They have graduate preparation and experience appropriate to their areas of responsibility and to the goals of the program(s).
 - D. They continue to improve their expertise in the areas of their responsibility.
 - E. Efforts are made to increase the number of faculty who hold doctoral or other advanced degrees appropriate to their responsibility.
- IV. The school encourages and seeks to provide opportunity for continued academic study, development of clinical and functional expertise, and development of research and writing competencies of the faculty.
- V. Faculty carry out the following responsibilities:
 - A. The development, implementation, and evaluation of the curriculum.
 - B. Participation in academic advisement and guidance of students.
 - C. Participation in the recruitment, selection, and promotion of faculty.
 - D. Participation in peer evaluation of teaching effectiveness.
 - E. Provision for student evaluation of teaching effectiveness.
 - F. Participation in research and other scholarly activities to advance nursing knowledge.
 - G. Participation in academic activities of the total faculty of the institution.

- H. Participation in professional and community activities for the purposes of bringing education, service, and research together for the improvement of health care delivery.
- VI. A statement of faculty rights and responsibilities, consistent with institutional policy, is available in written form and is implemented.
- A. Freedom to discuss, inquire, and express opinion is provided.
 - B. Criteria used in evaluating faculty performance are clearly stated.
 - C. Policies and procedures for promotion and tenure are well publicized.
 - D. Channels for the receipt and consideration of faculty views and grievances are well defined.

CURRICULUM

- I. The following criteria are applicable both to programs that lead to the first professional degree and to those that lead to the second professional degree:
 - A. The curriculum is based on the philosophy, purposes, and objectives of the program and recognizes:
 1. The contribution of nursing and other disciplines toward meeting the health needs of a diverse and multicultural society.
 2. The past, present, and the emerging roles of the professional nurse.
 3. The students' need to develop the skills of critical thinking and to have opportunities for synthesis of learning.
 4. The students' need to develop as contributing and accountable members of the profession and society.
 - B. The curriculum implements the philosophy, purposes, and objectives of the program and is developed within a conceptual framework.
 - C. The objectives of the program interpret the purposes in specific terms. If more than one program is offered, the objectives clearly distinguish between them.
 - D. There is a rationale for:
 1. Organization of the nursing major.
 2. Allocation of credit for the nursing courses.
 - E. The liberal education courses are shared with students in other units of the institution and are an integral part of the curriculum.
 - F. The learning experiences and methods of instruction are so selected as to fulfill the purposes and objectives of the program.
 - G. The learning experiences are sufficiently flexible to permit students to develop in accordance with their individual talents and needs.
 1. Opportunities for independent study are provided.
 2. Provision is made for students to take electives.

- H. Opportunities for learning experiences with students and/or practitioners of other health-related disciplines are provided.
 - I. Consonant with the philosophy of the parent institution and the nursing unit, the curriculum permits entry at levels appropriate to individual differences in the backgrounds of the students.
 - J. The curriculum is evaluated systematically by faculty, students, graduates, and consumers in reference to how and to what extent the stated philosophy, purposes, objectives, and conceptual framework are being realized and are in alignment with the needs of society.
 - K. The process by which curricular change occurs is clearly outlined and provides evidence of ongoing student and faculty involvement.
 - L. Information about curricular changes is disseminated immediately and broadly.
- II. The following criteria are applicable to the curriculum that leads to the *first professional degree*:
- A. The curriculum focuses on the knowledge and practice of nursing and draws on relevant arts and sciences.
 - B. The liberal and professional education requirements are organized so that knowledge, understanding, and skills are developed progressively throughout the program.
 - C. The major in nursing is concentrated at the upper-division level.
 - D. The learning experiences include opportunities for decision making and the development of independent judgment.
 - E. The research process and its contribution to nursing practice is an integral part of the curriculum.
 - F. Leadership knowledge and skills are developed throughout the curriculum.
- III. The following criteria are applicable to the curriculum that leads to the *second professional degree*:
- A. The curriculum is built on the content leading to the first professional degree in nursing.

- B. The focus of the curriculum is on advanced knowledge and practice of nursing with supporting cognate studies.
- C. The learning experiences include the development and testing of nursing knowledge and practice.
- D. The research process is utilized in delineating nursing problems and developing an approach to their solution.
- E. The learning experiences are relevant to an area of nursing specialization and to the student's interests.
- F. Provision is made for the student to elect an area of role development through participation in relevant learning experiences.
- G. Nursing leadership within the health care delivery system is emphasized throughout the curriculum.

We are planning to have a graduate program in nursing for Registered Nurses who have B.S. degrees in nursing, and we need to know the level of interest nurses have for the program. If you would be interested in earning a master's degree in nursing at Western Connecticut State University, please complete and return this questionnaire within a week of receipt.

1. Would you prefer a part-time or full-time program?

Part-time 146
Full-time 20
Undecided 13

2. When would you prefer to have courses taught? Check all times that are convenient for you.

Any time during the day 15
Mornings 61
Late afternoons 60
Evenings 102
Saturday mornings 41

During Summer Session:

Mornings 49
Evenings 60

3. Which clinical area of nursing most interests you for graduate study? Check no more than two.

Medical-Surgical Nursing:

Adult Nursing 47
Critical Care 43
Cardiovascular 19
Oncology 30
Other sub-speciality _____ please state area _____

Parent-Child Health:

Maternity concentration 32 includes Gyn.
Pediatric concentration 26
School Nursing 10
Other _____ please state area _____

Orthopedic Nursing 3
O.R. Nursing 2
Industrial Nursing 1
Trauma, Emer. Dept. 4

Psychiatric-Mental Health Nursing 17

Rehabilitation Nursing 10

Community Health Nursing 32

Geriatric Nursing 14

Primary Care Nursing 17

If there is any area of study not listed above that interests you, please list it _____

4. What role function do you prefer to have with your clinical area of study? If you prefer preparation for two roles, please check them both.

Management 78
Teaching: 71
 in a school of nursing 38
 in staff development 33
Nurse Practitioner 79
Undecided 34

280 questionnaires sent
179 questionnaires returned
64% return within 12 weeks.

November 18, 1983

Dr. Ruth Kohl
Director, Department of Nursing
Western Connecticut State College
Danbury, CT 06810

Dear Dr. Kohl:

As Chairman of the Department of Nursing at the University of Hartford, I am writing to voice strong support for your proposed Master of Science in Nursing Program. The recently published Institute of Medicine's study on Nursing and Nursing Education (1983) has documented the tremendous need for nurses prepared with advanced education. Only about five percent of all RN's in 1980 held master's or doctoral degrees. This report also indicates that within the study's intermediate projection total of 1,710,000 RN's at the end of 1990, the number with baccalaureate or higher degrees will have increased by about one-quarter of a million. Therefore, it is projected that baccalaureate nurses will continue to provide an ample reservoir from which candidates for advanced degrees can be drawn (page 143).

The Institute of Medicine study also projects that the supply of master's prepared nurses by 1990 would be considerably less than half of the estimated 256,000 full-time equivalent master's level nurses needed in the U.S. (page 144). Yet, the success of bridging this gap between need and supply will, in large part, depend on the availability of programs and the students' ability to afford advanced degrees. In the Western portion of the State, Yale University continues to be the single source of advanced education for nurses. Yale only offers a clinical functional area and does not meet the need for graduate preparation in nursing administration and education. The high tuition that private institutions must charge oftentimes blocks the advancement of nurses who cannot afford even part-time status. Restoration of federal support for graduate nurse education has been strongly advocated by the Institute of Medicine Study (page 148).

Sincerely,

Beverly L. Koerner

Beverly L. Koerner, R.N., Ph.D.
Associate Professor and Chairman

BLK:cg

RECEIVED

NOV 28 1983

resident
Academic Affairs



THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

December 12, 1983

Dr. Norma Foreman Glasgow
Commissioner of Higher Education
61 Woodland Street
Hartford, CT 06115

Dear Norma:

On behalf of the Board of Trustees for Connecticut State University, I am pleased to submit the enclosed proposal for a Master of Science in Nursing at Western Connecticut State University.

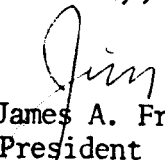
I will shortly be forwarding to you another proposal for a Master of Science in Nursing from Southern Connecticut State University. These two programs are intended primarily to serve part-time commuting students. Therefore we do not feel that they compete with each other since each campus serves a separate commuting area. Both programs grow from well established, fully accredited Baccalaureate programs in Nursing. Both respond to a growing societal need for Master's level personnel in Nursing, and both will provide career advancement opportunities in a field primarily populated by women.

The items transmitted with this letter include:

1. Board of Trustees resolution approving a request for licensure for Western's program.
2. Application summary
3. Application
4. A letter of support from Beverly L. Koerner which was received too late to be bound into the application.

Please let us know if you have any additional questions about this proposal.

Sincerely,


James A. Frost
President

cc: President Feldman

Central Connecticut State University • New Britain
Eastern Connecticut State University • Willimantic

Southern Connecticut State University • New Haven
Western Connecticut State University • Danbury