

Application for New Program Approval**SECTION 1: GENERAL INFORMATION**

Date of Submission to CSCU Office of the Provost: October 11, 2023

Institution: CT State Community College

Most Recent NECHE Institutional Accreditation Action and Date: February 2023

Program Characteristics

Name of Program: Practical Nursing

Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Certificate

Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses

Locality of Program: On Campus Off Campus Both

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Graduation: August 2025

Total # Credits in Program: 51

Credits in General Education: 13 IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years):

CIP Code Number: 51.3901 Title of CIP Code: Licensed Practical/Vocational Nurse Training

Department where program is housed: School of Nursing

Location Offering the Program (e.g., main campus): Willimantic, CT

Provide estimated cost of program (tuition and fees): \$ See Appendix A OR url for link to tuition/fee information:

Request for SAA Approval for Veterans Benefits? Yes No

Program website: not available yet

Provide the intended catalog description for this program: The School of Nursing and Allied Health Careers

Practical Nursing program offers a 4 semester, 12-month curriculum with additional prerequisites which combines foundational nursing concepts with hands on clinical training in area healthcare facilities. Graduates of the certificate in Practical Nursing are eligible to seek licensure as Licensed Practical Nurses (LPN). Licensed Practical Nurses have the opportunity to work in hospitals, long term care facilities, physician offices, outpatient centers, and residential care facilities. The curriculum is organized by concepts that guide students learning about the nursing profession, health and illness, health care systems and patients who are the recipients of nursing care. The PN program curriculum includes theory, hands-on-skills lab sessions and clinical experiences in long term and acute care facilities. The delivery of the curriculum is accomplished through a dynamic educational experience that involves active and diverse learning processes.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Application for New Program ApprovalProgram Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No**Other Program Accreditation:**

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **ACEN 2025**
- If program prepares graduates eligibility to state/professional licensure,
 - identify credential: **Licensed Practical Nurse**
 - confirm NC-SARA requirements met: Yes No

*(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)***Institutional Contact for this Proposal**Name: **John Lewis**

Title: Dean of Academic Affairs and Student Services, Professor of Chemistry, Department Chair - Science

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When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: **TBD**
- Curriculum committee: **TBD**
- Faculty senate: **TBD**
- Institutional president: **12/21/2022**

NOTES:

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., CSCU DataSci MS 101 New Program Application) and submit your completed application to CSCU-ACAndASASub@ct.edu by the posted deadlines (<https://www.ct.edu/academics/approval>)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
 - degree minors, concentrations, or specializations
 - undergraduate certificates or programs ≤ 30 credits within an approved program
 - undergraduate certificates ≤ 15 credits
 - graduate certificates ≤ 12 credits
 - non-credit bearing certificates
 - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

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- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

Program's Purpose and Statement describing how the program meets students' educational goals and career objectives:

The CT State Practical Nurse program prepares students to be candidates for entry-level practice as licensed practical nurses. Consistent with the Connecticut State Community Colleges' mission and the mission of colleges offering the program, The Practical Nursing Program is to support diverse students' aspirations to become a licensed practical nurse through accessible, affordable, high-quality education with the goal of preparing graduates who practice safe, entry-level practical nursing care. The mission will be accomplished through innovative nursing curriculum that reflects the needs and current trends in healthcare by focusing on our neighboring communities.

Description of relevant national or local educational trends and connection of these to the program:

The University of Cincinnati have identified 7 emerging trends in nursing education, which include (1) data collection and analysis, (2) Covid-19 pandemic, (3) preventive healthcare, (4) patient knowledge, (5) continuing education, (6) online nursing education and (7) telehealth. As a practical nurse it is imperative to collect patient data through their presenting signs and symptoms to monitor and then disseminate the most important data to the other members of the health care team. This yields improvement in patient outcomes in the health care setting. An educated practical nurse can use this data to aid in preventive measures, assist the health care provider to develop specific personalized treatment, and work as part of the team to help the patients to make better informed decisions related to their health care. This is crucial for practical nurses to learn and practice while in their program of study through didactic courses and face to face clinical experiences. The CT State Practical Nursing program will educate students to be competent, and effective nurses. Another education trend grew out of the Covid-19 pandemic, Nursing education exploded with new innovative active learning strategies to educate our new generation of nurses such as online case scenarios and virtual clinical settings to supplement the students in person clinical experiences.

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Healthcare is a constantly evolving environment; Nurses need to remain current in their clinical practice through continuing education. The CT State Practical Nurse program enables students to begin their lifelong journey of learning in nursing. The CT State System can introduce a student into a healthcare career, not just a job. CT State Community College system gives students access to begin as a Medical Assistant or Certified Nursing Assistant and transition to Practical Nursing, bridge from LPN to RN and graduate with an associate degree. The student can continue their education through the CT State System while transitioning to Charter Oak College and earning their BSN in 1 year or transferring to one of the four (4) CT-CSCU Universities to earn a BSN in Nursing. The healthcare environment is experiencing a more complex patient, with multiple comorbidities and an increase in hospitalizations. Nurses need to be highly educated and be able to pivot as the healthcare environment continues to change, as Nursing graduates of CT State will be able to contribute to their communities locally and nationally.

Discussion of relevant faculty expertise and commitment with respect to the program:

The Connecticut Board of Nursing Examiners (BOEN) requires that a nursing program in Connecticut will have a full time Director of Nursing at each institution. The director of nursing for Quinebaug campus will join the other 6 nursing directors of CT State Community College nursing programs as part of CT-CCNP (Connecticut – Connecticut College Nursing Programs). The job description, role and responsibilities of this position within CT State Community College is detailed in this link for reference. Currently, the position has been posted, the search committee has been formed and viewing resumes has begun. The anticipated start date for the director of nursing will be January 2024.

The Connecticut Board of Nursing Examiners (BOEN) has a minimum education requirement for Director of Nursing, Nursing faculty and adjunct clinical instructors to manage and educate practical nursing students. The inserted description statute 20-90-48 and 20-90-51 discusses the Director of Nursing and nursing faculty requirement in the state of Connecticut.

Application for New Program Approval**CONNECTICUT COMMUNITY COLLEGES****Job Description****Academic Division Director – Nursing and Allied Health Programs****Salary Level:****22****Date Approved/Revised:****Approved 3/05****Position Purpose**

The Academic Division Director – Nursing and Allied Health Programs manages academic degree and certificate programs in nursing and related disciplines such as paramedic and allied health subjects at a Community College. The Director's services include the design and development of courses and curricula and the direction of assigned faculty and staff in teaching and administering the instructional programs. Some of the College's learning programs may include continuing education and non-credit programs under the position's direction.

Supervisory and Other Relationships

The Academic Division Director - Nursing and Allied Health Programs typically works under the direction of a Dean or other administrator. The position directly supervises the administrative, academic and clinical faculty members of the Division including Program Coordinators. The position also supervises professional, technical and support staff in performing the administrative, laboratory and technology work of the Division.

The position is required to have extensive collegial and collaborative relationships with administrators, faculty and staff within the College, the Community College System and in various health care and clinical organizations as well as professional and collegiate associations and to promote the retention of students. The incumbent is expected to represent the College in a positive manner.

Major Accountabilities

The Academic Division Director – Nursing and Allied Health Programs is accountable for assuring the successful conduct of the Division's programs and for the optimum learning outcomes of its students through effective performance in these essential functional areas:

- Program and curriculum design and development;
- Faculty selection and professional development;
- Instructional quality;

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- Budget and fiscal management;
- Administration and resource management;
- Program evaluation and assessment;
- Community relations;
- Student relations.

Examples of Essential Duties and Accountabilities

The following examples of duties illustrate the general range of tasks assigned to the position but are not intended to define the limits of required duties. Other essential duties may be assigned consistent with the general scope of the position.

A. *Program and Curriculum Design and Development:* The Academic Division Director – Nursing and Allied Health Programs is accountable for performing and directing the design and development of comprehensive academic and clinical programs of instruction. This accountability includes such essential tasks as:

1. Directing and/or performing studies and analyses of the nursing and related health career needs of the communities served by the College and the courses of study appropriate for responding to those needs which meet accreditation and licensing agencies' requirements;
2. Performing and/or directing the design and development of curricula, courses, syllabi and specifications for textbooks, materials, laboratory and technical resources;
3. Developing and defining the learning outcomes which are necessary to measure the instructional, accreditation and licensing requirements of the Division's academic programs;
4. Participating in development and support of multi-institutional programs as appropriate.

B. *Faculty Selection and Professional Development:* The Academic Division Director - Nursing and Allied Health Programs is accountable for recruiting and selecting faculty members with academic qualifications and proven teaching competence appropriate for the instructional requirements of the College and accrediting bodies; and for assuring their professional development to achieve and uphold the teaching standards of the College. This accountability includes such essential tasks as:

1. Developing, defining and communicating standards for faculty teaching competence;
2. Recruiting, or participating as a member of search committees, interviewing and selecting or recommending the selection of faculty members;
3. Assuring new faculty members' preparation for teaching according to the College's instructional standards by providing their comprehensive orientation and training;
4. Performing or arranging professional development methods such as in-service instruction, didactic and interactive seminars, lectures and workshops and providing for faculty members' involved participation in outside professional development conferences, institutes and similar forums.

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C. Instructional Quality: The Academic Division Director – Nursing and Allied Health Programs is accountable for assuring the quality of instruction in the Division and for assuring the appropriate learning outcomes for the Division’s students. This accountability includes such essential tasks as:

1. Developing and communicating standards, goals and definitions of learning outcomes and teaching requirements for the Division;
2. Providing leadership and direction to faculty toward the College’s instructional quality standards;
3. Observing and evaluating faculty performance in instructional and clinical settings and guiding and coaching faculty members on sound teaching methods and techniques;
4. May teach nursing or related courses as needed;
5. Reviewing and evaluating student academic accomplishment in comparison with required learning and licensing outcomes and initiating needed corrective action with faculty members.

D. Budget and Fiscal Management: The Academic Division Director – Nursing and Allied Health Programs is accountable for effective management of financial resources and is required to answer for the value of academic results achieved with financial investments in program operation. This accountability includes such essential tasks as:

1. Analyzing the resources needed to fulfill the Division’s academic obligations to its students and the College, including development of cost and benefit analyses and long term forecasts of academic program demands and of student population and career trends;
2. Preparing fiscally sound budgets including rationales regarding expected results to be achieved from expenditures and with strategies for locating alternative sources of funds including grants, gifts and donations; or development of improved efficiencies to achieve those results;
3. Monitoring expenditures compared to budgets, assessing fiscal trends, managing grants and taking needed corrective action to assure budgetary and grant management integrity;
4. Developing sound long term strategies for optimizing the academic return on financial resources for the Division.

E. Administration and Resource Management: The Academic Division Director - Nursing and Allied Health Programs is accountable for assuring the effective functioning of the Division and its programs as well as for providing facilities, equipment, technology and other resources needed to carry out the Division’s mission. This accountability includes such essential tasks as:

1. Arranging for and directing technical, administrative and support staff and assuring their efficient and effective deployment and use;
2. Recruiting and negotiating agreements with health care providers for students’ clinical practice, including assessing their appropriateness for student practicum;
3. Arranging for materials and supplies needed for the Division’s operations;
4. Purchasing and deploying equipment and facilities which are appropriate for the Division’s teaching responsibilities and assuring their efficient and effective use;

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5. Developing and managing class schedules, classroom and faculty assignments and faculty teaching and laboratory workloads;
6. Managing program operation to ensure compliance with health education licensing and accreditation regulations.

F. *Program Evaluation and Assessment:* The Academic Division Director – Nursing and Allied Health Programs is accountable for assuring the effectiveness and efficiency of the Division’s programs and teaching efforts by measuring and evaluating results and taking needed action to correct deficiencies. This accountability includes such essential tasks as:

1. Developing and implementing effective methods and tools for measuring learning outcomes and students’ career preparation including compliance with accreditation and licensing requirements;
2. Reviewing and evaluating learning results in comparison to professional standards and with appropriate consideration for costs of achieving those results;
3. Initiating and directing needed corrective actions to assure program effectiveness and efficiency.

G. *Community Relations:* The Academic Division Director - Nursing and Allied Health Programs is accountable for developing and maintaining active support for the Division’s academic and applied programs among employers, community leaders and accrediting bodies. This accountability includes such essential tasks as:

1. Organizing and leading groups and events such as community advisory councils, workshops, conferences, fairs and symposia;
2. Developing and maintaining articulation agreements with high schools and institutions of higher learning;
3. Developing relationships with local employers, community agencies and municipal administrations and accrediting organizations to foster job placements, to review and improve curricula, to negotiate such opportunities as internships for College students and to enhance the College’s accreditation standing.

H. *Student Relations:* The Academic Division Director – Nursing and Allied Health Programs is accountable for contributing to the attraction and retention of students to the Division’s academic programs and their successful academic performance in the programs. This accountability includes such essential tasks as:

1. Recruiting students to the Division’s programs through presentations, meetings, fairs and conferences promoting the Division’s programs to high school counselors and advisors, and student and parent groups;
2. Developing and leading programs to retain students and to assist in their successful academic performance;
3. Directing tutoring and advising programs for the Division’s students;

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4. Referring students to appropriate resources such as job placement advisors and College or community services.

Professional Participation and Development:

In addition to the accountabilities listed above, the Academic Division Director - Nursing and Allied Health Programs is required to carry out the essential duties of:

- attendance and participation at convocation and commencement ceremonies;
- service on assigned committees and task forces;
- attendance and participation at committee, staff, informational and professional meetings;
- participation, where appropriate and feasible, in external professional organizations and associations appropriate to the disciplines managed.

All of these may involve attendance at evening or weekend events. The incumbent is required to maintain currency in the position's required fields of professional expertise and competencies. In addition, the incumbent is required to maintain complete confidentiality of student records and other information of a confidential nature.

Qualifications

Incumbents are required to have demonstrated advanced knowledge and abilities in:

- Nursing and related health profession curriculum design, course and syllabi development and of appropriate and effective teaching materials and methods;
- Classroom and laboratory teaching effectiveness;
- Research methodology and in evaluation of academic program effectiveness;
- Leading and directing faculty and staff in a higher education environment;
- Management of operating budgets and plans;
- Strong information technology literacy skills;
- Effective oral and written communications.

These skills and abilities typically are acquired through a combination of education, training and experience which would include a Masters degree in Nursing together with a Connecticut license to practice nursing and four to seven years of teaching nursing subjects in higher education and from two to four years of experience in supervising health care or academic professionals; or a combination of education, training and experience which would provide the competencies required for successful performance of the position's essential duties.

Work Environment

Incumbents perform most of their work in offices, classrooms, hospitals or other clinics and laboratories. There is minimal physical exertion required. Incumbents travel to clinical sites,

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meetings and conferences involving travel by automobile or public conveyance. Incumbents are required to be licensed to operate a private passenger automobile or to arrange for alternate transportation.

Reasonable accommodation will be made for candidates with physical limitations.

CONNECTICUT COMMUNITY COLLEGES
Job Description Assistant Professor - Nursing**Position Summary**

All Teaching Faculty members shall: Prepare and teach college-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date; respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.); perform divisional departmental responsibilities in the selection of texts and related teaching resources; and other teaching and related duties as outlined on the Collective Bargaining Agreement.

Incumbents must possess proven ability to effectively work with a culturally, linguistically, and ethnically diverse faculty, staff, and student. Experience with reflective, interactive, culturally responsive pedagogical teaching techniques. They are expected to have excellent oral and written communication skills along with strong Information technology literacy skills such as Microsoft Office (Word, Excel, Outlook, Teams etc.)

Example of Job Duties

Under the direction of the Dean or Chair of the department, this Assistant Professor is expected to teach thirty (30) credit hours per academic year and will be responsible for teaching a range of courses in the discipline area of study. Additional duties may include evaluating and assessing student learning; providing student support and academic advising; planning and executing program-related events; assisting with program reviews; developing curriculum and periodically evaluating teaching materials; and attending workshops and or conferences to maintain currency in profession and field. The teaching schedule may include both day and evening classes. Course delivery systems may be lecture, hybrid, and/or online.

In addition to the accountabilities listed above, the incumbent is required to carry out the essential duties of attendance and participation at convocation and commencement ceremonies; service on assigned committees and task forces; and attendance and participation at committee, staff, informational and professional meetings. These may involve attendance at evening or weekend events.

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This posting includes qualifications, experience and skills but is not limited to the full duties and responsibilities that are stated within the Collective Bargaining Agreement.

Minimum Qualifications:

Master's degree in Nursing. Eligibility for or have a current unencumbered CT RN licensure required.

Successful Candidate must have or must possess:

- Four (4) years' college teaching experience, or
- Two (2) years' college teaching experience with four (4) years of current nursing experience in medical surgical nursing, critical care, homecare, and/or acute rehabilitation nursing.

Substitutions Allowed

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

Preferred Qualifications

- Experience teaching med/surg nursing.
- Experience with curriculum development, and program assessment and evaluation.
- Experience Supervising faculty or staff.
- Familiarity with the community college experience as a student, faculty or staff.
- Experience incorporating technology to enhance the learning environment, e.g., Blackboard, online instruction or other modalities/software.

CONNECTICUT COMMUNITY COLLEGES
Job Description Clinical Education Assistant - Nursing

Position Purpose

The Community College system offers two-year liberal arts degree programs and a broad range of career, occupational and technical certificate and non-credit programs in order to meet the varied learning needs of the populations served. The nursing programs include both classroom instruction and clinical practice.

The Clinical Educational Assistant directs the clinical practice portion of courses in nursing. The incumbent's work includes teaching and evaluation of students in the college laboratory and in off-campus clinical settings.

Supervisory and Other Relationships

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The Clinical Educational Assistant typically works under the direction of the Nursing Program Director and the course leader.

The position is required to have extensive cooperative and collaborative relationships with other faculty, students, staff, the public and with professionals at clinical sites. The incumbent is expected to collaborate with academic and student services departments to contribute to retention of students. The incumbent is expected to represent the College in a positive manner.

Major Accountabilities

The Clinical Educational Assistant is accountable for contributing to useful practicum for assigned students through effective performance in these essential functional areas:

- Clinical instruction.

Examples of Essential Duties and Accountabilities

The following examples of duties and accountabilities illustrate the general range of tasks assigned to the position but are not intended to define the limits of required duties. Other essential duties may be assigned consistent with the general scope of the position.

Clinical instruction: The Clinical Educational Assistant is accountable for contributing to the quality of student clinical instruction. This accountability includes such essential tasks as:

1. Meets all requirements of the clinical teaching assignment at the specified time.
2. Attends required college and clinical facility orientation sessions and meetings.
3. Participates in clinical course meetings.
4. Implements the policies of faculty and student handbooks and course syllabi.
5. Enforces college and program policies and policies of affiliating institutions.
6. Makes clinical assignments for students in the clinical facilities as required on the 7. day prior to the assigned clinical experience.
8. Demonstrate an understanding of the clinical objectives consistent with the 9. program's didactic instructional content.
10. Provides instruction in the clinical setting.
11. Conducts pre and post conferences.
12. Participates in college-based clinical experiences.
13. Provides formative evaluations to students.
14. Provides summative evaluations to students.
15. Submits completed required forms to the course leader.
16. Issues Conference Reports to students as required per program policy.

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17. Issues Laboratory Referrals as required per program policy.
18. Corrects written assignments and provides feedback to students in a timely fashion.
19. Collaborates with personnel in clinical facilities to enhance student learning.
20. Writes student recommendations as requested.
21. Keeps required office hours.

Professional Participation and Development

In addition to the accountabilities listed above, the position is required to carry out the essential duties of:

- Attendance and participation at staff, informational and professional meetings. The incumbent is required to maintain currency in the position's required fields of professional expertise and competencies.

The incumbent is required to maintain complete confidentiality of student records and other information of a confidential nature.

Qualifications

Incumbents are required to have demonstrated substantial knowledge and abilities in the following areas:

- Professional competence in one or more of the assigned subject disciplines;
- Clinical instruction;
- Methods of assessing student performance in clinical settings;
- Comprehensive familiarity with accreditation requirements in assigned disciplines;
- Information technology literacy skills;
- Effective oral and written communications.

These skills and abilities typically are acquired through a combination of education, training and experience which would include a Master's degree in nursing and at least four years of clinical experience in a related field.

Work Environment

Incumbents typically perform their work in clinical instruction facilities and the college nursing laboratory. Incumbents travel to clinical instruction sites such as hospitals and need to be able to drive a private passenger automobile for such travel or to arrange for alternative transportation.

Reasonable accommodation will be provided for incumbents with physical disabilities.

Description of other relevant specific institutional strengths and /or distinctive attributes that contribute to program:

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As Quinebaug Community College transitioned to CT State Community College system on July 1, 2023 it became a boundless resource that a one unified community college system can offer to the students and the community. Quinebaug campus already offers over 55 degree and certificate programs including medical programs such as Certified Nursing Assistant (CNA), Medical Assisting (MA) and Medical Laboratory Technician (MLT). Their 18:1 student /faculty ratio and 27 full time and dedicated faculty offers a student a small, personalized environment for optimal learning and personal growth. Quinebaug Valley has had a presence in multiple areas in Willimantic since 1985. In the Spring of 2023, Quinebaug Community College re-opened their Willimantic location with a ribbon cutting ceremony as its permanent location at 729 Main Street in downtown Willimantic. A generous philanthropic donation by the Townsend family, the two-floor 2100 square foot building containing 11 classrooms, 2 nursing labs and 6 office spaces. The expanded and fully renovated space provides students to pursue full degrees and certificate options in Willimantic. This location will be the primary location for the proposed practical nursing program. Beginning the Fall 2023 semester, the Certified Nursing Assistant (CNA) program is available at the Willimantic location. According to Karen Hynick, Chief Executive Officer, "This permanent location will be a game changer for the Willimantic community and surrounding towns, providing opportunities for students and their family members to earn a certificate or an associate degree in high wage, high demand fields without having to leave Willimantic."

The relationship of the program to the mission of the institution and CSCU:*Mission*

The CT State Practical Nurse program prepares students to be candidates for entry-level practice as licensed practical nurses. Consistent with the Connecticut State Community Colleges' mission and the mission of colleges offering the program, the *Mission* of the Practical Nurse Program is to support diverse students' aspirations to become a licensed practical nurse through accessible, affordable high-quality education with the goal of preparing graduates who practice safe, entry-level practical nursing care.

Vision

The *Vision* of CT State Community College Practical Nurse program will impart innovative nursing curriculum that reflects the needs and current trends in healthcare to render quality nursing care to all patients in various settings in the neighboring communities by showing compassion and care.

Philosophy

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The nursing faculty endorses the mission, philosophy, and values of CT State Community College. The philosophy of the nursing faculty is that nursing is a dynamic, caring profession that provides an essential service to society. The Practical Nursing faculty is devoted to promoting, maintaining, and restoring the health of individuals and families across the lifespan. Nursing care is provided with equity and without regard to differences in patient culture, background, or social status. The practical nurse is a valuable member of the health care team and a vital contributor to the patient's physical, mental, and social well-being. Professional values guide interactions with individuals, families, and the health care team. Nurses demonstrate professional behaviors of caring, meeting healthcare needs of patients and families, assuming legal responsibility for care provided and adhering to the American Nurses Association (ANA) Code of Ethics, demonstrating professional identity and accountability. As a foundation for the development of the practical nursing curriculum the following attributes are characterized below:

Nurse

The nurse assists the individual, sick or well, in those activities that contribute to the promotion, maintenance, and restoration of health, or a peaceful death. Health is a state of physical, mental, and social well-being and not merely the absence of disease. All human beings, by their very existence, are unique individuals worthy of privacy, dignity, and respect. All persons have common basic needs and functions within the context of society, which includes the family, significant other, and community. Human Needs Theory provides the basis for the belief that a state of well-being exists when basic needs are satisfied. The nurse and client create a health-promoting and healing environment where basic needs are satisfied.

Teaching and Learning

Education is a continuous process of acquiring new knowledge and skills, which increasingly improve reasoning and judgmental abilities. Practical nursing education, then, must be a series of carefully planned experiences by which the student acquires knowledge, attitudes, and skills necessary to perform in the role of a Practical Nurse. Communication is central to patient care and the maintenance of professional relationships with members of the healthcare team. The Practical nurse provides direct care for patients who have acute and chronic, well-defined health problems and needs; utilizes an established nursing care plan to provide direct patient care; and is responsible and accountable for the care of his or her own patient under the supervision of a registered nurse or physician.

Application for New Program Approval**Nursing Education**

Learning is a behavioral change and requires active interaction between the instructor and the learner. The purpose of the instructor is to serve as a role model and a learning facilitator. As a facilitator, the teacher establishes the program of learning and creates an environment to foster student inquiry and the development of logical thought processes. The teacher uses a variety of learning methods and encourages students to assume primary responsibility for his/her learning by participating actively in the learning process. The Practical Nursing faculty is committed to providing quality instruction, guidance, and opportunities for student success. Evaluation is a systematic continuous process used to measure student achievement of objectives and instructor effectiveness. The process should reflect and emphasize a positive approach. The process challenges students and instructors toward greater progress and personal growth.

The impact of the program on the institution; and the extent to which the program complements existing programs at the institution:

Currently, students pursuing a career as licensed practical nurses must look outside the CT state system and apply to proprietary schools in the state of which are Lincoln Technical, Porter and Chester and Griffin Health. CT State at Quinebaug practical nursing program will provide the **first and the only public option for becoming a licensed practical nurse in the state**. As a credit program, students will be able to apply for federal financial aid at a tuition price point far lower than what is currently offered at the other proprietary schools. Our practical nursing student upon completion of the program will have thirteen (13) college credits to transfer to any of the 6 associate degree nursing programs within the CT State system.

The potential quality of the proposed program in relation to comparable within and outside CSCU

The program is designed to be innovative, following new ideas from leaders in the field of nursing education and using evidence-based educational practices. This program is unique in its intentional focus on community, diversity, belonging, and access, through the inclusion of an entire thread of courses about these topics and as well as skills to actively bridge differences. Additionally, recent changes in the profession's accreditation standards as well as Next GEN - NCLEX testing questions and requirements have prompted new ways of imagining how practical nursing curriculum may be organized and delivered. This program will take advantage of these recent changes and opportunities to deliver a comprehensive and subject centered integrated curriculum that can be completed in 3

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semesters full time. The clinical sites will be chosen deliberately and with the purpose of providing students with diverse experiences that emphasize the LPN scope of practice. A state-of-the-art skills lab would allow for students to practice and hone their skills in conjunction with clinical experiences. As such, the program intends to be as good or better than the other private programs in the state and more innovative and current. The new building for the PN program in Willimantic provides a multitude of important skills lab and computer spaces, as well as classrooms with the appropriate technology for group and case-based learning.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

The CT State Community College proposed practical nursing program is an initiative to address a dual need throughout the Eastern Connecticut workforce by increasing the # practical nurses in our community and the eligible number of nursing seats statewide. This initiative created by Dr. John Maduko, CT State Community College President alongside of the CT State Community College Paula Dowd, Academic Dean of Nursing and Allied Health Careers, Karen Hynick, Chief Executive Officer Quinebaug campus and John Lewis, Dean of Academic Affairs and Student Services. The impact on the Connecticut communities is vast in nature which contributes to the wellbeing of our community residents for high quality healthcare and competent nurses to care for them. Letters of support from our community industry partners provide further evidence of the need for an affordable, public practical nursing program in Connecticut as shown in Appendices B-L. Based on the current labor market projections, health care is the leading employer in our region and our region has a shortage of trained nurses across the spectrum, especially culturally and linguistically diverse nurses. In developing this program, it was essential to focus on the current demographics of practical nursing students in the state. Below is a breakdown of RN and LPN students by race and Hispanic ethnicity provided by The Connecticut Center for Nursing Workforce. Many LPN students in 2020 self-identified as Black or African American (51%). About 20% were Hispanic or Latino, and 17% were white non-Hispanic. (Other category includes American Indian/Alaska Native, Native Hawaiian/Pacific Islander students, as well as those self-identifying as having two or more races, and non-US citizens).

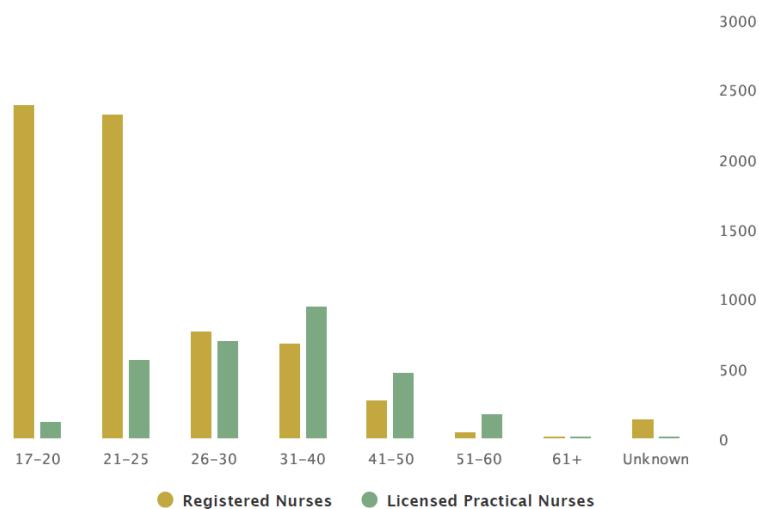
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According to The Connecticut Center for Nursing Workforce 2021 survey, LPN students tend to be older than RN students and 54 % of all enrolled LPN students were over 30 years old.

Licensed Practical Nurses

LPN students tend to be older than RN students. In the same year, 54% of all enrolled LPN students were over 30 years old.



Knowing this geographic area is difficult to find trained nurses, it is imperative that we develop a pipeline of existing residents from the region who are more likely to stay in Windham County and be employed within this region.

Employment of licensed practical and licensed vocational nurses is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. As of October 2023, Indeed a job posting website has posted 103 open practical nursing jobs in Windham County and 200 within a 25-mile radius (see link below).

<https://www.indeed.com/jobs?q=lpn&l=willimantic%2C+ct&radius=25&vjk=0e046e75e6917ba0>.

The posts range from hospital, urgent care, community clinics, skilled nursing facilities, long term care facilities and health care provider practices as potential jobs. About 58,800 openings for licensed practical nurses are projected for each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

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Willimantic is the most densely populated area in Windham County, our service area, with roughly 25,000 people. National studies show community college students on average only travel eight miles from home. Hence, necessitating a physical presence in Willimantic and one that is accessible through our public transportation system in the county. Investing in Willimantic is about providing an equitable opportunity to access high quality public postsecondary education in our service area. Windham County is one of the poorest counties within Connecticut with only seventeen percent of working aged adults having a bachelor's degree or higher, trailing the state by twelve percent. As of 2019, there were 22,723 working aged adults in the region with only a high school diploma and more than 17,000 have some college but no degree. In a 2018 study of comparative incomes in the region, a sizeable equity gaps exist between white working aged residents of Windham County who average a median household income of \$69,000 versus a median household income of working aged Hispanic residents of \$42,000 to a median household income of working aged Blacks or African Americans at \$28,000. Willimantic has a poverty rate of 25 percent versus the state average of ten percent. It is the most diverse community in our county with 41 percent of their population being Hispanic and 33 percent of the population speak Spanish at home. Willimantic has a nine percent unemployment rate, higher than the state average, and seventeen percent of households are without internet access, and twelve percent have no access to a car.

The annual mean wage of licensed practical nurses by state, May 2022 states that Connecticut annual mean wage is \$ 62,620 and an hourly wage of \$ 30.11(US Bureau of Labor Statistics).

National estimates for Licensed Practical and Licensed Vocational Nurses:

Employment estimate and mean wage estimates for Licensed Practical and Licensed Vocational Nurses:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
632,020	0.8 %	\$ 26.86	\$ 55,860	0.3 %

Percentile wage estimates for Licensed Practical and Licensed Vocational Nurses:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 19.47	\$ 22.98	\$ 26.26	\$ 29.86	\$ 34.93
Annual Wage (2)	\$ 40,490	\$ 47,800	\$ 54,620	\$ 62,110	\$ 72,650

According to The Connecticut Center for Nursing Workforce 2021 survey, it states that in 2020, the total new seat capacity stood at 2,085 (-313 from 2019). Of the 2,034 qualified applicants, 1,951 were admitted and 8 waitlisted

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resulting in 1,534 new enrollees in the 2020 calendar year, filling up 74% of all new seats. The closing of Stone Academy has created a ripple effect on the education of practical nurses in our state. Approximately, 1,000 students have been displaced between their 3 locations. This school closure has illuminated the increased need for additional practical nursing programs. There are (3) three current practical nursing programs in Connecticut. Porter and Chester, Lincoln Tech and Griffin Health which are for-profit, private institutions with limited seats. While the existing practical nursing schools have offered to assist the displaced students, and enroll them into their own programs, there remains a gap of qualified students pursuing their practical nursing education. CT State Community College practical nursing program would be the first as a not-for profit community college-based program. This campus is spearheading the opportunity for other campus locations within our CT State Community College System to offer this program of study. The other six campuses that currently have a registered nurse program are eager to participate in this new program to increase our Connecticut workforce as demonstrated in the letter of Intent to BOEN.



QUINEBAUG VALLEY
COMMUNITY COLLEGE



CAPITAL
COMMUNITY
COLLEGE



Three Rivers
COMMUNITY COLLEGE

December 21, 2022

Connecticut Board of Examiners for Nursing
410 Capitol Avenue
Hartford, CT 06134

Dear Board of Examiners for Nursing:

This letter is intended to serve as official notification of Quinebaug Valley Community College's interest in bringing forth an application to the Board of Nursing to begin a practical nursing program at our Willimantic instructional site with an anticipated start date of August 2024 and conclusion of the inaugural program being in June of 2025. This is envisioned to be a day program enrolling a cohort of 24 individuals annually. Over the course of the first three years the program, we anticipate graduating 66 new practical nurses into the field.

As you may be aware, the 12 public community colleges of Connecticut are in the process of a merger into a singly accredited college with 12 campuses known as Connecticut State

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Community College which is anticipated to occur in July of 2023. As such, when the Board of Nursing reviews our application it will be under the assumption that we will have merged into CT State Community College. Additional campuses are interested as well in potentially being a site for practical nursing programming including Norwalk Community College, Three Rivers Community College, Housatonic Community College, Tunxis Community College, and Capital Community College, all of which will become campuses of CT State in July of 2023.

According to the Connecticut Department of Labor research, there are an anticipated 308 vacancies for qualified licensed practical nurses and an anticipated nursing shortage of 9.8% for registered nurses by 2026. Ensuring Connecticut has a pipeline of highly trained nurses is vital to Connecticut's economy, health care system, and our communities. The Connecticut community college system's mission aligns with providing preparation for this important nursing role, in partnership with our local hospitals, nursing homes, and rehabilitation centers. To date, if Connecticut citizens are interested in pursuing a career as a practical nurse they must go to a for-profit institution. Connecticut community colleges have six current registered nursing programs, all in good standing with ACEN and the Board of Nursing in Connecticut. They are well positioned with highly qualified professors, facilities that can accommodate state-of-the-art nursing programming, and strong industry partnerships to help practical nurses continue their education to become registered nurses and to continue their pathway to a bachelor's degree and beyond.

Over the next several months, Quinebaug Valley, Norwalk, Three Rivers, Housatonic, Tunxis, and Capital nursing faculty and administration will work together on the feasibility study to bring forth to the Board of Nursing for consideration and endorsement. Thank you for your attention in this matter.

Sincerely,



Dr. Karen Hynick, Chief Executive Officer
Quinebaug Valley Community College



Dr. G. Duncan Harris, Chief Executive Officer
Capital Community College



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Dr. Dwayne Smith, Chief Executive Officer
Housatonic Community College



Cheryl De Vonish, J.D., Chief Executive Officer
Norwalk Community College



Dr. Mary Ellen Jukoski, President
Three Rivers Community College



Dr. Darryl Reome, Chief Executive Officer
Tunxis Community College

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
29.2061	Licensed Practical and Licensed Vocational Nurses	\$55,860
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
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Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	

SECTION 4: STUDENT ENROLLMENT & RETENTION**Enrollment Projections**

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

Please see Appendix A

Prospective Students

Describe the prospective students for the program (*this information will be provided to OHE and become publicly available; your response can help market your program and recruit students*):

A 12 month, 51 credit program with additional prerequisites awarding a certificate as a practical nurse. Graduates are eligible to take the National Council Licensing Examination for Practical Nurses (NCLEX-PN) and can apply for licensure through the CT Department of Public Health.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:

Initial recruitment will occur through existing certificates, diplomas, and undergraduate programs. As mentioned previously, typical feeder programs for practical nursing include certified nursing assistants, medical assistants, and medical laboratory technicians. CT State Community College Office of Admissions will be offering Information Sessions for interested students to learn about the practical nursing program. These information sessions are currently used as a recruitment initiative. The practical nursing program director along with admission specialist will be able to create opportunities for open houses for high school students to learn about the healthcare courses offered through CT State Community College.

What student engagement strategies will be employed to advance student retention and completion in program?

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The practical nursing students can join the national association licensed practical nurses (NALPN) as individual members. This organization has multiple resources that students can use while in school and then continue in their professional organization as a graduate and licensed practical nurse. As the program is initiated, Quinebaug campus can start a chapter of NALPN. The student chapter would be student run with a faculty advisor and become a part of the Quinebaug campus community working in conjunction with the student programs department. This is a great opportunity to enhance the nursing student knowledge, job opportunities and educational programs of practical nurses locally and nationally. There will be community engagement and fieldwork throughout the program, a process for building community within the cohort beginning with orientation, and local healthcare organizations.

NALPN organization has created a Student Honor Society that recognizes students who have achieved a 3.0 or higher and a recommendation from their nursing educator. This student recognition can foster their academic excellence through the national organization and create a pathway for lifelong learning in nursing. Another way to connect nursing students with their community at large is through healthcare fairs, senior centers, schools, and healthcare organization events.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

Yes No

If yes, describe the selection process, including all criteria:

Admissions criteria will include the following:

1. High School Diploma or GED
2. TEAS Test -**Only the most recent TEAS score will be accepted.** Applicants must obtain an adjusted individual total score of **55.4% or higher** to be eligible to apply for admission.
3. Complete the required pre-requisite general education courses with a grade of C or higher. – see chart below.

Gen Ed Course Pre-Regs for PN program.

Course Number	Course Name	Credits	Prerequisite	Add to PN Prerequisite
ENG 1010	Composition	3.0	Placement	YES

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PSY 1011	General Psychology 1	3.0	ENG 1010	YES	
PSY 2001	Life Span Development	3.0	PSY 1011 with grade C or better	YES	
BIO 1111	Cell Bio with Organ System	4.0	Eligibility for ENG 1010	YES	
	Total Credits:	13			

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
If yes, describe:

Upon completion of the practical nursing program of study, the student will be eligible for the NCLEX-PN licensure exam. The Connecticut State Community College Nursing Program (CT-CCNP) at Quinebaug campus will meet the state education requirements for a Practical Nurse license in the state of Connecticut. The CT-CCNP has not determined if the practical nursing certificate program meets the state education requirements in any other state, any U.S. Territory, or the District of Columbia. Applicants should investigate licensure requirements prior to accepting an offer of admission to any CT-CCNP program. The licensure boards in each state are responsible for establishing the requirements for licensure/certification for their state. Students who intend to seek licensure in any state other than Connecticut need to consult with the state professional licensing board. The state professional licensing boards make the decision on whether an individual is eligible for licensure based on the rules and regulations in place at the time the individual submits their application for licensure. Websites for each State Regulatory Agency for Nursing can be found at this link: www.ncsbn.org/14730.htm.

Experiential Learning Requirements

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? Yes No
If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix:

CT-State Community College CT-CCNP has existing affiliation agreements with health and education organizations and agencies including Hartford Healthcare and Yale New Haven. The Quinebaug campus has secured verbal confirmation for a clinical affiliate contract for the following facilities, signed contracts are pending. BOEN requires a minimum of 750 face to face clinical hours per student as part of the educational requirements for licensure for practical nursing in CT. The Director of Nursing for the PN nursing program will build upon these existing affiliations and will secure others as needed.

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The nursing admission packet states the following regarding clinical learning experiences throughout the practical nursing program. Clinical learning experiences are an essential component of practical nursing courses. Clinical experiences provide opportunities to apply theoretical knowledge and skills to clinical practice within the framework of the practical nursing curriculum to achieve student learning outcomes (SLOs) and competencies. Clinical experiences are provided in traditional clinical sites, in nursing skills labs, and clinical observations experiences. In traditional on-ground sites such as inpatient, ambulatory care or community settings, students provide care to patients under the guidance and supervision of nursing faculty. Requests for specific clinical placements or preferences are not guaranteed and clinical site assignments are subject to change.

Clinical practice expectations are established to promote student success and to ensure student and client safety during clinical experiences. Repeated or serious violations of these expectations may result in immediate dismissal from the clinical setting, the course, and/or nursing program. Guidelines for clinical practice, clinical lab, and simulation or virtual experiences include, but are not limited to, the following:

1. Arrive on-time. Students who arrive late to clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
2. Demonstrate application of principles and performance criteria presented in classes, seminars, clinical laboratories, and required instructional materials.
3. Demonstrate evidence of preparation and initiative to provide responsible, safe nursing care. Students who are unprepared for clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
4. Performance of patient care activities within a reasonable span of time.
5. Uphold the legal and ethical principles of patient care.
6. Build upon prior learning, competencies, and performance expectations.
7. Apply and integrate faculty feedback related to clinical performance.
8. Seek direction from nursing faculty prior to performing a nursing skill, particularly for the first time. Nursing skills must be performed according to clinical site policies and with direction, guidance, and supervision.

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9. Students may only perform nursing care when supervised by nursing faculty in the assigned clinical agency during scheduled times.
10. Students may not remove clinical agency-generated client information from the clinical agency.
11. Unless otherwise specified, the use of personal electronic devices, tape recorders, cameras, cell phones and personal audible pagers is not permitted on clinical units.
12. Students must notify nursing faculty prior to leaving the clinical unit for any reason.
13. Students must attend pre and post clinical conferences unless excused by nursing faculty prior to the conference. Missed conference time is considered clinical absent time.
14. In the event a student's behavior, physical or emotional condition threatens or disrupts the clinical learning experience, the nursing faculty may dismiss the student from the clinical site for the day, or balance of the day. If a student is dismissed, the incident will be documented, and the dismissal will be considered a clinical absence.
15. Any student who observes behavior by another student that threatens student or client safety has a responsibility to immediately report the behavior to the nursing faculty.

SECTION 5: CURRICULUM & ASSESSMENT**Learning Outcomes - L.O.**

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.

1. Demonstrates communication strategies that promote accurate exchange of information, prevent and resolve conflict, and establish and maintain professional and therapeutic relationships.
2. Applies principles of patient centered care to implement a plan of care that is responsive to the patient's physiological, pharmacological, psychological, cultural, and sociological preferences, values, and needs under the direction and collaboration of the Registered Nurse.

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3. Integrates integrity and accountability that upholds established regulatory, legal, and ethical principles into standard -based nursing care. 4. Collaborates with the interprofessional health care team to assist in managing and coordinating the provision of safe, quality, patient-centered care.

Curriculum

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
*Fundamentals of Nursing	PNUR 1000	ENG 1010, PSY 1011, PSY 2001, BIO 1111, PNUR 1001, PNUR 1002	8.0
*Pharmacology	PNUR 1002	ENG 1010, PSY 1011, PSY 2001, BIO 1111	3.0
*Clinical I- Fundamentals	PNUR 1003	ENG 1010, PSY 1011, PSY 2001, BIO 1111, PNUR 1001, PNUR 1002	2.0
Professional Development I	PNUR 1001	ENG 1010, PSY 1011, PSY 2001, BIO 1111	3.0
*Maternal Child Nursing	PNUR 1010	PNUR 1000, PNUR 1003	3.0
*Well Child	PNUR 1020	PNUR 1000, PNUR 1003	3.0
*Medical -Surgical I	PNUR 1030	PNUR 1000 PNUR 1001	7.0
*Medical – Surgical II	PNUR 1040	PNUR 1030	7.0
*Medical- Surgical III	PNUR 1050	PNUR 1030 PNUR 1040 PNUR 1041	7.0
*Mental Health Nursing	PNUR 1070	PNUR 1000 PNUR 1001 PNUR 1030 PNUR 1031 PNUR 1040	6.0

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		PNUR 1041	
*Professional Development II	PNUR 1080	PNUR 1001	2.0
General Education Courses			
Composition	ENG 1010	Placement	3.0
General Psychology I	PSY 1011	ENG 1010	3.0
Life Span Development	PSY 2001	PSY 1011 with grade of C or better	3.0
Cell Bio with Organ System	BIO 1111	Eligibility for ENG 1010	4.0
Open Electives (Indicate number of credits of open electives)			
Total Program Credits (must match number of credits reported on page 1):			51 credits

Course Code	Course Name	Lecture & Lab Hours	Clinical Hours	Total Hours	Contact hrs / wk	Credits	Total Hours	Weekly hours	updated 11/27/2023
Session 1 (SUMMER 1 - 10-week session)									
PNUR 1001	Professional Development I	45.0	0.0	45.0	3.0	3.0	105.0	10.5	1 clinical credit = 120 hours
PNUR 1002	Pharmacology	60.0	0.0	60.0	4.0	3.0			1 lecture credit = 15 hours
Session 2 (FALL)									
PNUR 1000	Fundamentals of Nursing	180.0	0.0	180.0	12.0	8.0	420.0	28.0	
PNUR 1003	Clinical - Fundamentals	0.0	240.0	240.0	16.0	2.0			clinical groups can have a max of 8 students.
Session 3 (SPRING)									
PNUR 1010	Maternal Child Nursing	45.0	45.0	90.0	6.0	3.0	600.0	40.0	
PNUR 1020	Well Child Nursing	45.0	45.0	90.0	6.0	3.0			
PNUR 1030	Medical/Surgical I	90.0	120.0	210.0	14.0	7.0			
PNUR 1040	Medical /Surgical II	90.0	120.0	210.0	14.0	7.0			
Session 4 (SUMMER2 - 10-week session)									
PNUR 1050	Medical/Surgical III	90.0	120.0	210.0	21.0	7.0	Total Hrs	Hrs/Wk	
PNUR 1060	Mental Health Nursing	75.0	120.0	195.0	19.5	6.0	435.0	43.5	
PNUR 1070	Professional Development II	30.0	0.0	30.0	3.0	2.0			
	TOTALS >	750.0	810.0	1560.0		51.0			

Minimum Clinical hours (must be 750)

CT STATE Community College at Quinebaug Practical Nursing Course Descriptions

Fundamentals of Nursing (180 hours / 8.0 credits)

This course presents a foundation for patient centered care through fundamental nursing concepts and the development of basic nursing skills. It integrates the basic sciences of Anatomy and Physiology, Nutrition, and Growth and Development. It is designed to assist the student in developing skills required in the application of the nursing process. This is accomplished through demonstrations, observations, laboratory practice, and clinical experiences in local health care facilities.

This introductory nursing course covers basic nursing skills and the process of applying those skills to a client's medical condition. The nursing process and Tanner's clinical judgement model are taught as the basis to prioritize client care. Therapeutic interventions and skills progress from basic to complex and address client environment,

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communication skills, infection control, client safety and comfort. Skills are practiced in a controlled laboratory setting. Students learn to understand the concepts of health promotion and wellness, cultural and spiritual diversity and therapeutic relationships focusing on communication techniques.

Fundamentals Clinical (240 clinical hours / 2.0 credits)

The focus of this course is the clinical component to the fundamentals of nursing didactic course. The learners apply nursing theory and practice nursing skills related to adult/geriatric patients. The learner builds upon the foundation of nursing skills practiced in the fundamental skill labs which they can begin to apply critical thinking and problem-solving skills in the long -term care setting.

Professional Development I (45 hours / 3.0 credits)

This course is designed to introduce the learner to the role of the Practical Nurse. The course content contains information regarding the history of nursing, trends in education, cultural competency, environments of care, and safe nursing practice.

Pharmacology (60 hours / 4.0 credits)

This course introduces the learner to basic principles of pharmacology, medication classifications, drug action, routes, and adverse reactions of frequently used medications. The course content also includes using Dimensional Analysis to solve dosage calculations for safe medication administration. The administration of medications is practiced in the nursing lab and integrated throughout clinical settings in the program.

Maternal Child Nursing (45 Lecture hours and 45 Clinical Hours / 90 total hours / 3.0 credits)

Theory Component: This course focuses on concepts of family-centered maternal and newborn care. It includes didactic information regarding stages of pregnancy, parturition, and the puerperium.

Clinical Component: The student will have the opportunity to observe the birthing process and care for the post-partum client and newborn.

Well Child Nursing (45 Lecture hours and 45 Clinical Hours / 90 total hours / 3.0 credits)

Theory Component: This course focuses on concepts that apply the basic principles of growth and development to the prevention and treatment of common childhood health problems. The role of the practical nurse in caring for children with a focus on family centered care including communication, safety, prevention, and utilization of community resources will be discussed.

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Clinical Component: It is designed to prepare the student to utilize the nursing process in the implementation of pediatric patient care in a variety of health care settings through a supervised clinical experience.

Medical/Surgical I (90 Lecture hours and 120 Clinical Hours / 210 total hours / 7.0 credits)

This initial Medical/Surgical Nursing course focuses on the client's health status for basic physical and psychosocial functions which are affected by the interaction between individuals and their environment. The client's health status is affected by perioperative care, pain, infection, shock, and oncological disorders. The learner will study the care of the adult and older adult client with alterations in the integumentary, cardiovascular, and respiratory systems. Each system will be explored in relation to anatomy and physiology, nutrition and diet therapy, disease process, and the nursing process. Pharmacology is integrated into each unit as it applies to the illness.

Clinical Component: A clinical component is included in which learners apply theory and practice nursing skills related to medical/surgical nursing. Students are also taught pre- and post-operative care skills, principles of managing pain and basic oncology care. Students will have the opportunity to practice and increase their skills in the acute care and /or rehabilitation settings, as well as out-patient/community settings. The student correlates the nursing skills integrating theory to the clinical setting. The student is given clinical assignments, which at their level of skill and knowledge. Students are evaluated weekly according to specific behaviors outlined in the clinical evaluation tool. In the clinical area, the student applies the principles of pharmacology to safely administer medications.

Medical/Surgical II (90 Lecture hours and 120 Clinical Hours / 210 total hours / 7.0 credits)

Theory Component: This course focuses on the care of the adult and older client with alterations in the musculoskeletal, endocrine, immune and gastrointestinal systems. Each system will be presented in relation to anatomy and physiology, nutrition and diet therapy, disease process, and the nursing process. Pharmacology is integrated into each unit as it applies to the illness.

Clinical Component: Students will have the opportunity to practice and increase their skills in the acute care and /or rehabilitation settings, as well as out-patient/community settings. The student correlates the nursing skills integrating the theory to the clinical setting. The student is given clinical assignments, which at their level of skill and knowledge. Students are evaluated weekly according to specific behaviors outlined in the clinical evaluation tool. In the clinical area, the student applies the principles of pharmacology to safely administer medications.

Medical/Surgical III (90 Lecture hours and 120 Clinical Hours / 210 total hours / 7.0 credits)

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Theory Component: This course focuses on the care of the adult and older client with alterations in the nervous, genitourinary, reproductive, and sensory systems. Each system will be explored in relation to anatomy and physiology, nutrition and diet therapy, disease process, and the nursing process. Pharmacology is integrated into each unit as it applies to the illness.

Clinical Component: Students will have the opportunity to practice and increase their skills in the acute care and /or rehabilitation settings, as well as out-patient/community settings. The student correlates the nursing skills integrating theory to the clinical setting. The student is given clinical assignments, which at their level of skill and knowledge. Students are evaluated weekly according to specific behaviors outlined in the clinical evaluation tool. In the clinical area, the student applies the principles of pharmacology to safely administer medications.

Mental Health Nursing (75 Lecture hours and 120 Clinical Hours / 210 total hours / 6.0 credits)

Theory Component: This course includes the concepts of normal and abnormal behaviors and the related theories of therapeutic intervention. The theories and concepts presented in this course are used to provide nursing care for persons with psychiatric/mental health concerns within acute and community -based settings. Emphasis is placed on the integration of psychopathically process, psychosocial data collection, psychiatric pharmacology, therapeutic communication, and nursing interventions.

Clinical Component: Students attend a supervised clinical experience in a Psychiatric setting, to interact with clients for the application of therapeutic communication in the management and rehabilitation of the mentally ill in acute and community-based settings.

Professional Development II (30 Lecture hours / 3.0 credits)

Theory Component: This course identifies legal and ethical issues, delegation of nursing activities to unlicensed personnel and safe management of care. The focus of multiple nursing roles in the management of multiple assignments, administration of medications, delegation of responsibilities, resolving conflicts, and the responsibilities involved in managing a clinical unit. The course content will also include licensure and employment, scope of practice, communication, professional development and continuing education are the basis for the learner to build a foundation for their role as a Practical Nurse.

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the

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proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs [forms website](#). Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program:

Liberal Arts & Science: A.A. only A.S. only A.A. or A.S.

Transfer Ticket, specify:

Other pre-program or transfer track, specify:
- With respect to this CT State degree program, which of the following is true?

This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program

Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)

Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree
- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? Yes No, please explain:

Credit Summary	
CSU/COSC Proposed Program total credits:	credits
CT State program total credits:	credits
CT State program credits that can be applied to proposed degree:	credits
CSU/COSC general education credits remaining after transfer	credits
CSU/COSC program credits remaining after transfer	credits
Excess credit hours for CT State transfer students who have completed an associate degree	credits

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (<https://www.ct.edu/files/policies/1.13%20Policy%20Statement%20on%20Associate%20Degrees.pdf>). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (<https://www.ct.edu/tap>). CSCU Pathway Articulation forms are available through the Academic and Student Affairs [forms website](#). Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

Application for New Program Approval

- What is the primary purpose of the proposed degree? Career Transfer Both career and transfer
- Does the proposed degree include the Framework30? Yes No, please explain: This is a certificate program and as such, does not include all General Education courses.
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

LPN Advanced Placement

Graduates of an approved LPN program who apply and are accepted into the CT State Community College CT-CCNP associate degree nursing program will be eligible for a seat in the first semester (NUR*1120). The option of advanced placement for accepted LPNs into the third semester (NUR*2220) cannot be guaranteed at individual college campus sites. Eligibility for the Advance Placement option is based on the admissions ranking process, recommendation by the college Nursing Director or designee, and space available at each college campus.

Students will be informed by the college if there is space available, at which time they will be cleared to enroll in the CT State Community College NUR *1150 Course. Upon successful completion of NUR*1150 course, the student will be required to take CT State Community College NUR*1152 Course. The student will be eligible to enter NUR*2220 based on seat availability for the fall or spring semester.

CT-CCNP participates in the CT Articulation Model for Nurse Educational Mobility for LPNs. To be eligible for articulation, the LPN must:

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- Hold a current unencumbered Connecticut Licensed Practical Nurse license. You are not eligible for LPN Advanced Placement if your license is not in good standing, or you do not hold a current LPN license.
- Satisfy all the CT-CCNP admission requirements.
- Submit a CT-CCNP application and be admitted to the program. The application process does not vary for LPN candidates.

Once admitted, the Director of Nursing or designee will evaluate LPN candidates for placement within the CT-CCNP. If space and resources are available for the LPN to enter the third semester of the nursing program, the following requirements must be met:

- Complete the required general education courses for the first-year curriculum of the CT-CCNP with a grade of C or higher. A&P I & II require a minimum C+ grade.
- Successfully complete the Connecticut LPN Transition Bridge Course at CT State Community College (NUR* 1150) and (NUR*1152).

If a student chooses the advance placement option and is unsuccessful in either the CT State Community College, NUR*1150, or NUR*1152, they will be ineligible to elect to enter the program in the first semester (NUR*1120). To be eligible for entry into the first semester of the program, the student must reapply to the CT-CCNP and be accepted again to start in NUR*1120.

Applicants are encouraged to seek advisement prior to the application process. If admitted to the program, a student must contact the Director of Nursing or designee regarding advanced placement.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:
None

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:

The requirements for data collection include:

- Faculty effectiveness data
- Progression through the courses.

Application for New Program Approval

- Retention /Completion rates
- Clinical performance
- Professional behaviors in all labs
- NCLEX-PN pass rate – Minimum 80% as required by The CT Board of Nursing
- Graduated student Job placement
- Employment survey -Requirement by CT Board of Nurse
- Advisory Board – meets twice per academic year. The Advisory Board members are from healthcare industry leaders, clinical affiliate partners, students, faculty, and administration.

Much of this data is typically collected via surveys (student satisfaction, employer satisfaction) and from clinical evaluations. In addition, we will collect data on applicant numbers, admission rates and examine the correlation between admission criteria and program GPA, graduation, and NCLEX-PN pass rate. Once accredited, ACEN requires specific program evaluation criteria.

Assuring Equitable Outcomes

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

- **What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?**

As we will be using holistic admissions and collecting admissions data related to program outcomes, we will be able to determine:

- % of applicants / admits by a variety of categories including the dimensions listed above
- graduation rates
- NCLEX-PN pass rates

This data will inform any future changes to policies, procedures, and curriculum if need be.

- **Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.**

As described above, admissions criteria has been selected to reduce bias and select a cohort of students with the characteristics the PN students need, such as divergent thinking. Once in the program, the options and characteristics that support advancement in the program are as follows:

Application for New Program Approval

- Design of the curriculum as concept based to focus on fewer courses at a time.
- Concept Based Nursing Curriculum will thread core concepts from beginning in fundamentals to medical surgical nursing at the end of the program.
- CT State Community College System has various supports for students such as the Center for Academic Success and Accessibility Services, Center for Educational and Assistive Technology, the Well-being Center, and Counseling Services.
- The program will have an advisory committee made up of a diverse group of healthcare leaders from our communities.
- Faculty for the PN program will intentionally seek to create a diverse faculty group.
- Clinical Adjunct Faculty will be eligible to enroll in the part-time clinical nurse faculty preparatory course offered by Connecticut Center for Nursing Workforce (CCNW). Funding will be made available to support the clinical adjunct faculty.
- Full Time Nursing Faculty will be eligible to enroll in the full-time nurse faculty preparatory course offered by Connecticut Center for Nursing Workforce (CCNW). Funding will be made available to support the faculty.
- The program will use competency-based assessment for all hands-on skills.

Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

In the ACEN program evaluation process, data is used to inform curricular changes, and then data is collected to see if the changes addressed the original issue of concern. This is an annual process of program evaluation and “closing the loop.” If inequities are found, the faculty will meet to identify potential solutions, select changes, institute them, and collect data for the following year. This process will repeat until the data suggests it is not necessary to make further changes.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Cost Effectiveness and Availability of Adequate Resources

Application for New Program Approval

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

Quinebaug Valley already possesses adequate resources to support this program in most areas including classroom space, laboratory space, library and tutoring support, admissions testing (TEAS test), selective admissions support, advising, counseling, etc. and is in the process of acquiring the equipment needed for the program through the prudent use of the existing College budget and the Perkins process. Regarding cost-effectiveness, nursing programs are extraordinarily expensive to operate, and it is not likely that this program will ever be profitable or even break even. However, the State of Connecticut desperately needs Practical Nurses to staff the various health care facilities located throughout the State. This program is being proposed as a credit program in order for students to be eligible for financial aid. Students in non-credit programs are not eligible for financial aid, and proprietary schools are simply too expensive to provide enough Practical Nurse graduates to meet the State's needs. As the population continues to age, the need for Practical Nurses will grow and become more and more urgent. Community College are best positioned to address this urgency by providing a mechanism to meet the future workforce needs of the State in a way that is affordable for the student.

Special Resources

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

Nursing Lab Space

Quinebaug Willimantic campus will have two skills labs. The skills labs are equipped to provide a simulated patient environment for pre-licensure nursing students to practice specific skills while applying critical thinking principles. This atmosphere will equip nursing students in the development of clinical skills necessary to establish a foundation, to practice safely in the healthcare setting. The skills lab will have multiple health care setting areas that include a bed, bedside table and over the bed table. The nursing skills lab will enhance the student learning across the practical nursing curriculum. Starting in the beginning semesters students will practice basic nursing care such as taking vital signs, bed making, medication administration and utilizing assistive devices to ensure patient safety. As the student advances in the program, more advanced skills as Foley insertion, tube feeding, and tracheostomy care will be integrated using innovative technology of mannequins and skill trainers.

Application for New Program Approval

Computer Labs

CT State Community College -Quinebaug campus at their Willimantic location has 2 computer labs to provide students with on-campus computer laboratories which an enrolled student can use for coursework, research, and other learning activities.

Embedded Tutoring

An embedded tutoring program is planned for practical nursing students. The embedded learning support services will be secured by grant monies. These services will provide a supportive, seamless environment for students to understand new or challenging material using innovative learning and study strategies. The embedded tutors will work closely with the course faculty for the duration of the selective courses to help students understand course concepts and enhance student engagement.

Library Services

Prepared by Matt Hall, Director of Library Services (June 2, 2023). All CT State Community College students have online access to library services through their home campus. CT State Community College at Quinebaug may use this link to access the library online resources <https://library.ctstate.edu/quinebaugvalley>.

General Description of Library

The Quinebaug Valley (QV) Campus Library located at the Danielson campus location subscribes to the principles held forth in the American Library Association's (ALA) Library Bill of Rights and its Code of Ethics. The Library fosters student success by teaching essential skills, building robust collections, providing important resources, and point-of-need support. We offer students, faculty, staff, and community users a welcoming space to gather, study, reflect, question, and learn.

The main library is located on the second floor of the Danielson campus, accessible by staircase, ramp, elevator, and through an entrance in the Learning Center. Hours change contingent on the academic calendar. Library services include circulation, reference, instruction, online research guides, scaffolded research, media, reserves, interlibrary loan and resource sharing, collection development, acquisitions and cataloguing, and archives. Library services, including instruction, reference appointments, and material delivery are also offered at QV's satellite campus, located at 729 Main Street in Willimantic.

Application for New Program Approval

The QV Campus Library is staffed by four full-time professionals and one part-time para-professional, including a Director of Library Services, two Reference and Instruction Librarians, a Librarian Associate II, and a part-time Library and Technology IT Assistant. The director and both librarians hold master's degrees in library and information studies from ALA-accredited institutions; the library associate para-professional holds a bachelor's degree; and the part-time assistant has an associate degree.

Overview of Library Resources

The collection in the main library consists of almost 28,000 circulating print books, dozens of non-circulating reference titles, subject specific print serials, and over 2,000 DVD/Blu-ray titles. The Library maintains a course reserves section with copies of textbooks, as well as a collection of anatomy and physiology models for student use. Through purchases of digital resources and through subscription to numerous electronic databases, the QV Campus Library provides access to 485,000 academic and reference e-book titles; over 66,000 journal, magazine, and newspaper titles, many of which are full-text and peer-reviewed; millions of sourced images, nearly 300,000 video segments; and thousands of multimedia resources. Electronic subscriptions can be searched and retrieved at various levels of content access, such as full-text, indexed with abstracts, indexed with full citation, streamed, and downloaded in whole or in part. Students, faculty, and staff have the ability to access the Library's electronic resources remotely using a NetID and password at the Connecticut Community College portal, myCommNet.

In addition to the items on the shelves at the QV campus, students have access to hundreds of thousands of research materials available within the Connecticut State Colleges and Universities library consortium, which includes the 11 other community college campuses, the four state universities, the CT State Library, and Charter Oak College. Most of these resources are available through a shared online catalogue, and students may request items to be sent to them from one of these other locations with just a few clicks of a mouse. Through interlibrary loan services provided by our librarians, students may also obtain access to materials available from libraries outside the consortium and beyond the borders of Connecticut.

In support of online learning, and to facilitate electronic modes of research and document delivery, the QV Campus Library provides students with networked workstations and peripherals: 62 PCs, seven Macs, three multimedia viewing stations, three printers, two photocopiers, and access to phone chargers and flash drives. The new Willimantic Center location has 24 PCs and a laptop cart that students may utilize. At both locations, students have free Wi-fi access.

Application for New Program Approval

Additionally, the Library maintains and lends an inventory of media equipment, purchased to support classroom teaching and learning. Equipment includes, but is not limited to, digital photography and video cameras, an overhead projector, plasma television displays, and adaptive equipment, such as voice recorders and smartpens. The Library also maintains a very robust laptop loan program, where over 100 laptops are available to be borrowed for the entire semester. This program is on a first come, first served basis based on need. The program is also extended to the Willimantic campus.

Librarians provide support for faculty teaching in the college's online classrooms, hosted by the Blackboard Learning System, where the Library's subscription-based resources may be added to course shells using hyperlinks directed through the proxy server. Librarians also create assignment-specific research and resource guides posted to the Library website and, frequently, embedded in Blackboard course shells along with how-to video tutorials.

Student learning and research is directly supported by two full-time librarians who offer one-on-one scaffolding in the Library and who teach Information Literacy Instruction (IL) classes, both in the Library classroom computer-lab and in general classrooms. Working closely with faculty, librarians design each unit of IL to meet the unique needs of specific course assignments and learning outcomes. During the 2021 - 2022 Academic Year, for example, QV librarians taught 52 units of IL attended by over 500 students at the Danielson campus and QV@WT (the former location of the Willimantic campus).

The Library develops its collections using a needs-analysis model, which demands an understanding of patrons - their goals and their needs - along with a rigorous survey of the already existing collection. In keeping with the "learners first" philosophy of the college, the Library makes student-centered decisions, based on the course curricula, with an emphasis on accredited programs. Print volumes are added based upon faculty request, student need, ongoing assessment of the relevance and currency of the collection, the availability of new or updated publications, and the availability and accessibility of those same titles among the Library's electronic and streaming resources.

QV librarians periodically evaluate the requirements for different programs and degrees to ensure that the appropriate information and resources are available to students working on assignments. In preparation for the

Application for New Program Approval

LPN program, librarians are researching and purchasing new titles in the nursing field. Print volumes unavailable at QV may be borrowed through direct resource sharing within the CSCU consortium. Using the shared discovery tool, students locate the desired resource and submit a request for transit to QV. Print resources unavailable through the consortium may be requested through librarian-mediated interlibrary loan (ILL).

The Library's e-book collection, with several full-text reference and academic databases, has thousands of titles relating to medicine, health care, and biology, including hundreds of titles dealing with specific topics in allied health and medical services. Students may search within specific e-book databases or may search all e-books at once by using the Library's discovery tool. A streaming video service, Films on Demand, provides students and faculty with access to nearly 8,000 documentary titles relating to health and medicine, biology, chemistry, and allied health.

The Library's electronic collections also include thousands of subscriptions to health and medical-related full-text journals and magazines, available through several dozen databases. All these electronic resources are accessible remotely using a NetID and password at the Connecticut Community College portal, myCommNet.

These databases include:

- Academic Search Premier: A multi-disciplinary database with coverage in the areas of biology, chemistry, health, medicine, etc., includes over 19,000 indexed and abstracted journals and magazines. Nearly 6,000 journals are available in full-text, including more than 4,600 peer-reviewed titles.
- CINAHL: Comprehensive searchable database for nursing and allied health journals and magazines, with indexed and abstracted journals, including over 3,400 peer reviewed journals.
- Gale in Context: Science: Millions of full-text articles from science encyclopedias, reference books, national and global periodicals. Topics include biology, chemistry, earth and space science, environmental science, health and medicine, history of science, life science, physics, science and society, science as inquiry, scientists, technology, and wildlife in nearly 1,900 journals in full-text. Also includes images, videos, and over 200 experiments and projects.

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- Gale OneFile: Health & Wellness: Offers access to full-text medical journals, magazines, reference works, multimedia, and much more. It is a comprehensive consumer health resource that provides authoritative information on the full range of health-related issues, from current disease and disorder information to in-depth coverage of alternative medical practices.
- Gale Interactive: Chemistry and Human Anatomy: Human Anatomy includes 4,300 anatomical structures and more than 13,500 landmarks. Images can be rotated and viewed through 3D dissections. Chemistry enables students to explore elements, reactions, crystals, molecules, and compounds. Students can view 3-D models by zooming in, rotating, and dissecting them.
- Health Source: Nursing/Academic Edition: Full-text scholarly journals focused on many medical disciplines, with an emphasis on nursing and allied health. The content includes 137 full-text journals (including 118 peer-reviewed); 938 indexed journals with abstracts.
- Issues & Controversies: Thousands of articles present background information and opposing viewpoints on matters of public policy debate. Topics addressed include many in the areas of health care and medicine.
- Medline: Over 5,200 indexed journals with abstracts containing medical information and medical journal coverage relating to medicine, nursing, health care, pre-clinical sciences, and more.
- Science Reference Center: Provides full-text for hundreds of science magazines, journals, reference books, and videos. The content includes 220 full-text science periodicals, 1,000 full-text science reference books and encyclopedias, 4,000 full-text, full length biographies of scientists, and 810 full-text science essays.

At the request of the instructor, librarians can create online research guides devoted to a particular class or assignment. These guides, which are developed in collaboration with faculty, direct students to this rich array of electronic databases and ebooks, as well as high-quality websites and information portals, such as those curated by the National Network of Libraries of Medicine, the National Institutes of Health, and the Centers for Disease Control. Librarians can also prepare and provide information literacy instruction for nursing classes that teach critical source evaluation skills and provide scaffolding for student inquiry and research.

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In summary, the QV Campus Library maintains a comprehensive collection of print and digital information resources. In keeping with the “learners first” philosophy of the college, the librarians at the QV Campus Library make it their mission to teach students how to access, evaluate, and integrate information resources into their assignments. The Library uses systems of regular collection evaluation and patron assessment to provide relevant, up-to-date services to all of its populations.

Please see Appendix A for additional information.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): The job posting, and the formed search committee have been completed. As the posting date closes, the search committee will begin the interview process. The new hire anticipated start date will be January 2024.

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: Please see Section Two for complete job descriptions.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? One Program Director, One FT Faculty Member
If any new full-time hires, what percentage of program credits will they teach? Approximately 50 %

How many full-time faculty, if any, will teach in the program’s core curriculum, including any proposed new hires? (note: OHE requires a numerical response to this item) One

How many adjunct and/or part-time faculty, if any, will teach in the program’s core curriculum? (note: OHE requires a numerical response to this item) To Be Determined

What percentage of program credits will be taught by adjunct faculty? Approximately 50%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: CT Registered Nurse License, Master’s Degree in Nursing.

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list “to be hired” under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
To Be Hired – See Appendix A			



Application for New Program Approval

***Reminder:** Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Appendices

Application for New Program Approval

Appendix A

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B
PRO FORMA BUDGET

Institution: **Quinebaug Valley** Program: **Practical Nursing**

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year (2024-25)						Second Year (2025-26)						Third Year (2026-27)					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Students (first time matriculating)	24	0	0	0	0	0	24	0	0	0	0	0	24	0	0	0	0	0
Continuing Students progressing to credential	0	0	24	0	24	0	0	0	24	0	24	0	0	0	24	0	24	0
Headcount Enrollment	24	0	24	0	24	0	24	0	24	0	24	0	24	0	24	0	24	0
Total Estimated FTE per Year¹																		
PROJECTED Program Revenue	First Year (2024-25)						Second Year (2025-26)						Third Year (2026-27)					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Application for New Program Approval

Tuition ²	59,664 ¹	0	59,664	0	59,664 ²	0	62,647	0	62,647	0	62,647	0	65,780	0	65,780	0	65,780	0					
Tuition from Internal Transfer ²	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
Program Specific Fees (lab fees, etc.)	11,688 ³	0	11,688	0	11,688	0	11,688	0	11,688	0	11,688	0	11,688	0	11,688	0	11,688	0					
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
Total Annual Program Revenue	\$214,056						\$223,005						\$232,404										
PROJECTED Program Expenditures³	First Year (2024-25)	Second Year (2025-26)	Third Year (2026-27)	NOTE: Existing regulations require that: "an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."																			
Administration (Chair or Coordinator) ⁴	102,606 ⁴	106,025	109,478	¹ 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.																			
Faculty (Full-time, total for program) ⁴	95,579 ⁵	98,368	101,156	² Revenues from all courses students will be taking.																			
Faculty (Part-time, total for program) ⁴	220,243 ⁶	231,255	242,818																				
Support Staff (lab or grad assist, tutor)	0	0	0																				
Library Resources Program ⁷	0	0	0																				

¹ \$2,486 tuition/semester x 24 students. Iu assume a 5% tuition hike in each subsequent year.

² FT Tuition for 15 credit summer session

³ \$487 (Clinical Program Fee – Level 1) x 24 students

⁴ Program Director CCP 19 step 1 (78,928 per contract + 30% fringe)

⁵ Allied health FT faculty (\$73,523 per contract + 30% fringe)

⁶ With Clinical groups of 6 students there is a total of 3240 clinical hours across all three sessions divided by 45(# contact hours per clinical credit) = the equivalent of 72 credits x \$2,158 contractual cost per credit = \$155,376 + 7 non-clinical credits at \$2,006 Total = \$169,418. + 30% fringe gives a total of \$220,243. I have added 5% for each subsequent year.

⁷ Library resources are already in place no additional resources will be needed.

Application for New Program Approval

Equipment (List in narrative)	15,000 ⁸	15,000	15,000	³ Capital outlay costs, instructional spending for research and services, etc. can be excluded. ⁴ If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. ⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. ⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.
Other ⁵	15,000 ⁹	15,000	15,000	
Estimated Indirect Costs ⁶	112,102 ¹⁰	n/a	n/a	
Total Expenditures per Year	\$560,535	\$582,060	\$604,315	

*Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

⁸ \$10,000 for consumable supplies, \$5,000 for new equipment

⁹ TEAS test site fee, background check fee, accreditation application and site survey, etc.

¹⁰ 448,428 total cost for 1st year x 25% (indirect cost rate from QV business office) = \$112,102.

Application for New Program Approval

Appendix B



November 1, 2023

Board of Examiners for Nursing (BOEN)
410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

Hartford HealthCare (HHC) is pleased to provide our commitment as a partner in support of the proposed Practical Nursing (PN) program for CT State Community College (CT State). Hartford HealthCare has a significant presence as an employer across the state and has the ability and desire to provide students with learning experiences in the pursuit of building the next generation of healthcare workers.

We share the commitment CT State has to the PN program, its thoughtful design, and in its potential to provide students opportunities for a career in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. In addition, this is the only PN program in the state at a public institution.

Hartford HealthCare commits to providing support to develop the PN program and support its students. Specifically HHC will:

1. Make available clinical sites across the HHC system for students enrolled in the CT State PN program
2. Serve, if requested, on the PN Advisory Board to ensure that curriculum is meeting the needs of industry and the requirements of BOEN
3. Participate in the evaluation of the program and continuous improvement activities

HHC has a significant need for talent and understand that we have an important responsibility working in collaboration with postsecondary institutions in developing students who want to pursue these important careers.

We would be more than happy to provide additional information as requested.

Sincerely,

A handwritten signature in black ink, appearing to read "Rocco Orlando III, MD".

Rocco Orlando III, MD
Chief Academic Officer
Hartford HealthCare



Application for New Program Approval

Appendix C



STATE OF CONNECTICUT DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES *A Healthcare Service Agency*

NED LAMONT
GOVERNOR

NANCY NAVARRETTA, MA, LPC, NCC
COMMISSIONER

October 31, 2023

Board of Examiners for Nursing (BOEN)
410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

The Connecticut Department of Mental Health and Addiction Services (DMHAS) is pleased to provide our commitment as an industry partner in support of the proposed Practical Nursing (PN) program for CT State Community College (CT State). DMHAS has a significant presence as an employer across the state. This program would enable us to magnify and deepen our efforts by providing students with additional occupational areas to pursue, which are aligned to our workforce needs.

We understand the commitment CT State has to this program in its thoughtful design and in providing students another opportunity for a career in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. In addition, this is the only PN program in the state at a public institution.

As an employer partner, DMHAS commits to providing in-kind support that will serve as a matching contribution to the project. Specifically, we will:

1. Provide clinical sites for students enrolled in the CT State PN program.
2. Serve on the PN Advisory Board to ensure that curriculum is meeting the needs of industry and the requirements of BOEN.
3. Participate in the evaluation of the program and continuous improvement activities.

DMHAS has a long tradition of and significant reputation for giving back to the community. We also have a significant need for talent and understand that we have an important responsibility, working in collaboration with postsecondary institutions, in developing students who want to pursue these careers.

We would be more than happy to provide additional information as requested.

Sincerely,

Nancy Navarretta, MA, LPC, NCC
Commissioner

(860) 418-7000
410 Capitol Avenue, P.O. Box 341431, Hartford, CT 06134
<https://portal.ct.gov/dmhas>
An Affirmative Action/Equal Opportunity Employer

Application for New Program Approval

Appendix D



Office of the Chief Workforce Officer
Office of Workforce Strategy

October 31, 2023

Board of Examiners for Nursing (BOEN)
410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

The Office of Workforce Strategy (OWS) is pleased to provide our commitment as the state's workforce agency in support of the proposed Practical Nursing (PN) program for CT State Community College (CT State). OWS has a significant presence as an industry intermediary across the state. This program would enable us, in partnership with the workforce system and Connecticut higher education institutions and employers to magnify and deepen our efforts to address the state's healthcare workforce needs.

We understand the commitment CT State has to this program in its thoughtful design and in providing students another opportunity for a career in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. In addition, this is the only PN program in the state at a public institution.

As program partner, OWS commits to providing in-kind support that will serve as a matching contribution to the project. Specifically, we will:

1. Share knowledge of best practices and industry connections in the healthcare field
2. Serve on the PN Advisory Board to ensure that curriculum is meeting the needs of industry and the requirements of BOEN.
3. Participate in the evaluation of the program and continuous improvement activities.

OWS has an important responsibility, working in collaboration with postsecondary institutions and employers, in developing students who want to pursue these careers.

We would be more than happy to provide additional information as requested.

Sincerely,

Kelli-Marie Vallieres, PhD
Chair, Governor's Workforce Council
Chief Workforce Officer, State of Connecticut

Application for New Program Approval

Appendix E



October 31, 2023

Board of Examiners for Nursing (BOEN)
410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

LeadingAge Connecticut is pleased to provide our commitment as a partner in support of the proposed Licensed Practical Nursing (LPN) program for CT State Community College (CT State). LeadingAge Connecticut is a membership association representing the non-profit and mission driven providers of aging services and our members have a significant presence as health care and long-term services and supports employers across the state.

The aging services sector employs a significant number of licensed practical nurses and depends heavily upon that level of licensure in their staffing patterns. The addition of an LPN program at one of our state public institutions would not only open up an accessible and affordable opportunity for many current staff members who wish to advance their careers, but would also help to build a stronger workforce for the future.

We understand and welcome the commitment CT State has to this program in its thoughtful design and in providing students this opportunity for a career in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. This is a very valuable aspect of the program.

LeadingAge Connecticut will work to support this program and to encourage our members' support. Our members have a significant need for talent and understand that we have an important responsibility, working in collaboration with postsecondary institutions, in developing students who want to pursue these careers.

We would be more than happy to provide additional information as requested.

Sincerely,

A handwritten signature in black ink that reads "Mag Morelli".

Mag Morelli, President



Application for New Program Approval

Appendix F

CONNECTICUT ASSOCIATION OF HEALTH CARE FACILITIES, INC. CONNECTICUT CENTER FOR ASSISTED LIVING

October 31, 2023

Board of Examiners for Nursing (BOEN)
410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

The Connecticut Association of Health Care Facilities / Connecticut Center for Assisted Living (CAHCF/CCAL) is pleased to provide our commitment as a partner in support of the proposed Practical Nursing (LPN) program for CT State Community College (CT State). CAHCF/CCAL has a significant presence as an employer association across the state. This program would enable our members to magnify and deepen their efforts by providing students with additional occupational areas to pursue, which are aligned to their workforce needs.

We understand the commitment CT State has to this program in its thoughtful design and in providing students another opportunity for a career in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. In addition, this is the only PN program in the state at a public institution.

As an employer association, CAHCF/CCAL commits to providing in-kind support that will serve as a matching contribution to the project. Specifically, we will:

1. Promote clinical sites within our membership for students enrolled in the CT State LPN program.
2. Serve, if requested, on the PN Advisory Board to ensure that curriculum is meeting the needs of industry and the requirements of BOEN.
3. Participate in the evaluation of the program and continuous improvement activities.

Our members have a significant need for talent and understand that we have an important responsibility, working in collaboration with postsecondary institutions, in developing students who want to pursue these careers.

We would be more than happy to provide additional information as requested.

Sincerely,

Matthew V. Barrett, President and CEO

213 COURT STREET SUITE 202 / MIDDLETON, CT 06457
860-290-9424 (TEL); 860-290-9478 (FAX)
WWW.CAHCF.ORG (WEB)

Application for New Program Approval**Appendix G**

New England Health Care Employees Union
77 Huyslope Avenue, Hartford, CT 06106
860.549.1199
Fax: 860.251.6049
mailbox@seiu1199ne.org
www.seiu1199ne.org

November 5, 2023

Board of Examiners for Nursing
(BOEN) 410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

The New England Healthcare Employees Union District 1199 is pleased to provide our support of the proposed Licensed Practical Nursing (LPN) program for CT State Community College (CT State). District 1199 represents thousands of healthcare workers in Connecticut, including nursing home workers, homecare workers, group home workers and state employees.

Our Union understands in recent years the options to attend LPN school only included the private, proprietary schools, and this was a significant barrier for our members. Many did attend these schools, but it is extremely important that CT State also offer such programs. This program would enable many more of our members to pursue their educational goals.

The 1199 Training and Upgrading Fund offers tuition reimbursement to many of our nursing home and homecare workers, which would help with the costs of the program for those who are eligible for these benefits.

We understand the commitment CT State has to this program in its thoughtful design and in providing students another opportunity for a career in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. In addition, as stated above, this will be the only LPN program in the state at a public institution.

We believe we have an important responsibility, working in collaboration with postsecondary institutions, in developing students who want to pursue these careers, and encouraging current healthcare workers to take advantage of the career ladder opportunities available.

Sincerely,

A handwritten signature in blue ink that reads "Rebecca Simonsen".

Rebecca Simonsen
Vice President, District 1199

Application for New Program Approval

Appendix H



**NEW ENGLAND HEALTH CARE EMPLOYEES UNION DISTRICT 1199
AND THE CONNECTICUT NURSING HOMES
TRAINING & UPGRADING FUND**

77 Huyslope Avenue • Hartford, Connecticut 06106-7001 • 860.251.6060 Fax 860.549.1316 • www.1199trainingfund.org

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November 5, 2023

Board of Examiners for Nursing (BOEN)
410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

The SEIU 1199NE Training and Upgrading Fund is pleased to provide our commitment as a partner in the support of the proposed Practical Nursing (PN) program for CT State Community College (CT State). The Training Fund plays a critical role in supporting unionized healthcare workers across the state, particularly nursing home workers and Personal Care Attendants (PCAs) who are represented by District 1199NE. The Training Fund offers tuition reimbursement and college and career counseling for eligible 1199 members, many of whom are interested in becoming LPNs. In recent years, the options to attend LPN school only included the private, proprietary schools, and this was a significant barrier for our members. Many did attend these schools, but it is extremely important that CT State also offer such programs. This program would enable many more of our members to pursue their educational goals.

When we heard recently that CT State had begun the process of opening such programs, we were thrilled. The Training Fund is a joint labor-management benefit fund, governed by a Board of Trustees equally made up of Union representatives and nursing home management. Both the Union and Management Trustees are pleased that this process has begun, and fully support the Training Fund involvement in the success of the program.

We understand the commitment CT State has to this program in its thoughtful design and in providing students another opportunity for a career in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. In addition, as stated above, this will be the only LPN program in the state at a public institution.

The 1199 Training Fund commits to providing in-kind support that will serve as a matching contribution to the project. Specifically, we will:

1. Advertise the CT State LPN program with members to encourage enrollment, and support them through their efforts to enroll, and succeed in the program.
2. Serve, if requested, on the LPN Advisory Board to represent the needs of workers interested in the LPN program.
3. Participate in the evaluation of the program and continuous improvement activities.

We believe we have an important responsibility, working in collaboration with postsecondary institutions, in developing students who want to pursue these careers.

We would be more than happy to provide additional information as requested.

Sincerely,

Steve Bender
Executive Director
1199NE Training and Upgrading Fund

Application for New Program Approval**Appendix I**

Ned Lamont
Governor

November 7, 2023

Board of Examiners for Nursing (BOEN)
410 Capitol Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

The Department of Developmental Services (DDS) is pleased to provide our commitment as an industry partner in support of the proposed Practical Nursing (PN) program for CT State Community College (CT State). DDS has a significant presence as an employer across the state. This program would enable us to magnify and deepen our efforts by providing students with additional occupational areas to pursue, which are aligned to our workforce needs.

We understand the commitment CT State has to this program in its thoughtful design and in providing students another opportunity for a career in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. In addition, this is the only PN program in the state at a public institution.

As an employer partner, DDS commits to providing in-kind support that will serve as a matching contribution to the project. Specifically, we will:

1. Provide clinical sites for students enrolled in the CT State PN program, as appropriate and available at our licensed settings.
2. Serve on the PN Advisory Board to ensure that curriculum is meeting the needs of industry and the requirements of BOEN.
3. Participate in the evaluation of the program and continuous improvement activities.

DDS has a long tradition of and significant reputation for giving back to the community. We also have a significant need for talent and understand that we have an important responsibility, working in collaboration with postsecondary institutions, in developing students who want to pursue these careers.

We would be more than happy to provide additional information as requested.

Sincerely,



Jordan A. Scheff
Commissioner

Phone: 860 418-6000 • TDD 860 418-6079 • Fax: 860 418-6001

460 Capitol Avenue • Hartford, Connecticut 06106

www.ct.gov/dds • e-mail: ddsct.co@ct.gov

An Affirmative Action/Equal Opportunity Employer

Application for New Program Approval

Appendix J



November 7, 2023

Board of Examiners for Nursing (BOEN)
410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

Day Kimball Healthcare (DKH) is pleased to provide our commitment as a partner in support of the proposed Practical Nursing (PN) program for CT State Community College (CT State). DKH has a significant presence as an employer association across the state. This program would enable our members to magnify and deepen their efforts by providing students with additional occupational areas to pursue, which are aligned to their workforce needs.

We understand the commitment CT State has to this program in its thoughtful design and in providing students another opportunity for a career in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. In addition, this is the only PN program in the state at a public institution.

As an employer association, DKH commits to providing in-kind support that will serve as a matching contribution to the project. Specifically, we will:

1. Promote clinical sites within our organization for students enrolled in the CT State PN program.
2. I would like to serve on the PN Advisory Board to ensure that curriculum is meeting the needs of industry and the requirements of BOEN.
3. Participate in the evaluation of the program and continuous improvement activities.

Our members have a significant need for talent, and understand that we have an important responsibility working in collaboration with post-secondary institutions in developing students who want to pursue these careers.

We would be more than happy to provide additional information as requested.

Sincerely,

A handwritten signature in blue ink, appearing to read 'John O'Keefe, CNO'.
John O'Keefe, CNO
VP of Patient Care Services

G:\NSO Admin\WP Patient Services CNO\Letters\letter of support for the CT State - QV practical nursing program.docx

Application for New Program Approval

Appendix K



November 8, 2023

Board of Examiners for Nursing (BOEN)
410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board,

The Connecticut Hospital Association (CHA) is pleased to offer our support for the proposed Practical Nursing (PN) program for CT State Community College (CT State). CHA's members are significant employers across the state and this program would assist them in supporting their significant need to recruit and retain healthcare workers.

We appreciate CT State's commitment to creating thoughtfully designed programs that offer additional opportunities for careers in healthcare. Students who successfully complete this program can, should they choose to, transfer credits into one of the six CT State RN programs. In addition, this is the only PN program in the state at a public institution.

As an association representing healthcare providers, CHA looks forward to helping to identify clinical sites for students enrolled in the CT State PN program, serving, if requested, on the PN Advisory Board to ensure that curriculum is meeting the needs of industry and the requirements of BOEN, and participating in the evaluation of the program and continuous improvement activities.

Our members have a significant need for talent and understand that we have an important responsibility, working in collaboration with postsecondary institutions, in developing students who want to pursue these careers.

We would be more than happy to provide additional information as requested.

Sincerely,

A handwritten signature in black ink that reads "Paul Kidwell".

Paul Kidwell
Senior Vice President, Policy

PK:js
By E-mail

Application for New Program Approval

Appendix L



State of Connecticut
Office of Higher Education

November 1, 2023

Board of Examiners for Nursing (BOEN)
410 Capital Avenue
PO Box 340308
Hartford, CT 06134-0308

Dear Members of the Board of Examiners for Nursing,

This letter is to support the application of a proposed Licensed Practical Nursing (LPN) program by the CT State Community College system. With the recent closing of a large practical nursing program, I believe the state would surely benefit from a new program to educate and train practical nurses.

It is my understanding that students who successfully complete this program will be eligible to transfer credits into one of the state's six registered nurse programs. In addition, if approved, this will be the only LPN program in the state offered at a public institution of higher education and therefore will provide an affordable option for Connecticut students wishing to become licensed practical nurses.

We are pleased to support a program that will provide Connecticut residents with an additional option for pursuing careers as licensed practical and registered nurses, both of whom are critical to Connecticut residents and its economy.

Sincerely,

Timothy D. Larson
Executive Director

Ned Lamont, Governor · Timothy D. Larson, Executive Director
450 Columbus Boulevard · Suite 707 · Hartford, CT 06103-1841
www.ohe.ct.gov
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