



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

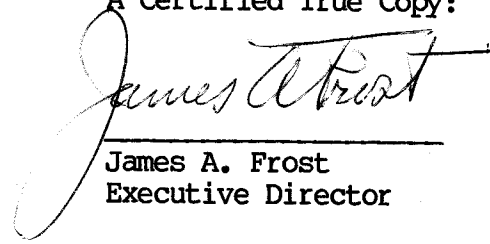
SOUTHERN CONNECTICUT STATE UNIVERSITY

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 Southern 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

81 WOODLAND STREET
HARTFORD, CONNECTICUT 06105

PROGRAM SUMMARY

DESCRIPTION OF PROPOSED ACADEMIC PROGRAM OR DEGREE

PROGRAM NAME Nursing Education and Nursing Administration		DATE OF SUBMISSION TO BHE December 15, 1983
DEGREE and abbreviation Master of Science		
CLASS CODE NO. 2:0:3:	TITLE (C.I.P. 18.1101) Nursing Program	
DEPARTMENT AND SCHOOL OR COLLEGE School of Nursing		
UNIVERSITY INSTITUTION Southern Connecticut State University		PROPOSED INITIATION DATE September 1984
APPROXIMATE LOCATION OF PROGRAM New Haven, Connecticut 06515		
ADDITIONAL LIAISON PERSON Dr. Robert A. Nowlan	TITLE Vice President - Academic Affairs	TELEPHONE 397-4322/4413
TRUSTEES STAFF LIAISON (if applicable) R. Thomas A. Porter	Executive Officer for Academic and Student Affairs 827-7700	

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

The master's of science in nursing program is designed to provide a framework for the preparation of nurse educators or nurse administrators through core, clinical area, role development and support courses. A total of 48 credits are required for graduation. Each student must write a master's thesis which involves a thesis seminar and guidance course for a total of six credits. Every student takes fifteen credits of core courses in Nursing Research, Dynamics of Leadership, Nursing Theories and Conceptual Models, Social Political and Economic Impacts on Nursing and advanced Statistics which serve as a framework for the development of advanced knowledge and skills.

The preparation for the role as nurse educator or administrator includes 9 credits in role development. In the role practicum the student is precepted with an expert in the area of role development and has the opportunity to apply theory to role practice. In the role development areas also the student takes 9 credits of supporting cognate courses which give the student a total of 18 credits in the role developing specialization.

The nursing program provides a clinical area of 9 credit hours in advanced theory and practicum in: Adult/Parent-Child, Psychiatric-Mental Health, Community Health, and Older Adult Nursing. The faculty believes that preparation as an educator or administrator necessitates advanced experience and knowledge in a clinical area of nursing.

The master's program in nursing is designed to articulate with Baccalaureate Degree Nursing Programs accredited by the National League for Nursing. The population identified to be served by this program are residents of Connecticut and the Southern Connecticut area in particular.

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

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



Telephone (203) 397-4614

MASTER'S DEGREE PROGRAM

NURSING EDUCATION AND NURSING ADMINISTRATION

I. Purpose and Objectives

- a. State the purpose and objectives of this program in relation to the goals and objectives of the institution.

The mission and objectives of this master's degree in nursing program are consistent with that of the University. The Mission Statement for the Connecticut State Universities approved by the Board of Trustees for the Connecticut State Universities on February 4, 1977, states "The Connecticut State University exists to provide low cost, high quality and conveniently accessible higher education opportunities to Connecticut citizens."

The purpose of the program is to provide sound graduate education for nurses in nursing education or nursing administration. It is designed to articulate with National League for Nursing (NLN) accredited B. S. Nursing programs, particularly the undergraduate program at Southern.

Program Objectives

Upon completion of the Master of Science Degree in Nursing,

the graduate will be prepared to:

1. Expand upon a theoretical model as a basis for nursing practice.
 2. Apply advanced knowledge and concepts from nursing and other disciplines to the provision of nursing care.
 3. Synthesize advanced knowledge and concepts from nursing and other disciplines which expand the role of nurse educator or administrator.
 4. Provide leadership within nursing and the health care delivery system for the improvement of client care.
 5. Assume a collaborative role with peers and other health care providers in the decision making process.
 6. Carry out a research design which contributes to the advancement of the nursing profession.
 7. Be accountable in professional role practice as a nurse educator or administrator.
 8. Implement strategies for effecting change in professional nursing practice and in the health care delivery system.
 9. Continue professional growth through doctoral study and continuing education in nursing.
 10. Contribute in a creative and sophisticated manner to the advancement of the nursing profession.
 11. Evidence a commitment to the public through participation in local, state and national affairs.
- 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.

The need for this program has been substantiated by a feasibility study conducted by the School of Nursing faculty in the Spring of 1982. The feasibility study clearly indicated that 75% of the potential master's students were interested in part-time study which would enable them to continue to work while going to school.

In light of the loss of Federal funding for schooling and the state of the economy, the opportunity to attend school on a full or part time basis within convenient commuting distance is a critical factor for those surveyed. We anticipate a student population primarily from this area but, due to the high cost of education today, we also anticipate eventually having students coming from New York, Massachusetts, and Rhode Island.

At the present time there is no other comparable graduate program in nursing in South Central Connecticut. Yale University School of Nursing draws from a different population and is a private, high-cost, full-time only program. Its mission is to educate researchers and nurse practitioners and not teachers or administrators as we propose to do.

The University of Connecticut offers a Master's Degree in Nursing with teaching or clinical practitioner options. The feasibility study suggests that the population of potential students would not travel the distance to Storrs.

2. Administration

- a. How were the program plans developed and approved? Give the dates of approval by the institution and the governing board.

In Fall, 1981, a School of Nursing Graduate Planning Committee was formed to begin the exploration of the need for and an interest in a graduate program in nursing education and nursing management at Southern Connecticut State University. During the

months of March, April and May 1982, the committee conducted a feasibility study of three groups of potential consumers: Senior Nursing Students, Directors of Health Agencies, and Registered Nurses.

The results of the feasibility study showed that Directors of Agencies, Senior Nursing Students and Registered Nurses all indicated a strong interest in a graduate program in nursing.

Strong letters of support were received from Donna Diers, Dean of the Yale School of Nursing, and Rachel Rotkovitch, Vice President of Nursing Service at Yale-New Haven Hospital. Letters of support were also received from deans of college and university schools of nursing in Connecticut and surrounding areas.

This Graduate Planning Committee developed a master's degree program in nursing with two role development tracts: nursing education and nursing administration and five clinical areas: parent-child, adult, gerontological, community health, and psychiatric mental health nursing. Each student in nursing education or administration will take one of the five clinical areas. The proposed curriculum was approved by the SCSU Graduate Curriculum Committee in the Fall of 1983. The proposed curriculum has the support of Dr. Frank Harrison, President, and Dr. Robert Nowlan, Academic Vice President.

- b. Who is directly responsible for the administration of the program and supervision of its faculty?

The Dean of the School of Nursing is directly responsible for the administration of the program and supervision of faculty teaching in the master's program.

- c. List (1) any accrediting agencies which already have accredited the institution and (2) any accrediting agency to which you plan to apply for program accreditation.

Southern Connecticut State University is accredited by the following accrediting agencies:

(AAUW)

American Association of University Women - 1965-1977-Fall 1980

(ALA)

American Library Association - Original - 1972
- 1976
- 1982

American Boards of Examiners in Speech Pathology and Audiology
Formerly (ASHA) American Speech & Hearing Association

Original - 1969
Latest - 1975 Master's - 1979
Next - 1984 Next - 1984

BHE - June 22, 1982

(CSWE)

Council on Social Work Education - Original - 1974 to 1976
1982
Next - 1989 MSW - 1984

(NCATE)

National Council for Accreditation of Teacher Education
Original - 1952
Latest - 1972
Accredited through 1983

(NEASC)

New England Association of Schools and Colleges - Original - 1952
- 1978
- 1982
Next - 1991

(NLN)

National League for Nursing - Baccalaureate Program *
Original - 1973 (for 8 years)
Latest - Spring 1981 accreditation
approved
Next accreditation due Spring 1987
(6 years)

* See Appendix A for NLN Characteristics of Graduate Education in Nursing Leading to the Master's Degree.

See Appendix B for NLN Criteria for Accreditation of Baccalaureate and Higher Degree Programs in Nursing.

We plan to apply to the National League for Nursing for accreditation of the Master's program. We anticipate application in F '87 and a site visit for accreditation in F '88. (Programs must be graduating their first class to be eligible for accreditation.)

3. Finance

- 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 University President and Academic Vice-President have indicated a full commitment to the program.

- b. Complete a Fiscal Statement form provided and make it available to staff and the Board.

See attached form.

- c. Revised New Academic Program. See attached form.

FISCAL STATEMENT

Proposed New Academic Program: MASTER'S DEGREE IN NURSING

Institution: SOUTHERN CONNECTICUT STATE UNIVERSITY

	Year 1 1984-85	Year 2 1985-86	First Year of Full Operation 1984-85
<u>Estimated New Expenditure (private institutions list expenditures on General Fund Lines)</u>			
Personnel (Faculty and Support) ¹			
Full-Time positions	0		
Number			
Salaries - General Fund			
Salaries - Extension Fund			
Part-time positions	5	9	5
Number			
Salaries - General Fund	0	0	0
Salaries - Extension Fund	\$12,400	\$17,800	\$12,400
Other Expenses ²			
General Fund			
Extension Fund			
Equipment (incl. Library Books) ³			
General Fund	0	0	0
Extension Fund	\$10,000	\$ 5,000	\$10,000
TOTAL NEW GENERAL FUND EXPENDITURES	0	0	0
EXTENSION FUND	\$22,400	\$22,800	\$22,400

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: MASTER'S DEGREE IN NURSING

Institution: SOUTHERN CONNECTICUT STATE UNIVERSITY

	Year 1 19 <u>84</u> -85	Year 2 19 <u>85</u> -86	First Year of Full Operation 19 <u>84</u> -85
<u>Estimated Revenue and Enrollment</u>			
Projected Enrollment (Headcount)*			
Full-time Students	0	2	0
Part-time Students	15	33	15
Income from Students	0		0
Tuition		\$ 2,030	
Extension Fund Fees	\$13,680	\$30,696	\$13,680
Funds Available from Other Sources (Federal, Private, Corporate, Foundation, etc.)	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.

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 where the resources will be diverted and what impact this action will have on any other activity within the institution.

	Year 1 19 <u>84</u> -85	Year 2 19 <u>85</u> -86	First Year of Full Operation 19 <u>84</u> -85
<u>Cost Summary</u>			
New Expenditures	22,400.	22,800.	22,400.
Cost of Existing Resources	-0-	-0-	-0-
Total Program Cost	22,400.	22,800.	22,400.

[Signature]
Signature of Institutional Fiscal Officer

[Signature]
Title

11/30/83
Date

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

Exec. Officer for Finance & Mgt.
Title

12/14/83
Date

Southern Connecticut State University
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Page 9 has been deleted from the final report.

- d. A description of any efforts made to identify student demand for the program and an estimate of enrollments for the first five years.

Feasibility Study.

The need for this program has been substantiated by a feasibility study conducted by the School of Nursing faculty in the Spring of 1982.

The feasibility study clearly indicated that 75% of the potential master's students were interested in part-time study which would enable them to continue to work while going to school. In light of the loss of Federal funding for schooling and the state of the economy, the opportunity to attend school on a full or part-time basis within convenient commuting distance is a critical factor for those surveyed. We anticipate a student population primarily from the South Central area of Connecticut.

There are currently eleven institutions of higher education in the State of Connecticut which graduate nurses with baccalaureate level preparation. Of the eleven, six are within easy commuting distance to Southern.

Additionally, new language in the proposed revised Rules and Regulations for Licensure of Nurses suggests that all faculty teaching nursing should have the minimum of a master's degree. There are a number of nursing faculty of diploma and associate degree nursing programs who will need to obtain a master's degree in nursing within five years.

Yale University School of Nursing draws from a national population and is a private, high-cost, full-time only program. Its mission is to educate researchers and nurse practitioners and not teachers or administrators as we propose to do.

The University of Connecticut offers a Master's Degree in Nursing with teaching or clinical practitioners options. The feasibility study suggests that the population of potential students would not travel the distance to Storrs.

ENROLLMENT ESTIMATES - FIRST FIVE YEARS

Southern Connecticut State University
School of Nursing

Table I. Master of Science in Nursing -- Projected Enrollment *1984-87

<u>Students</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>
Part-time	15	33	47	70	90
Full-time	0	2	3	5	10
<hr/>					
TOTAL	15	35	50	75	100
<hr/> <hr/>					

* Indicates total program enrollment.

- 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.

Overview of Program

The master's of science in nursing program is designed to provide a framework for the preparation of nurse educators or nurse administrators through core, clinical specialization, role development and support courses. Every student takes fifteen credits of core courses in Nursing Research, Dynamics of Leadership, Nursing Theories and Conceptual Models, Social Political and Economic Impacts on Nursing and Advanced Statistics which serve as a framework for the development of advanced knowledge and skills.

The nursing program provides a clinical area of 9 credit hours in advanced theory and practicum in: Adult/Parent-Child, Psychiatric-Mental Health, Community Health, and Older Adult Nursing. The faculty believes that preparation as an educator or administrator necessitates advanced preparation in an area of nursing specialization.

The preparation for the role as nurse educator or administrator includes 9 credits in role development and practicum. In the role practicum the student is precepted with an expert in the area of role specialization and has the opportunity to apply theory to role practice.

In the role developments areas, the student takes 9 credits of supporting cognate courses which give the student a total of 18 credits in the role development specialization.

The master's program in nursing is designed to articulate with Baccalaureate Degree Nursing Programs accredited by the National League for Nursing. The population identified to be served by this program are residents of Connecticut and the Southern Connecticut area in particular.

The eleven baccalaureate programs in Connecticut are graduating over 300 nurses a year. Approximately 2 per cent of the R.N.s registered in the United States have master's degrees in nursing. Thus the potential pool of applicants is large and continuous. A master's program in nursing education and administration will provide career mobility for nurses with a B. S. in nursing who reside in an area underserved by public higher education in nursing.

4. Faculty

- 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.

Alfreda Burblis, Associate Professor

Education

Registered Nurse - Bridgeport Hospital School of Nursing,
Bridgeport, Connecticut

Bachelor of Science - Major in Nursing and minor in Pediatric
Nursing, Boston University School of Nursing

Master of Arts - Major in Curriculum and Teaching of Maternal-
Child Nursing, Teachers College, Columbia
University

Certificate in Nurse Mid-Wifery - Maternity Center Association

Master of Education - Teachers College, Columbia University

Doctor of Education - Teachers College, Columbia University

Lillian Dibner, Associate Professor

Education

Registered Nurse - Beth Israel Hospital School of Nursing,
New York

Bachelor of Science in Nursing - University of Bridgeport College
of Nursing

Master of Arts - Fairfield University - Social Science

Certificate of Advanced Study - Fairfield University -
Counseling and Guidance

Doctor of Education in Counseling and Guidance - Counselor
Education - Teachers College, Columbia University

Marital and Family Therapist - American Institute for Psychotherapy
and Psychoanalysis, New York, New York

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Diana Newman, Assistant Professor

Education

- Ed. D. Teachers College, Columbia University, 1981; Major in Research in Nursing Education.
- M.A. New York University 1972; Major in Parent/Child Nursing; minor in Education.
- B.S. Boston College, 1963; Major in Nursing.

Publications

Wieczorek, R., Natapoff, J., Starn, J., Newman, D., Galligan, A, Lundgren, E. DeBraun, S., and Smith, E. Birth Through Adolescence: A Conceptual Approach to the Nursing of Children. Philadelphia: J. B. Lippincott/Harper & Row, 1981.

Lynne Brodie Welch, Dean, School of Nursing

Education

- Ed. D. Teachers College, Columbia University, 1979; Major in Nursing Education Administration.
- M.S.N. The Catholic University of America, 1968; Major in Medical/Surgical Nursing, minor in Education.
- B.S. The University of Connecticut, 1963; Major in Nursing.

Publications

- Welch, Lynne. "Preparing for Camp Nursing", Journal of Practical Nursing, March, 1979.
- *Welch, Lynne and C. William Welch, A.P.R. "Making Press Interviews Work for You," Journal of Nursing Administration, May, 1979.
- Welch, Lynne, "Pediculosis in a Summer Camp", American Journal of Nursing, June, 1979.
- **Welch, Lynne. "Planned Change in Nursing: The Theory", Nursing Clinics of North America. W. B. Saunders, Inc., June, 1979. (Guest editor of this symposium on "The Nurse as Change Agent").
- Welch, Lynne and Jane Carangelo Slagle. "Does Integrated Content Lead to Integrated Knowledge?" Journal of Nursing Education, January, 1980.
- Welch, Lynne Brodie. "Team Teaching. Is it Effective?" Nursing Forum, April, 1980.
- Welch, Lynne Brodie, Cathy Carmody, Lois Rafensky and Melinda Murray. "Program Evaluation: An Overview", Journal of Nursing and Health Care 1:4, November, 1980.
- Welch, Lynne Brodie. "The Upper Division Baccalaureate Program for Registered Nurses at Pace University" Proceedings of the National Second Step Program, January, 1981, San Francisco, CA.
- MacAvoy, Suzanne and Lynne Brodie Welch. "Tips on Test Construction", Journal of Nursing Education, April, 1981.
- ***Welch, Lynne Brodie. "Simple New Remedy for the Odor of Open Lesions", R.N. Magazine, February, 1981.

Welch, Lynne. "Odor Control of Open Lesions". Dimensions of Critical Care Nursing, November, 1982.

Welch, Lynne Brodie. "Relatively Painless Debridement of Wounds", RN Magazine, Oct, 1983.

*Syndicated in May, 1980, by Medical and Pharmaceutical Information Bureau, Inc.

**Permission given for reprint use by: New Mexico Nurses Association, 1980. University of Pittsburgh External Studies Program for the Home Study Guide of "Nursing 25: Concepts Basic to Man, Health and Nursing".

**Article "Planned Change in Nursing: The Theory" to be reprinted in Contemporary Leadership Behavior by Hein and Nicholson, eds., Boston: Little, Brown and Company.

***Syndicated in "Time for Living Column" by Jory Graham, 1981.

Reviews

"Why Should I do Breast Self-Examination," by Jancy Jacobsen for Oncology Nursing Forum Vol. 8, No. 1, Winter, 1981.

"Issues and Concepts in Patient Education" by Barbara Klug Redman for Oncology Nursing Forum, Vol. 9, No. 3, Summer, 1982.

- b. For each vacant or proposed position provide title, position qualifications and proposed date of appointment.

Proposed Position
To teach N. 514

3 credits

Adjunct Associate Professor of Nursing. Doctoral preparation in Nursing, clinical area of Gerontology, teaching experience in baccalaureate and higher degree programs in nursing.

To teach N. 517

3 credits

Adjunct Associate Professor of Nursing. Doctoral preparation in Nursing, clinical area of Community Health Nursing, teaching experience in baccalaureate and higher degree programs in nursing.

5. Curricula and Instruction

- 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.

All of the proposed courses are new and therefore not in a university catalog.

Description of Courses

N. 500 Nursing Theories and Conceptual Models (3 cr.)

Nursing theories and conceptual models as a framework for nursing practice are studied. Emphasis on theory building provides opportunity for original contributions to body of professional nursing knowledge.

N. 503 Dynamics of Nursing Leadership (3 cr.)

Analysis of leadership theories, strategies for effecting change, dynamics of power, group process, and their implications for professional nursing practice.

N. 514 Curriculum Development in Nursing (3 cr.)

Exploration of philosophies of education and conceptual frameworks in nursing education. Emphasis is on the development of a curriculum through understanding the component parts of: A philosophy, conceptual framework, purposes, objectives, curricular threads, and course development with appropriate evaluative measures.

N. 515 Advanced Human Physiology (3 cr.)

Integrated study of human body's function, regulatory, and immune systems and mechanisms of homeostasis, control, and feedback upon which the automatic sequence of life depends.

N. 517 Social, Economic, and Political Impacts on Nursing (3 cr.)

Analysis of trends and issues affecting nursing education and practice, legislation, health care systems, and ethical-moral issues.

N. 519 Research in Nursing (3 cr.)

Nursing research in historical perspective; current emphases and significance for nursing knowledge and practice. Problem identification, sampling, study design, data collection instruments and significance of data as they relate to nursing.

N. 521 Role of Nurse Educator I (3 cr.)

Teaching strategies to promote effective learning and evaluation techniques are analyzed. Curriculum development and faculty responsibilities are discussed relative to nursing and higher education.

N. 522 Role of Nurse Administrator I (3 cr.)

Principles of administration are studied relative to decision making, personnel staffing and management; budgeting and collective bargaining are viewed from a health care delivery perspective.

N. 523 Advanced Concepts of Adaptive/Maladaptive Responses to Health and Illness in the Clinical Specializations (6 cr.)

The role of the nurse in the care of clients with potential or actual complex psychological or physiological dysfunction. In depth nursing knowledge and advanced nursing skills serve as a base for clinical specialization practicum.

N. 529 Thesis Seminar (3 cr.)

Student designs a research study in a selected area of nursing practice. Group seminar assists students to analyze and evaluate research design with faculty guidance.

N. 530 Thesis Guidance (3 cr.)

Ongoing thesis guidance which is required of all students for thesis completion. Students will carry out their research design with faculty guidance.

N. 537 Role of Nurse Educator II (6 cr.)

Practicum in role of nurse educator. Experience in faculty role, responsibilities and curriculum implementation. Individual placement with preceptor.

N. 538 Role of Nurse Administrator II (6 cr.)

Administrative roles in health agencies are studied through preceptorships with nursing administrators.

(2) Describe the course numbering system.

Graduate level master's courses at Southern have the 500 designation. All first semester nursing courses are designated in the 500's, second semester in the 510's, third semester in the 520's and fourth semester in the 530's.

(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.

This master's program is designed to have two tracts: one in Nursing Education and one in Nursing Administration. The two tracts are identified based on consumer needs and do not replicate any currently existing programs in the Greater New Haven area. Both tracts require that the student take one of five clinical areas: Adult, Parent-Child, Older Adult, Community Health, or Psychiatric-Mental Health Nursing. A Master's thesis with six credits of thesis development is required. The program is 48 credits and four semesters in length.

The program consists of 15 credits of core (9 credits of nursing courses, 6 credits of related disciplines), 9 credits of nursing role development courses and 9 credits of cognate courses for each role, 9 credits of a clinical area and 6 credits of thesis.

Many of these cognate courses currently appear in the Southern Connecticut State University Graduate Catalog and are being offered on a regular basis.

Curriculum

Core Courses

N. 500	Nursing Theories and Conceptual Models	3 cr.
N. 503	Dynamics of Nursing Leadership	3 cr.
N. 517	Social, Political and Economic Impacts on Nursing	3 cr.
N. 519	Research in Nursing/ or	
RSM 594	Methods of Research in Behavioral Sciences	3 cr.
RSM 593	Probability and Statistical Inference	3 cr.
		<u>15 cr.</u>

Clinical Area Courses

N. 515	Advanced Human Physiology or	
PSY 528	Psychopathology	3 cr.
N. 523	Advanced Concepts of Adaptation/Maladaptation in Nursing	6 cr.

Role Development Courses

N. 521	Role of Nurse Educator I or	
N. 522	Role of Nurse Administrator I	3 cr.
N. 537	Role of Nurse Educator II or	
N. 538	Role of Nurse Administrator II (9 + 9)	6 cr. <u>18 cr.</u>

Cognates for Educator

N. 514	Curriculum Development	3 cr.
Psych. 501	Thinking and Learning <u>or</u>	
Psych. 503	Cognition and Memory <u>or</u>	
Psych. 570	Advanced Educational Psychology	3 cr.
Elective		3 cr. <u>9 cr.</u>

Cognates for Administrator

ECO 518	Essentials of Management	3 cr.
ECO 519	Financial Management	3 cr.
ECO 528	Advanced Labor Management	3 cr.
		<u>9 cr.</u>

Thesis

N. 529	Thesis Seminar	3 cr.
N. 530	Thesis Guidance	3 cr.

<u>Nursing Course Credits</u>	33-36	<u>Non-Nursing Course Credits</u>	12-18
Educator Tract	30	Educator Tract	12-15
Administration Tract	27	Administrator Tract	12-18
Research - all	6 cr.		
		Total Credits for each Tract	48 cr.

Summary of Course Credit Distribution

Core	15 credits
Clinical Courses	9 credits
Role Function Courses	9 credits
Cognate Courses	9 credits
Thesis Development Courses	<u>6 credits</u>
Total Credits Required	48 credits

The Program of Study

Semester I

N. 500	Nursing Theories and Conceptual Models	3 cr.
N. 503	Dynamics of Nursing Leadership	3 cr.
ECO 518 ¹	Essentials of Management	3 cr.
	or	
Cognate ²	PSY 501, PSY 503, PSY 570	3 cr.
RSM 593	Probability and Statistical Inference	<u>3 cr.</u>
		12 cr.

Semester II

N. 514 ²	Curriculum Development in Nursing	3 cr.
N. 513 ³	Advanced Human Physiology	3 cr.
PSY 528 ⁴	Psychopathology	3 cr.
N. 517	Social, Political and Economic Impacts on Nursing	3 cr.
N. 519	Research in Nursing	3 cr.
ECO 519	Financial Management ¹	<u>3 cr.</u>
		12 crs.

1. Nurse Administrator
2. Nurse Educator
3. For students except in Psychiatric-Mental Health
4. For students in Psychiatric-Mental Health

Semester III

N. 521	Role of Nurse Educator I	3 crs.
	or	
N. 522	Role of Nurse Administrator I	
N. 523	Advanced Concepts of Adaptive/ Maladaptive Responses to Health and Illness in the Clinical Areas of: Adult Nursing Community Health Nursing Older Adult Nursing Parent-Child Nursing Psychiatric-Mental Health Nursing	6 crs.
N. 529	Thesis Seminar	<u>3 crs.</u>
		12 crs.

Southern Connecticut State University
Master of Science
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Semester IV

N. 537	Role of Nurse Educator II	6 crs.
	or	
N. 538	Role of Nurse Administrator II	
N. 530	Thesis Guidance	3 crs.
PSY 503	Cognition and Memory I ²	
	or	
ECO 528	Advanced Labor-Management ¹	<u>3 crs.</u> 12 crs.

1. Nurse Administrator

2. Nurse Educator

Sample Part-Time Program of Study - (3½ years to complete)

Semester I

N. 500	Nursing Theories and Conceptual Models	3 credits
N. 503	Dynamics of Nursing Leadership	3 credits

Semester II

N. 514 ²	Curriculum Development in Nursing	3 credits
N. 513 ³	Advanced Human Physiology	3 credits
PSY 528 ⁴	Psychopathology	3 credits
ECO 519	Financial Management ¹	3 credits

Summer

PSY 503	Cognition and Memory I ²	
	or	
ECO. 528	Advanced Labor-Management ¹	3 credits

¹ Nurse Administrator

² Nurse Educator

³ For students except in Psychiatric-Mental Health

⁴ For students in Psychiatric-Mental Health

Semester III

N. 517	Social, Political and Economic Impacts on Nursing	3 credits
N. 519	Research in Nursing	3 credits

Semester IV

N. 521	Role of Nurse Educator I	3 credits
	or	
	Role of Nurse Administrator I	

Summer

RSM 593 Probability and Statistical Inference 3 credits

Semester V

N. 523 Advanced Concepts of Adaptive/Maladaptive Responses to Health and Illness in the Clinical Areas of: 6 credits

Adult Nursing
Community Health Nursing
Older Adult Nursing
Parent-Child Nursing
Psychiatric-Mental Health Nursing

Semester VI

N. 537 Role of Nurse Educator II 6 credits

or

N. 538 Role of Nurse Administrator II

Summer

N. 529 Thesis Seminar 3 credits

Semester VII

N. 530 Thesis Guidance 3 credits

- b. How do the institution's policies regarding transfer of credit, credit by examination, or crediting experimental learning and noncollegiate sponsored instruction apply to this program?

The institutional policy of allowing up to six transfer credits of graduate study will be adhered to, providing the courses are equivalent to those required in this nursing Master's program. There is currently no provision for credit by examination, credit for experiential learning and non-collegiate sponsored instruction at this time.

- c. Indicate any requirements and arrangements for clinical affiliations, internships, and practica or work experience. Describe how these will be administered and furnish the following assurances:

The coordinators of the graduate program will discuss specific arrangements with the Directors or Directors of In-service Education. Current clinical affiliations of the SCSU School of Nursing and the individual with whom the arrangements will be made are:

Miss Genevive Foxx
Executive Director
Branford Visiting Nurse Association
40 Kirkham Street
Branford, CT. 06405

Guilford Visiting Nurse Association
Guilford, CT. 06437

Sr. Anne Virginie, President
Hospital of St. Raphael
1450 Chapel Street
New Haven, CT. 06511

Mrs. Joan Petruzzello
Director, Nursing Service
Milford Hospital
2047 Bridgeport Avenue
Milford, CT. 06460

Miss Carolyn Humphrey
Executive Director
Public Health Nursing and Homemakers Service, Inc.
56 Minerva Street
Derby, CT. 06418

Southern Connecticut State University
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Mrs. Margaret Benton, Executive Director
Regional Visiting Nurse Agency, Inc.
1151 Hartford Turnpike
North Haven, CT. 06473

Mrs. Catherine McAndrew, Administrator
The Flora and Mary Hewitt Memorial Hospital
230 Coram Avenue
Shelton, CT. 06484

Ms. Barbara Mount, Associate Administrator
Patient Care Services
The Griffin Hospital
130 Division Street
Derby, CT. 06418

Ms. Patricia Durkin, Director
Nursing Education Department
Yale-New Haven Hospital
789 Howard Avenue
New Haven, CT. 06504

Miss Priscilla Fehm, Associate Chief
Nursing Service for Education
Veterans Administration Medical Center
West Spring Street
West Haven, CT. 06516

- (1) The courses of the program, and the related clinical or work experience, have been articulated with appropriate credits assigned.

The courses of the Master's degree in nursing program and their appropriate clinical affiliations have been identified. Appropriate credits (one credit per two clinical laboratory hours) have been identified and assigned. Lecture hours remain on a one credit per one hour of class time as is University policy.

- (2) The institution has or will have a qualified staff coordinator for the program before its inception.

All institutions with which SCSU is affiliated have individuals designated to coordinate activities between the clinical agency and

institutions of higher education. The Master's program in nursing currently has a doctorally prepared individual coordinating its planning. Ongoing coordination is planned to keep the various elements of the program running smoothly.

- (3) The institution will provide appropriate arrangements for student work experiences.

The institution will provide appropriate arrangements which will enable the student to meet the course objectives and her/his learning needs.

- (4) The work activities of the students will be structured by the university as an educational experience with supervision, teaching and evaluation under the control of the university.

The student's clinical nursing experience will be based upon the objectives of the course in which she/he is enrolled. All supervision, teaching, and evaluation of the student's learning experiences will be under control of the School of Nursing.

- (5) Agreements or contracts exist between the university and the agency in which the students will receive their practical experience.

Letters of agreement from current clinical affiliations regarding graduate student clinical nursing experiences are being sought. Since the clinical agencies we intend to use have already signed contracts with Southern Connecticut State University, further formal contractual agreements will not be necessary.

- (6) Appropriate procedures have been established which the university will use for the evaluation of students.

All nursing students have evaluations written by faculty regarding their clinical performance. These evaluations are based on

the behavioral objectives for the course.

6. Resource Centers and Libraries

- 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 Hilton C. Buley Library, a center for education and research, plays an indispensable part in the academic experience of every student. The Library, which has more than 300,000 volumes and 300,000 microforms, offers comprehensive general collections in the subject fields for college courses and diverse specialized collections needed for advanced study and research.

An open stack system gives students easy access to library materials. Large collections of rare books, newspapers and journals are available in microform. Copying service for bound, unbound and microfilmed materials facilitates the collecting of resource information for study and research. The library is open daily throughout the year.

Academic Supportive Services is a special program which offers a wide range of services for those students who have academic background deficiencies or are experiencing difficulty in attaining classroom success. The services provided by the Academic Supportive Services Office include diagnostic testing, counseling and tutorial assistance. These services are available when classes are in session.

Health Services are provided to all students. The building is staffed by three physicians, a clinical psychologist and eight registered nurses who care for student illness and injuries. When classes are in session, health service is provided on a 24-hour basis. Ambulatory medical care is available for all students and in-patient care for residential students. These services are available around the clock on a daily basis.

Educational Television Studios in Engleman Hall and in Earl Hall are designed to offer closed-circuit telecourses. This service is available when classes are in session.

Classrooms, Conference Rooms and Laboratories

Institutional space at Southern Connecticut State University ranks high in quality and is sufficient in area to accommodate the University's increasing programs. The School of Nursing's area in the Jennings Science Building includes classrooms, amphitheaters, offices, laboratory facilities and areas for independent study. The nursing laboratory includes modern, up-to-date equipment. The nursing instructional media area adjacent to the nursing laboratory provides an opportunity for a student to use software programs relevant to her/his area of study. It is available when classes are in session.

Also housed in the Jennings Science Hall is the student academic computing area which is available to all students when courses are in session.

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 Master of Science
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b. Report as accurately as practicable the number of volumes, periodicals and other materials, by subject area, which directly support the program.

<u>Lib. of Cong. #</u>	<u>Subject Area</u>	<u>Circulating Vols.</u>	<u>Reference Vols.</u>	<u>Grand Total</u>
QM	Human Anatomy	155	12	167
QP	Physiology/Biochem.	935	74	1,009
QR	Microbiology/Bacter.	240	38	278
R	General Medicine	425	120	545
RA	Public aspects of med.	725	55	780
RB	Pathology	125	5	130
RC 1 to RC320	Internal Medicine Practice of Medicine	245	46	291
RC321 to RC576	Neurology and Psychiatry	1,365	59	1,424
RC577 to RC End	Specialized types of medicine	320	18	338
RD	Surgery	165	6	171
RE	Ophthalmology	28	1	29
RF	Ears, Nose, & Throat	175	2	177
RG	Gynecology/Obstetrics	135	5	140
RJ	Pediatrics	575	13	588
RK	Dentistry	9	4	13
RL	Dermatology	7	0	7
RM	Therapeutics/Pharmacology	245	39	284
RS	Pharmacy	62	35	97
RT	Nursing	350	18	368
RV to RZ	Other systems of Medicine	15	2	17
BF	Psychology	2,956	233	3,198
Z6658 to Z6677	Medical bibliography	<u>8</u>	<u>62</u>	<u>70</u>
	<u>TOTALS:</u>	9,274	847	10,121

Periodicals which directly support the program are in the area of Nursing, Psychology, Medicine, Business Economics, Education and Social Work. They include over 62 periodicals which directly support the program and 65 journals in related disciplines which will indirectly support the program.

- c. Provide a representative listing of periodical literature in the library which will support the program.

American Journal of Diseases of Children

American Journal of Nursing

American Journal of Obstetrics and Gynecology

American Journal of Psychiatry

American Journal of Psychology

American Psychologist

Cancer Research

Chronicle of Higher Education

Cognitive Psychology

College Management

Comprehensive Dissertation Index

Connecticut Medicine

Contemporary Education

Contemporary Psychology

Educational Administration and Supervision

Educational Theory

Endocrinology

Finance and Development

Finance Facts

Forbes

Geriatrics

Gerontologist

c. Periodical literature (continued)

Harvard Business Review

Higher Education

International Nursing Index

International Nursing Review

Journal of Business

Journal of Chronic Diseases

Journal of Clinical Psychology

Journal of Continuing Education in Nursing

Journal of Curriculum Studies

Journal of Economic Literature

Journal of Education

Journal of Education for Social Work

Journal of Educational Psychology

Journal of Higher Education

Journal of Laryngology and Otology

Journal of Nursing Administration

Journal of Nutrition

Journal of Pediatrics

Journal of Psychiatric Nursing

Journal of Psychology

Lancet

MCN: Journal of Maternal Child Nursing

Medical Clinics of North America

Nursing

Nursing Clinics of North America

c. Periodical literature (continued)

Nursing Forum

Nursing Law

Nursing Outlook

Nursing Research

Pediatrics

Psychiatry

Psychology

Social Work

Teacher

Teacher Education Journal

Connecticut Review

The following journals will indirectly support the program:

Social Work Research and Abstracts

Administration and Society

Administrative Management

Administrative Science Quarterly

Adult Education

Adult Leadership

American Academy of Child Psychology

American Economic Review

American Journal of Physical Medicine

American Journal of Public Health

Annals of Otology, Rhinology and Laryngology

Archives of Physical Medicine and Rehabilitation

c. Journals (continued)

Biochemistry

Biophysics

Child Development

Comparative Biochemistry and Physiology

Genetics

General and Comparative Endocrinology

Health Education

Hearing

Heredity

Herpetologica

Human Biology

Human Development

Journal of Applied Physics

Journal of Applied Physiology

Journal of Applied Psychology

Journal of Comparative and Physiological Psychology

Journal of Comparative Economics

Journal of Counseling Psychology

Journal of Drug Education

Journal of Experimental Psychology

Journal of Experimental Social Psychology

Journal of General Physiology

Journal of Health and Human Behavior

Journal of Health and Social Behavior

Journal of Herpetology

Journal of Humanistic Psychology

c. Journals (continued)

Journal of Individual Psychology
Journal of Marriage and the Family
Journal of Nervous and Mental Health
Journal of Neurophysiology
Journal of Parasitology
Journal of Personality
Journal of Personality and Social Psychology
Journal of Personality Assessment
Journal of School Health
Journal of Social Issues
Journal of Social Psychology
Journal of Sports Medicine
Management Review
Pharmacology, Biochemistry and Behavior
Physical Therapy
Physics Today
Physiological Psychology
Physiological Reviews
Physiology and Behavior
Psychological Reviews
Psychosomatic Medicine
UNESCO

- d. List any new learning materials which will be added for the program. Indicate when they will be available for student and faculty use.

Graduate level nursing and related disciplines references and texts will need to be added to the current collection. Additionally, subscriptions to nursing journals, for example, the Journal of Nursing Administration and the Journal of Gerontological Nursing, will need to be added to the library holdings.

7. Admission, Student Personnel, and Graduate 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.

Admission Requirements

Applicants are required to have a 3.0 quality point ratio in their baccalaureate program in nursing from a National League for Nursing accredited school. In addition to the completed application form and transcripts required by Southern Connecticut State University, applicants must have completed courses in Statistics and Research Methodology. The applicant must submit a copy of current R.N. licensure and two letters of reference, one from the undergraduate institution and one from an employer. A minimum of one year of professional nursing experience is required. A personal interview at the School of Nursing is available. In keeping with University policy, the program of study is to be completed within six years. Candidate must furnish passing scores on Graduate Record Examination (GRE).

Retention

The student must pass all nursing and required courses with a 'C' or better to remain in the program. All other University policies with regard to retention and graduation are applicable to the Nursing program.

- b. What academic and career counseling or other services will be provided for students who may enroll in this program?

All graduate students have the services of the University Counseling and Career Planning Office available to them. In addition, each student will be assigned an academic advisor who will be one of the Nursing faculty teaching in the Master's Program.

- c. How many students are expected to enroll in the program? List the numbers by part-time and full-time.

<u>ESTIMATED ENROLLMENT</u>	<u>YEAR 1</u> 1984-85	<u>YEAR 2</u> 1985-86	<u>YEAR 3</u> 1986-87
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Projected Enrollment (Headcount)

Full-time Students	0	2	3
Part-time Students	15	33	47

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?

Internal Evaluation

The program will be evaluated internally by faculty and student course evaluation. Course evaluations are done each semester. Total program evaluation will be done on a yearly basis. Follow up evaluation of the program by employers of the students will be done.

Criteria for Evaluation

Criteria for evaluation will be based on the National League (NLN) for Nursing Criteria for Evaluation of Baccalaureate and Higher Degree Programs in Nursing. The NLN is our accrediting body and the criteria are established through a peer review process. (See attached copy)

Program Records

Official academic records and transcripts will be kept in the Registrar's Office, as is customary with other graduate programs. A copy of the student's transcript and other records will be kept in the School of Nursing office.

9. Physical Plant and Facilities (see 10-330-19)

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 School of Nursing is housed in Jennings Hall which is a \$12 million science building completed in 1982. The Dean's office and all nursing faculty offices are located in Jennings Hall. There is a modern new nursing laboratory which contains eight hospital unit set-ups and other equipment needed to care for clients. There is a nursing seminar room and two storage rooms. Additionally, the SON has an instructional media room adjacent to the Nursing laboratory. This media room has study carrels and media equipment for individualized, self-paced learning. Nursing classes are all held in modern classrooms in Jennings Hall. No additional equipment needs are projected.

10. Catalog and Publication (see 10-330-20)

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

The Master's Degree Program in Nursing will be listed in the Southern Connecticut State University Graduate Catalog, and the Southern Connecticut State University School of Nursing Brochure.

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 nondiscriminatory plans including consideration for women and minorities and accessibility for the handicapped.



CSU

THE CONNECTICUT STATE UNIVERSITY

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

December 13, 1983

Dr. Norma Foreman Glasgow
Commissioner of Higher Education
61 Woodland Street
Hartford, CT 06105

Dear Norma:

On behalf of the Board of Trustees for Connecticut State University, I am pleased to transmit the enclosed proposal for a Master of Science in Nursing program to be offered by Southern Connecticut State University.

You will recall that I have just submitted a proposal for a similar program at Western. We have satisfied ourselves that there is adequate demand and that each of these programs will serve a different geographic area and therefore do not constitute duplication.

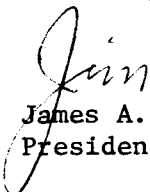
I am enclosing a letter from Presidents Harrison and Feldman which deals with a number of questions which we have analyzed in connection with these programs.

Also enclosed are the following documents:

- (1) Board of Trustees Resolution authorizing an Application for Licensure
- (2) Application Summary
- (3) Application

Please let me know if additional information is required.

Sincerely,


James A. Frost
President

encl.

cc: President Harrison
President Feldman

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

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



A unit of The Connecticut State University

SOUTHERN CONNECTICUT STATE UNIVERSITY

501 Crescent Street • New Haven, Connecticut 06515 • (203) 397-4234

OFFICE OF THE PRESIDENT

December 1, 1983

Dr. James A. Frost
Executive Director
The Connecticut State University
P.O. Box 2008
New Britain, Connecticut 06050

RECEIVED
DEC 9 1983
THE CONNECTICUT
STATE UNIVERSITY

Dear Dr. Frost:

The purpose of this letter is to discuss the relationship of the proposed graduate and undergraduate nursing programs at Southern and Western Connecticut State Universities.

We anticipate a good initial and continued enrollment in the master's program. There are currently eleven institutions of higher education in Connecticut that are licensed by the State to provide baccalaureate education for nursing students. These institutions, which graduate over 400 students a year, will provide an ongoing source of students for the graduate programs in nursing. Feasibility studies done independently by both Southern and Western indicated a large and interested applicant pool. That this large number actually exists is reinforced by the three or four calls weekly to each of the two institutions inquiring about the master's programs.

Further, the proposed revision of the Rules and Regulations for Licensure of Nurses in Connecticut states that nursing faculty must have a minimum of a master's degree in nursing. Therefore, many faculty with baccalaureate degrees teaching in hospital diploma and associate degree nursing programs will have to obtain their master's degree within five years.

The proposed master's programs will not impinge upon the already utilized clinical resources used by Southern and Western. Master's students will be using clinical facilities at a different level than undergraduate students. Additionally, their use of clinical facilities and other resources will also be in the evening or in other flexible time frames, such as weekends, when the clinical institutions are not heavily used by undergraduate nursing

students. Both nursing programs will develop individual preceptorships for the master's students with nurse educators, nurse administrators, and nurse practitioners. These particular role formation experiences are not utilized by undergraduate students.

The graduate programs will in no way jeopardize the quality of teaching in the undergraduate programs. Both universities plan to use current faculty to participate in curriculum development and to implement the graduate program. These full-time faculty will, of course, be supplemented by qualified adjunct faculty. Both Western and Southern receive many inquiries from qualified individuals seeking teaching appointments in the proposed graduate and undergraduate programs.

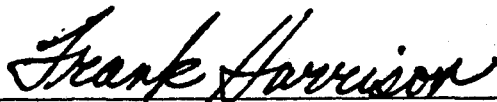
The National League for Nursing (NLN) demands appropriately credentialed faculty in the criteria for accreditation of graduate and undergraduate nursing programs. Since NLN accreditation is both desirable and necessary, and because we are committed to quality professional nursing education, there will be no dilution of the high caliber NLN accredited undergraduate nursing programs currently in place at Southern and Western. Indeed, the presence of graduate students and increased research activity will strengthen the undergraduate programs.

Both the master's programs require elective courses outside of the discipline of nursing. Graduate courses are required in Business, Management, Finance, Psychology and/or Research and Measurement to fulfill some of the course of study in the master's programs.

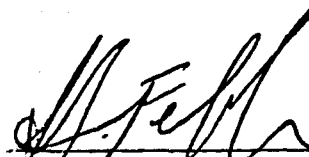
Both of the proposed master's programs provide regional accessibility for students who for the most part will go to school part time in the evenings and work as professional nurses during the day. Feasibility studies done by both Western and Southern indicate that prospective students do not wish to travel more than 45 minutes to school.

In summary, both graduate programs are needed in Connecticut and their implementation will strengthen rather than detract from the undergraduate nursing programs.

Sincerely yours,



Frank Harrison
President
Southern Connecticut State University



Stephen Feldman
President
Western Connecticut State University

cc: Thomas A. Porter