

AGENDA
BOARD OF EXAMINERS FOR NURSING
Department of Public Health
410 Capitol Avenue, Hartford, CT
November 16, 2022 - 8:30 AM

Chair Updates
Additional Agenda Items and Reordering of Agenda
Open Forum
National Council of State Boards of Nursing/Update

THE CONNECTICUT CENTER FOR NURSING WORKFORCE, INC – Monthly Update

MINUTES

June 1, 2022

SCHOOL ISSUES

- *Porter and Chester Institute – Rocky Hill Campus Closure*
- *Western Connecticut State University – Letter of Intent*
- *Griffin Hospital School of Allied Health Careers, Practical Nursing Program – Department Site Visit*
- *Stone Academy – Revised Corrective Action Plans – East Hartford and West Haven Evening Programs*

SCOPE OF PRACTICE

MOTION TO WITHDRAW STATEMENT OF CHARGES

- *Sheryl Lacoursiere, APRN, RN* *Petition No. 2021-1072, 2021-1199* *Staff Attorney Joelle Newton*

MOTION FOR SUMMARY SUSPENSION

- *Gina L. Candelori-Bertola, RN* *Petition No. 2021-1210* *Staff Attorney Craig Sullivan*

MEMORANDUM OF DECISION

- *Stone Academy West Haven Campus Day Program - Revised Fact Finding*

CONSENT ORDERS

- *Lisa M. Alexander, RN* *Petition No. 2020-697* *Staff Attorney Linda Fazzina*
- *Marcus Anthony Garcia, RN* *Petition No. 2019-1240* *Staff Attorney Joelle Newton*
- *Dawn Hobill, LPN* *Petition No. 2022-272* *Staff Attorney Joelle Newton*
- *John D. Mosher, RN* *Petition No. 2022-888* *Staff Attorney, Linda Fazzina*

PRE-HEARING REVIEW

- *Jemma Wettish, Unlicensed RN* *Petition No. 2022-863* *Staff Attorney Craig Sullivan*

HEARINGS

- *Kristin Brice, LPN** *Petition No. 2022-913* *Staff Attorney Craig Sullivan*
- *Tabitha Moche, APRN, RN** *Petition Nos. 2022-995; 2022-996* *Staff Attorney Joelle Newton*
- *Stone Academy* *East Hartford Campus Day Program*
- *Jacquelyn O'Connor, LPN* *Petition No. 2020-845* *Staff Attorney Aden Baume*
- *Liza Paulsen, RN* *Petition No. 2019-1389* *Staff Attorney Aden Baume*

* Currently Summarily Suspended

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The following minutes are draft minutes which are subject to revision and which have not yet been adopted by the Board.

The **Board of Examiners for Nursing** held a meeting on June 1, 2022 via Microsoft TEAMS.

BOARD MEMBERS PRESENT:	Patricia C. Bouffard, RN, D.N.Sc. - (RN Member, Chair) Joseph Bierbaum (Public Member) Jason Blando - (Public Member) Lisa S. Freeman, BA - (Public Member) Jennifer C. Long, APRN, MSN, NNP-BC - (APRN Member) Geraldine Marrocco, Ed.D., APRN, ANP-BC, FAANP - (RN Member) Gina Reiners, PhD, APRN, PMHNP, PMHCNS - (RN Member)
BOARD MEMBERS ABSENT:	Cynthia L. Arpin, RN, MSN – (RN Member) Mary E. Dietmann, EdD, APRN, ACNS-BC, CNE - (RN Member) Rebecca Martinez, LPN – (LPN Member)
ALSO PRESENT:	Stacy Schulman, Legal Counsel to the Board, DPH Dana Dalton, RN, Supervising Nurse Consultant, DPH Helen Smith, RN, Nurse Consultant, DPH Linda Fazzina, Staff Attorney, DPH Joelle Newton, Staff Attorney, DPH Craig Sullivan, Staff Attorney, DPH Aden Baume, Staff Attorney, DPH

The meeting commenced at 8:30 a.m. All participants were present via Microsoft TEAMS.

CHAIR UPDATES

Nothing to report.

APPROVAL OF AGENDA

Gina Reiners made a motion, seconded by Jennifer Long to approve the agenda as revised. The motion passed unanimously.

OPEN FORUM

Lauren Brown, RN addressed the Board regarding Stone Academy. Ms. Brown who was a clinical instructor for the Stone Academy West Haven Campus, Day Program, spoke as to various deficiencies she encountered while teaching.

It was requested that Ms. Brown put her concerns in writing and send them to the Department of Public Health for investigation.

Stephanie McGuire, APRN inquired about the process for nurses to apply for COVID heroes pay. The Department of Public Health will communicate with Ms. McGuire regarding this issue.

NATIONAL COUNCIL STATE BOARDS OF NURSING

Chair Bouffard reported on NCLEX pass rate statistics.

The NCSBN annual meeting is scheduled for August 17-19, 2022. Board members interested in participating were asked to contact Chair Bouffard

CONNECTICUT LEAGUE FOR NURSING – Monthly Update

Marcia Proto provided an update from the Connecticut League for Nursing and the Deans and Directors.

SCHOOL ISSUES

Goodwin University – Commission on Collegiate Nursing Education Accreditation

Helen Smith reported that the Commission on Collegiate Nursing Education(CCNE) has granted accreditation to-the Baccalaureate degree program at Goodwin University to 12/31/2031

Arizona College of Nursing

Diane Smith Levine, Nick Mansour, Matthew Egan, Amber Kool, and Jason Duune were present on behalf of Arizona College of Nursing.

The Board reviewed a request for approval of a prelicensure Bachelor of Science in Nursing Degree Program to be located in East Hartford, CT. The program's feasibility study was approved on May 11, 2022 at which time the Board requested additional information regarding faculty workload.

Joseph Bierbaum made a motion, seconded by Lisa Freeman, to approve the prelicensure Bachelor of Science in Nursing Degree Program. Following discussion, the motion to approve the program failed with only Joseph Bierbaum voting to approve.

The Board requested that updated information regarding the faculty workload be provided by August or September 2022.

Geraldine Marrocco made a motion, seconded by Gina Reiners, to table this matter until June 15, 2022 for the review of additional information. The motion passed with all in favor except Joseph Bierbaum who was opposed.

Southern Connecticut State University – Site Visit

Helen Smith provided a report of a Department of Public Health site visit made to Southern Connecticut State University on 05/10/2022. The visit was required to inspect a new building to which the nursing program has moved.

Geraldine Marrocco made a motion, seconded by Gina Reiners, to approve the site visit. The motion passed unanimously.

NCLEX Results – May 1, 2021 to April 30, 2022

The Board reviewed the NCLEX test results for the Connecticut RN and LPN programs

Joseph Bierbaum *left the meeting at 9:50 a.m.*

Goodwin University

Geraldine Marrocco made a motion, seconded by Jennifer Long, to place the Goodwin University Accelerated RN Program on conditional approval for one year due a NCLEX pass rate of 52 percent. The motion passed with all in favor except Gina Reiners who recused herself from voting. A corrective action plan will be reviewed by the Board at the July meeting.

Geraldine Marrocco made a motion, seconded by Jennifer Long, to place the Goodwin University associate RN Program on conditional approval for one year due a NCLEX pass rate of 69 percent. . The motion passed with all in favor except Gina Reiners who recused herself from voting. A corrective action plan will be reviewed by the Board at the July meeting.

University of Saint Joseph

Jennifer Long made a motion, seconded by Geraldine Marrocco, to place the University of Saint Joseph Accelerated RN Program on conditional approval for one year due a NCLEX pass rate of 77 percent. The motion passed with all in favor except Gina Reiners who recused herself from voting. A corrective action plan will be reviewed by the Board at the July meeting.

University of Bridgeport

Jennifer Long made a motion, seconded by Lisa Freeman, to remove the University of Bridgeport, BS Program from conditional approval in that the current NCLEX pass rate is 81 percent. The motion passed with all in favor except Gina Reiners who recused herself from voting.

Gateway Community College

Gina Reiners made a motion, seconded by Geraldine Marrocco, to remove the Gateway Community College Associate degree program from conditional approval in that the current NCLEX pass rate is 80 percent. The motion passed unanimously.

Norwalk Community College

Geraldine Marrocco made a motion, seconded by Gina Reiners, to remove the Norwalk Community College Associate degree program from conditional approval in that the current NCLEX pass rate is 85 percent. The motion passed unanimously.

Saint Vincent's College

Gina Reiners made a motion, seconded by Jennifer Long, to remove the Saint Vincent's College Associate degree program from conditional approval in that the current NCLEX pass rate is 83 percent. The motion passed with all in favor except Mary Dietmann and Jason Blando who recused themselves from voting.

Lincoln Technical Institute

Jennifer Long made a motion, seconded by Gina Reiners, to extend conditional approval of the Lincoln Technical Institute Shelton Campus Day LPN Program for one year due a NCLEX pass rate of 59 percent. The motion passed unanimously. A corrective action plan will be reviewed by the Board at the July meeting.

Jennifer Long made a motion, seconded by Geraldine Marrocco, to remove the Lincoln Technical Institute Shelton Campus Evening LPN Program from conditional approval in that the current NCLEX pass rate is 81 percent. The motion passed unanimously.

Porter & Chester Institute

Geraldine Marrocco made a motion, seconded by Jennifer Long, to place the Porter & Chester Bridgeport Campus Day LPN Program on conditional approval for one year due a NCLEX pass rate of 60 percent. The motion passed unanimously. A corrective action plan will be reviewed by the Board at the July meeting.

Jennifer Long made a motion, seconded by Geraldine Marrocco, to remove Porter & Chester Enfield Day LPN Program from conditional approval in that the current NCLEX pass rate is 100 percent. The motion passed unanimously.

Geraldine Marrocco made a motion, seconded by Jennifer Long, to remove Porter & Chester Hamden Campus Day LPN Program from conditional approval in that the current NCLEX pass rate is 83 percent. The motion passed unanimously.

Geraldine Marrocco made a motion, seconded by Jennifer Long, not to grant a third year of conditional approval and to schedule a hearing to consider program closure for the Porter & Chester Rocky Hill Evening LPN Program due to a NCLEX pass rate of 77 percent. The motion passed unanimously. A hearing will be scheduled for October 2022.

Geraldine Marrocco made a motion, seconded by Jennifer Long, to remove Porter & Chester Waterbury Day LPN Program from conditional approval in that the current NCLEX pass rate is 88 percent. The motion passed unanimously.

Lisa Freeman made a motion, seconded by Geraldine Marrocco, to extend conditional approval of the Porter & Chester Waterbury Evening LPN Program for one year due a NCLEX pass rate of 43 percent. The motion passed unanimously. A corrective action plan will be reviewed by the Board at the August meeting.

Jennifer Long made a motion, seconded by Geraldine Marrocco, to remove Porter & Chester Hamden Campus Evening LPN Program from conditional approval in that the current NCLEX pass rate is 83 percent. The motion passed unanimously.

Stone Academy

Geraldine Marrocco made a motion, seconded by Lisa Freeman, not to grant a third year of conditional approval and to schedule a hearing to consider program closure for the Stone Academy East Hartford Day LPN Program due to a NCLEX pass rate of 62 percent. The motion passed unanimously. A hearing will be scheduled for October or November.

Lisa Freeman made a motion, seconded by Geraldine Marrocco, to extend conditional approval of the Stone Academy East Hartford Evening LPN Program for one year due a NCLEX pass rate of 48 percent. The motion passed unanimously. A corrective action plan will be reviewed by the Board at the August meeting.

Gina Reiners made a motion, seconded by Jennifer Long, to place Stone Academy Waterbury Day LPN Program on conditional approval for one year due a NCLEX pass rate of 61 percent. The motion passed unanimously. A corrective action plan will be reviewed by the Board at the August meeting.

Gina Reiners made a motion, seconded by Jennifer Long to place Stone Academy Waterbury Evening LPN Program on conditional approval for one year due a NCLEX pass rate of 65 percent. The motion passed unanimously. A corrective action plan will be reviewed by the Board at the August meeting.

Lisa Freeman made a motion, seconded by Geraldine Marrocco, to extend conditional approval of the Stone Academy West Haven Evening LPN Program for one year due a NCLEX pass rate of 47 percent. The motion passed unanimously. A corrective action plan will be reviewed by the Board at the August meeting.

MOTION FOR SUMMARY SUSPENSION

Lisa M. Simon, L.P.N. - Petition No. 2021-578

Staff Attorney Linda presented the Board with a Motion for Summary Suspension for Lisa M. Simon. Respondent was not present and was not represented.

Gina Reiners moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety, and welfare. The motion was seconded by Geraldine Marrocco and passed unanimously. A hearing will be scheduled for July 6, 2022.

CONSENT ORDERS

Stephanie A. Esposito, RN, APRN - Petition Nos: 2021-4; 2021-294

Staff Attorney Joelle Newton presented a Consent Order in the matter of Stephanie A. Esposito, RN, APRN. Respondent was represented by Attorney Stanley Peck.

Gina Reiners made a motion, seconded by Mary Dietmann, to approve the Consent Order which imposes a reprimand and a \$1000.00 civil penalty. After discussion the motion failed unanimously.

The Board recommended a revision to include a period of probation and an increased civil penalty amount.

Michelle Rosa-Harris, LPN Petition No.: 2020-658

Staff Attorney Linda Fazzina presented a Consent Order in the matter of Michelle Rosa-Harris, LPN. Respondent was not present and was not represented.

Gina Reiners made a motion, seconded by Geraldine Marrocco, to approve the Consent Order which imposes for a period probation for two years. The motion passed with all in favor except Lisa Freeman who was opposed.

Gina Reiners left for the day at 12:06 p.m.

Danielle Howley, L.P.N. Petition No. 2021-557

Staff Attorney Joelle Newton presented a Consent Order in the matter of Danielle Howley, LPN. Respondent was not present and was not represented.

Geraldine Marrocco made a motion, seconded by Jennifer Long to approve the Consent Order which imposes a reprimand; probation for a period of eighteen months and a permanent restriction in that respondent shall at no time be employed as a nurse for a personnel provider service, assisted living services agency, homemaker-home health aide agency, home health care agency, and shall not be self-employed as a nurse. The motion passed unanimously.

Richardson Montas, L.P.N. - Petition No. 2019-1299

Staff Attorney Aden Baume presented a Consent Order in the matter of Richardson Montas, LPN. Respondent was not present and was not represented.

Geraldine Marrocco made a motion, seconded by Jennifer Long, to approve the Consent Order which imposes for a reprimand and probation for one year. The motion passed unanimously.

Break 12:12 to 12:45 pm

HEARINGS

Lynn Dougan, R.N. Petition No. 2021-1192

Staff Attorney Aden Baume was present for the Department of Public Health. Respondent was not present and was not represented.

Jennifer Long made a motion, seconded by Geraldine Marrocco, to grant the Department of Public Health's oral request to deem allegations admitted. The motion passed unanimously.

Following the close of the hearing the Board conducted fact-finding. Jennifer Long made a motion, seconded by Geraldine Marrocco, that respondent be found on all charges. The motion passed unanimously.

Jennifer Long made a motion, seconded by Lisa Freeman, that respondent's registered nurse license be revoked. The motion passed unanimously.

Portia Hamilton aka Portia Dayon, RN Petition No. 2022-447

Staff Attorney Craig Sullivan was present for the Department of Public Health. Respondent was not present and was not represented.

Jennifer Long made a motion, seconded by Geraldine Marrocco, to grant the Department of Public Health's oral request to deem allegations admitted. The motion passed unanimously.

Following the close of the hearing the Board conducted fact-finding. Jennifer Long made a motion, seconded by Geraldine Marrocco, that respondent be found on all charges. The motion passed unanimously.

Jennifer Long made a motion, seconded by Geraldine Marrocco, that respondent's registered nurse license be revoked. The motion passed unanimously.

ADJOURNMENT

This meeting adjourned at 1:25 pm on a motion by Jennifer Long, seconded by Lisa Freeman.

Patricia C. Bouffard, D.N.Sc.
Chair Board of Examiners for Nursing

BOEN meeting 11/16/2022

1. **Western Connecticut State University (WCSU):** letter of intent (for your information only)
WCSU is providing notice to establish an Accelerated Bachelor of Science in Nursing Program to begin in the Summer of 2024, a day program with some evening classes and possible weekend clinical opportunities, and 10-20 students will be accepted for each class.

2. **Nursing Scope of Practice-** discussion by Dana Dalton, MSN, RN, CMBI, Supervising Nurse Consultant, State of Connecticut, Department of Public Health, Practitioner Licensing & Investigations Section.

3. **Griffin Hospital School of Allied Health Careers- Practical Nursing (PN) Program:** Visits
 - a. The Department made a visit to the campus on 10/05/2022 with two staff members from the Office of Higher Education (OHE). The tour was led by Dr. Amanda Safer, Executive Dean and Professor of Nursing for the Griffin Hospital School of Allied Health Careers, Kayla Bennett, Director of the Practical Nursing Program and two faculty members, Sara Leslie and Sean Remson. The tour began in Ms. Bennett's office which included a lockable file cabinet to store student, faculty and program records, shared spaces for the faculty, computer, copier, desk, table, chairs and hard copy of the books for the PN Program. The office for the Allied Health Coordinator who will be providing clerical support for the administration and faculty, included a desk, chairs, multiple bulletin boards- with the program calendar, how to submit a complaint and other announcements. There were three classrooms, two with a nine-seat capacity and one with a ten-seat capacity and an "exam room", one classroom with an eighteen-seat capacity and each classroom has multimedia technology available. There were multiple restrooms and a break room with a refrigerator, microwave, table with two chairs, and the Hospital cafeteria menu was posted. The nursing laboratory included 2 "hospital beds", overbed tables, bedside stands, manikins, wheelchairs, IV pumps, cabinets for storage, handwashing sink, and limited supplies. There were additional supplies stored in unsecured cabinets in the hallway next to the laboratory. The classrooms and laboratory areas are shared with the other programs at the School of Allied Health Careers- Certified Nursing Assistant, Patient Care Technician, Phlebotomy and Certified Clinical Medical Assistant.
The tour continued at Griffin Hospital, a brief walk across the street, at the Griffin Hospital Community Resource Library, which is badge accessible to the PN students, included hard copy and on-line resources, a copier (no charge to use), multiple computers and a private study area that can be booked by students with multimedia technology available. There were multiple conference rooms throughout the Hospital that can be booked by the students and/or PN faculty with multimedia

technology available. There was a large classroom available for the PN Program with an approximate thirty-five-seat capacity. The Hospital cafeteria, dining room, store, and multiple informal meeting areas are available to the PN students.

The designated parking areas for the PN students is close to the School with shuttles available for transportation to the School, there is a CT Transit stop next to the Hospital and security is onsite and makes routine rounds.

All the Hospital resources are available to the Griffin Hospital School of Allied Health Careers- Practical Nursing Program.

- b. On 10/11/2022 the Department participated in a virtual TEAMS meeting with the faculty members, Sara Leslie and Sean Remson. This tour included the Nurse Educator office in the Hospital where there were three “workstations” available to the PN faculty, supplies for the PN laboratory experiences included additional manikins and a discussion that when the PN Program requires any supplies for a laboratory experience those supplies will be provide by the Hospital (Central Supply, a nursing unit or a particular Department -such as Respiratory). The tour continued back at the School and included a lockable three drawer cabinet in the hallway near the nursing laboratory for any nursing supplies that need to be secured, the lockable two drawer cabinet in the Director’s office, and a lockable cart that be used for a “medication cart” or a “code cart” to meet the needs of various PN laboratory experiences.
- c. Accordign to the Regulations, after an in-person tour and a virtual tour the physical facilities for the Griffin Hospital School of Allied Health Careers- Practical Nursing Program of office spaces, classrooms and nursing laboratory may not be sufficient to meet the needs of the Program. The Department requested that Griffin Hospital School of Allied Health Careers- Practical Nursing Program, provide additional information to demonstrate how the physical facilities of office spaces, classrooms and nursing laboratory are sufficient to meet the needs of their Practical Nursing Program.
- d. Additional information provided by the Griffin Hospital School of Allied Health Careers- Practical Nursing (PN) Program:
 - a. Provided a classroom schedule for the PN program and the other four programs.
 - b. Provided a schedule for the nursing laboratory for the PN program with an example.
 - c. Provided information on office space for faculty.

4. Stone Academy: Revised Corrective Action Plans

a. East Hartford campus, evening group, 1st time test takers, NCLEX results 43%:

- i. There was a decrease in competency in the subject areas of coordinated care, physiological adaptation, health promotion and maintenance and a failure to prepare students to answer NCLEX-style questions on the NCLEX exam.
- ii. Faculty incorporated evolving/unfolding realistic case studies into the lectures/lesson plans.
- iii. Incorporating NCLEX-style questions into course exams/tests and emphasizing strategies to “break down” the questions.
- iv. Address a lack of fundamental study abilities and provide specific learning strategies as “student-centered study guide”.
- v. Faculty training on the use of curriculum related resources including the utilization of the Assessment Technologies Institute (ATI).
- vi. Instructor/nurse led study groups of students entering Seminar II (the final course).
- vii. Live ATI Review for students.
- viii. Increased the number of staff/faculty meetings and bi-annual meetings between faculty and the President’s office.
- ix. Strengthen the post-graduation NCLEX-PN preparation course.
- x. Provide faculty professional development in innovative approaches through various methods.
- xi. Redesign the new faculty orientation.
- xii. Adjust faculty meeting times, provide alternate formats, and continue mixing all faculty and staff to create cross-functional teams.
- xiii. Future initiatives include:
 1. The process for the NCLEX-PN and licensure applications will be completed on campus with the guidance of the site administrator.
 2. Revise and implement the instructor evaluation process.
 3. Establish a formalized, instructor specific onboarding and professional development program that includes ATI champions.

b. West Haven campus, evening group, 1st time test takers, NCLEX results 43%:

- i. There was a decrease in competency in the subject areas of pharmacology, psychosocial integrity, coordinated care and testing difficulties due to unfamiliarity with NCLEX-style questions.
- ii. Faculty established a clear distinction between classroom and clinical instruction in all contexts.
- iii. Faculty incorporated evolving/unfolding realistic case studies into the lectures/lesson plans.

- iv. Incorporating NCLEX-style questions into course exams/test, emphasizing strategies to “break down” the questions and/or exam strategies.
- v. Faculty use of clinical reasoning and other modes of critical thinking.
- vi. Implementation of faculty training around curriculum enhancement tools.
- vii. Instructor/nurse led study groups of students entering Seminar II (the final course).
- viii. Live ATI Review for students.
- ix. Increased the number of staff/faculty meetings and bi-annual meetings between faculty and the President’s office.
- x. Redesign the new faculty orientation.
- xi. Start post-graduation NCLEX preparation course.
- xii. Future initiatives include:
 - 1. Evaluate the use of the rideshare program and strengthen partnerships with social service providers for direct intervention.
 - 2. Revise and implement the instructor evaluation process.
 - 3. Conduct professional development for faculty-a test writing webinar.



Accrediting Commission of Career Schools and Colleges

2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201
703.247.4212
703.247.4533 fax
www.accsc.org

October 21, 2022

ELECTRONIC DELIVERY

bmitchell@porterchester.com

Bryan Mitchell
Vice President, Regulatory Affairs and Compliance
Porter and Chester Institute
30 Waterchase Drive
Rocky Hill, CT 06067

School #B000499

Dear Mr. Mitchell:

The Accrediting Commission of Career Schools and Colleges (“ACCSC” or “the Commission”) is in receipt of the ACCSC Institutional Teach-Out Plan Approval Form submitted by Porter and Chester Institute located in Rocky Hill, Connecticut, a branch campus of Porter and Chester Institute in Bridgeport, Connecticut. The teach-out plan indicates that the last day of training will be October 24, 2022 and the school’s facility will formally close on October 31, 2022. This is to inform you that the school’s plan for the teach-out of remaining students meets the Commission’s requirements.

In approving this teach-out plan ACCSC expects that the school will adhere to the *Standards of Accreditation*, meet all deadlines, and pay all fees due through the entire period of the teach-out and until the final closure date. The Commission’s records will be updated to reflect that the school closed on October 31, 2022. In accordance with *Section VII (Q)(3), Rules of Process and Procedure, Standards of Accreditation*, the school must delete all references to and claims of ACCSC accreditation from catalogs, advertising, and promotional materials no later than 30 days after the effective date of the closure.

ACCSC’s approval depends upon Porter and Chester Institute’s receipt of any other necessary approvals, as applicable, from other accreditors, the state licensing agency, and the U.S. Department of Education. Should you have any questions pertaining to this matter, please contact me at kmarcinski@accsc.org.

Sincerely,

Karen Marcinski
Director of Commission Affairs

c: Shari Mecca, U.S. Department of Education, Shari.Mecca@ed.gov
Shein Dossa, U.S. Department of Education, Shein.Dossa@ed.gov
Ryan Tiscia, Connecticut Office of Higher Education, Ryan.tiscia@ctohe.org
Helen Smith, Connecticut Department of Public Health, Helen.Smith@ct.gov
India Tips, Accrediting Bureau of Health Education Schools, itips@abhes.org



State of Connecticut Department of Public Health
Board of Examiners for Nursing
410 Capitol Avenue, MS#13PHO
P. O. Box 340308
Hartford, Ct. 06134-0308

10-4-22

Re: Written Notice of Intent to Establish an Accelerated Bachelor of Science Degree in Nursing Program

Dear Board Chairperson,

This written notice of intent is to establish an Accelerated Bachelor of Science Degree in Nursing Program at Western Ct State University in Danbury, Ct. Our intent is outlined below.

We have support from our nursing department to establish this program and the administrators are supportive. We will this semester, get university approval and board of regent's approval, then take it back to State Board of Nursing for their approval. We will also work on our feasibility study to develop the survey and identify those who will partner with us moving forward. We have verbal support and will be finalizing letters of support. A written report will be done this academic year and presented for state board in the Spring of 2023.

The program will be a 12-13 month accelerated program. Students will take summer classes and will also blend into the Fall and Spring with the generic undergraduate program. Primarily this will be a day program, with at times some evening classes. There may also be weekend clinical opportunities. The number of students to accept with each class will be between 10-20. Projected enrollment, up to 20 per year. Students will come to us, having the pre-requisites already completed. We hope to start enrolling the students in Summer of 2024, with graduation in Spring 2025.

Preliminary surveying of current clinical sites, they are in support of this accelerated program.

Sincerely,

Dr. Jeanette H. Bjurback Lupinacci, Ed.D. MS., CRRN.
Department Chair- Nursing



Practical Nursing Program:
Facilities and Equipment Specifics

Griffin Hospital School of Allied Health Careers

300 Seymour Ave. Ste. 206

Derby, CT 06418-1343

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Facilities Overview

The Griffin Hospital School of Allied Health Careers (GH-SOAHC) is headquartered at Griffin Hospital, 130 Division Street, Derby, CT, 06418. The classroom training site is located at 300 Seymour Avenue 2nd floor Suite 206, and the practical nursing program administrative offices are in Suite 201A. Within Suite 206, the main classroom accommodates 18 students and an additional classroom (the 'CNA Room') has seating for 9 students. There is a third classroom (the 'MA Room') located in room 205 which has seating for 10 students along with an adjacent mock medical office reception desk and exam room. The fourth classroom is in room 203A (the 'Computer Room') and provides seating for 9 students with a computer at each station. The computers are laptops and can be moved as needed. Each of the classrooms mentioned above are equipped with multimedia technology for presenting, sharing, and streaming content. The *Skill's Suite* (nursing laboratory) located in Suite 206 is equipped with two hospital beds and two low-fidelity manikins, one female and one male. Both manikins have removable parts and areas to practice medication injections. The female manikin has the additional capability of enabling students to practice clinical skills such as tracheostomy care, ostomy care, and urinary catheterization. Lastly, the school owns a blood pressure simulated manikin arm on which the instructor can set a blood pressure value and students can practice taking a manual blood pressure.

Clinical immersion experiences are held on the Griffin Hospital inpatient units with specialties in medical surgical, telemetry, intensive care, maternity and post-partum, and behavioral health. Griffin Hospital has multiple conference rooms available for student use: Dining Room 1, Dining Room 2, CBC A, CBC B, Planetree Conference area, DeLuca Conference Room, and the Boardroom. Students can reserve conference room space by emailing Carol Blake (cblake@griffinhealth.org) or calling Environmental Services at 203-732-7495 and request use of the desired room during the desired time. Students can also reach out to the Allied Health Coordinator to request assistance in scheduling a room. Additional spaces available for student use that do not require reservations include: the resource rooms located on Floor 1 and Floor 2 of Griffin Hospital by the entrance to the inpatient units, and the Griffin Hospital Community Resource Library located on the ground floor to the left of the main entrance. The Community Resource Library offers full-time librarians, computers, printers, access to print and electronic resources, and physical space for individuals or small groups to study. The library is accessible to students during normal business hours, as well as with badge access outside of business hours. The librarians are accessible via phone and email to assist with accessing electronic resources.

In addition to the facilities located on the Griffin Health Campus, the School of Allied Health Careers Practical Nursing Program has partnered with the University of Bridgeport to allow our practical nursing students and faculty to utilize their high-fidelity simulation lab. Simulation days are woven into the class/lab schedule and, per the agreement, will be scheduled during times when the University of Bridgeport (UB) nursing program is not using the space so as not to disrupt or displace UB students or faculty. University of Bridgeport has five high-fidelity simulation bays, each of which can accommodate up to ten students at a time, with additional space in the observation room for 8-10 students. The corresponding debriefing rooms can accommodate up to 30 students plus the instructors and facilitators. The lab coordinator and simulation technician will also be available to support the instructors and help foster a positive learning experience. As with the *Skills Suite* located at Griffin Hospital School of Allied Health Careers, students will be assigned groups, dates, and times for when they will attend simulation. Groups and times will rotate as needed to ensure all students receive an equitable experience.

needed for remediation and/or make-up lab sessions (i.e., due to inclement weather, lab absence, etc.)¹. The PN reserved times are available year-round, regardless of what semester or week it is. Although skills labs occur at the beginning of the 16-week semesters, the space is always available for the practical nursing program during the designated times, and faculty can use these time blocks for remediation and to hold open lab days for student practice.

The existing School of Allied Health Careers programs are in the process of converting to hybrid programs. Once this transition is complete, access to the skills suite and classrooms will increase as students in the other programs will only need to be on campus for scheduled skills days².

When students are brought on site for proctored exams, faculty will reserve the needed number of rooms (dependent on the size of the cohort) for students to have enough space to take their exam independently and privately. Smaller cohorts may be able to be accommodated at the school itself, and larger cohorts may need to be brought to a larger space. In these instances, faculty will reserve one or more of the larger conference rooms located in the main hospital and there will be at least one faculty member per room proctoring the exam.

Skills Lab & Simulation Schedule and Use of Space

At capacity, the practical nursing program will have three cohorts running simultaneously with a maximum of 30 students each for a total maximum of 90 students in the program at a time. The program is divided into three longer semesters and two shorter semesters. New cohorts will always start on day one of a longer semester. With this start pattern, there will be one cohort in Semester I, a cohort in Semester III, and a cohort in Semester V simultaneously. The curriculum is designed so that in Semesters I and III, students will have time in the skills lab before they begin their clinicals. The skills labs fall during the first four weeks of the semester, and as such, these four weeks are when the practical nursing program will be primarily utilizing the School of Allied Health Careers campus facilities. To accommodate all the students and ensure appropriate access to space, materials, and learning activities for each student, each cohort will be divided into two lab groups with a maximum of 15 students each. Between the cohorts in Semesters I and III, this division will yield four lab groups, one group for each day on which the PN program has time blocked off in the *Skills Suite* and classrooms. During the same first four weeks of the semester, the cohort in Semester V has one lab day which falls on week 4; this day will be spent in the University of Bridgeport simulation suite and thus does not impact scheduling at the School of Allied Health Careers. Figure 2 displays this schedule visually; please see Addendum B for a larger version of the schedule. The remaining laboratory/simulation hours for Semesters I, III, and V fall on weeks 15 (4 hours), 16 (4 hours), and 14 (6 hours), respectively. These learning experiences will all be held at the University of Bridgeport simulation lab and thus do not impact scheduling at the GH School of Allied Health Careers.

¹ The program director manages the lab weekend schedule and determines the staffing amongst the program instructors, based on student remediation/make-up needs.

² The current schedule/curriculum does not distinguish between lab and class time for the CNA program, thus they have both rooms reserved simultaneously.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A Semester V		Class	Class	Simulation Lab [^] (Bridgeport); full cohort	Clinical
Cohort B Semester III	Class	Class	Class	Lab group 1 (15 students) Skills suite, CNA Room* 1300-1700	Lab group 2 (15 students) Skills Suite, CNA Room* 0700-1100
Cohort C Semester I	Class	Lab group 1 (15 students) Skills Suite, CNA Room* 1300-1700	Lab group 2 (15 students) Skills Suite, CNA Room* 1300-1700	Class	Class

[^] exact weekday may vary depending on University of Bridgeport simulation lab availability

*can use MA room during PN reserved time if needed for that day's topics/skills

Figure 2. Schedule for semester weeks 1-4 for three simultaneous cohorts in Semesters I, III, V, respectively

Faculty intentionally designed the skills labs to make best use of the space available, and activities will be divided between the skills suite and classroom(s). As such, each lab group will be further divided into two or more groups with a maximum of 8 students each. The groups will rotate between different activities and skills faculty have prepared. Skills and activities that require use of a full manikin and/or mock patient room setting will be held in the *Skills Suite*, with an instructor leading the group. Activities that do not require a full manikin/patient bed setting will be held in one of the other reserved classrooms, with a second instructor in this space. With this set up, there will be a maximum of 8 students plus the instructor in each room at any one time. A sample of this workflow is provided below in *Table 1*.

Topics: Clinical Essentials: Introduction to Patient Care

Assistance with ADLs, Vital Sign Data Collection, PPE, Hand Hygiene, Safe Feeding Practices

Group 1A = 8 students

Group 1B = 7 Students

	Skills Suite – Instructor 1	Classroom – Instructor 2
1300 - 1500	<p>Group: 1A (2 beds and 8 students)</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Approaching a patient and introducing yourself ▪ Assisting with a gown change ▪ Making an occupied/unoccupied bed ▪ Performing a complete/partial bed bath ▪ Male/Female perineal care ▪ Oxygen Safety ▪ Oral care, including denture cleaning ▪ Safe feeding 	<p>Group: 1B (7 students)</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Hand hygiene – washing with soap/water & sanitizer ▪ PPE – type, use, don/doff ▪ Vital sign data collection <ul style="list-style-type: none"> ○ Temperature ○ Radial & apical pulses ○ Using a manual & automatic blood pressure cuff ○ Pain levels ○ Measuring height & weight ○ Oxygen saturation ▪ Med Math Review
1500 - 1700	<p>Group: 1B (2 beds and 7 students)</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Approaching a patient and introducing yourself ▪ Assisting with a gown change ▪ Making an occupied/unoccupied bed ▪ Performing a complete/partial bed bath ▪ Male/Female perineal care ▪ Oxygen Safety ▪ Oral care, including denture cleaning ▪ Safe Feeding 	<p>Group: 1A (8 students)</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Hand hygiene – washing with soap/water & sanitizer ▪ PPE – type, use, don/doff ▪ Vital sign data collection <ul style="list-style-type: none"> ○ Temperature ○ Radial & apical pulses ○ Using a manual & automatic blood pressure cuff ○ Pain levels ○ Measuring height & weight ○ Oxygen saturation ▪ Med Math Review

Table 1. Sample Skills Lab - Activity Distribution

Faculty Office Space and Facilities

Griffin Hospital School of Allied Health Careers Practical Nursing Program faculty are primarily remote. The hybrid nature of the program enables program faculty to work and teach from an off-site location, i.e., their home office. When faculty are required to be present on campus for team meetings or other events, there are several shared workstations available for their use. Located in the Program Director’s

office is a table available for small group meetings. This office can also be used by faculty to securely store personal belongings. If on a given day the Program Director is not on site, the office/table are still accessible to faculty via a key held by the Allied Health Coordinator.

For individual work, located in the Nursing Education Office on the first floor of the main hospital are three shared workstations available for faculty use. The Nursing Education office remains locked and faculty members are given a key; the office is accessible 24/7 and can also be used by faculty to safely store personal belongings when on campus, should they desire to do so. Within the office, each of the three workstations provide desk space and a desktop computer. All three computers are connected to the printer located in the same office which faculty can use to print documents or other materials. In addition, the office also contains a round table with chairs that can be used for faculty group work or small group meetings. Lastly, the Nursing Education Office houses a small refrigerator that faculty can use to keep food cold.

If a faculty member needs a space to meet with a student 1:1 in person, there are multiple options available. If the Program Director need also be present, the meeting will occur in the director's office, unless it is a group larger than 4, in which a conference room will be booked. In addition, faculty can reserve any of the hospital conference rooms, the study room in the library, or even a room at the School of Allied Health Careers itself (i.e., the computer lab). We anticipate that many, though certainly not all, student meetings will occur via Microsoft Teams due to the hybrid nature of the program.

In the event several faculty members need to meet to work on curriculum or other shared assignment, they have the option of booking one of the multiple hospital conference rooms, a space in the library, or (depending on the size of the group) using the table in the Nursing Education Office.

Process for Obtaining Supplies and Equipment from Griffin Hospital

The Griffin Hospital School of Allied Health Careers Practical Nursing Program has the appropriate training materials and resources needed to give our students adequate hands-on, active learning time and the resources to augment existing supplies when needed. The Griffin Hospital School of Allied Health Practical Nursing Program is unique in that it has access to the full set of resources available to Griffin Hospital. As such, the program does not have a large supply room like most other school-based programs do, as everything can be obtained on demand from the hospital. The School of Allied Health Careers stores clinical supplies used by the current programs, all of which are available to the nursing program, as well. The practical nursing program has supplemented the existing supplies with essential nurse training equipment. Supplies specific to the nursing program will be stored in a locking file cabinet located next to the *Skills Suite* that only school faculty have access to. Located in this drawer will be needles, syringes, saline, imitation medications, and any other supplies that must be stored in a locked and secured location when not in use. Within the *Skills Suite* is a locking cart that can serve a dual use as a medication storage/dispensing cart and a code cart. As with the file cabinet, only faculty will have access to the key for this cart and the cart drawers can be used to securely store locked supplies.

Additional nursing supplies are stored at the main campus in the Nursing Education office. The supplies located in this office are specific to nursing and include the equipment and supplies used for more advanced nursing skills, such as chest tubes, oxygen delivery devices, ostomy care, tracheostomy care, IV medication management, enteral feeding, nasogastric tubes, etc. Everything is organized into

containers based on the topic (e.g., oxygen delivery), locked within the office, and available to the practical nursing faculty. When a particular set or sets of equipment is/are needed by the PN program, faculty will obtain what they need from the office and use it for their skills/lab session and return everything when done. If faculty require additional equipment to supplement what is in each box, they will obtain what is needed from either the nursing unit or the central supply department. For example, if faculty have planned a skills lab in which they will have students practice fitting, cutting, and applying an ostomy appliance, they will need sufficient ostomy wafers and bags for each student to perform the skill. If the ostomy box does not contain the total number of supplies needed, faculty will determine the additional amount required and obtain the needed number of supplemental supplies from the nursing unit or the central supply department. In the rare event that the practical nursing program and the inpatient Nursing Education Department require the same set of supplies at the same time, whichever department requires fewer supplies will obtain what they need from a nursing unit or central supply and the other department will utilize the supplies on hand. To prevent this event from occurring in the first place, PN program faculty will notify the Nursing Education Department what equipment is needed on a particular date at least one week ahead of time. Therefore, if there is a conflict, there is ample time for either department to obtain additional supplies and ensure the hospital and school are both able to meet their educational objectives.

If nursing faculty require something that is not currently available at the school or from the Nursing Education Department, any other needed supplies can be obtained on demand from the central supply department, the nursing units themselves, or program partners in specialty departments such as wound care, pharmacy, respiratory, and physical therapy, all of which have longstanding partnerships with the Nursing Division. Anything not available via these routes can be ordered directly from hospital vendors. Neither the school nor the hospital has had any issues with supplies, thus the practical nursing program does not foresee any issues in obtaining supplies in the future.

Further, the PN program has established a process to ensure the supplies kept on hand in the school itself are available in the appropriate amounts. At the beginning of each semester, the equipment and PAR levels will be checked by the Program Director and the designated faculty member(s). PN instructors are responsible for checking the available supplies one week prior to any lab/simulation session to ensure all desired equipment is available and anything additional can be ordered. The established processes will create a sustainable system, ensuring supplies are monitored regularly and there is an appropriate amount of time to replace or replenish equipment and materials when needed.

Lastly, the Program Director has close working relationships with the Manager of Distribution and Environmental Services and the Operations Manager to identify resources the PN Program can utilize. The PN Program Director will also be meeting monthly with the Director of Pharmacy Services to safely identify and acquire expired medications for school use in training purposes. The respective department will then deliver the identified supplies to the school and the supplies will be added to the educational resources available to the program. Items will be stored either at the school or in the Nursing Education office, both of which can be locked and secured. Figure 3 outlines the full supply process for the Practical Nursing Program.

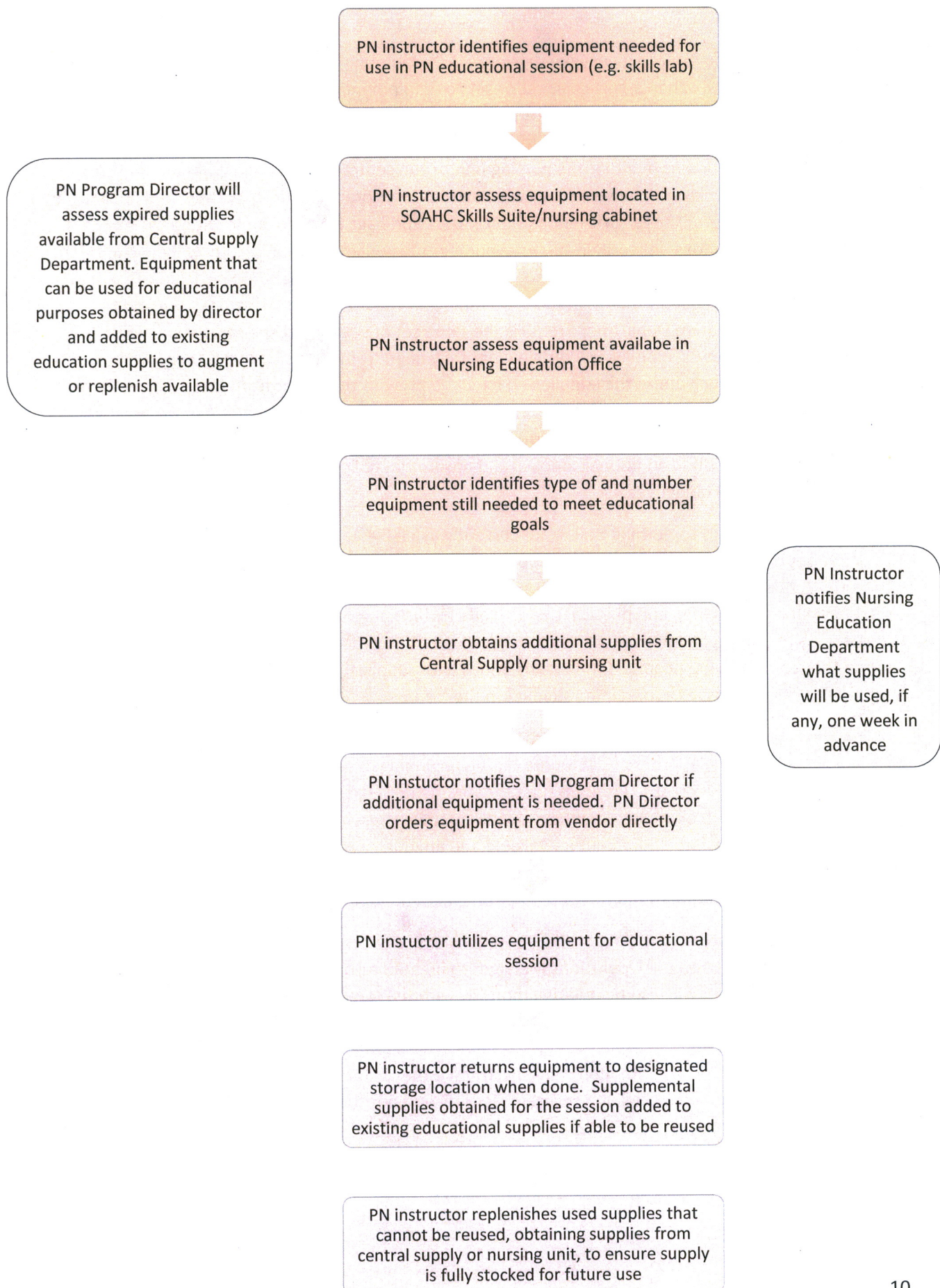


Figure 2. Practical Nursing Program Supply Chain & Use

Addendum A: Figure 1, enlarged. School of Allied Health Careers
 Classroom Use Schedule

	Monday				Tuesday				Wednesday				Thursday				Friday				Saturday				Sunday			
	SS	CR	MC	MA	SS	CR	MC	MA	SS	CR	MC	MA	SS	CR	MC	MA	SS	CR	MC	MA	SS	CR	MC	MA	SS	CR	MC	MA
0700																	PN	PN		PN								
0730																												
0800																												
0830																												
0900	CNA	CNA	PCT	MA	CNA	CNA	Phleb	MA	CNA	CNA	Phleb	MA	CNA	CNA	Phleb	MA			PCT	MA					PN (PRN)	PN (PRN)	PN (PRN)	PN (PRN)
0930																												
1000																												
1030																												
1100																												
1130																												
1200																												
1230																	PCT											
1300	PCT				PN	PN	(PN)		PN	PN	(PN)		PN	PN	(PN)													
1330																												
1400																												
1430																												
1500							PN				PN				PN													
1530																												
1600																												
1630																												
1700	CNA	CNA			CNA	CNA			CNA	CNA			CNA	CNA														
1730																												
1800							Phleb				Phleb				Phleb													
1830																												
1900																												
1930																												
2000																												
2030																												
2030																												
9000																												

Room Abbreviation/Name	Student Capacity
SS = Skills Suite	10
CR = CNA Classroom	9
MC = Main Classroom	18
MA = Medical Assisting Room	10

Program Key	
CNA Class (CNA)	
PCT Class (PCT)	
Phlebotomy Class (Phleb)	
Medical Assisting Class (MA)	
Practical Nursing (PN)	

Addendum B: Figure 2, *enlarged*. Schedule for semester weeks 1-4 for three simultaneous cohorts in Semesters I, III, V, respectively.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A Semester V		Class	Class	Simulation Lab [^] (Bridgeport); full cohort	Clinical
Cohort B Semester III	Class	Class	Class	Lab group 1 (15 students) Skills suite, CNA Room* 1300-1700	Lab group 2 (15 students) Skills Suite, CNA Room* 0700-1100
Cohort C Semester I	Class	Lab group 1 (15 students) Skills Suite, CNA Room* 1300-1700	Lab group 2 (15 students) Skills Suite, CNA Room* 1300-1700	Class	Class

[^] exact weekday may vary depending on University of Bridgeport simulation lab availability

*can use MA room during PN reserved time if needed for that day's topics/skills

East Hartford Evening Division

Issue

During the 2020-21 and 2021-22 reporting years, the evening division of the East Hartford Campus recorded substandard NCLEX-PN pass rates of 74% and 43%, respectively. Reviewing internal and external data, the Academy determined that the primary cause of this regression was a decrease in competency in Coordinated Care, Physiological Adaptation, and Health Promotion and Maintenance subject areas. Additionally, the Academy determined that there was a failure to prepare students to answer questions as they will appear on their credentialing exam.

Current Progress and Rationale

Summary of Initiatives - Please note this section was updated per the BOEN request:

This document contains a list of essential current and future endeavors. The decision to make these modifications consisted of several factors, including research from the National Advisory Council on Nursing Education (NACNEP), data from the National State Boards of Nursing (NCSB), information from the ATI Comprehensive Predictor exam, and instructors as well as student interviews from Stone Academy. The implementation of changes based off 2021 NCSBN LPN/LVN Nursing Knowledge Survey and NCSBN 2021 LPN/LVN Practice Analysis is critically important and is being done by Stone Academy as part of future organization-wide efforts.

Recent data from the NCSBN NCLEX-PN and Comprehensive Predictor examinations indicate increased student test scores. This is a direct result of implementing action items during the past year, with an intensified effort commencing in January 2022. In addition, a survey of teachers regarding curriculum delivery and the NCSBN test plan criteria associated with the specific increases indicated significant improvements reproducible in other courses.

Discussions with faculty members indicated, among other things, a challenge with the clinical application of theory and laboratory expertise. As a result, educators incorporated genuine case studies into their lecture preparations. As a bedside nurse, one teacher presented several precise examples of the most prevalent medical-surgical situations for students to work through.

Instructors from Stone Academy who attended a recent NCSBN conference restated to faculty that statistical evidence indicates graduating nurses lack solid clinical judgment, resulting in dangerous medical incidents. Therefore, nursing school faculty must implement methods for students to strengthen their critical thinking and clinical reasoning skills, ultimately resulting in safe clinical decisions.

Numerous scientific articles assert that including more realistic case studies facilitates the development of critical thinking abilities by encouraging students to apply existing knowledge to solve problems. Recognizing that the NCLEX (NGN) will contain more case studies and alternate format questions, educators have incorporated more "evolving" or "unfolding" realistic case studies into their Practical Nursing lesson plans over the past year.

Educators have also employed simulated lab activities in the past six to eight months. For instance, instructors devised comprehensive scenarios where a patient was in crisis, and students collaborated to determine the order and timing of actions based on how the plan unfolded; followed by a debrief in which the lecturer asked students questions regarding the case study and required them to produce an issue list. Students must then identify the most severe issue with a written care plan. Other essential activities include a heavy emphasis on contributing to the assessment with data collection, patient evaluations after the initial assessment is completed by RN staff, and the distinction between subjective and objective facts. This enhanced student comprehension of how to apply critical thinking to circumstances.

As a supplement to past efforts, a more recent strategy has evolved related to Stone Academy regularly incorporating NCLEX-style questions into course assessments. One instructor saw that pupils struggled with how to answer test questions effectively. As a result, the instructor began deconstructing NCLEX-style questions as a collaborative effort as part of test preparation (emphasizing strategies to break down the question before the test). Instructors presented the entire class with sample questions. They worked as a team to determine what the question was asking and how to use curriculum-based knowledge to offer a solution. During a faculty meeting, sharing the strategy resulted in its replication by multiple instructors.

Other instructors used a similar strategy with slight differences but with the same result. For example, instructors divided the class into groups to compete through the scenarios, fostering individual dialogue and discussion within each group. Then, after each group has completed the project, they regroup to examine the differences in approach.

Independently, faculty and students have remarked that students lack fundamental study abilities and require specific learning strategies. As a result, student supports were implemented over the past few months. Instructors included a student-created study guide to assist students in concentrating on essential learning ideas. Each student must create their own study guide. Nonetheless, instructional members help students select the most significant issues presented. Students have noted that the study guides prepared them for the Comprehensive Predictor months after the session.

Social distancing resulted in fewer opportunities to share best practices and new ideas. It also led to diminished communication between theory and clinical instructors. Nevertheless, two or three meetings in January and February were sufficient to identify the mismatch between didactic learning and skill competency difficulties at clinical locations for some students. Once sessions resumed, theory and clinical teachers collaborated to better coordinate clinical operations, resulting in the repetition of the proper techniques.

This resumes information previously submitted to the BOEN

August 2021 – First in a series of faculty training on the use of curriculum-related resources

Rationale:

The Academy identified that many faculty members lacked formal training in the utilization of ATI. ATI is a testing product utilized by the institution and paired with the curriculum to provide continual preparation to actuate the knowledge gained within their courses within the context and style of their future credentialing exam (Exhibit 1).

Additional training and communication around instructor best practices, curriculum management, and instructor-student relationship building have strengthened the instructors' curriculum delivery.

January 2022 – Initiated instructor/nurse-led study groups for students entering Seminar II (final course)

Rationale:

Based on student progression, the Academy identified cohorts who experienced a delay between theory and clinical courses leading up to Seminar II; therefore, the Academy provided a refresher on information taught in theory courses offered earlier in the student's academic career.

January 2022 – Amended Faculty Testing Policy to require integration of NCLEX-PN style questions

Rationale:

The nature and style of questions on the NCLEX-PN credentialing exam are unique to that testing format and require testers to access their knowledge in a specific manner. Through conversations with students and an analysis of the relationship between GPAs and NCLEX-PN scores, we have determined that students need more experience answering questions similar to the NCLEX-PN. By incorporating questions of this style throughout their study, students will be better able to leverage their knowledge and pass the examination on the first attempt.

February 2022 – Commenced ATI – Live Review for students

Rationale:

The Academy recognized a confluence of issues regarding student preparation for the NCLEX-PN testing process, specifically the need to better educate students on applying knowledge gained in the program with NCLEX-PN style questions. The Live Review process reinforced knowledge from our curriculum with NCLEX-PN test-taking strategies (Exhibit 2).

April 2022 – Increased the number of staff/faculty meetings and implemented a bi-annual Town Hall meeting between faculty and the President's Office

Rationale:

The organizational structure ensures faculty connectivity to their immediate supervisor or the campus director. However, providing improved access to work colleagues and direct access to the president strengthens collaboration, improves communication, and improves culture. In addition, forums allow faculty to share policies, curriculum, and functionality concerns. Stone Academy also measures these changes to promote faculty retention.

Measurement of Effects

Improvement of NCLEX-PN Pass Rates

A deeper analysis of the data provided by the NCSBN for the 21/22 reporting year and Mountain Measurement for the most recently completed quarter revealed an upward trend in the NCLEX-PN pass rates of our graduates. In our cross reference of this data, the Academy found that while the pass rate of first-time testers for the 21/22 reporting year stood at 42.86%, the pass rate from April to June of 2022 stood at 72.7%. The following data will release in November of 2022, and our trend line indicates a continued appreciation of this rate in the quarter ending on September 30, 2022.

Increase in average Comprehensive Predictor Scores

The testing software utilized by the Academy indicates that a score of 74.7% on the comprehensive predictor exam represents a 95% probability of passing the NCLEX-PN within three weeks of graduation. This probability did not manifest itself within the past two reporting years, primarily due to the delay in credential testing related to the pandemic. The scores students receive on their predictor exams correlate with their propensity to be successful on the credentialing exam. We analyzed our students' progression and found an increase in the average first-time predictor exam scores over the past three examinations. Students averaged 62.95 on 6/18/22, 66.83 on 7/8/22, and 77.28 on 7/28/22. Competency level data also shows an increase in all subject areas over this period.

Students received support in their specific areas of weakness prior to their second time taking the comprehensive predictor examination, resulting in a 12-14.19 percentage point increase between their first and second exams. As a result, the percentage of students passing their predictor exam on first or second attempts was 58.3% for the 6/18/22 exam, 49% for the 7/8/22 exam, and 95.7% for the 7/29/22 exam.

NCSBN, NCLEX Program Report Data

According to the annual report produced by Mountain Measurement, Inc., the median (or typical) graduate from East Hartford saw a drastic decline year-over-year in all eight "Client Needs" categories from April 2021 to March 2022. The top three most significant decreases were in Coordinated Care (27 pts), Physiological Adaptation (23 pts), and Health Promotion and Maintenance (16 pts). The content distribution on the NCLEX-PN exam corresponds to these categories, with Coordinated Care being weighted the heaviest at 16-24% of all questions.

Conversely, the most recent quarterly report, Mountain Measurement, Inc., shows a sharp incline in the median graduate results for seven out of eight "Client Needs" categories. Those include Safety and Infection Control (41 pts), Reduction of Risk Potential (28 pts), and Pharmacological Therapies (24 pts). In addition, coordinated Care, identified as the heaviest-weighted and one of the top three most significant declines in 2021, has increased by 18 pts; this shows a positive change in our trendline due to targeted initiatives with students (Exhibit 3). Psychosocial Integrity was the only category not increasing. Therefore, we use this data to evaluate current programming and create an initiative to improve student outcomes in the areas that lag.

Future Initiatives

September 2022 (*implemented*) – Strengthen the post-graduation NCLEX-PN preparation course

Rationale:

Statistically, students who take the exam within 3-weeks of graduation have a higher probability of passing the NCLEX-PN, which may not be possible for all graduates. Access to free training for graduates will provide additional practice opportunities and a means to refresh a student's knowledge of material before taking the NCLEX-PN.

September 2022 (*implemented*) - Provide faculty professional development in innovative approaches through various methods such as formal and informal workshops and sessions and casual "lunch and learns."

Rationale:

Effective teaching requires clinical competence. Therefore, faculty are encouraged to maintain clinical expertise through faculty practice, keep abreast of changes in the field through literature review, and attend professional meetings related to their practice area.

September 2022 (*implemented*) - Redesign the new faculty orientation to include the school's policies and procedures, an overview of the curriculum with exposure to the supplemental curriculum resources, and direction to teaching assignments, clinical facilities, and processes.

Rationale:

Comprehensive orientation programs are necessary to assist new faculty in acquiring teaching competencies, facilitate socialization to the teaching role, and support faculty members as they develop as fully participating faculty members.

September 2022 (*implemented*) - Adjust faculty meeting times to accommodate day/evening faculty better, provide alternate virtual formats to increase attendance rates, and continue mixing all faculty and staff to create cross-functional teams while advancing collaborative problem-solving approaches.

Rationale:

Effective collaboration is vital in nursing education as it allows communication and teamwork. Having most of our faculty attend our meetings will improve our outcomes and help ensure that our students and faculty meet and exceed academic measures.

October 2022 - The process for all NCLEX-PN and licensure applications for students will be completed on campus with the guidance of the site administrator during the last day of the ATI Live Review.

Rationale:

For students, registering to take nursing licensing board exams can be very overwhelming, stressful, and confusing. Therefore, this approach helps give the student clarity to the process and decreases their stress to avoid errors and processing delays.

October 2022 – Revise and implement the instructor evaluation process

Rationale:

The aggressive hiring initiatives from 2021 have increased new instructors. An updated 30-60-90 faculty evaluation is in place to strengthen an instructor's curriculum delivery methodology and confirm that the instructor exhibits subject matter expertise. Furthermore, internal data reflect that instructors tend to turn over within the first 6-months. Therefore, periodic "check-ins" with HR, beginning on the instructor's 20th day, will allow corporate staff to address issues that may lead to turnover instead of academic staff.

November 2022 – Establish a formalized, instructor-specific onboarding and professional development program that includes tenured training faculty to become ATI champions to support instructors/ students.

Rationale:

The organization must pursue a concerted effort to support instructor growth through learning objectives if the organization thrives. This effort must include professional development opportunities, continued support from all levels of staff, and an ongoing updated manual to document resources.

Furthermore, ATI champions are essential to support instructors using supplemental curriculum resources for the student population. ATI champions ensure the proper application of ATI as a supplement to Stone Academy's curriculum

CERTIFICATE OF PARTICIPATION

Christina H. [REDACTED]

In Recognition of Your Attendance

ATI Overview

Presented by Paul McNeil, ATI Client Executive

August 6, 2021



Dr. Linda Dahlin
Executive Vice President

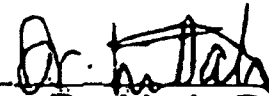
CERTIFICATE OF PARTICIPATION

Christina H. [REDACTED]

In Recognition of Your Attendance
ATI Hands-on Navigation

Presented by Paul McNeil, ATI Client Executive

August 6, 2021



Dr. Linda Dahlin
Executive Vice President

CERTIFICATE OF PARTICIPATION

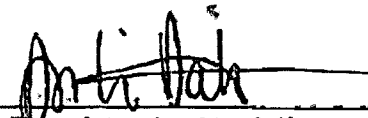
Christina H [REDACTED]

In Recognition of Your Attendance

Culturally Responsive Teaching

Presented by Beth Ryan, Associate Professor, Columbia College

August 6, 2021



Dr. Linda Dahlin
Executive Vice President

Exhibit 2

Evening Live Review Scheduled/Pending/Processed - East Hartford

Project Numbe	Institution	Class Name	Graduation Date
18626	Stone Academy East Hartford	0222 Eve	2/28/2022
22627	Stone Academy East Hartford	0921/1019 Start	4/28/2022
18628	Stone Academy East Hartford	0522 /Start 0620Eve	9/4/2022
23960	Stone Academy East Hartford	0522/Start0620Eve	9/4/2022
21504	Stone Academy East Hartford	0922 Start 1020E	9/30/2022
21502	Stone Academy East Hartford	0922 Start 1020 Eve	10/1/2022
21505	Stone Academy East Hartford	1022/ Start 0621E	10/31/2022
21503	Stone Academy East Hartford	0922/1020E	11/19/2022
21507	Stone Academy East Hartford	1222 Start 0821 E	12/30/2022
24488	Stone Academy East Hartford	0223 Start 0621	2/28/2023
24487	Stone Academy East Hartford	0423 Start 0122	4/30/2023
22832	Stone Academy East Hartford	0823	8/31/2023
20496	Stone Academy East Hartford	0321 PT/Start0419	

NCLEX® PROGRAM REPORTS

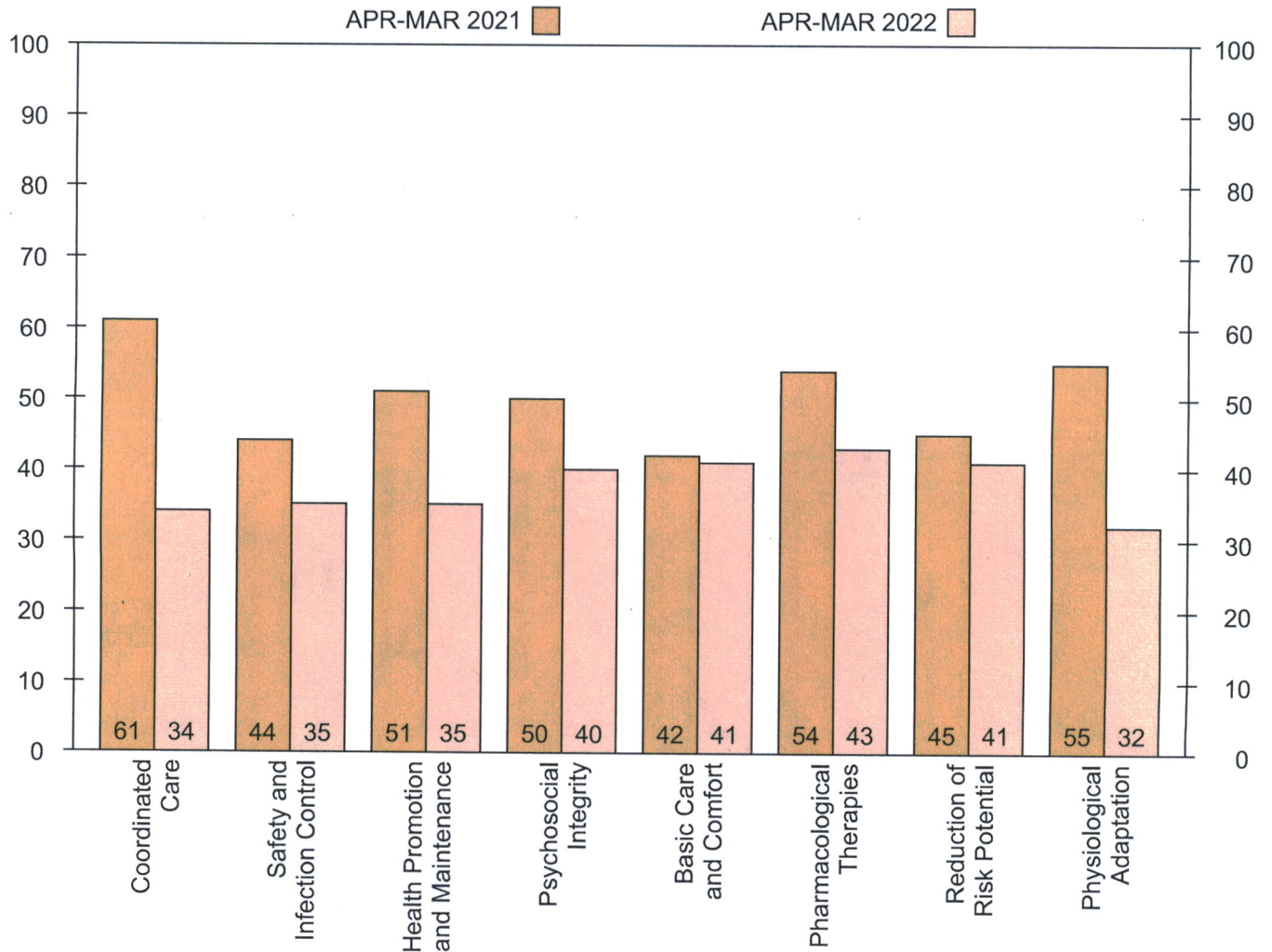
STONE ACADEMY - EAST HARTFORD - EVE

Report Period: APR 2021 - MAR 2022

TEST PLAN REPORT

CLIENT NEEDS

Percentile Ranks of Your Graduates Compared to Graduates from Your Jurisdiction



Notes

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performances of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates' performances

(that is, half of your graduates perform above this level, and half perform below this level).

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NCLEX® PROGRAM REPORTS

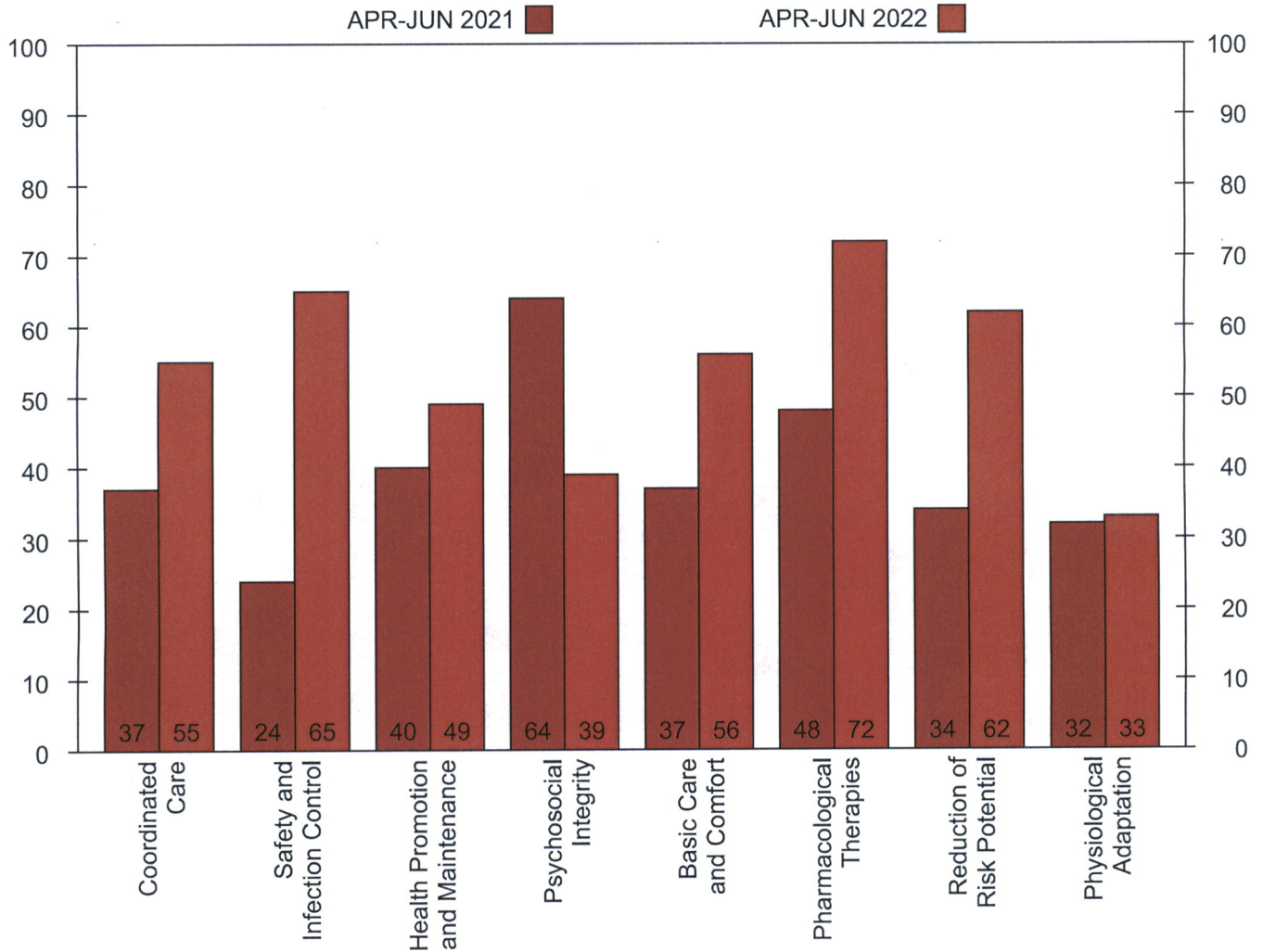
STONE ACADEMY - EAST HARTFORD - EVE

Report Period: APR 2022 - JUN 2022

TEST PLAN REPORT

CLIENT NEEDS

Percentile Ranks of Your Graduates Compared to Graduates from Your Jurisdiction



Notes

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performances of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates' performances

(that is, half of your graduates perform above this level, and half perform below this level).

As noted in the explanation on the previous page, differences in percentile ranks should be interpreted with caution.

Stone Academy Corrective Action Plan

2022

East Hartford - Evening Division

Corrective Action Plan Summary

▶ Definition of issue

▶ Current initiatives and rationale

▶ Measurement of effects

▶ Forward looking initiatives and rationale

Definition of Issue

Over the course of the 20/21 and 21/22 reporting years the East Hartford Campus' evening division reported sub-standard NCLEX-PN pass rates of 74% and 48% respectively. The Academy, through reviewing internal and external data, determined that the primary driver of this regression related directly to a decrease in competency related to the subject areas of physiological adaptation, health promotion and maintenance, and coordinated care as well as a deficiency in preparing students to answer questions as they will be posed in their credentialing exam.

Current Initiatives and Rationale

August 2021

Faculty Training Series: Use of curriculum resources

January 2022

ATI Live Review for students

Integration of NCLEX-PN style questions into courses

February 2022

Instructor led study groups

April 2022

Increased collaborative meetings between Faculty/Staff

Measurement of Effects

Increase in competency related to:

Physiological Adaptation – Health Promotion & Maintenance
Coordinated Care

Progression in average exit exam scores:

62.95% on 6/18/22 – 66.82% on 7/8/22 – 77.28% on 7/29/22

Improvement in NCLEX PN rates:

21-22 reporting year = 42.86% - '22 Q2 = 72.7% -
'22 Q3 = Avail in November

Future Initiatives

6

September 2022

Post-graduation NCLEX-PN Preparation Course

Formal Faculty workshops and informal “lunch and learns”

October 2022

Administrator led completion of all NCLEX licensure applications on campus

Revised instructor evaluation process

November 2022

Faculty training to create ATI Champions and enhanced professional development

West Haven Evening Division

Issue

The evening division of the West Haven Campus reported a decline in NCLEX-PN scores, falling below the required 80 percent pass rate for 2020-2021 and 2021-2022. The pass rates for the NCLEX-PN were 73% and 43%, respectively. As a result, Academy leadership examined internal and external data to determine the decline's root causes. For example, in the NCLEX, clients need areas of pharmacology, psychosocial integrity, and coordinated care; the data indicate a decrease in subject matter competence. In addition, students reported experiencing testing difficulties due to unfamiliarity with NCLEX-PN-style questions.

Current Progress and Rationale

Summary of Progress - Please note this section was updated per the BOEN request:

The rationale behind these initiatives was born after considering several findings. These include, but were not limited to:

1. Evidenced-based research conducted by the National Advisory Council on Nursing Education (NACNEP);
2. Information obtained from the ATI Comprehensive Predictor Exam;
3. Data obtained from the National Council of State Boards of Nursing (NCSBN); and
4. Interviews conducted by Stone Academy with both Practical Nursing faculty members and students.

Additionally, data from the 2021 NCSBN LPN/LVN Nursing Knowledge Survey and the NCSBN 2021 LPN/LVN Practice Analysis help provide the basis for many initiatives moving forward.

The recent statistics from the NCSBN NCLEX-PN and Comprehensive Predictor tests reflect that student test scores have risen. This is attributed to executing strategies over the past year, with a change in approach per a discussion with the Board of Examiners for Nursing (BOEN) in December 2021. To best understand the instructors' methodology, the leadership team surveyed the Practical Nursing educators about the curriculum delivery in relation to the NCSBN test plan criteria; the response showed additional focus on specific test plan criteria related to gains and demonstrated considerable replicable improvements. The surveys revealed that faculty members pointed to a disengagement of the theoretical and nursing skills in clinical practice. As a result, the faculty took steps to establish a clear distinction between classroom and clinical instruction to incorporated instruction in all contexts.

Stone Academy's West Haven campus faculty have integrated realistic case studies into lesson plans in preparation for the Next Generation NCLEX, which will have more case studies and alternative format questions. Therefore, the faculty evolved existing case studies, created role-play activities that added learning activities outside of clinical settings to immerse students in actual scenarios that would be encountered in during the typical nursing practice. Consequently, the PN students on the West Haven campus learned applications to practice that had less emphasis on memorization and focused more on preparation for synthesizing knowledge for safe and high-quality patient care.

The West Haven campus faculty added questions similar to the current NCLEX into the assessment activities for each course. The senior faculty members examined all aspects of the teaching-learning cycle, including the instruction followed by active learning. This ensured that students attained the learning

outcomes, creating a congruent, valid, and reliable test at the application level or higher. The instructors performed formative evaluations on the students by giving them practice and graded exams to discover any learning issues with nursing topics. The faculty members chose various items that were consistent with the NCSBN exam strategy. These items included matching, true-false, multiple-choice, multiple-response, and ordered-response questions.

Furthermore, to address possible gaps between theory and clinical skills as stated during a recent NCSBN conference attended by some Stone Academy faculty, West Haven instructors shifted to using clinical reasoning and other modes of critical thinking. In addition, some faculty members have incorporated technology in the classroom, such as personal response systems and games (i.e., Kahoot - [Kahoot! | Learning games | Make learning awesome!](#)), to improve critical thinking, communication skills, and encourage student participation.

As part of that, the Stone Academy West Haven team worked to reinforce education and practice when planning clinical experiences. The management team and curriculum committee ensured that the curriculum emphasized critical thinking and clinical reasoning skills. In addition, the West Haven campus staff provided comprehensive student support services and additional support from faculty, career service managers, tutors, financial aid representatives, and admissions coordinators – a team effort for student solutions.

Lastly, faculty used simulated laboratory activities, which have enhanced the application of classroom theory to the practicum environment. For example, instructors developed comprehensive, unfolding nursing scenarios, and students collaborated on the care plan. This learning environment design demands high levels of technical expertise, creating an ability to simulate real-world nursing practice and allowing students to learn and practice safely. Other campus instructors used group projects and activities to foster peer learning to help students with communication, critical thinking, and self-confidence.

This resumes information previously submitted to the BOEN

August 2021-The implementation of faculty training around curriculum enhancement tools

Rationale:

Stone Academy identified that not all faculty members were using ATI consistently. Many lacked formal training in the utilization of ATI. ATI is a testing product that supplements the school's curriculum. The combination of the two increases a student's ability to pass the NCLEX-PN exam.

In addition, instructors participate in new training around instructor best practices, curriculum management, and instructor-student relationship building, which works to strengthen instructors' delivery of curriculum systematically.

January 2022- Commenced ATI- Live Review for students Rationale:

In surveying students, Stone Academy staff identified that students had limited experience with NCLEX-PN style questions. Offering Live Review reinforces Stone Academy's curriculum knowledge and test-taking strategies around applying that knowledge.

January 2022 -Faculty Testing Policy amended to require integration of NCLEX-PN style questions

Rationale:

The NCLEX-PN formats exam questions in a specific way. Institutions must introduce and familiarize students with this particular style of questions. Using anecdotal data, it has become evident that the format of the test questions can present a significant barrier to student success. Including test preparation, specifically NCLEX-PN test preparation, within the PN curriculum is paramount to setting them up to succeed on their first attempt.

February 2022 - Initiated instructor-led study groups for students entering Seminar II (final course)

Rationale:

A delay in student progression during the pandemic led to an extended time between theory and clinical courses before taking Seminar II. This initiative provided an opportunity to refresh information taught in theory courses offered earlier in the student's academic career.

April 2022 - Increased the number of staff/faculty meetings and implemented a bi-annual Town Hall meeting between faculty and the President's Office

Rationale:

It is too easy for the development of silos in even the most open organization. Faculty typically have limited contact with anyone other than immediate supervisors, the campus director, or administrative assistants. Increasing access to other faculty and staff and direct access to the president strengthens collaboration, improves communication, and results in an improved culture. In addition, hosting training, information sessions, and town hall meetings will allow faculty to share policies, curriculum, and functionality concerns. Hopefully, the increased communication will improve faculty retention.

Measurement of Effects

Improvement of NCLEX-PN Pass Rates

Data obtained from Mountain Measurement, Inc. from April to June of 2022 indicated a first-time pass rate of 81.8%, which meets the annual standard of the State's regulations. As this period includes two months from the current reporting year and one month from the prior year, we utilized graduate-level testing data to identify the pass rate for students that took the exam in May and June of 2022. The pass rate in this period was 100%. While the sample size only represents 16.7% of the upcoming reporting year, it indicates the current success rate of our most recent graduates.

In separating the April 2022 testers, we derived the pass rate for that month, which registered at 66.7%. This number is 24.2 percentage points higher than the rate of the entire twelve-month period and represents 15% of the total testers within the prior reporting period. The April data and the May

and June rates show a distinct increase in the NCLEX-PN pass rates, which we believe directly relates to our efforts above.

The annual report produced by Mountain Measure, Inc. provides an analysis of the NCSBN and NCLEX-PN results for Stone Academy's West Haven campus. The report reveals a significant decline from 2020-21 to 2021-2022 in all categories of client needs. The top three most significant drops were in Pharmacological (41 pts), Psychosocial Integrity (32 pts), and Coordinated Care (30 pts). The NCLEX-PN exam's content distribution corresponds to these categories, with Coordinated Care (18-24%) and Pharmacological (10- 16%) being the two heaviest-weighted types.

As stated previously, Stone Academy instituted several initiatives to address the decline in scores, which has resulted in those same categories seeing a sharp incline, specifically in Pharmacological (39 pts); Psychosocial Integrity (56 pts); and Coordinate Care (26 pts). Additional and significant increases are in the Reduction of Risk Potential (45 pts), Basic Care and Comfort (31 pts), and Health Promotion and Maintenance (28 pts).

The numerous initiatives put forth by Stone Academy over the past several months have resulted in a positive trend in student success.

Average Comprehensive Predictor Scores

In analyzing the relationship between comprehensive predictor exam scores and the likelihood of passing the NCLEX-PN, we have found a direct correlation between success in the former and the latter. Statistically, a passing grade of 74.7% or higher on the predictor exam reflects a 95% probability of passing the NCLEX-PN when the credentialing exam is taken within three weeks of passing the predictor. Unfortunately, this did not play out due to factors related to the pandemic, and the exam remains a primary predictor of future pass rates. We analyzed the cohorts that tested most recently and found an increasing trend in average comprehensive predictor exam scores. These cohorts averaged 72.7% on 5/6/22, 76.5% on 6/22/22, and 78.3% on 8/4/22. Of these groups, the percentage passing the predictor exam between their first and second attempts were 95%, 91%, and 94%, respectively.

As the Academy's efforts commenced earlier in West Haven than in East Hartford, the positive trend lines began earlier for this campus.

Future Initiatives

September 2022 (implemented) - Redesign a formalized, instructor-specific onboarding program that includes faculty orientation to have the school's policies and procedures, an overview of the curriculum with exposure to the supplemental curriculum resources, and direction to teaching assignments, clinical facilities, and processes.

Rationale:

The organization must pursue a concerted effort to support instructor growth. This effort must include professional development opportunities, continued support from all levels of staff, and an ongoing updated manual to document resources.

September 2022 (*implemented*) - Commence post-graduation NCLEX preparation course**Rationale:**

Statistically, students who take the exam within 3-weeks of graduation have a higher probability of passing the NCLEX. However, this may not be possible for all graduates. Providing access to free training to graduates will provide additional practice opportunities and a means to refresh a student's knowledge of material before taking the NCLEX.

September 2022 (*negotiating costs*)- Evaluate the use of the rideshare program to reduce barriers to attendance; strengthen partnerships with social service providers for direct intervention.

Rationale:

Students in today's academic environments represent a broad spectrum of diversity in learning needs and expectations. Therefore, educational institutions of higher learning face challenges in teaching students of various ages and backgrounds and diverse life experiences.

October 2022 - Revise and implement the instructor evaluation process**Rationale**

The aggressive hiring initiatives from 2021 have increased new instructors. A 30-60-90 faculty evaluation will be used to strengthen an instructor's curriculum delivery methodology as well as ensure an instructor's subject matter expertise. The scholarship of teaching requires evidence of adequate education and dissemination of knowledge. Furthermore, internal data reflect that instructors tend to turn over within the first 6-months. Therefore, periodic "check-ins" with HR, beginning on the instructor's 20th day, will allow corporate staff to address issues that may lead to turnover instead of academic staff.

November 2022- Conduct professional development for PN academic faculty for a test writing webinar through Elsevier entitled "Writing Effective Next Generation NCLEX® (NGN) Items."

Rationale:

Effective teaching requires clinical competence; Faculty are encouraged to maintain clinical expertise through faculty practice, keep abreast of changes in the field through literature review, and attend professional meetings related to their practice area.

CERTIFICATE OF PARTICIPATION

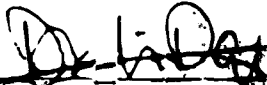
Jessica L [REDACTED]

In Recognition of Your Attendance

ATI Overview

Presented by Paul McNeil, ATI Client Executive

August 6, 2021



Dr. Linda Dahlin
Executive Vice President

CERTIFICATE OF PARTICIPATION

Jessica L [REDACTED]

In Recognition of Your Attendance

ATI Hands-on Navigation

Presented by Paul McNeil, ATI Client Executive

August 6, 2021



Dr. Linda Dahlia
Executive Vice President

CERTIFICATE OF PARTICIPATION

Jessica L [REDACTED]

In Recognition of Your Attendance

Culturally Responsive Teaching

Presented by Beth Ryan, Associate Professor, Columbia College

August 6, 2021



Dr. Linda Dahlin
Executive Vice President

Exhibit 2

Evening Live Review Scheduled/Pending/Processed - West Haven			
Project Number	Institution	Class Name	Graduation Date
18599	Stone Academy West Haven	0723/0821E	1/1/2022
20349	Stone Academy West Haven	0619 Eve 1219 Eve	2/2/2022
20847	Stone Academy West Haven	0322	3/1/2022
21830	Stone Academy West Haven	0723/0821E (0422 Eve)	4/8/2022
18602	Stone Academy West Haven	0723/0821E	5/6/2022
23048	Stone Academy West Haven	0722Eve / 0820 Start	6/30/2022
24497	Stone Academy West Haven	0922 / Start 0620Eve	9/30/2022
25281	Stone Academy West Haven	1122 Eve	11/30/2022
24496	Stone Academy West Haven	0923	9/28/2023
24495	Stone Academy West Haven	1123	11/30/2023
22793	Stone Academy West Haven	0324	3/15/2024

NCLEX® PROGRAM REPORTS

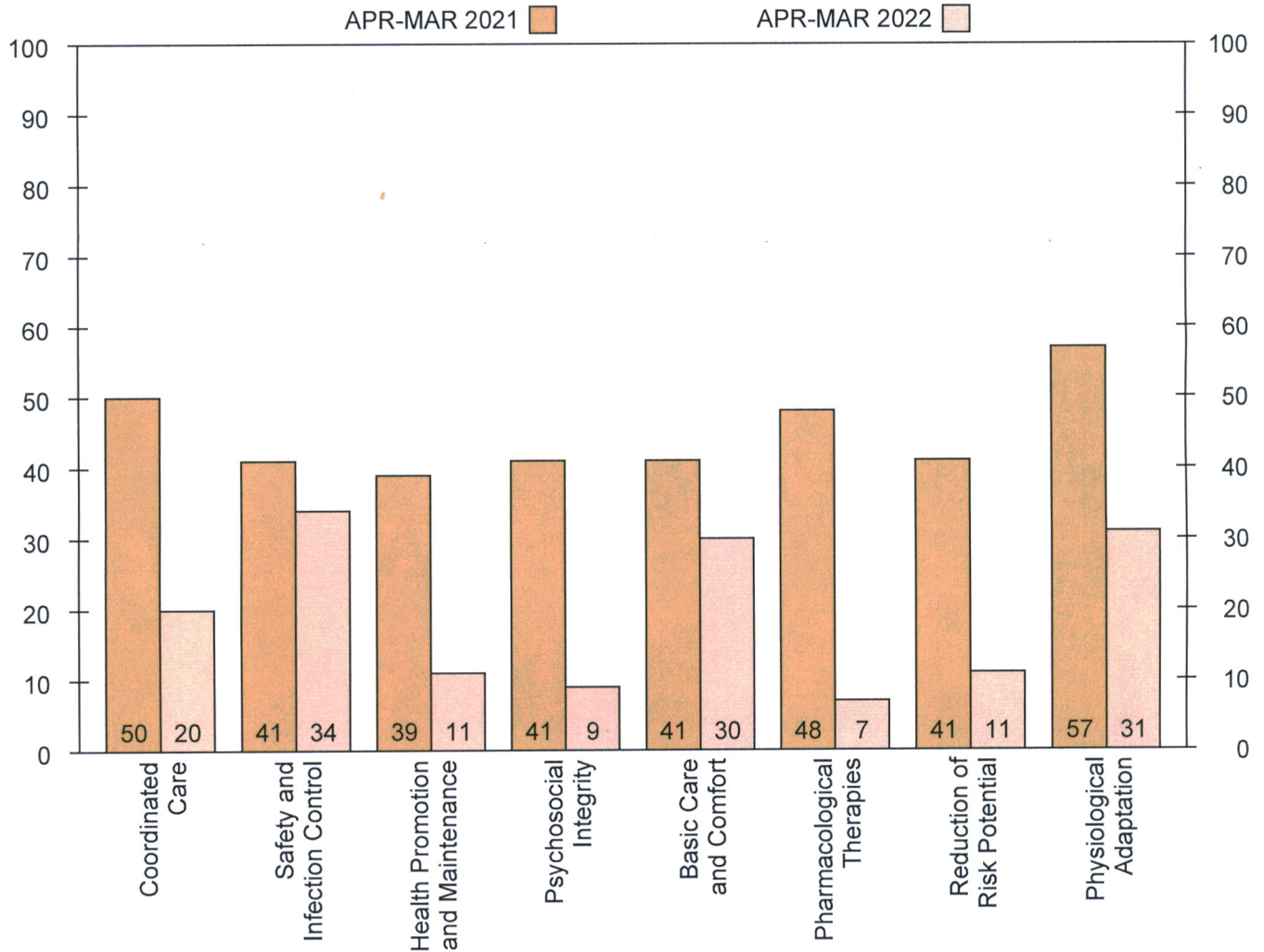
STONE ACADEMY - WEST HAVEN - EVENING

Report Period: APR 2021 - MAR 2022

TEST PLAN REPORT

CLIENT NEEDS

Percentile Ranks of Your Graduates Compared to Graduates from Your Jurisdiction



Notes

The percentile ranks are based on the median performance of your graduates in each content area, compared with the performances of graduates from your jurisdiction. The median performance in a given content area falls in the middle of all your graduates' performances

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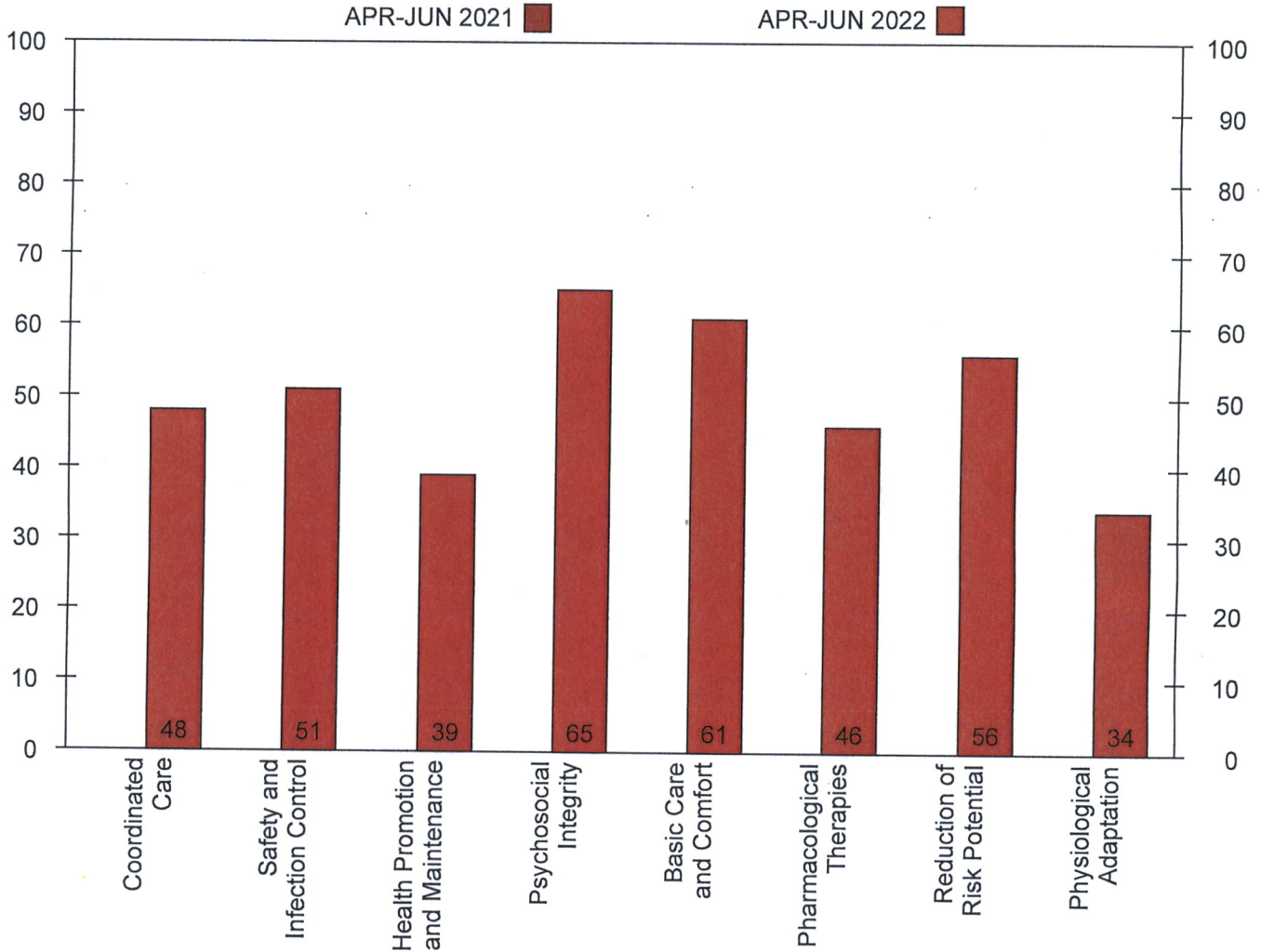
STONE ACADEMY - WEST HAVEN - EVENING

Report Period: APR 2022 - JUN 2022

TEST PLAN REPORT

CLIENT NEEDS

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Stone Academy Corrective Action Plan

2022

West Haven - Evening Division

Corrective Action Plan Summary

▶ Definition of issue

▶ Current initiatives and rationale

▶ Measurement of effects

▶ Forward looking initiatives and rationale

Definition of Issue

The West Haven Campus' evening division reported a decline in NCLEX-PN scores, dropping below the 80% pass rate requirement for both 2020-2021 and 2021-2022. NCLEX-PN pass rates were 73% and 47%, respectively. As such, the Academy staff reviewed internal and external data to understand root causes related to the decline. The data correlates to a decrease in subject matter competency in the subject areas of pharmacology, psychosocial integrity, and coordinated care. In addition, students acknowledged difficulties in testing due to the unfamiliarity with NCLEX-PN style questions.

Current Initiatives and Rationale

August 2021

Increase training and utilization of ATI

January 2022

ATI Live Review for students

Integration of NCLEX-PN style questions into courses

February 2022

Instructor led study groups for students entering SEM 111

April 2022

Town Hall Style meetings between Faculty and President

Measurement of Effects

Increase in competency related to:

Pharmacology – Psychosocial Integrity – Coordinated Care

Progression in average exit exam scores:

72.7% on 5/6/22 – 76.5% on 6/22/22 – 78.3% on 8/4/22

Improvement in NCLEX PN rates:

'22 Q2 = 81.8% - '22 May - June = 100%

'22 Q3 = Avail in November

Future Initiatives

6

September 2022

Implementation of redesigned faculty onboarding program

Launch of post graduation preparation course

October 2022

Utilization of a new faculty evaluation tool

November 2022

Faculty training entitled "*Writing Effective Next Generation NCLEX Items.*"

West Haven Division

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In Re: Sheryl Lacoursiere, APRN, RN

Petition No. 2021-1072

Petition No. 2021-1199

October 28, 2022

MOTION TO WITHDRAW STATEMENT OF CHARGES

The Department of Public Health moves the Connecticut Board of Examiners for Nursing to withdraw the Statement of Charges in the above-reference matter because respondent passed away on June 29, 2022.

Respectfully submitted,

THE DEPARTMENT OF PUBLIC HEALTH

Joelle C. Newton

Joelle C. Newton, Staff Attorney
Office of Legal Compliance

ORDER

The foregoing motion having been duly considered by The Connecticut Board of Examiners for Nursing is hereby GRANTED/DENIED.

Dated at _____ Connecticut this _____ day of _____, 2022.

Connecticut Board of Examiners for Nursing

CERTIFICATION

This certifies that on October 28, 2022 this motion was emailed to the Department of Public Health, Public Health Hearing Office, phho.dph@ct.gov and to respondent's counsel, Attorney Ellen Costello, ellenc@delsoledelsole.com.

Joelle C. Newton

Joelle C. Newton, Staff Attorney

SUMMARY SUSPENSION COVER SHEET

In re: Gina L. Candelori-Bertola, R.N.

Petition No. 2021-1210

1. Respondent is, and has been since August 1, 2000, the holder of Connecticut registered nurse license number 064041.
2. On or about September 25, 2019, in Petition No. 2019-983, respondent admitted that she continued to practice as a registered nurse following the expiration of her registered nurse license and entered into a reinstatement consent order. Under the terms of the reinstatement consent order the respondent's registered nurse license was reinstated and reprimanded, and the respondent was assessed a civil penalty of four hundred forty dollars.
3. From on or about October 19, 2020 to the present, respondent abused, and/or utilized to excess, drugs and/or narcotics including, but not necessarily limited to, cocaine and opioids.
4. From on or about April 21, 2021, and from on or about an undetermined date precedent thereto, respondent suffered from an emotional disorder or disorders, and/or a mental illness or illnesses.
5. The above cited facts evidence conduct of the respondent failing to conform to the accepted standards of the nursing profession, and they represent a clear and immediate danger to the public health and safety if respondent is allowed to continue to practice, and they constitute grounds for disciplinary action pursuant to Conn. Gen. Stat. §§ 19a-17 and 20-99, including, but not necessarily limited to:
 - a. §19a-17(a),
 - b. §19a-17(c),
 - c. §20-99(b)(4), and
 - d. §20-99(b)(5).
6. For the foregoing reasons, the Department believes that respondent's continued practice as a registered nurse represents a clear and immediate danger to the public health and safety. The Department respectfully requests that this Board summarily suspend respondent's license until a full hearing on the merits can be held.

CONFIDENTIALITY NOTICE: This document and all attachments may contain information that is confidential or privileged. Please do not disseminate, distribute, or copy the contents or discuss with parties who are not directly involved in this petition. Thank you.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Gina L. Candelori-Bertola, R.N.

Petition No. 2021-1210

MOTION FOR SUMMARY SUSPENSION

The Department of Public Health (hereinafter "the Department") hereby moves, in accordance with the Connecticut General Statutes §§4-182(c) and 19a-17(c), that the Connecticut Board of Examiners for Nursing summarily suspend the license of Gina L. Candelori-Bertola, R.N. to practice as a registered nurse in Connecticut. This motion is based on the attached Statement of Charges, Affidavit and on the Department's information and belief that the continued practice as a nurse represents a clear and immediate danger to the public health and safety.

Dated at Hartford, Connecticut this 3rd day of November 2022.



Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Gina L. Candelori-Bertola, R.N.

Petition No. 2021-1210

STATEMENT OF CHARGES

Pursuant to the Connecticut General Statutes, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Gina L. Candelori-Bertola, R.N.:

COUNT ONE

1. Gina L. Candelori-Bertola, R.N. of Bloomfield, Connecticut (hereinafter "respondent") is, and has been since August 1, 2000, the holder of Connecticut registered nursing license number 064041.
2. From on or about October 19, 2020 to the present, respondent abused, and/or utilized to excess, drugs and/or narcotics including, but not necessarily limited to, cocaine and opioids.
3. The above cited facts evidence conduct of the respondent failing to conform to the accepted standards of the nursing profession, and they represent a clear and immediate danger to the public health and safety if respondent is allowed to continue to practice, and they constitute grounds for disciplinary action pursuant to Conn. Gen. Stat. §§ 19a-17 and 20-99, including, but not necessarily limited to:
 - a. §19a-17(a),
 - b. §19a-17(c), and
 - c. §20-99(b)(5).
4. For the foregoing reasons, the Department believes that respondent's continued practice as a registered nurse represents a clear and immediate danger to the public health and safety.

COUNT TWO

5. Paragraph one of Count One is incorporated herein by reference as if set forth in full.
6. From on or about April 21, 2021, and from on or about an undetermined date precedent thereto, respondent suffered from an emotional disorder or disorders, and/or a mental illness or illnesses.

7. The above facts constitute grounds for disciplinary action pursuant to Conn. Gen. Stat. § 19a-17, including, but not necessarily limited to:

- a. §19a-17(a),
- b. §19a-17(c), and
- c. §20-99(b)(4).

8. For the foregoing reasons, the Department believes that respondent's continued practice as a registered nurse represents a clear and immediate danger to the public health and safety.

THEREFORE, the Department prays that:

The Connecticut Board of Examiners for Nursing, as authorized by the Connecticut General Statutes, §§ 20-99(b) and 19a-17, summarily suspend respondent's license to practice as a registered nurse until a full hearing on the merits can be held, and that it revoke or order other disciplinary action against the registered nurse license of Gina L. Candelori-Bertola, R.N. as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 7th day of November 2022.



Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch



10/19/2022

State of Connecticut
 Department of Public Health
 410 Capitol Avenue
 PO Box 340308, MS#12 HSR
 Hartford, CT 06134-0308
Attention: Helen Smith, RN

Dear Ms. Smith;

As requested at the 10/19/2022 Board of Nursing meeting, I am happy to provide an update regarding the submitted teach-out for the Stone Academy-West Haven Practical Nursing (Day) program. For your reference, I have included the original teach-out plan, dated February 9, 2022.

Enrollment Updates

At the time the teach-out was approved, the PN-Day program had an active roster of 133 students which was provided to the Board; this roster has been updated below.

Student	Cohort	Expected Grad Date	Current Status
J [REDACTED] D [REDACTED]	06/24/2019	04/16/2022	DROP
R [REDACTED], C [REDACTED]	06/24/2019	03/04/2022	DROP
T [REDACTED] M [REDACTED]	06/24/2019	03/06/2022	DROP
G [REDACTED], A [REDACTED]	06/24/2019	11/19/2022	DROP
C [REDACTED] E [REDACTED]	09/03/2016	02/26/2022	GRAD
A [REDACTED] A [REDACTED]	01/06/2020	03/05/2022	DROP
D [REDACTED], C [REDACTED]	01/06/2020	07/09/2022	DROP
L [REDACTED], L [REDACTED]	01/06/2020	03/05/2022	GRAD
L [REDACTED] J [REDACTED]	01/06/2020	03/05/2022	DROP
L [REDACTED] R [REDACTED]	01/06/2020	03/05/2022	DROP
P [REDACTED], J [REDACTED]	01/06/2020	03/05/2022	DROP
R [REDACTED] P [REDACTED]	01/06/2020	10/22/2022	GRAD
C [REDACTED] F [REDACTED]	04/27/2020	03/12/2022	GRAD
C [REDACTED], A [REDACTED]	04/27/2020	10/24/2022	GRAD
D [REDACTED] E [REDACTED]	04/27/2020	10/24/2022	GRAD
D [REDACTED], M [REDACTED]	04/27/2020	03/12/2022	DROP
D [REDACTED], R [REDACTED]	04/27/2020	03/12/2022	DROP
F [REDACTED], J [REDACTED]	04/27/2020	07/23/2022	GRAD
F [REDACTED] D [REDACTED]	04/27/2020	10/24/2022	GRAD



K█████, P█████	04/27/2020	03/12/2022	GRAD
L█████, S█████	04/27/2020	03/12/2022	GRAD
L█████, M█████	04/27/2020	06/04/2022	GRAD
C█████, C█████	04/27/2020	03/12/2022	GRAD
C█████, Y█████	04/27/2020	07/23/2022	GRAD
S█████, O█████	04/27/2020	03/12/2022	GRAD
S█████, G█████	04/27/2020	03/12/2022	GRAD
T█████, C█████	04/27/2020	07/23/2022	GRAD
T█████, A█████	04/27/2020	03/12/2022	GRAD
W█████, A█████	04/27/2020	07/23/2022	DROP
F█████, R█████	06/22/2020	06/04/2022	GRAD
H█████, J█████	06/22/2020	09/03/2022	GRAD
J█████, C█████	06/22/2020	06/04/2022	GRAD
L█████, J█████	06/22/2020	06/04/2022	GRAD
L█████, ██████	06/22/2020	06/04/2022	GRAD
L█████, S█████	06/22/2020	06/04/2022	GRAD
M█████, I█████	06/22/2020	06/04/2022	GRAD
N█████, A█████	06/22/2020	06/04/2022	GRAD
R█████, A█████	06/22/2020	06/04/2022	GRAD
S█████, D█████	06/22/2020	06/04/2022	GRAD
A█████, I█████	08/31/2020	07/02/2022	GRAD
A█████, G█████	08/31/2020	07/02/2022	GRAD
A█████, B█████	08/31/2020	07/02/2022	GRAD
A█████, J█████	08/31/2020	07/02/2022	GRAD
A█████, A█████	08/31/2020	07/02/2022	GRAD
B█████, C█████	08/31/2020	07/02/2022	GRAD
C█████, C█████	08/31/2020	07/02/2022	GRAD
C█████, C█████	08/31/2020	11/05/2022	GRAD
C█████, R█████	08/31/2020	07/02/2022	GRAD
D█████, K█████	08/31/2020	07/02/2022	GRAD
D█████, N█████	08/31/2020	07/02/2022	GRAD
F█████, M█████	08/31/2020	07/02/2022	GRAD
F█████, M█████	08/31/2020	07/02/2022	GRAD
F█████, D█████	08/31/2020	07/02/2022	GRAD
J█████, G█████	08/31/2020	07/02/2022	GRAD
K█████, B█████	08/31/2020	07/02/2022	GRAD
L█████, R█████	08/31/2020	07/02/2022	DROP
L█████, G█████	08/31/2020	07/02/2022	GRAD
L█████, Y█████	08/31/2020	07/02/2022	GRAD
M█████, H█████	08/31/2020	07/02/2022	GRAD
M█████, T█████	08/31/2020	11/05/2022	GRAD
C█████, J█████	08/31/2020	07/02/2022	GRAD
P█████, R█████	08/31/2020	07/02/2022	GRAD
P█████, N█████	08/31/2020	11/05/2022	GRAD
S█████, N█████	08/31/2020	07/02/2022	GRAD
S█████, M█████	08/31/2020	07/02/2022	GRAD
S█████, J█████	08/31/2020	07/02/2022	GRAD
S█████, E█████	08/31/2020	07/02/2022	GRAD
V█████, R█████	08/31/2020	07/02/2022	GRAD
Z█████, N█████	08/31/2020	07/02/2022	WITHDRAWAL
M█████, L█████	10/19/2020	07/02/2022	GRAD
M█████, A█████	12/14/2020	07/02/2022	GRAD



B [REDACTED], D [REDACTED]	01/04/2021	09/17/2022	WITHDRAWAL
B [REDACTED], B [REDACTED]	01/04/2021	09/17/2022	GRAD
B [REDACTED], K [REDACTED]	01/04/2021	09/17/2022	GRAD
B [REDACTED], L [REDACTED]	01/04/2021	09/17/2022	GRAD
B [REDACTED], K [REDACTED]	01/04/2021	09/17/2022	GRAD
B [REDACTED], T [REDACTED]	01/04/2021	09/17/2022	GRAD
C [REDACTED], L [REDACTED]	01/04/2021	09/17/2022	GRAD
C [REDACTED], M [REDACTED]	01/04/2021	09/17/2022	GRAD
C [REDACTED], J [REDACTED]	01/04/2021	09/17/2022	GRAD
C [REDACTED], V [REDACTED]	01/04/2021	09/17/2022	GRAD
C [REDACTED], L [REDACTED]	01/04/2021	09/17/2022	GRAD
F [REDACTED], K [REDACTED]	01/04/2021	09/17/2022	GRAD
G [REDACTED], L [REDACTED]	01/04/2021	09/17/2022	GRAD
G [REDACTED], F [REDACTED]	01/04/2021	09/17/2022	GRAD
G [REDACTED], K [REDACTED]	01/04/2021	09/17/2022	GRAD
H [REDACTED], N [REDACTED]	01/04/2021	09/17/2022	GRAD
H [REDACTED], D [REDACTED]	01/04/2021	09/17/2022	GRAD
J [REDACTED], S [REDACTED]	01/04/2021	09/17/2022	GRAD
L [REDACTED], E [REDACTED]	01/04/2021	09/17/2022	GRAD
L [REDACTED], Y [REDACTED]	01/04/2021	09/17/2022	GRAD
M [REDACTED], V [REDACTED]	01/04/2021	09/17/2022	GRAD
M [REDACTED], C [REDACTED]	01/04/2021	09/17/2022	GRAD
M [REDACTED], F [REDACTED]	01/04/2021	09/17/2022	GRAD
N [REDACTED], U [REDACTED]	01/04/2021	09/17/2022	GRAD
R [REDACTED], L [REDACTED]	01/04/2021	09/17/2022	GRAD
R [REDACTED], N [REDACTED]	01/04/2021	09/17/2022	GRAD
S [REDACTED], M [REDACTED]	01/04/2021	09/17/2022	GRAD
S [REDACTED], K [REDACTED]	01/04/2021	09/17/2022	GRAD
S [REDACTED], D [REDACTED]	01/04/2021	09/17/2022	GRAD
S [REDACTED], K [REDACTED]	01/04/2021	09/17/2022	GRAD
T [REDACTED], N [REDACTED]	01/04/2021	09/17/2022	GRAD
TH [REDACTED], Y [REDACTED]	01/04/2021	09/17/2022	GRAD
T [REDACTED], D [REDACTED]	01/04/2021	09/17/2022	GRAD
W [REDACTED], L [REDACTED]	01/04/2021	09/17/2022	GRAD
W [REDACTED], M [REDACTED]	01/04/2021	09/17/2022	GRAD
A [REDACTED], [REDACTED]	04/26/2021	08/13/2022	GRAD
B [REDACTED], S [REDACTED]	04/26/2021	08/13/2022	GRAD
B [REDACTED], J [REDACTED]	04/26/2021	08/13/2022	GRAD
C [REDACTED], L [REDACTED]	04/26/2021	08/13/2022	GRAD
D [REDACTED], S [REDACTED]	04/26/2021	08/13/2022	GRAD
/D [REDACTED], D [REDACTED]	04/26/2021	08/13/2022	GRAD
D [REDACTED], Y [REDACTED]	04/26/2021	08/13/2022	GRAD
F [REDACTED], R [REDACTED]	04/26/2021	08/13/2022	GRAD
F [REDACTED], J [REDACTED]	04/26/2021	08/13/2022	GRAD
G [REDACTED], S [REDACTED]	04/26/2021	08/13/2022	GRAD
H [REDACTED], M [REDACTED]	04/26/2021	08/13/2022	GRAD
I [REDACTED], L [REDACTED]	04/26/2021	08/13/2022	GRAD
I [REDACTED], [REDACTED]	04/26/2021	08/13/2022	GRAD
K [REDACTED], M [REDACTED]	04/26/2021	08/13/2022	GRAD
K [REDACTED], F [REDACTED]	04/26/2021	08/13/2022	GRAD
L [REDACTED], N [REDACTED]	04/26/2021	08/13/2022	GRAD
M [REDACTED], J [REDACTED]	04/26/2021	08/13/2022	GRAD



M [REDACTED], V [REDACTED]	04/26/2021	08/13/2022	GRAD
M [REDACTED], E [REDACTED]	04/26/2021	08/13/2022	GRAD
R [REDACTED], K [REDACTED]	04/26/2021	08/13/2022	SWITCH TO EVE
S [REDACTED], S [REDACTED]	04/26/2021	08/13/2022	GRAD
S [REDACTED], F [REDACTED]	04/26/2021	08/13/2022	GRAD
S [REDACTED], D [REDACTED]	04/26/2021	08/13/2022	GRAD
T [REDACTED], M [REDACTED]	04/26/2021	08/13/2022	GRAD
T [REDACTED], C [REDACTED]	04/26/2021	08/13/2022	GRAD
T [REDACTED], N [REDACTED]	04/26/2021	08/13/2022	GRAD

As shown, 117 students previously enrolled in the PN-Day program have completed their program; 13 students are in DROP status, due to course failures (and in alignment with institutional policies), 2 students opted to withdraw from Stone Academy, and 1 student switched to the evening program. Our original timetable for completion of the teach-out plan was 12/31/2022, allowing time for our students to repeat courses as needed, however at this time, the teach-out is considered complete.

Records Retention - Updated

In alignment with our previous submission, all academic records will be retained according to policy; however, in the prior submission, we had included Judy Scire (Director of Compliance) as the person responsible for maintaining Accreditation and Federal Disclosure Records. Due to Ms. Scire's retirement in mid-2022, the responsibility will now transfer to the Office of the Provost.

As always, Stone Academy is pleased to work with the Board regarding any questions, comments, or concerns they may have.

Respectfully,

Dr. Erin Walton
Provost
560 Saw Mill Road
West Haven, CT 06451
203-288-7474

STONE ACADEMY



Teach-Out Plan

Stone Academy West Haven Campus
560 Saw Mill Crossing, West Haven, CT

Practical Nursing – Day Program

February 9, 2022

STONE ACADEMY

Background

Over the course of the past year, the impact from the pandemic has been realized in a nursing shortage in the State of Connecticut. The concern is evidenced by Governor Lamont's Executive Orders that specifically target aiding the exhausted healthcare workforce. It is further demonstrated by statements from hospital associations and individual healthcare employers. As a result, the healthcare system is creating a paradigm shift that seeks to increase capacity with the intention of improving the delivery of services. In order to provide appropriate patient care, the State of Connecticut will need to address the nursing deficit expeditiously.

During the past six months, Practical Nursing and positions for Practical Nurses have evolved from being largely limited to long-term care facilities and homecare services to a substantial number of opportunities in urgent care facilities and hospitals. Griffin, Waterbury, Hartford, and St. Francis Hospitals have begun hiring Practical Nurses to complement their workforce. Long-term care and other facilities have also increased staffing of Practical Nurses to meet demand over the past 18 months. It is evident by hiring practices that these facilities understand the value of the Practical Nursing designation to address statewide gaps in nursing.

The current Practical Nursing programs in Connecticut has an average training timeframe of sixteen months (1.3 years). Based on known turn-over rates in nursing and the continued strain on the healthcare workforce caused by the pandemic, Connecticut's institutions of higher learning and career training schools must step forward to creatively resolve the staffing deficiency. As such, Stone Academy will present to the Board of Examiners for Nursing a pilot program for an intensive Practical Nursing Program that has been developed with insights from Connecticut hospitals.

Once proven successful, we believe this pilot program will create an effective model to be replicated at other campuses. This is a calculated evolution in our academic offerings and is necessary to relieve systemic issues of fatigue and attrition within the healthcare industry. To properly initiate this pilot, the institution will relinquish its West Haven Day Program to devote resources to the new program.

As such, Stone Academy respectfully submits the following teach-out plan to address the termination of Stone Academy's Practical Nursing program at the West Haven campus day division. This teach-out does not affect any other program currently offered by Stone Academy.

The West Haven campus has been offering the Practical Nursing program in the day division since 2005, enrolling a total of 1263 students. This teach-out plan addresses the equitable treatment of active Practical Nursing day students enrolled at the West Haven campus and ensures they will enjoy educational continuity.

Active Enrollment

There are currently 133 active students. Below is a chart indicating each student's cohort and expected graduation date:

Student	Cohort	Expected Grad Date
J [REDACTED] D [REDACTED]	06/24/2019	04/16/2022
R [REDACTED]		
C [REDACTED]	06/24/2019	03/04/2022
T [REDACTED] M [REDACTED]	06/24/2019	03/06/2022
G [REDACTED], A [REDACTED]	06/24/2019	11/19/2022
C [REDACTED] B [REDACTED]	09/03/2016	02/26/2022
A [REDACTED], A [REDACTED]	01/06/2020	03/05/2022
D [REDACTED] C [REDACTED]	01/06/2020	07/09/2022
L [REDACTED] J [REDACTED]	01/06/2020	03/05/2022
L [REDACTED], J [REDACTED]	01/06/2020	03/05/2022
L [REDACTED], R [REDACTED]	01/06/2020	03/05/2022
[REDACTED] J [REDACTED]	01/06/2020	03/05/2022
R [REDACTED], P [REDACTED]	01/06/2020	10/22/2022
C [REDACTED] F [REDACTED]	04/27/2020	03/12/2022
C [REDACTED] A [REDACTED]	04/27/2020	10/24/2022
D [REDACTED] E [REDACTED]	04/27/2020	10/24/2022
D [REDACTED] M [REDACTED]	04/27/2020	03/12/2022
D [REDACTED], R [REDACTED]	04/27/2020	03/12/2022
E [REDACTED], J [REDACTED]	04/27/2020	07/23/2022
F [REDACTED], D [REDACTED]	04/27/2020	10/24/2022
K [REDACTED], P [REDACTED]	04/27/2020	03/12/2022
L [REDACTED], S [REDACTED]	04/27/2020	03/12/2022
L [REDACTED] M [REDACTED]	04/27/2020	06/04/2022
O [REDACTED], C [REDACTED]	04/27/2020	03/12/2022
O [REDACTED] Y [REDACTED]	04/27/2020	07/23/2022
S [REDACTED] C [REDACTED]	04/27/2020	03/12/2022
S [REDACTED] G [REDACTED]	04/27/2020	03/12/2022
T [REDACTED] C [REDACTED]	04/27/2020	07/23/2022
T [REDACTED], A [REDACTED]	04/27/2020	03/12/2022
W [REDACTED], A [REDACTED]	04/27/2020	07/23/2022
F [REDACTED] R [REDACTED]	06/22/2020	06/04/2022
H [REDACTED], J [REDACTED]	06/22/2020	09/03/2022
J [REDACTED] C [REDACTED]	06/22/2020	06/04/2022
L [REDACTED] J [REDACTED]	06/22/2020	06/04/2022
L [REDACTED] C [REDACTED]	06/22/2020	06/04/2022
L [REDACTED] S [REDACTED]	06/22/2020	06/04/2022
M [REDACTED], L [REDACTED]	06/22/2020	06/04/2022
N [REDACTED] A [REDACTED]	06/22/2020	06/04/2022
R [REDACTED] A [REDACTED]	06/22/2020	06/04/2022
S [REDACTED] H [REDACTED]	06/22/2020	06/04/2022
S [REDACTED] D [REDACTED]	06/22/2020	06/04/2022

A [REDACTED], I [REDACTED]	08/31/2020	07/02/2022
A [REDACTED], G [REDACTED]	08/31/2020	07/02/2022
A [REDACTED] B [REDACTED]	08/31/2020	07/02/2022
A [REDACTED] J [REDACTED]	08/31/2020	07/02/2022
A [REDACTED] A [REDACTED]	08/31/2020	07/02/2022
B [REDACTED] C [REDACTED]	08/31/2020	07/02/2022
C [REDACTED] C [REDACTED]	08/31/2020	07/02/2022
C [REDACTED], C [REDACTED]	08/31/2020	11/05/2022
C [REDACTED], R [REDACTED]	08/31/2020	07/02/2022
D [REDACTED], K [REDACTED]	08/31/2020	07/02/2022
D [REDACTED], N [REDACTED]	08/31/2020	07/02/2022
F [REDACTED], V [REDACTED]	08/31/2020	07/02/2022
F [REDACTED], M [REDACTED]	08/31/2020	07/02/2022
F [REDACTED], D [REDACTED]	08/31/2020	07/02/2022
J [REDACTED], G [REDACTED]	08/31/2020	07/02/2022
K [REDACTED], B [REDACTED]	08/31/2020	07/02/2022
L [REDACTED], R [REDACTED]	08/31/2020	07/02/2022
L [REDACTED], G [REDACTED]	08/31/2020	07/02/2022
L [REDACTED] Y [REDACTED]	08/31/2020	07/02/2022
M [REDACTED], H [REDACTED]	08/31/2020	07/02/2022
M [REDACTED], T [REDACTED]	08/31/2020	11/05/2022
C [REDACTED], J [REDACTED]	08/31/2020	07/02/2022
P [REDACTED], R [REDACTED]	08/31/2020	07/02/2022
P [REDACTED], N [REDACTED]	08/31/2020	11/05/2022
S [REDACTED], N [REDACTED]	08/31/2020	07/02/2022
S [REDACTED], M [REDACTED]	08/31/2020	07/02/2022
S [REDACTED], J [REDACTED]	08/31/2020	07/02/2022
S [REDACTED], E [REDACTED]	08/31/2020	07/02/2022
V [REDACTED] R [REDACTED]	08/31/2020	07/02/2022
Z [REDACTED], N [REDACTED]	08/31/2020	07/02/2022
M [REDACTED], J [REDACTED]	10/19/2020	07/02/2022
[REDACTED], A [REDACTED]	12/14/2020	07/02/2022
B [REDACTED] D [REDACTED]	01/04/2021	09/17/2022
B [REDACTED], B [REDACTED]	01/04/2021	09/17/2022
B [REDACTED] K [REDACTED]	01/04/2021	09/17/2022
B [REDACTED], L [REDACTED]	01/04/2021	09/17/2022
B [REDACTED], K [REDACTED]	01/04/2021	09/17/2022
B [REDACTED], T [REDACTED]	01/04/2021	09/17/2022
C [REDACTED] K [REDACTED]	01/04/2021	09/17/2022
C [REDACTED] M [REDACTED]	01/04/2021	09/17/2022
C [REDACTED], J [REDACTED]	01/04/2021	09/17/2022
C [REDACTED], V [REDACTED]	01/04/2021	09/17/2022
C [REDACTED] L [REDACTED]	01/04/2021	09/17/2022
F [REDACTED] K [REDACTED]	01/04/2021	09/17/2022

G [REDACTED], L [REDACTED]	01/04/2021	09/17/2022
G [REDACTED], P [REDACTED]	01/04/2021	09/17/2022
G [REDACTED], K [REDACTED]	01/04/2021	09/17/2022
H [REDACTED], N [REDACTED]	01/04/2021	09/17/2022
H [REDACTED], D [REDACTED]	01/04/2021	09/17/2022
J [REDACTED], S [REDACTED]	01/04/2021	09/17/2022
L [REDACTED], F [REDACTED]	01/04/2021	09/17/2022
L [REDACTED], Y [REDACTED]	01/04/2021	09/17/2022
M [REDACTED], V [REDACTED]	01/04/2021	09/17/2022
M [REDACTED], C [REDACTED]	01/04/2021	09/17/2022
M [REDACTED], F [REDACTED]	01/04/2021	09/17/2022
N [REDACTED], U [REDACTED]	01/04/2021	09/17/2022
R [REDACTED], L [REDACTED]	01/04/2021	09/17/2022
R [REDACTED], N [REDACTED]	01/04/2021	09/17/2022
S [REDACTED], [REDACTED]	01/04/2021	09/17/2022
S [REDACTED], K [REDACTED]	01/04/2021	09/17/2022
S [REDACTED], D [REDACTED]	01/04/2021	09/17/2022
S [REDACTED], K [REDACTED]	01/04/2021	09/17/2022
T [REDACTED], N [REDACTED]	01/04/2021	09/17/2022
T [REDACTED], Y [REDACTED]	01/04/2021	09/17/2022
T [REDACTED], D [REDACTED]	01/04/2021	09/17/2022
W [REDACTED], I [REDACTED]	01/04/2021	09/17/2022
W [REDACTED], M [REDACTED]	01/04/2021	09/17/2022
A [REDACTED], L [REDACTED]	04/26/2021	08/13/2022
B [REDACTED], S [REDACTED]	04/26/2021	08/13/2022
B [REDACTED], J [REDACTED]	04/26/2021	08/13/2022
C [REDACTED], L [REDACTED]	04/26/2021	08/13/2022
D [REDACTED], S [REDACTED]	04/26/2021	08/13/2022
D [REDACTED], D [REDACTED]	04/26/2021	08/13/2022
D [REDACTED], Y [REDACTED]	04/26/2021	08/13/2022
F [REDACTED], R [REDACTED]	04/26/2021	08/13/2022
F [REDACTED], J [REDACTED]	04/26/2021	08/13/2022
G [REDACTED], S [REDACTED]	04/26/2021	08/13/2022
H [REDACTED], M [REDACTED]	04/26/2021	08/13/2022
I [REDACTED], L [REDACTED]	04/26/2021	08/13/2022
I [REDACTED], A [REDACTED]	04/26/2021	08/13/2022
K [REDACTED], M [REDACTED]	04/26/2021	08/13/2022
K [REDACTED], P [REDACTED]	04/26/2021	08/13/2022
L [REDACTED], N [REDACTED]	04/26/2021	08/13/2022
M [REDACTED], J [REDACTED]	04/26/2021	08/13/2022
M [REDACTED], V [REDACTED]	04/26/2021	08/13/2022
M [REDACTED], E [REDACTED]	04/26/2021	08/13/2022
R [REDACTED], K [REDACTED]	04/26/2021	08/13/2022
S [REDACTED], S [REDACTED]	04/26/2021	08/13/2022

S [REDACTED], P [REDACTED]	04/26/2021	08/13/2022
S [REDACTED], D [REDACTED]	04/26/2021	08/13/2022
T [REDACTED], M [REDACTED]	04/26/2021	08/13/2022
T [REDACTED], C [REDACTED]	04/26/2021	08/13/2022
T [REDACTED], N [REDACTED]	04/26/2021	08/13/2022

Timetable for Teach Out of the PN Day Program

As indicated by the last Expected Grad Date (11/19/2022), we expect that the program will end by 12/31/2022. During this teach-out, the day program will continue to be overseen by the PN Site Administrator, the Clinical Supervisor, and the PN Program Administrator. Inventory of needed supplies and equipment will be maintained as usual. The timeframe for teaching out the day students may be extended due to students needing to repeat courses and the availability of clinical sites.

Pathway for Students

Stone Academy will provide the required courses for students enrolled in the Practical Nursing program as outlined in the Stone Academy Catalog. Students who fail a Practical Nursing course will be able to retake each course one time.

Communication Plan

The Campus Director will inform staff and faculty of the teach-out plan immediately. Details of this teach-out plan will be shared to ensure that the message is clearly communicated and the details of the plan are understood by all parties.

The Practical Nursing students will be notified in writing of the teach-out plan. Students will be informed that all courses will be offered to allow them to successfully complete their program. They will also be given available options in the event of the failure to pass a Practical Nursing course.

Additionally, the Campus Director will speak with each Practical Nursing cohort to address any questions or concerns. The PN Site Administrator and PN Program Administrator will be available to meet with students to discuss any individual concerns.

Governing Principles

A well-formulated set of rules is required to govern a teach-out, which are provided in this document. However, there will always be exceptional cases that must be addressed; and students may require a more detailed interpretation of these rules. In those instances, the student may ask to present a case for consideration. The PN Site Administrator, PN Program Administrator, and Executive Vice President will honor the request for a meeting to render a decision or suggest an

optimal solution that does not diminish academic standards and will confer as needed to maintain fairness and uniformity of decisions.

Authority and Accreditation

Stone Academy will be diligent in maintaining accreditation and authorities associated with the delivery of higher education and financial aid during this teach-out.

Diploma granting authority will continue to rest with the Accrediting Bureau of Health Education Schools (ABHES).

Records Retention

Stone Academy takes seriously its obligations to preserve information relating to litigations, audits, and investigations. This policy provides guidance, review, and retention of student documents for academic and financial aid records received or created by Stone Academy.

The Records Retention Policy applies to all records and documents regardless of physical form and contains guidelines on how long documents should be kept. This policy is designed to promote compliance with applicable laws and regulations from accrediting agencies.

File Category	Record	Retention Period
Student Academic Records	Student Admission Records - Cancels	2 years
	Student Admission Records – Enrolled	5 years
	Disciplinary Files – Less than Termination	5 years
	Disciplinary Files – Termination	Permanent
	Academic Action Authorizations	5 years from date of graduation or date of end of last enrollment
	Academic Progress Reports	5 years from date of graduation or date of end of last enrollment
	Transcripts	Permanent
	Evidence of Grad Date	Permanent
	Enrollment Verifications	Permanent
	Clinical Evaluations	5 years from date of graduation or date of end of last enrollment
	Final Grades	Permanent
	Grade Books	5 years from end of semester
	Withdrawal from School	5 years
	Externship Records	5 years from date of graduation or date of end of last enrollment
	Name Change Records	5 years
Transcript Request	1 year from date of request	

	Transfer Credit Records	5 years from date of graduation or date of end of last enrollment
Financial Aid Records	Pell and Campus Based Programs	3 years
	Fiscal Operations Report (FISAP) and Supporting Records	3 years from the end of the award year in which the report was submitted
	Direct Loans – Records Related to Borrower’s Eligibility and Participation	3 years from the end of the award year in which the student last attended
	Direct Loans – all other reports	3 years from the end of the award year in which the report was submitted
Career Services	Documents of Placement	3 years from date of graduation
Accreditation	Accreditation Records	5 years from date of accreditation or until next accreditation, whichever is later
Federal Disclosure Records	Crime Statistics and Security Report Records	3 years from annual required disclosure
	Graduation and Completion Rates	3 years from annual required disclosure
	Institutional Information Records	3 years from annual disclosure date
	VA Certifications	5 years from date of graduation or date of end of last enrollment
Technology	Software Licenses and Support Agreements	7 years after all obligation end

Person Responsible for Keeping Records	
File Category	Person Responsible for Keeping Records
Student Academic Records & References	Quentin Pugh Registrar 560 Saw Mill Road West Haven CT 203-288-7474
Financial Aid Records	Julie Henry Financial Aid Director 745 Burnside Avenue East Hartford, CT 860-569-0618
Career Services Records	Thomasina Tatum Career Services Manager 560 Saw Mill Road West Haven, CT

Accreditation and Federal Disclosure Records	Judy Scire Director of Compliance 560 Saw Mill Road West Haven, CT 203-288-7474
---	---

Storage of Records

- Academic records for Active students are kept in the Registrar's office.
- Financial aid records for Active students are kept in the Financial Aid office.
- Technology Records are kept in the Information Technology Manager's office.
- Career Services Records are kept in the Career Services Manager's office.
- Accreditation and Federal Disclosure Records are kept in the Director of Compliance's office.
- All offices are secure and locked when the responsible person is not in the office.
- When students withdraw, graduate or are dropped or terminated, the student academic records and financial aid records for the student are transferred to the file room. The folders are audited and then placed together and filed alphabetically. These files are maintained in the file room for three years. Then the files are transferred to storage.

CONSENT ORDER COVER SHEET

In re: Lisa M. Alexander, R.N.

Petition No. 2020-697

1. Lisa M. Alexander of Cheshire, Connecticut (hereinafter "respondent") graduated from Southern Connecticut State University in 1988 and was issued registered nurse license number E51594 in September 1988.
2. Respondent was issued advanced practice registered nurse license number 002144 in September 1999 which she surrendered, effective September 9, 2020, in connection with allegations in Petition No. 2020-523 that she, in part, prescribed controlled substances to one or more individuals without a patient-provider relationship and/or without medical justification.
3. The Board of Examiners for Nursing ("the Board") considered this petition as a prehearing review at its meeting on September 21, 2022.
4. Respondent provided care to patient #1 at various times from approximately October 2016 through June 2017. Respondent violated the accepted standards of the nursing profession in that she, from approximately 2017 until in or about March 2020, engaged in an inappropriate personal relationship with patient #1; violated professional boundaries with patient #1; and/or engaged in unprofessional conduct.
5. The proposed Consent Order provides for a reprimand and a six-month probationary period to complete coursework in professional boundaries and ethics. If respondent successfully completes the courses, to the Department's satisfaction, prior to the end of the six-month probationary period, then the probationary period will end earlier.
6. The Department and respondent respectfully request that the Board accept the proposed Consent Order.

CONFIDENTIALITY NOTICE: THIS DOCUMENT AND ALL ATTACHMENTS MAY CONTAIN INFORMATION THAT IS CONFIDENTIAL OR PRIVILEGED. PLEASE DO NOT DISSEMINATE, DISTRIBUTE OR COPY THE CONTENTS OR DISCUSS WITH PARTIES WHO ARE NOT DIRECTLY INVOLVED IN THIS PETITION.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Marcus Anthony Garcia, RN

Petition Number: 2019-1240

CONSENT ORDER COVER SHEET

1. Marcus Anthony Garcia ("respondent") graduated from the University of Connecticut School of Nursing and was granted a registered nursing license in 2018.

He has not previously been disciplined.
2. On multiple occasions from approximately 2019 through 2021, respondent abused or used to excess alcohol, amphetamines, and/or marijuana ("substance abuse").
3. From approximately 2019 to the present, respondent has or had one or more emotional disorders and/or mental illnesses ("illnesses").
4. The proposed Consent Order contains the following terms and conditions:
 - Respondent's license shall be suspended for three (3) months with weekly random urine screens, therapy, and medication management reports.
 - Following the three (3) month suspension, respondent's license shall be placed on probation for four (4) years, subject to the following terms and conditions:
 - a. urine screens weekly for the 1st and 4th year, twice monthly for the 2nd and 3rd years;
 - b. therapy and employer reports monthly for the 1st and 4th year, quarterly for the 2nd and 3rd years;
 - c. no solo practice; and
 - d. anonymous support group meetings.
5. The Department and respondent respectfully request the Board to accept the proposed Consent Order.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Dawn Hobill, LPN

Petition Number: 2022-272

CONSENT ORDER COVER SHEET

1. Dawn Hobill ("respondent") graduated from A.I. Prince Technical High School and received her nursing license in 2004. Her license has not been previously disciplined.
2. On or about July 4, 2020, respondent failed to conform to the accepted standards of the nursing profession when she failed to properly and/or timely implement necessary emergency measures and/or perform cardiopulmonary resuscitation for an unresponsive patient. Respondent also failed to maintain appropriate medical records.
3. The proposed Consent Order places a reprimand on respondent's license and includes probation for six months during which time respondent shall successfully complete coursework in advance directives and critical thinking.
4. The Department and respondent respectfully request the Board to accept the proposed Consent Order.

CONFIDENTIALITY NOTICE: The documents attached may contain information that is confidential or privileged. Please do not disseminate, distribute or copy the contents or discuss with parties who are not directly involved in this petition. Thank you.

CONSENT ORDER COVER SHEET

In re: John D. Mosher, R.N.

Petition No. 2022-888

1. John D. Mosher of West Haven, Connecticut ("respondent") graduated from Quinnipiac College in 1985 and was issued registered nurse license number E48195 on September 4, 1985.
2. On February 20, 2019, the Department accepted the voluntary surrender of respondent's nursing license due, in part, to respondent's abuse of opioids. On October 20, 2020, respondent's nursing license was reinstated and placed on probation for a period of four (4) years. Respondent then surrendered his license for a second time on July 19, 2021.
3. Respondent completed registered nurse refresher training in 2021. Respondent passed the National Council Licensure Examination for Registered Nurses on October 17, 2022.
4. The proposed Reinstatement Consent Order provides for a four-year probationary period that includes:
 - random alcohol/drug screens once a week for the first and fourth years of probation and twice monthly for the second and third years;
 - therapy and employer reports monthly for the first and fourth years of probation and quarterly for the second and third years;
 - support group meetings at least eight to ten times per month;
 - no home care, pool nursing or self-employment; and
 - narcotic key restriction for the first year of working as a nurse during probation.
5. The Department and respondent respectfully request that the Board accept the proposed Reinstatement Consent Order.

CONFIDENTIALITY NOTICE: This document and all attachments may contain information that is confidential or privileged. Please do not disseminate, distribute or copy the contents or discuss with parties who are not directly involved in this petition.

REINSTATEMENT CONSENT ORDER PREHEARING REVIEW
DEPARTMENT OF PUBLIC HEALTH
SUBMISSION COVER SHEET

In re: Jemma R. Wettish, Unlicensed R.N.

Petition No. 2022-863

1. Jemma R. Wettish of East Hampton, Connecticut (hereinafter "respondent") graduated from Gateway Community College in 2013.
2. Respondent was issued license number 110632 (hereinafter "RN license") on March 20, 2013 to practice as a registered nurse by the Department of Public Health (hereinafter "the Department") pursuant to Chapter 378 of the Connecticut General Statutes, as amended.
3. On February 18, 2015, after finding, inter alia, that the respondent was diagnosed with opioid dependence and anxiety; that, on more than one occasion, respondent tested positive for morphine; that, on multiple occasions, the respondent abused heroin and/or used heroin to excess; and that respondent's abuse of heroin does, and/or may, affect her practice of registered nursing, the Connecticut Board of Examiners for Nursing (hereinafter the "Board") issued a Memorandum of Decision in Petition No. 2013-1132, wherein the Board ordered that respondent's RN license be revoked.
4. Subsequent to the revocation of respondent's RN license, respondent applied to the Department for a message therapist license.
5. On April 6, 2021, in Petition No. 2021-95, the Department accepted a prelicensure consent order (hereinafter the "PLCO"), that became effective that same day, and on April 14, 2021 and pursuant to Connecticut General Statutes Chapter 384a, the Department issued massage therapist license number 010848 to the respondent subject to the terms of the PLCO.
6. The terms of the PLCO included, in part, that: a.) the respondent's massage therapist license was to be placed on probation for four years; b.) the respondent was to engage in therapy and counseling for the entire probationary period, and the respondent's therapist was to submit reports to the Department monthly for the first and fourth years of probation and quarterly for the second and third years of probation; c.) the respondent was to submit to observed random urine screens once a week for the first and fourth years of probation and twice a month for the second and third years of probation, with all such urine screens being negative for the presence of drugs and alcohol; and d.) the respondent was not to be self-employed during the period of probation, and the respondent's supervisor was to submit reports to the Department monthly for the first and fourth years of probation and quarterly for the second and third years of probation.
7. On August 5, 2022, and at the respondent's request, her therapist, purportedly practicing as a psychologist and behavior analyst, issued a letter to the Department wherein he states, in part, that he began meeting with the respondent on April 2, 2021, and that: a.) the respondent has been reliable and consistent; b.) the respondent has

succeeded in establishing herself in a new career; c.) the respondent has a desire to have her nursing license reinstated; d.) other than some general anxiety, the respondent has been coping with her stress; e.) the respondent has been receptive to therapy and she is open to ideas about managing stress; f.) the respondent is committed to her sobriety and she recognizes how “her use” affected her life and career; g.) there has been no imminent concern about relapse; h.) the respondent is acutely concerned and fearful of the implications of future “use,” in particular, its effect on her career and her relationship with her daughter; and i.) he would recommend the respondent, without qualification, for the reinstatement of her nursing license.

8. On or about August 8, 2022, the Department’s Monitoring Unit issued a report concerning the respondent’s compliance with the terms of the PLCO from on or about April 6, 2021 through the date of the report wherein the Monitoring Unit reported that: a.) the respondent was in full compliance with the terms of the PLCO, in particular, the report indicated that: b.) the respondent had been submitting to random, observed urine screens under the terms of the PLCO, and all such screens had been negative for drugs and alcohol; and c.) respondent was employed as a massage therapist at Glastonbury Massage Center, Glastonbury, Connecticut, and reports from her supervisor stated that the respondent was proactively taking steps to continue her massage career, and the respondent was practicing with reasonable skill and safety as massage therapist.
9. The respondent has now requested that a hearing before the Board be scheduled so the Board may consider the reinstatement of respondent’s RN license.
10. Given the potential for the reinstatement of respondent’s RN license, and in anticipation thereof, the Department has drafted the attached Reinstatement Consent Order (hereinafter the “RICO”).
11. The terms of the RICO include, in part, that: a.) the respondent’s reinstated RN license be placed on probation for a period equivalent to the term of probation remaining under the PLCO upon the effective date of the RICO; b.) therapy and therapist reports continue on the same schedule as that existing under the PLCO; c.) urine screens and reports continue on the same bases, and on the same schedule, as those existing under the PLCO; d.) the respondent must attend anonymous support group meetings eight to ten times per month, and she must submit quarterly reports of her attendance thereat; e.) the respondent’s nursing supervisor shall submit employer reports on the same bases, and on the same schedule, as those required under the PLCO for respondent’s massage therapist employer reports; f.) the respondent is not to be self-employed during the period of probation; and g.) a narcotic key restriction shall be imposed.
12. The Department and respondent respectfully request that the Board review the attached documents and provide a recommendation regarding this petition.

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STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH

In re: Kristin A. Brice, L.P.N.

Petition No. 2022-913

STATEMENT OF CHARGES

Pursuant to the General Statutes of Connecticut, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Kristin A. Brice, L.P.N.:

COUNT ONE

1. Kristin A. Brice, L.P.N. of Fairfield, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut licensed practical nurse license number 038597.
2. On or about December 1, 2021, the Connecticut Board of Examiners for Nursing (hereinafter the "Board") issued an Amended Memorandum of Decision (hereinafter the "AMOD") in Petition No. 2020-1239 placing respondent's L.P.N. license on probation for two years.
3. The terms of respondent's probation under the AMOD included, in part, a.) that respondent shall be responsible for submitting to observed, random chain of custody urine screens for alcohol and drugs for the entire probationary period; b.) that all such screens must be negative for the presence of alcohol and drugs, excluding the drugs that respondent's providers prescribe; and c.) that respondent not obtain for personal use, and/or use, alcohol or drugs that were not prescribed for her for a legitimate purpose, and that she shall not abuse and/or excessively use any drugs prescribed for a legitimate medical purpose.
4. The AMOD also provided, in part, that if any conditions of probation under the AMOD are not met, respondent's L.P.N. license may be subject to disciplinary action pursuant to Conn. Gen. Stat. § 19a-17; that any deviation from the terms of probation without prior written approval by the Board shall constitute a violation of probation; that such violation will be cause for an immediate hearing on charges of violating the AMOD; and that any finding that respondent violated the AMOD will subject respondent to sanctions under Conn. Gen. Stat. §§ 19a-17(a) and (c), including but not limited to, the revocation of her license.
5. On or about August 24, 2022 and August 29, 2022, respondent's urine screen tested positive for the presence of Fentanyl and Norfentanyl.
6. On or about August 24, 2022, and/or on or about a date or dates immediately preceding August 24, 2022, respondent obtained for personal use, and/or used and/or abused and/or used to excess, Fentanyl that was not prescribed for a legitimate medical purpose.

7. The above cited facts evidence conduct of the respondent failing to conform to the accepted standards of the nursing profession, they evidence conduct of the respondent constituting violations of the terms of probation as set forth in the AMOD, they represent a clear and immediate danger to the public health and safety if respondent is allowed to continue to practice as a nurse, and they constitute grounds for disciplinary action under the terms of the AMOD and pursuant to Conn. Gen. Stat. §§ 19a-17 and 20-99, including, but not necessarily limited to:

- a. §19a-17(a),
- b. §19a-17(c), and
- c. §20-99(b)(5).

8. For the foregoing reasons, the Department believes that respondent's continued practice as a nurse represents a clear and immediate danger to the public health and safety.

COUNT TWO

9. Paragraphs one, five and six of Count One are incorporated herein by reference as if set forth in full.

10. The above facts constitute grounds for disciplinary action pursuant to Conn. Gen. Stat. §§ 19a-17 and 20-99, including, but not necessarily limited to:

- a. §19a-17(a),
- b. §19a-17(c), and
- c. §20-99(b)(5).

11. For the foregoing reasons, the Department believes that respondent's continued practice as a nurse represents a clear and immediate danger to the public health and safety.

THEREFORE, the Department prays that:

The Connecticut Board of Examiners for Nursing, as authorized by the General Statutes of Connecticut, §§ 20-99(b) and 19a-17, summarily suspend respondent's license as a licensed practical nurse until a full hearing on the merits can be held, and that it revoke or order other disciplinary action against the license of Kristin A. Brice, L.P.N. as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 5th day of October 2022.



Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH

In Re: Tabitha Wanjiru Moche, APRN, RN

Petition Number: 2022-995

Petition Number: 2022-996

STATEMENT OF CHARGES

Pursuant to Connecticut General Statutes §§19a-10 and 19a-14, the Department of Public Health ("Department") brings the following charges against Tabitha Wanjiru Moche:

1. Tabitha Wanjiru Moche of Southington, Connecticut ("respondent") is, and at all times referenced in this Statement of Charges, the holder Connecticut registered nurse license number 144042 and Connecticut advanced practice registered nurse license number 007256.
2. From approximately June 2022 to the present, respondent has or had one or more emotional disorders and/or mental illnesses ("illnesses").
3. Respondent's illnesses does, and/or may, affect her practice of nursing.
4. The above-described conduct constitutes grounds for disciplinary action pursuant to Connecticut General Statutes §20-99(b), including, but not necessarily limited to §20-99(b)(4).

THEREFORE, the Department prays:

The Connecticut Board of Examiners for Nursing as authorized by Connecticut General Statutes §§20-99(b) and 19a-17, revoke, or order other disciplinary action against respondent's nursing licenses as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 18th day of October 2022.



Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch

Index for the Department Exhibits for Stone Academy, East Hartford campus, day group Hearing:

1. School of Nursing Program Review for Stone Academy dated 09/21/2016, pages 3-4.
2. Secure Department e-mail to Terry Kinsley , Program Director of the Practical Nursing Program at Stone Academy with the National Council Licensure Exam (NCLEX) test results for the East Hartford campus, day group from 05/01/2019 to 04/30/2020 sent on 05/04/2020 at 1:02 P.M. and copied to Dr. Linda Dahlin, Provost then Executive Vice President at Stone Academy. Documentation that these e-mails were received and viewed by T. Kinsley on 05/04/2020 at 1:04 P.M. and by Dr. Dahlin on 05/04/2020 at 1:24 P.M., pages 5-17.
3. Secure Department e-mail to T. Kinsley and Dr. Dahlin, on 05/21/2020 at 2:45 P.M., with Department letter dated 05/21/2020. Documentation that these e-mails were received and viewed by T. Kinsley on 05/21/2020 at 2:46 P.M. and by Dr. Dahlin on 05/22/2020 at 1:53 P.M., pages 18-24.
4. Meeting minutes from the 06/17/2020 Board of Examiners for Nursing (BOEN) meeting, pages 25-29.
5. Secure Department e-mail to T. Kinsley and Dr. Dahlin, on 06/18/2020 at 2:11 P.M., with Department letter dated 06/18/2020. Documentation that these e-mails were received and viewed by T. Kinsley on 06/18/2020 at 2:12 P.M. and by Dr. Dahlin on 06/19/2020 at 1:54 P.M., pages 30-46.
6. E-mail from T. Kinsley, sent on 07/20/2020 at 2:56 P.M. that included an addendum as requested by the BOEN, pages 47-69.
7. Secure Department e-mail to T. Kinsley and Dr. Dahlin with the NCLEX test results for the East Hartford campus, day group from 05/01/2020 to 04/30/2021 sent on 05/04/2021 at 1:24 P.M. Documentation that these e-mails were received and viewed by T. Kinsley on 05/04/2021 at 1:29 P.M. and by Dr. Dahlin on 05/04/2021 at 4:11 P.M., pages 70-78.
8. Secure Department e-mail to T. Kinsley and Dr. Dahlin, on 05/20/2021 at 2:56 P.M., with Department letter dated 05/20/2021. Documentation that these e-mails were received and viewed by T. Kinsley on 05/21/2021 at 10:46 A.M. and by Dr. Dahlin on 05/20/2021 at 2:56 P.M., pages 79-86.
9. Secure Department e-mail to Lisa Palmer, Interim Program Director of the Practical Nursing Program at Stone Academy and Dr. Dahlin, on 07/22/2021 at 2:11 P.M., with Department letter dated 07/22/2021. Documentation that these e-mails were received and viewed by L. Palmer on 07/22/2021 at 4:36 P.M. and by Dr. Dahlin on 08/17/2021 at 9:08 A.M., pages 87-152.
10. Meeting minutes from the 07/21/2021 BOEN meeting, pages 153-159.
11. Secure Department e-mail to L. Palmer and Dr. Dahlin, on 09/15/2021 at 4:05 P.M., with Department letter dated 09/15/2021. Documentation that these e-mails were received and viewed by L. Palmer on 09/29/2021 and by Dr. Dahlin on 09/15/2021 at 4:24 P.M., pages 160-167.
12. Secure Department e-mail to L. Palmer on 10/20/2021 at 3:50 P.M. and copied to Dr. Dahlin with Department letter dated 10/20/2021 and a Nursing Education Program review dated 10/20/2021. Documentation that these e-mails were received and viewed by L. Palmer on 10/27/2021 11:16 A.M. and by Dr. Dahlin on 10/20/2021 at 3:53 P.M., pages 168-176.
13. Secure Department e-mail sent to L. Plamer, on 05/03/2022 at 9:46 A.M., with the NCLEX test results for the East Hartford campus, day group from 05/01/2021 to 04/30/2022, pages 177-182.

- a. Please note due to an information technology change, the Department no longer received confirmation that a secure message was received and viewed.
14. Secure Department e-mail to L. Palmer, on 06/02/2022 at 2:13 P.M., with Department letter dated 06/02/2022, pages 183-189.
 15. E-mail from Gary Evans, Chief Executive Officer, Stone Academy on 06/06/2022 at 1:11 P.M. with requests to make changes to the Program Codes for candidates that were educated at Stone Academy and tested for Connecticut. The two candidate lists included requests to changes the Program Codes for Students #1, 2, 3, 4, and 5 from the East Hartford campus, day group to the Waterbury camps, day group for Student #1 and the East Hartford campus, evening group for Students #2, 3, 4, and 5, pages 190-195.
 16. A list of the Program Codes for Stone Academy, pages 196-197.
 17. Transcripts for Students #1, 2, 3, 4 and 5 that identified the students graduated from Stone Academy East Hartford campus, day group, pages 198-210.
 18. E-mails with Student #1, sent on 06/15/2022 at 1:47 P.M. The student identified that he/she attended and graduated from Stone Academy East Hartford campus, day group, pages 211-216.
 19. E-mails with Student #3, sent on 06/15/2022 at 1:54 P.M. The student identified that he/she attended and graduated from Stone Academy East Hartford campus, day group, pages 217-222.
 20. E-mails with Student #5 sent on 06/15/2022 at 1:56 P.M. The student identified that he/she attended and graduated from Stone Academy East Hartford campus, day group, pages 223-232.
 21. Affidavit of Helen Smith dated 08/24/2022, regarding conversations with Students #2 and 4 on 06/15/2022 and the students identified that they attended and graduated from Stone Academy East Hartford campus, day group, pages 233-234.
 22. E-mail from G. Evans, President and Chief Executive Officer at Stone Academy, sent on 07/11/2022 at 5:13 P.M., with documentation to support the requests for the Program Code changes for Students 1, 2, 3, 4 and 5, pages 235-272.
 23. E-mail from G. Evans, sent on 08/02/2022 at 2:54 P.M., with requests to make changes to the Program Codes for Students #1, ,2, 3, 4, and 5 back to the East Hartford campus, day group, pages 273-276.
 24. Secure Department e-mail sent to Dr. Brian Pervis, Interim Program Director of the Practical Nursing Program at Stone Academy with the revised with the NCLEX test results for the East Hartford campus, day group from 05/01/2021 to 04/30/2022, pages 277-284.
 25. Chart of the NCLEX data from 2019 to 2022 from the BOEN website, pages 285-287.
 26. Chart of the updated NCLEX data, presented to the BOEN on 09/21/2022, from 2019 to 2022, pages 288-290.
 27. Statement from Office of Higher Education regarding Students 1, ,2, 3, 4, and 5, during a site visit on 07/29/2022, pages 291-295.

Department Exhibit 1



STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

SCHOOL OF NURSING PROGRAM REVIEW

NURSING EDUCATION PROGRAM: Stone Academy
745 Burnside Ave., East Hartford, CT 06108 &
560 Saw Mill Rd., West Haven, CT 06516

TYPE OF PROGRAM: LPN Program

PROGRAM ADMINISTRATORS: Holly Mulrenan, RN MS

REVIEWED BY BOARD OF EXAMINERS FOR NURSING ON: September 21, 2016

SUBJECT: 5 Year School Evaluation

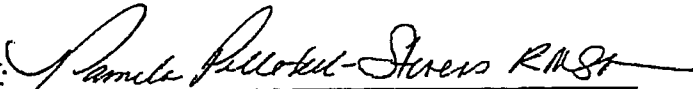
FINDINGS:

The self-study was submitted and reviewed. The programs were placed on Conditional status during the 8/3/16 BOEN meeting for due to several criteria not being met. Stone Academy appeared before the BOEN on 9/21/16 and has met all regulatory requirements outlined in Criteria 1 through 17 of the Nursing Education Program Review for Registered Nurses Preparatory Programs and has been granted full approval.

A clinical visit was conducted for the East Hartford Campus at Apple Rehab in Rocky Hill and there were no findings. Students were prepared and applied their knowledge base in providing care and services to the residents with oversight from the faculty member. West Haven Campus site was Walnut Hill Conv. Home and there were no findings. Students were prepared and applied their knowledge base in providing care and services to the residents with oversight from the faculty member.

APPROVAL STATUS: Full Approval

NEXT REVIEW: February 2021

REVIEWED BY:  **DATE:** 9/21/16
Pamela Pelletier-Stevens, RN, MSN, Nurse Consultant



Phone: (860) 509-7552
Telephone Device for the Deaf (860) 509-7191
410 Capitol Avenue - MS # 12HSR
P.O. Box 340308 Hartford, CT 06134
An Equal Opportunity Employer

DPH0004

Department Exhibit 2

Smith, Helen

From: Smith, Helen
Sent: Monday, May 4, 2020 1:02 PM
To: 'Tkinsley@stone.edu'
Cc: 'Linda Dahlin'
Subject: NCLEX data[secure]
Attachments: STONE NCLEX 2020.pdf

These results will be shared with Connecticut Board of Examiners for Nursing during the 05/20/2020 meeting.

Thank you,

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Monday, May 4, 2020 1:02 PM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: Terry Kinsley <tkinsley@stone.edu>
CC: Linda Dahlin <ldahlin@stone.edu>
BCC:
SUBJECT: NCLEX data[secure]
ATTACHMENTS: image001.jpg, image002.jpg, STONE NCLEX 2020.pdf
SENT: 05/04/2020 13:02:05 EDT

**** This is an automatically generated email, please do not reply**



Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



NCLEX Education Program Jurisdiction: Connecticut Board of Examiners for Nursing (69)
 Exam Series Code: NCLEX-PN
 Custom Date Range (Click Run Below to Enter)
 All Time
 NCLEX Education Program: CT - STONE ACADEMY-EAST HARTFORD (US69105000)
 5/1/2019 12:00:00 AM
 4/30/2020 12:00:00 AM

DAY

Printed By: Helen Smith
 Report Date: 04-May-2020 08:27 AM
 Data as of (CST): 04-May-2020 08:05 AM

Connecticut Board of Examiners for Nursing (69) CT - STONE ACADEMY-EAST HARTFORD (US69105000) NCLEX-PN

Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	84	25	109
Total Passed	61	11	72
Total Failed	23	14	37
Total On Hold	0	0	0
Total Pass Rate	72.62%	44.00%	66.06%

Candidate Details

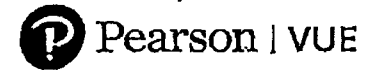
Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
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			10/2019	11/15/2019 8:59:43 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			05/2019	5/14/2019 1:19:36 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2019	2/15/2020 8:07:53 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
[REDACTED]	[REDACTED]	[REDACTED]	04/2019	6/8/2019 10:42:15 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	10/2019	11/7/2019 7:39:03 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	10/2019	11/19/2019 8:08:31 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	10/2019	11/21/2019 7:57:16 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	05/2019	6/3/2019 10:37:25 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	10/2019	12/6/2019 8:04:42 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	05/2019	6/21/2019 8:31:02 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	05/2019	7/8/2019 1:49:03 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	05/2019	8/26/2019 2:52:09 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	05/2019	10/15/2019 1:26:39 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	05/2019	12/2/2019 8:03:49 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	04/2019	6/30/2019 12:24:42 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
[REDACTED]	[REDACTED]	[REDACTED]	05/2019	7/15/2019 8:16:43 AM	Pass	No	Massachusetts Board of Registration in Nursing (08)
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[REDACTED]	[REDACTED]	[REDACTED]	10/2019	12/30/2019 2:11:34 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
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[REDACTED]	[REDACTED]	[REDACTED]	04/2019	5/18/2019 8:10:16 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
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			10/2019	11/19/2019 8:24:53 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2019	11/9/2019 2:11:40 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			11/2019	12/19/2019 2:22:01 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			11/2019	2/18/2020 12:14:18 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
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			04/2019	5/10/2019 8:17:39 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
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			02/2020	4/4/2020 8:07:53 AM	Pass	No	Florida Board of Nursing (70)
			10/2019	10/24/2019 12:12:47 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
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Candidates Educated in my Jurisdiction

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Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
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			10/2019	3/25/2020 11:59:32 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
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			08/2019	11/7/2019 8:27:50 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2019	5/29/2019 12:35:44 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
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			10/2019	1/21/2020 2:21:44 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
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The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

Candidates Educated in my Jurisdiction

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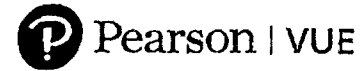
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The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.
Page 5/7



Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
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Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
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			04/2019	6/3/2019 1:20:10 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2019	11/12/2019 10:08:47 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
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			10/2019	1/24/2020 2:08:39 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			11/2019	3/11/2020 11:22:50 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			04/2019	5/29/2019 2:16:14 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
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			09/2019	10/15/2019 8:25:11 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2019	11/22/2019 8:15:35 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)

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Page 777

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Monday, May 4, 2020 1:04 PM
To: Smith, Helen
Subject: Secure Message Received

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Secure Message Received and Viewed

The following message you sent was received at 05/04/2020 13:04:25 EDT by:
Terry Kinsley <Tkinsley@stone.edu>

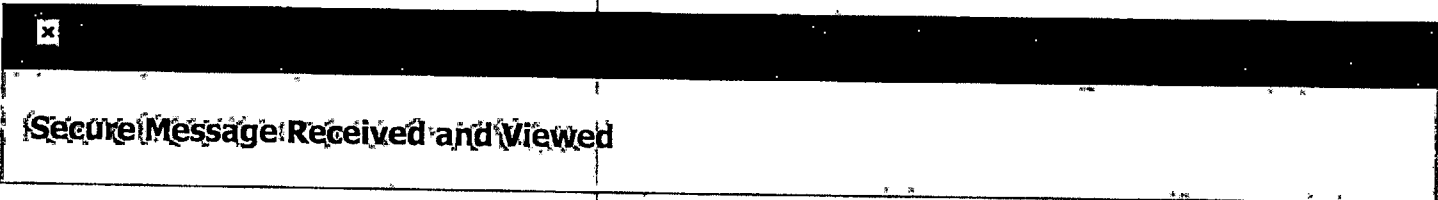
----- MESSAGE DETAILS -----

To: Terry Kinsley <tkinsley@stone.edu>
Cc: Linda Dahlin <ldahlin@stone.edu>
Subject: [REDACTED] NCLEX data[secure]
Attachments: image001.jpg, image002.jpg, STONE NCLEX 2020.pdf
Sent: 05/04/2020 13:02:05 EDT

**** This is an automatically generated email, please do not reply**

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Monday, May 4, 2020 1:24 PM
To: Smith, Helen
Subject: Secure Message Received



Secure Message Received and Viewed

The following message you sent was received at 05/04/2020 13:24:21 EDT by:
Linda Dahlin <ldahlin@stone.edu>

----- MESSAGE DETAILS -----

To: Terry Kinsley <tkinsley@stone.edu>
Cc: Linda Dahlin <ldahlin@stone.edu>
Subject: [REDACTED] NCLEX data[secure]
Attachments: image001.jpg, image002.jpg, STONE NCLEX 2020.pdf
Sent: 05/04/2020 13:02:05 EDT

**** This is an automatically generated email, please do not reply**

Department Exhibit 3

Smith, Helen

From: Smith, Helen
Sent: Thursday, May 21, 2020 2:45 PM
To: 'Terry Kinsley'; 'Linda Dahlin'
Subject: BOEN meeting [secure]
Attachments: STONE letter 05/21/2020 .pdf

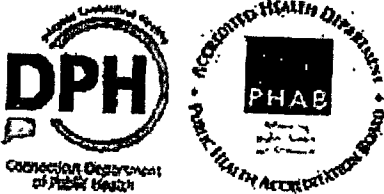
Good afternoon:

Please refer to the attached letter regarding the BOEN meeting on 05/20/2020. I will mail out the hard copy in the morning. Please contact me with any questions or concerns.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Thursday, May 21, 2020 2:45 PM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: Terry Kinsley <tkinsley@stone.edu>,
Linda Dahlin <ldahlin@stone.edu>

CC:

BCC:

SUBJECT: BOEN meeting [secure]

ATTACHMENTS: STONE letter 05 21 2020 .pdf, image001.jpg, image002.jpg

SENT: 05/21/2020 14:45:16 EDT

** This is an automatically generated email, please do not reply

DPH0020



STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

May 21, 2020

Ms. Terry Kinsley, R.N., M.S.N.
Program Director for the Practical Nursing Program
Stone Academy
101 Pierpont Road
Waterbury, CT 06705

Dear Ms. Kinsley:

The Board of Examiners for Nursing (BOEN) met on 05/20/2020 and:

1. Pursuant to the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A) an acceptable level of a program's graduates' performance shall be defined as: demonstrated mastery of nursing principles as evidenced by an average passing rate of at least 80% of students taking the licensing examination upon their first attempt after graduation, as reported from May 1 to April 30.

The BOEN reviewed the NCLEX scores for Stone Academy's Practical Nursing Program, for the period from 05/01/2019 to 04/30/2020, and it was determined that your East Hartford day campus and West Haven day campus programs are not in compliance with the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A).

The BOEN has requested your attendance at their 06/17/2020 meeting. During that meeting you will have the opportunity to present information that demonstrates your compliance with the regulations and submit a written plan of correction. If after reviewing that information and the BOEN determines that your East Hartford and West Haven day campus programs have failed to achieve the required passing rate those programs may be placed on conditional status due to the NCLEX test results.

Provide all the information to the Department of Public Health by 06/04/2020 so that it can be provided to the BOEN in advance of this scheduled meeting.

If you have any questions and/or concerns, please feel free to contact me at 860-509-8106 (my direct line).



Phone: (860) 509-7552 Fax: (860) 509-7535
Telephone Device for the Deaf (860) 509-7191
410 Capital Avenue, 06106

DPH0021

Sincerely,



Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Thursday, May 21, 2020 2:46 PM
To: Smith, Helen
Subject: Secure Message Received

Secure Message Received and Viewed

The following message you sent was received at 05/21/2020 14:46:28 EDT by:
Terry Kinsley <tkinsley@stone.edu>

----- MESSAGE DETAILS -----

To: Terry Kinsley <tkinsley@stone.edu>,
Linda Dahlin <ldahlin@stone.edu>

Cc:

Subject: [REDACTED] BOEN meeting [secure]

Attachments: STONE letter 05 21 2020 .pdf, image001.jpg, image002.jpg

Sent: 05/21/2020 14:45:16 EDT

**** This is an automatically generated email, please do not reply**

DPH0023

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Friday, May 22, 2020 12:54 PM
To: Smith, Helen
Subject: Secure Message Received

x

Secure Message Received and Viewed

The following message you sent was received at 05/22/2020 12:53:45 EDT by:
Linda Dahlin <ldahlin@stone.edu>

----- MESSAGE DETAILS -----

To: Terry Kinsley <tkinsley@stone.edu>,
Linda Dahlin <ldahlin@stone.edu>

Cc:

Subject: BOEN meeting [secure]

Attachments: STONE letter 05 21 2020 .pdf, image001.jpg, image002.jpg

Sent: 05/21/2020 14:45:16 EDT

**** This is an automatically generated email, please do not reply**

DPH0024

Department Exhibit 4

The **Board of Examiners for Nursing** held a meeting by video conference on June 17, 2020 originating from the Department of Public Health 410 Capitol Avenue, Hartford, Connecticut.

BOARD MEMBERS PRESENT: Patricia C. Bouffard, RN, Chair
Jason Blando, Public Member
Mary M. Brown, RN
Mary Dietmann, RN
Lisa S. Freeman, Public Member
Jennifer Long, APRN
Geraldine Marrocco, RN
Gina M. Reiners, RN

BOARD MEMBERS ABSENT: Elizaida Delgado, LPN

ALSO PRESENT: Stacy Schulman, Legal Counsel to the Board, DPH
Dana Dalton, RN, Supervising Nurse Consultant, DPH
Helen Smith, RN, Nurse Consultant, DPH
Brittany Allen, Staff Attorney, DPH
Joelle Newton, Staff Attorney, DPH
Jeffrey Kardys, Board Liaison, DPH
Agnieszka Salek, Hearings Liaison, DPH

The meeting commenced at 8:20 a.m.

CHAIR UPDATES

Nothing to Report

OPEN FORUM

Nothing to Report

NATIONAL COUNCIL STATE BOARDS OF NURSING

Chair Bouffard provided an update of various NCSBN projects and activities.

This year's annual meeting will be held virtually on August 12, 2020. Mary Dietmann and Gina Reiners indicated they would be willing to be delegates for Connecticut.

SCOPE OF PRACTICE

Helen Smith, Nurse Consultant, DPH provided a summary of nursing scope of practice inquiries received by the Department of Public Health during April, 2020. 27 calls were received in April.

SCHOOL ISSUES

- Central Connecticut State University – Approval of Nursing Department Chairperson
Catherine Thomas was present for this discussion.
Gina Reiners made a motion, seconded by Mary Brown, to approve Dr. Thomas as the Nursing Department Chairperson. The motion passed unanimously.
- Norwalk Community College
Dr. Ezechiel Dominique was present for this discussion.
Mary Brown made a motion, seconded by Lisa Freeman, to approve Dr. Dominique as the Director of Nursing and Allied Health. The motion passed unanimously.

- University of Connecticut – Stamford Campus
Dr. Deborah A Chyun was present for this discussion of a plan of correction to address a NCLEX pass rate of less than 80%.
Mary Dietmann made a motion, seconded by Gina Reiners, to approve the plan of correction for the University of Connecticut, Stamford Campus. The motion passed unanimously.
Mary Dietmann made a motion, seconded by Gina Reiners, to place University of Connecticut, Stamford Campus on conditional approval until NCLEX score pass rates are reported in June 2021. The motion passed unanimously.
- Stone Academy – West Haven, East Hartford
Linda Dahlin was present for this discussion of a plan of correction to address a NCLEX pass rate of less than 80% at the West Haven and East Hartford campuses. Mary Dietmann made a motion, seconded by Geraldine Marrocco, to approve Stone Academy's plan of correction. The motion passed unanimously.
Mary Dietmann made a motion, seconded by Mary Brown, to place the day programs at Stone Academy's West Haven and East Hartford campuses on conditional approval until NCLEX score pass rates are reported in June 2021. The motion passed unanimously.
- Stone Academy – Request for Alternative Experiences
Linda Dahlin and Terry Kinsley presented a request for a waiver of Sec. 20-90-55 (c) that requires contact hours shall be in supervised direct client care experiences to allow for 25% of the hours for select clinical rotations to be completed using a virtual clinical alternative at select campuses.
Gina Reiners made a motion, seconded by Mary Brown, to approve Stone Academy's plan for virtual clinical experiences. The motion passed unanimously.
- Porter & Chester Institute – Plan of Correction – Monthly update
Nancy Brunette, Philip Krebs, Sherry Greifzu; and Joan Feldman, Esq. were present on behalf of Porter & Chester.
 - 1) Plan of Correction – Monthly update
Porter & Chester provided a plan of correction regarding NCLEX pass rate of less than 80% at the Hamden, Stratford and Rocky Hill campuses.
Lisa Freeman made a motion, seconded by Mary Brown, to approve the plan of correction. The motion passed unanimously.
During the discussion for this motion, the issue of conditional approval based on a school's location, with more than one nursing programs, when one of the programs falls below the required 80% pass rate was raised. No action was taken regarding this issue at this time. A subsequent regulatory review may be necessary.
 - 2) Request for Virtual Clinical Simulation
The Board reviewed a request by Porter & Chester for virtual clinical simulation for 44 students who were not able to graduate in April 2020 due to the inability to complete the required clinical hours due to the COVID-19 pandemic.
Lisa Freeman made a motion, seconded by Mary Brown, to grant the request for virtual simulation as outlined.
During discussion Board members expressed concerns about granting this request when the school is on conditional approval due to clinical issues.
The motion to grant the request for virtual simulation failed unanimously.
 - 3) Proposal for a revised practical nursing program
The Board reviewed a proposal for a revised Practical Nursing program, which separates the lab component from the corresponding didactic course.
This matter will be added to the July agenda for the presentation of additional information as required by regulation.

- Accreditation Update
Helen Smith reported that Capital Community College and St. Vincent's College have received ongoing accreditation by the Accreditation Commission of Education in Nursing (ACEN), and Sacred Heart University received ongoing accreditation by the Commission on Collegiate Nursing Education (CCNE).

MEMORANDUM OF DECISION

Amy Slepica, RN – Petition No. 2018-1418

Gina Reiners made a motion, seconded by Mary Dietmann to affirm the Board's decision revoking the registered nurse license of Amy Slepica. The motion passed unanimously.

Joseph Iannicelli, LPN - Petition No. 2019-701

Mary Brown made a motion, seconded by Mary Dietmann, to affirm the Board's decision which imposes probation of Mr. Iannicelli's licensed practical nurse license. The motion passed unanimously.

LICENSE REINSTATEMENT REQUEST

Arline B. Annunziato, RN

Dana Dalton, Supervising Nurse Consultant, DPH, presented a license reinstatement request for Arline Annunziato, RN.

Following review, the Board concurred with the DPH recommendation that Ms. Weiss' license be reinstated to probation for a period of four years with conditions including drug/alcohol screening, therapy and employer evaluations, and attendance at AA/NA meetings and completion of a refresher.

MOTION FOR SUMMARY SUSPENSION

William Meister, RN Petition No: 2020-542

Staff Attorney Joelle Newton presented the Board with a Motion for Summary Suspension for William Meister. Mr. Meister was not present and was not represented.

Mary Brown moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety and welfare. The motion was seconded by Mary Dietmann and passed unanimously. A hearing will be scheduled for July 15, 2020.

Laura Kisatsky, RN Petition No: 2020-541

Staff Attorney Joelle Newton presented the Board with a Motion for Summary Suspension for Laura Kisatsky. Ms. Kisatsky was not present and was not represented.

Mary Dietmann moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety and welfare. The motion was seconded by Mary Brown and passed unanimously. A hearing will be scheduled for July 15, 2020.

HEARINGS

Kimberly Lemire, RN - Petition No. 2019-1237

Joelle Newton, Staff Attorney was present for the Department of Public Health. Respondent was present but was not represented.

Jennifer Long left the meeting at 12:05 p.m.

Following the close of the record the Board conducted fact-finding. Gina Reiners moved, and Mary Dietmann seconded that Ms. Lemire be found as charged. The motion passed unanimously. Gina Reiners moved, and Mary Dietmann seconded that Ms. Lemire's license be revoked. The motion passed unanimously.

Geraldine Marrocco left the meeting at 2:00 p.m.

Sara Smith, RN - Petition No. 2020-373

Joelle Newton, Staff Attorney was present for the Department of Public Health. Respondent was present with Attorney Cody Guarnieri.

Following the close of the record the Board conducted fact-finding. Mary Brown moved, and Gina Reiners seconded, that Ms. Smith be found as charged. The motion passed with all in favor except Mary Dietmann who abstained.

Mary Brown moved, and Gina Reiners seconded, that Ms. Smith's license be placed on probation for four years with conditions. The motion passed with all in favor except Mary Dietmann who abstained.

Kimberly Smith, RN - Petition No. 2019-1237

Joelle Newton, Staff Attorney was present for the Department of Public Health. Respondent was not present and was not represented.

Lisa Freeman made a motion, seconded by Mary Brown, to grant the Department's oral request to amend the Statement of Charges. The motion passed unanimously.

Gina Reiners made a motion, seconded by Mary Dietmann, to grant the Department's motion to deem the allegations admitted due to an answer not being filed. The motion passed unanimously.

Following the close of the record the Board conducted fact-finding. Mary Brown moved, and Mary Dietmann seconded that Ms. Smith be found as charged. The motion passed unanimously.

Brown moved and Mary Dietmann seconded that Ms. Smith's license be revoked. The motion passed unanimously.

Nicole Holiday, RN, APRN - Petition No. 2019-445

Brittany Allen, Staff Attorney was present for the Department of Public Health. Respondent was present but was not represented.

Following the close of the record the Board conducted fact-finding. Gina Reiners moved, and Mary Dietmann seconded that Ms. Holiday be found as charged. The motion passed unanimously.

Gina Reiners moved, and Mary Brown seconded that Ms. Holiday's licenses be placed on probation for four years with usual conditions and the addition of practice monitoring when respondent's Controlled Substance Registration and DEA registration are reinstated. This motion failed unanimously.

Gina Reiners moved, and Mary Dietmann seconded, that in addition to the four-year probation, there be a two-year probationary period after respondent's Controlled Substance Registration and DEA registration are reinstated during which there will also be monitoring of respondents' prescriptions and a review of patient charts. This additional two years may be concurrent with the four-year probation. This motion passed unanimously.

ADJOURNMENT

It was the unanimous decision of the Board Members present to adjourn this meeting at 3:40 p.m.

Patricia C. Bouffard, D.N.Sc., Chair
Board of Examiners for Nursing

Department Exhibit 5

Smith, Helen

From: Smith, Helen
Sent: Thursday, June 18, 2020 2:11 PM
To: 'Terry Kinsley'; 'Linda Dahlin'
Subject: BOEN [secure]
Attachments: Stone letter 06 18 2020 .pdf

Good afternoon:

Please refer to the attached letter regarding your request that was presented to the Board of Examiners for Nursing (BOEN) on 06/17/2020. I will mail out the hard copy also. If you have any questions, please contact me via e-mail and/or phone at 860-509-8106.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Thursday, June 18, 2020 2:11 PM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: Terry Kinsley <tkinsley@stone.edu>, Linda Dahlin <ldahlin@stone.edu>
CC:
BCC:
SUBJECT: BOEN [secure]
ATTACHMENTS: Stone letter 06 18 2020 .pdf, image002.jpg, image001.jpg
SENT: 06/18/2020 14:10:45 EDT

** This is an automatically generated email, please do not reply



STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH

June 18, 2020

Ms. Terry Kinsley, R.N., M.S.N.
Program Director for the Practical Nursing Program
Stone Academy
101 Pierpont Road
Waterbury, CT 06705

Dear Ms. Kinsley:

The Board of Examiners for Nursing (BOEN) met on 06/17/2020 and:

1. Reviewed and approved your plan of correction submitted for the day program at the East Hartford campus and the day program at the West Haven campus.
 - a. The BOEN has requested an addendum to this plan to include the time frame of the applicant from graduation to test taking. Please provide the Department with that addendum by 07/20/2020.
2. The East Hartford campus day program and the West Haven campus day program will remain on Conditional approval until the BOEN meeting in June of 2021.
3. Reviewed and approved your request to provide an alternative clinical experience for select students on selected campuses.
 - a. The BOEN has requested an addendum to include information on each of the five simulation lessons. Please provide the Department with that addendum by 07/20/2020.

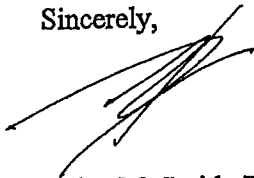
If you have any questions and/or concerns, please contact me directly at 860-509-8106 or helen.smith@ct.gov



Phone: (860) 509-7552 Fax: (860) 509-7535
Telephone Device for the Deaf (860) 509-7191
410 Capitol Avenue - MS # 12HSR

DPH0033

Sincerely,



Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov



C: Vi Nguyen, Office of Higher Education



May 15, 2020

Ms. Helen Smith, Nurse Consultant
State of Connecticut
Department of Public Health
410 Capitol Avenue
PO Box 340308
Hartford, CT 06134

Dear Ms. Smith and Board of Examiner for Nursing:

This letter is a response regarding the NCLEX May 1, 2019, to April 30, 2020, results for the West Haven Practical Nurse (PN) Day Program falling below 80% for first time testers with 58 out of 119, yielding a pass rate of 49% and results for the East Hartford Practical Nurse (PN) Day Program falling below 80% for first time testers with 63 out of 88, yielding a pass rate of 72%.

The following action plan has been developed and is being implemented. The plan focuses on two key areas: Policy and Academics.

Policy

The final course of the Practical Nursing Program, Seminar 111 has been modified to include integration of the Virtual Assessment Technologies Institute (VATI) program. During the Virtual-ATI NCLEX Review, all students will be enrolled and required to complete a pre-graduation review, including completion of the NCLEX strategies, fundamentals, pharmacology and medical surgical modules. The Virtual-ATI remediation program assigns each student a coach; each student follows the coach's individualized plan. At the end of the remediation program, if the student has successfully completed all remediation requirements, the student is provided with a "green light" status to sit for the NCLEX. The enrollment fee of \$240.00 is paid for by Stone Academy.

The remediation policy associated with Nursing Seminar II (SEM 102), which is the final course of the program, was modified in January of 2018. The original policy was students who did not achieve the 90% benchmark on the ATI Comprehensive Predictor during Nursing Seminar II were enrolled in the 12-week Virtual ATI (VATI) remediation program. The enrollment fee was covered by Stone Academy. The VATI remediation program assigns each student a coach; each student follows the coach's individualized plan. At the end of the remediation program, students enrolled in VATI return to school for the administration of a proctored Comprehensive Predictor.

As of January 2018, the policy was modified to add an additional opportunity for students who were unsuccessful in passing the proctored predictor taken at Stone Academy after the 12 weeks of VATI. This policy allows students to re-enroll in a 12-week VATI remediation extension with the opportunity to earn "green light status." Any Comprehensive Predictor Assessments assigned

to the students during the VATI remediation extension will be completed at Stone Academy in a proctored environment.

Academic

Weekly “At Risk” Reports are generated by the PN Site Administrator. The report includes any student who has a course average less than 73% and the reason why a student may be at risk, i.e. subject matter challenges and absences. Discussions along with action plans are created by the course instructor and the Site Administrator. At Risk students are closely monitored and have meetings with the course instructor, and Practical Nursing Site Administrator to help guide the students to success and meet the minimum course grade requirement of 73%. Additionally, each PN Site Administrator will monthly generate a campus specific report detailing each student's progress in ATI Proficiency level and Percentage Probability of pass rate regarding the NCLEX.

Significant progress has been made to work towards achieving uniformity in the curriculum across the campuses. Each campus has identified Academic Course Advisors to facilitate success for every student in every course. The Academic Course Advisors work with the student to identify areas within the course content that may be causing challenges for the student. The Academic Course Advisors are required to discuss the challenges with the instructor, which in turn provides the instructor with detailed insight of each student who may be faced with academic challenges. Interventions are set forth by the instructor, while maintaining shared communication with the Site Administrator. Interventions include tutoring, additional academic resources, supplemental materials.

A new learning product, adaptive quizzing was recently implemented in January of 2018. The adaptive quizzing is an alternative form of learning that is individualized according to the student's learning needs. Greater emphasis is being placed on Silvestri's NCLEX-PN Review book using the adaptive quizzing feature starting in Fundamentals and through the Medical Surgical courses. Time is set aside during both classroom and clinical days for the practicing of NCLEX review questions along with answers, rationale and test taking skills.

The COVID-19 global pandemic has been a challenge for many of our students. The transition to distance learning has offered many challenges. In order to meet proctored exam challenge as required by ATI, Stone Academy purchased a remote proctoring service, Proctorio. The software service allows the instructor to proctor the student exam, as normal, but the software provides many security features such as browse tabs disabled, block download abilities, video record of test take, monitoring of test taker actions and many other security features. It also provides both video and audio-based verification as well as student ID check capabilities. This additional security features allow insurance of the integrity of the exam. Providing the student with continued access to proctored exams in their courses to further support their success.

Beginning October 2018, the new curriculum approved in March 2018 by the Board of Examiners for Nursing was implemented across the three campuses.

New curriculum highlights include the following:

- Increase in total program hours, almost by 500 hours (1560 to 2050 hours).
- Increase in clinical hours, total 880 hours.

- Increase clinical hours where students have the ability to practice medication administration (360 to 540 hours).
- Redesign of the 24-hour Maternity/Newborn course to 90-hour Maternal/Child course by incorporating the pediatric content from all Medical Surgical courses and renaming the course Maternal/Child.
- Increase cumulative hours for all four levels of the Medical Surgical courses as well as the removal of the pediatric content (317 to 360 hours).

Once students have taken their first proctored ATI exam, an explanation is provided by the course instructor on interpretation of the results. The students are given a pathway to study that includes use of the focused review, assigning priority to their weakest areas, and narrowing down content to more manageable, understandable concepts. Proctored ATI exams are taken on a regular basis. The proctored ATI exams are used to simulate the experience the students will encounter when taking the NCLEX. Time is set aside during both classroom and clinical days for the practicing of NCLEX review questions along with answers, rationale and test taking skills.

Stone Academy has allowed instructors to complete an extensive training on the implementation of ATI products. The Nursing Seminar II (SEM112) course has been reconfigured to include weekly ATI proctored exams followed by immediate remediation. The 16-week scheduling gap between clinical and the exit exam has been closed through the restructuring of the last 4 weeks of the semester.

In the Spring of 2019, the West Haven and East Hartford campus added additional faculty both in the classroom and clinical arrangement. We have added faculty mentors to coach our new faculty on how to implement innovative teaching methods, creative approaches to classroom management techniques and improving the overall classroom environment. An additional Clinical Supervisor provides support to the clinical faculty and students who are engaged in clinical rotations. The Assistant Programs Manager allows added support for students who may require academic reinforcement while learning.

By addressing the needs of the adult learner and implementing the changes, it is anticipated that students will meet or exceed the 80% standard for passing the NCLEX-PN.

Sincerely,

Terry and Linda

Terry Kinsley, MSN
 Practical Nursing Program Administrator
 Stone Academy
 East Hartford, Waterbury, West Haven
 Tkinsley@stone.edu

Linda Dahlin, MS
 Provost
 Stone Academy
 East Hartford, Waterbury, West Haven
 Ldahlin@stone.edu



May 29, 2020

Ms. Helen Smith, Nurse Consultant
 State of Connecticut
 Department of Public Health
 410 Capitol Avenue
 PO Box 340308
 Hartford, CT 06134

Dear Ms. Smith and Board of Examiners for Nursing,

As we all know, the global pandemic as a result of COVID-19, has interrupted the status quo for all nursing students. Stone Academy successfully transitioned to the virtual classroom environment in mid-March. All students were provided with the technology tools needed to successfully achieve theoretical outcomes of learning. Most severely impacted was the ability of Practical Nursing students to continue their clinical experience. The delay of return to clinical will push back graduation dates for most of our students. Providing an alternative clinical experience for a small percentage of the required hours would give the students a head-start on meeting the required hours of the direct client care experience. Stone Academy has cushioned the required clinical course hours with an additional 130 hours above the required hours as defined by state regulations. On behalf of Stone Academy, I am requesting temporary waiver of Sec. 20-90-55 (c) that requires contact hours shall be in supervised direct client care experiences to allow for 25% of the hours for select clinical rotations as outlined below to be completed using a virtual clinical alternative on select campuses:

- Waterbury 1 Day Cohort, 1 Evening Cohort
 - Requesting 25% of required 240 hours to be used for virtual clinical
- West Haven: 2 evening cohorts
 - Requesting 25% of each required hours to be used for virtual clinical
- East Hartford: 2 evening cohorts
 - Requesting 25% of each required hours to be used for virtual clinical

Campus	Cohort	Clinical Course	Course Required Hours	Hours Completed	Requesting
Waterbury	04.2019 Day	CLN115	240 hours	0	60 hours
	10.2018 Evening	CLN115	240 hours	0	60 hours
West Haven	04.2018 Evening	CLN105	228 hours	135	17 hours
	10.2018 Evening	CLN115	240 hours	0	60 hours
East Hartford	04.2018 Evening	CLN105	228 hours	123	17 hours
	10.2018 Evening	CLN115	240 hours	0	60 hours

STONE ACADEMY

The current curriculum allows for the use of technology as a teaching strategy to meet course objectives and outcomes of learning. Students have used ATI throughout their theoretical course work. Using *Real Life Clinical Reasoning Scenarios*, the students will be provided with the opportunity to practice clinical reasoning skills. Students experience life-like clinical situations using video and other forms of rich media. Clinical decision points are integrated with video segments, requiring students to identify the response the nurse should make. Student choices direct the path of the experience so that each student experiences the consequences of their decisions. Real Life ensures that students are exposed to clients with declining status, experiencing real emergencies. It will require students to reason their way through complex clinical situations they would most likely not encounter in a clinical environment. Students must prepare for the experience much as they would for a clinical day, then work individually, in small groups, and finally as a class to experience the scenario. Please see attachment A for an overview of the plan for the virtual clinical experience.

Kind regards,

Terry Kinsley

Terry Kinsley, MSN
Practical Nursing Program Administrator
Stone Academy
East Hartford, Waterbury, West Haven



Appendix A

Module Learning Outcomes NLN Competencies

- Human Flourishing
- Nursing Judgment
- Professional Identity
- Spirit of Inquiry

Participant Learning Outcomes:

After completion of each five simulation lessons, the participant will:

- Complete accurate and effective Situation, Background Assessment, Recommendation (SBAR) communication
- Apply knowledge, skills and clinical reasoning to identify and prioritize client problems
- Use clinical reasoning to implement a plan of care to promote optimal client outcomes
- Provide client education regarding the treatment and management of clients with select health problems
- Enhance clinical judgement by identifying nursing actions and interventions to address client problems
- Use evidence-based resources as a basis for providing client care.

Pre-Clinical Assignment

The student will review content related to the topic of the assigned scenario and complete the following sections on the System Disorder Active Learning Template”

- Pathophysiology related to the client problem
- List anticipated findings based on the patient scenario (4 sections)
- Client-centered care: list anticipated activities (medications, therapeutic procedures, interprofessional care)
- Complications
- Review nursing skills videos appropriate to system disorder

The student will create an anticipated Plan of Care (POC) for a client experiencing the condition in the scenario including the following:

- Priority: anticipate Nursing Diagnosis to be assigned for client care
- Client education – health promotion and disease prevention
- Safety considerations
- Client Centered Care: using evidenced based interventions
- Complete Active Learning Templates for all medications
- Complete therapeutic communication tool
- Discuss diagnostic techniques appropriate to scenario



Appendix A

Student tasks during each of the Real-Life Scenarios

As the scenario begins, the student will take report by stopping and replaying the scenario as needed. The student will document their report on the designated section of the scenario worksheet.

After report, the student will document the following items on the scenario worksheet:

- Identify and prioritize the top three client problems noted from the report
- List objective and subjective data information to support each priority
- List a nursing diagnosis for each priority
- List appropriate nursing actions and the associated rationale to address each priority
- Review cultural considerations that are appropriate for the scenario
- Prepare a SBAR report to give to the oncoming nurse

Debriefing

The participant will document the following items on the debriefing worksheet.

1. What were some of the challenging decisions made in the scenario?
2. What were some aspects of client care the participant did not feel prepared to make for the scenario and/or after completing the nursing care plan?
3. If an incorrect decision was made during the scenario, what led the participant down an incorrect path?
4. Describe 3 things learned from the scenario and how new knowledge will be applied to future client situations.
5. Reflect on any ethical dilemmas or cultural considerations uncovered during the scenario and describe how the response may vary based on the situation.
6. Describe an “aha” moment experienced during this real life scenario and how it will positively impact future nursing care.

Submission of assignments and final debriefing:

All assignments will be reviewed and discussed during post conference via zoom meeting with all participants and instructor. Each participant will submit all designated assignments by end of each clinical day. Assignments will be delivered to instructor via email.

Evaluation Procedure for clinical component:

Each real life scenario will be evaluated based on ATI score report and assignments submitted, followed by a final debriefing of simulation and course activity as follows:

- Score report: Individual (usage in minutes/repetitive effort)
- Active learning templates (completed for each scenario)
- Participation in pre and post conference



Appendix A

Course completion

Participants must satisfactorily complete each scenario. All assigned work must be completed and submitted on time. Participant must receive a Satisfactory score on all written assignments. Each participant must complete all the required hours to satisfactorily pass this clinical course.

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Thursday, June 18, 2020 2:12 PM
To: Smith, Helen
Subject: Secure Message Received



The following message you sent was received at 06/18/2020 14:12:08 EDT by:
Terry Kinsley <tkinsley@stone.edu>

----- MESSAGE DETAILS -----

To: Terry Kinsley <tkinsley@stone.edu>,
Linda Dahlin <ldahlin@stone.edu>
Cc:
Subject: BØEN [secure]
Attachments: Stone letter 06 18 2020 .pdf, image002.jpg, image001.jpg
Sent: 06/18/2020 14:10:45 EDT

**** This is an automatically generated email, please do not reply**

Smith, Helen

From: Terry Kinsley <secureMailer.d-3997e7cf5a7540fbb1cf6e1aabe2c2b0@ct.gov> on behalf of Terry Kinsley <tkinsley@stone.edu>
Sent: Thursday, June 18, 2020 2:14 PM
To: Smith, Helen
Subject: Re: BOEN [secure]

Thank you Helen.
Terry

On 18 June 2020, "Helen Smith" <Helen.Smith@ct.gov> wrote:

> Good afternoon:

Please refer to the attached letter regarding your request that was presented to the Board of Examiners for Nursing (BOEN) on 06/17/2020. I will mail out the hard copy also. If you have any questions, please contact me via e-mail and/or phone at 860-509-8106.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section Healthcare Quality & Safety Branch Department of Public Health State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov<mailto:helen.smith@ct.gov>

Let us know how we are doing: Survey<<https://www.surveymonkey.com/r/Y7D822D>>

[cid:image001.jpg@01D6457A.390B0B00][logo for signature]

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Friday, June 19, 2020 1:55 PM
To: Smith, Helen
Subject: Secure Message Received

Secure Message Received and Viewed

The following message you sent was received at 06/19/2020 13:54:54 EDT by:
Linda Dahlin <ldahlin@stone.edu>

----- MESSAGE DETAILS -----

To: Terry Kinsley <tkinsley@stone.edu>,
Linda Dahlin <ldahlin@stone.edu>

Cc:

Subject: □-BOEN [secure]

Attachments: Stone letter 06 18 2020 .pdf, image002.jpg, image001.jpg

Sent: 06/18/2020 14:10:45 EDT

**** This is an automatically generated email, please do not reply**

Smith, Helen

From: Linda Dahlin <secureMailer.d-202d1d368b914afd9873e501e7b2a5e8@ct.gov> on behalf of Linda Dahlin <ldahlin@stone.edu>
Sent: Friday, June 19, 2020 1:56 PM
To: Smith, Helen
Subject: Re: BOEN [secure]

Thank you, Helen.
Have a wonderful weekend.
Linda

On 18 June 2020, "Helen Smith" <Helen.Smith@ct.gov> wrote:

> Good afternoon:

Please refer to the attached letter regarding your request that was presented to the Board of Examiners for Nursing (BOEN) on 06/17/2020. I will mail out the hard copy also. If you have any questions, please contact me via e-mail and/or phone at 860-509-8106.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.

Nurse Consultant

Practitioner Licensing & Investigations Section Healthcare Quality & Safety Branch Department of Public Health State of Connecticut

Telephone: 860-509-7552

Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov<mailto:helen.smith@ct.gov>

Let us know how we are doing: Survey<<https://www.surveymonkey.com/r/Y7D822D>>

[cid:image001.jpg@01D6457A.390B0B00][logo for signature]

DPH0046

Department Exhibit 6

Smith, Helen

From: Terry Kinsley <tkinsley@stone.edu>
Sent: Monday, July 20, 2020 2:56 PM
To: Smith, Helen
Cc: Linda Dahlin
Subject: Response to addendum request
Attachments: ATIN_RL_2019_PN-AMS_DM_CD.pdf; ATIN_RL_2019_PN-AMS_HF_CD.pdf; ATIN_RL_2019_PN-AMS_Pn_CD.pdf; ATIN_RL_2019_PN-AMS_UTI_CD.pdf; ATIN_RL_2019_PN-AMS_KD_CD.pdf; West Haven PN Program-NCLEX (1).docx; East Hartford PN Program-NCLEX (1).docx

Good afternoon Helen,

I hope this email finds you well and that you enjoyed your long weekend . I have attached to this email the requested addendum's for the BOEN:

- The time frame of the applicant from graduation to test taking
- Information on each of the five simulation lessons

I am happy to provide more specific information if needed.

Have a great day,

Terry

Terry Kinsley, MSN
Stone Academy
Practical Nursing Program Administrator
West Haven, Waterbury and East Hartford
tkinsley@stone.edu

Stone Academy East Hartford PN Program (Day)
Addendum to the Action Plan
July 20, 2020

23 out of 84 graduates did not pass on the first attempt.

- Three examinees did not test until one year after the graduation date.
- Seven examinees did not test until 6 or more months after the graduation date.
 - Graduates are encouraged to take the exam as soon as the program is completed; a delay lends itself to a significant gap.
- Five examinees failed the first attempt and have not retaken during the reporting year.
- Ten examinees pass at the second attempt.
- Three examinees failed twice and have not retaken during the reporting year.
- Four examinees passed at third attempt.
- One examinee passed at fourth attempt.

Stone Academy West Haven PN Program (Day)

Addendum to the Action Plan

July 20, 2020

54 out of 108 graduates did not pass on the first attempt.

- Eleven examinees did not test until one year after the graduation date.
- Eight examinees did not test until 6 or more months after the graduation date.
 - Graduates are encouraged to take the exam as soon as the program is completed; a delay lends itself to a significant gap.
- Sixteen examinees failed the first attempt and have not retaken during the reporting year.
- Sixteen examinees passed at second attempt.
- Twelve examinees failed twice and have not retaken during the reporting year.
- Five examinees passed at third attempt.
- Three examinees failed at three attempts and have not retaken during the reporting year.
- Two examinees passed at fourth attempt.

Real Life 3.0 Scenario as Substitute for Bedside Clinical Practice PN Medical Surgical: Diabetes

TIME TO COMPLETE: 6 HOURS

NOTES

Materials

Computer, Internet connection, Real Life Diabetes scenario, reference books, lab with enough low-fidelity manikins and/or beds for each group of three to four students, classroom with computer and overhead display, i>clickers (if available), Active Learning Templates: Diagnostic Procedure, Medication, System Disorder (Active Learning Templates located on ATI faculty website under "Integration Resources," "Active Learning Templates"; for students these templates are available on their ATI pages under "Product Support Materials," "Active Learning Templates").

Objectives

After completion of the lesson, the student will be able to:

- Use clinical reasoning to promote a positive outcome for a client who has diabetes mellitus.
- Recognize symptoms of hyperglycemia and hypoglycemia.
- Describe important considerations for client and family diabetic teaching.
- Teach a client how to monitor blood glucose, select appropriate sites, and self-administer insulin.
- Intervene with a client struggling with adherence to diet and lifestyle changes.

Scenario Overview

This scenario focuses on a 56-year-old hospitalized male who has a diagnosis of uncontrolled diabetes. It addresses client-centered concepts related to dietary recommendations, stress management, and lifestyle choices. Nursing-focused concepts include correct procedure for obtaining a blood glucose specimen, signs and symptoms of hypoglycemia and hyperglycemia, interprofessional collaboration, the client's readiness to learn, and therapeutic communication. Students will be expected to be knowledgeable about reinforcing self-monitoring of blood glucose, using a blood glucometer, and administering insulin.

Instructional Component

INDIVIDUAL STUDENT ASSIGNMENT

TASKS

Review content at end of lesson plan.
Complete Active Learning Templates.

- Diagnostic Procedure: Hemoglobin A1c, blood glucose, urinalysis, metabolic panel
- Medication: Insulins
- System Disorder: Diabetes mellitus

TIME

3 hours at home

DELIVERABLES

Active Learning
Templatés: Diagnostic
Procedure, Medication,
System Disorder

INDIVIDUAL STUDENT ASSIGNMENT

TASK

Prior to the clinical day, spend at least 60 minutes in the Real Life Diabetes scenario.

TIME

At least 60 minutes

DELIVERABLES

Individual report

SMALL GROUP ASSIGNMENT: REAL LIFE IN SMALL GROUPS OR PAIRS WITH ROLE-PLAYING

TASK

Students should have access to low-fidelity manikins or beds for simultaneous viewing and practice. Assign the students to peer groups of three or four and have them go through the scenario, deciding together what the nurse should do next.

Have all students "take report" as the scenario begins and write the report in SBAR format, stopping and replaying as needed. All students should identify two to three priorities noted during report and state an action plan for these priorities. Then have students compare notes with peers and determine what was missed.

Encourage the groups to stop the video and take turns role-playing responses to the client as the nurse before the next video or decision point comes up. For example, when the client asks, "Sometimes I get these high readings that don't make any sense to me. Do you know why that would happen?" Use the low-fidelity manikins for this purpose or have a student play the client.

Have students conduct aspects of care as if they were taking care of this client first thing in the morning. What else needs to be done?

One student should conduct a client teaching session on using the glucometer, one on site selection and rotation, and one on self-administering insulin. Have the other students play the client and take notes. What did the teacher miss?

Circulate as a "guide on the side" during this exercise, being sure students are staying on task and being kind when critiquing one another.

Gently encourage students to critique each other's performance during the scenario and afterward. What went well? What could have been improved?

Have students discuss their responses to the scenario and share clinical experiences that remind them of the scenario.

Alternative: Use Real Life as part of a simulation lab experience where students move through "stations" (Hayden, 2012) that include:

1. High-fidelity simulation scenario participation.
2. Debriefing from high-fidelity simulation.
3. Real Life in pairs or small groups with role playing.
4. Real Life as a large group exercise.

TIME

1 hour in class

DELIVERABLES

Score report of group

Instructional Component (continued)

TEACHER-LED GROUP DEBRIEFING WITH REAL LIFE

TASK

Back in the large group, guide students through the scenario, choose correct responses, but discuss why answers that were not chosen do not lead to the best client outcomes.

Spend time discussing the choices they made, specifically looking at why they did not choose some answers that are not correct.

Review insulin types, dosing, precautions, and administration.

As time permits, ask students "what if?" questions, such as: "What if this client was unable to read? How would care differ? How would it be the same? What if the client was visually impaired or had dementia? What might be different about the care?"

Have students imagine what would happen if the nurse walked in the room and Mr. Jones's wife was feeding him a large slice of delicious-looking pie. Have a few student volunteers role play that scene (bring pie!).

Have any of the students seen a scenario like this in their clinical rotations? How did it unfold?

TIME

2 to 3 hours

DELIVERABLES

Class participation score

Evaluation

Item	Criteria
SCORE REPORT: INDIVIDUAL	Usage in minutes/repetitive effort
ACTIVE LEARNING TEMPLATES	Completed
SCORE REPORT: SMALL GROUP WORK	Usage in minutes
CLASS PARTICIPATION IN DEBRIEF	Actively participating in the debriefing with an attitude of openness, kindness, and civility

Diabetes Content

INDEPENDENT REVIEW OF A&P, ASSESSMENTS, AND DIAGNOSTICS (BLOOD GLUCOSE, URINE SAMPLE)

INSULIN ADMINISTRATION

Self-monitoring of blood glucose

Calculating insulin

Preparing insulin

Mixing insulin

Site rotation

Client teaching for self-administration

CLINICAL MANIFESTATIONS OF ALTERED BLOOD GLUCOSE

TREATMENT

Priority actions for symptom management

Education

Dietary management

Strategies for a healthier lifestyle

Real Life 3.0 Scenario as Substitute for Bedside Clinical Practice

PN Medical Surgical: Heart Failure

TIME TO COMPLETE: 6 HOURS

NOTES

Materials

Computer, Internet connection, Real Life Heart Failure scenario, reference books, lab with enough low-fidelity manikins and/or beds for each group of three to four students, classroom with computer and overhead display, i>clickers (if available), Active Learning Templates: Diagnostic Procedure, Medication, Nursing Skill, System Disorder (Active Learning Templates located on ATI faculty website under "Integration Resources," "Active Learning Templates"; for students these templates are available on their ATI pages under "Product Support Materials," "Active Learning Templates").

Objectives

After completion of the lesson, the student will be able to:

- Use clinical reasoning to promote a positive outcome for a client who has heart failure.
- Discuss laboratory results found in heart failure clients.
- Reinforce client teaching regarding the treatment of heart failure.
- Safely administer medications to the client who has heart failure.

Scenario Overview

This scenario focuses on a 60-year-old male who has a diagnosis of hypertension and heart failure. It addresses client-centered concepts related to contributing factors for heart failure, laboratory tests for heart failure, and dietary management. Nursing-focused concepts include priority actions for a newly admitted client, identification of lung sounds, and respiratory assessment. Students will be expected to be able to prepare a hospital room for the client's arrival and to evaluate learner readiness.

Instructional Component

INDIVIDUAL STUDENT ASSIGNMENT

TASKS

Review content at end of lesson plan.
 Complete Active Learning Templates.

- Diagnostic Procedure: ECG, laboratory tests (complete metabolic panel, cardiac markers, complete blood count)
- Medication: Enalapril, furosemide, potassium chloride, aspirin
- Nursing Skill: Respiratory assessment
- System Disorder: Heart failure

TIME

3 hours at home

DELIVERABLES

Active Learning
 Templates: Diagnostic
 Procedure, Medication,
 System Disorder

INDIVIDUAL STUDENT ASSIGNMENT

TASK

Prior to the clinical day, spend at least 60 minutes in the Real Life Heart Failure scenario.

TIME

At least 60 minutes

DELIVERABLES

Individual report

SMALL GROUP ASSIGNMENT: REAL LIFE IN SMALL GROUPS OR PAIRS WITH ROLE-PLAYING

TASK

Students should have access to low-fidelity manikins or beds for simultaneous viewing and practice. Assign the students to peer groups of three or four and have them go through the scenario, deciding together what the nurse should do next.

Have students "take report" when Carmen gives it to the RN in the second scene, stopping and replaying as needed. Discuss which information represents abnormal findings.

Answer the question in writing: "Why would someone develop heart failure after being healthy for so long?"

Write a plan for the client's first 15 minutes on the unit. Students should compare notes with a peer and determine what was missed.

Encourage the groups to stop the video and take turns role-playing responses to the client as the nurse. Use the low-fidelity manikins for this purpose or have a student play the client. Have students perform assessments prompted by the scenario.

One student should conduct a client teaching session on a low-sodium diet, one on medications for heart failure, and one on discharge instructions. Have the other students play the client during these sessions, and they should take notes. What did the teacher miss?

Circulate as a "guide on the side" during this exercise, being sure students are staying on task and being kind when critiquing one another.

Gently encourage students to critique each other's performance during the scenario and afterward. What went well? What could have been improved?

As time permits, have students discuss their responses to the scenario and share clinical experiences that remind them of the scenario

Alternative: Use Real Life as part of a simulation lab experience where students move through "stations" (Hayden, 2012) that include:

1. High-fidelity simulation scenario participation.
2. Debriefing from high-fidelity simulation.
3. Real Life in pairs or small groups with role playing.
4. Real Life as a large group exercise.

TIME

1 hour in class

DELIVERABLES

Score report of group

Instructional Component (continued)

TEACHER-LED GROUP DEBRIEFING WITH REAL LIFE

TASK

Back in the large group, guide students through the scenario, choose correct responses, but discuss why answers that were not chosen do not lead to the best client outcomes.

Spend time discussing the choices they made, specifically looking at why they did not choose some answers that are not correct.

Review all medications (enalapril, furosemide, potassium, aspirin) and lab tests (CBC, CMP, cardiac markers) used in treatment of the client.

Review aspects of the disease that present during the video.

Ask students to volunteer answers to the question: "Why would someone develop heart failure after being healthy for so long?" Discuss the differences between symptoms and causes (etiologies) of diseases.

Have volunteers demonstrate client teaching of low-sodium diet, discharge instructions, medication teaching, etc.

As time permits, ask students "what if?" questions, such as: "What if this client also had diabetes? How would care differ? How would it be the same? What if the client had dementia? What might be different about the care?"

Have any of the students seen a scenario like this in their clinical rotations? How did it unfold?

Discuss discharge planning needs of the client with heart failure.

TIME

2 to 3 hours

DELIVERABLES

Class participation score

Evaluation

ITEM	CRITERIA
SCORE REPORT: INDIVIDUAL	Usage in minutes/repetitive effort
ACTIVE LEARNING TEMPLATES	Completed
SCORE REPORT: SMALL GROUP WORK	Usage in minutes; score
CLASS PARTICIPATION IN DEBRIEF	Actively participating in the debriefing with an attitude of openness, kindness, and civility

Heart Failure Content

**INDEPENDENT REVIEW OF A&P, ASSESSMENTS,
MEDICATIONS, AND LABORATORY TESTS FOR HEART
FAILURE**

ASSESSMENT TECHNIQUES

Identifying lung sounds

Assessments for fatigue and shortness of breath

HEART FAILURE

Causes

Prioritizing actions and medication in treatment

Nursing care

Clinical manifestations

Reporting clinical findings

Promoting adherence

Fluid restriction

Low-sodium diet

Real Life 3.0 Scenario as Substitute for Bedside Clinical Practice

PN Medical Surgical: Pneumonia

TIME TO COMPLETE: 6 HOURS

NOTES

Materials

Computer, Internet connection, Real Life Pneumonia scenario, reference books, lab with enough low-fidelity manikins and/or beds for each group of three to four students, classroom with computer and overhead display, i>clickers (if available), Active Learning Templates: Diagnostic Procedure, Medication, System Disorder (Active Learning Templates located on ATI faculty website under "Integration Resources," "Active Learning Templates"; for students these templates are available on their ATI pages under "Product Support Materials," "Active Learning Templates").

Objectives

After completion of the lesson, the student will be able to:

- Use clinical reasoning to promote a positive outcome for the client hospitalized with pneumonia.
- Prioritize care of the newly admitted client.
- Reinforce client teaching for clients who have respiratory complications.
- Perform focused respiratory assessments.
- Use therapeutic communication techniques to develop rapport with a newly hospitalized adult client.

Scenario Overview

This scenario focuses on a 37-year-old female newly admitted with pneumonia and dehydration. It addresses client-centered concepts related to fluid and electrolyte imbalance, respiratory treatments, oxygen therapy, and infection. Nursing-focused concepts include safe medication administration, SBAR report, preparing for a direct admission from a provider's office, care of the client who has community-acquired pneumonia, and prioritizing nursing actions.

Instructional Component

INDIVIDUAL STUDENT ASSIGNMENT

TASKS

Review content at end of lesson plan.

Complete Active Learning Templates.

- Diagnostic Procedure: CBC, blood cultures, sputum culture
- Medication: Acetaminophen, vicoden, azithromycin, ceftriaxone, albuterol, ondansetron, ibuprofen
- System Disorder: Community-acquired pneumonia

TIME

3 hours at home

DELIVERABLES

Active Learning Templates: Diagnostic Procedure, Medication, System Disorder

INDIVIDUAL STUDENT ASSIGNMENT

TASK

Prior to the clinical day, spend at least 60 minutes in the Real Life Pneumonia scenario. Take report in the beginning of the scenario using the SBAR format.

TIME

At least 60 minutes

DELIVERABLES

Individual report
SBAR

SMALL GROUP ASSIGNMENT: REAL LIFE IN SMALL GROUPS OR PAIRS WITH ROLE-PLAYING

TASKS

Students should have access to low-fidelity manikins or beds for simultaneous viewing and practice. Assign the students to peer groups of three or four and have them go through the scenario, deciding together what the nurse should do next.

Have students "take report" as the scenario begins, stopping and replaying as needed. All students should identify two to three priorities noted during report. Then have students compare notes with peers and determine what was missed prior to answering the first question.

Encourage the groups to stop the video and take turns role playing responses to the client as the nurse. For example, when the client expresses her concerns about keeping up with work and when the client needs teaching about the incentive spirometer. Use the low-fidelity manikins for this purpose or have a student play the client.

Have students perform all assessments prompted by the scenario, such as the focused respiratory assessment.

One student should conduct a client teaching session on what to expect during a hospital course for community-acquired pneumonia. Have other students play the client during this and take notes. What did the nurse teacher miss?

Circulate as a "guide on the side" during this exercise, being sure students are staying on task and being kind when critiquing one another.

Gently encourage students to critique each other's performance during the scenario and afterward. What went well? What could have been improved?

Have students discuss their responses to the scenario and share clinical experiences that remind them of the scenario.

Alternative: Use Real Life as part of a simulation lab experience where students move through "stations" (Hayden, 2012) that include:

1. High-fidelity simulation scenario participation.
2. Debriefing from high-fidelity simulation.
3. Real Life in pairs or small groups with role playing.
4. Real Life as a large group exercise.

TIME

1 hour in class

DELIVERABLES

Score report of group

Instructional Component (continued)

TEACHER-LED GROUP DEBRIEFING WITH REAL LIFE

TASKS	TIME	DELIVERABLES
Back in the large group, guide students through the scenario, choose correct responses, but discuss why answers that were not chosen do not lead to the best client outcomes.	2-3 hours	
Spend time discussing the choices they made, specifically looking at why they did not choose some answers that are not correct.		Class participation score
Review all medications and diagnostic labs in the video.		
As time permits, ask students "what if?" questions, such as: "What if this client had COPD? How would care differ? How would it be the same?" "What if this were a frail, older adult client? What might be different about the care?"		
Have students imagine what would happen if this client hadn't gone to see her primary care provider and been hospitalized.		
Many hospitalized adults have difficulty letting go of their responsibilities to focus on their own health. Have two student volunteers role play the conversation between a mother of two, who is hospitalized with pneumonia, and a nurse as they discuss the importance of rest in the care of the condition.		
Have any of the students seen a scenario like this in their clinical rotations? How did it unfold?		
Discuss discharge planning needs of the client who has community-acquired pneumonia.		

Evaluation

ITEM	CRITERIA
SCORE REPORT: INDIVIDUAL	Usage in minutes/repetitive effort, SBAR in score report
ACTIVE LEARNING TEMPLATES	Completed
SCORE REPORT: SMALL GROUP WORK	Usage in minutes, score
CLASS PARTICIPATION IN DEBRIEF	Actively participating in the debriefing with an attitude of openness, kindness, and civility

Pneumonia Content

**INDEPENDENT REVIEW OF A&P, ASSESSMENTS,
AND DIAGNOSTICS (CBC, SPUTUM CULTURE, BLOOD
CULTURE)**

RESPIRATORY TREATMENTS

Incentive spirometer
Metered dose inhaler

RESPIRATORY DISTRESS

Differences in chronic versus infectious

Nursing care

Monitoring the client who has respiratory complications
Treatment of community-acquired pneumonia,
dehydration
Priority setting for the client who has fatigue

Real Life 3.0 Scenario as Substitute for Bedside Clinical Practice

PN Medical Surgical: Urinary Tract Infection

TIME TO COMPLETE: 6 HOURS

NOTES

Materials

Computer, Internet connection, Real Life Urinary Tract Infection scenario, reference books, lab with enough low-fidelity manikins and/or beds for each group of three to four students, classroom with computer and overhead display, i>clickers (if available), Active Learning Templates: Diagnostic Procedure, Medication, System Disorder (Active Learning Templates located on ATI faculty website under "Integration Resources," "Active Learning Templates"; for students these templates are available on their ATI pages under "Product Support Materials," "Active Learning Templates").

Objectives

After completion of the lesson, the student will be able to:

- Apply the knowledge, skills, and clinical reasoning required to positively affect outcomes for a client who has urinary tract infection.
- Apply therapeutic communication skills to positively affect outcomes of clients and their families.
- Educate clients and families about urosepsis care and potential complications.
- Describe nursing considerations for medications used in the treatment of urosepsis.

Scenario Overview

This scenario focuses on an 81-year-old male being admitted from a provider's office after presenting with symptoms of difficulty urinating and dysuria. It addresses client-centered concepts related to infection, fluid imbalance, pain management, and blood cultures. Nursing-focused concepts include receiving report using SBAR, prioritizing care based on data collection, and coordinating medication administration based on the client's orders and the timing of the last dose.

Instructional Component

INDIVIDUAL STUDENT ASSIGNMENT

TASKS

Review content at end of lesson plan.

Complete Active Learning Templates.

- Diagnostic Procedure: Blood culture, urine culture, obtaining a sterile specimen from an indwelling catheter
- Medication: Ciprofloxacin, phenazopyridine, metoprolol, lanoxin, famotidine, morphine, ondansetron, low-dose aspirin 81 mg, atorvastatin
- System Disorder: Urinary tract infection, urosepsis, benign prostatic hypertrophy

TIME

3 hours at home

DELIVERABLES

Active Learning Templates: Diagnostic Procedure, Medication, System Disorder

INDIVIDUAL STUDENT ASSIGNMENT

TASK

Prior to the clinical day, spend at least 60 minutes in the Real Life Urinary Tract Infection scenario.

TIME

At least 60 minutes

DELIVERABLES

Individual report

SMALL GROUP ASSIGNMENT: REAL LIFE IN SMALL GROUPS OR PAIRS WITH ROLE-PLAYING

TASKS

Students should have access to low-fidelity manikin or beds for simultaneous viewing and practice. Assign the students to peer groups of three or four and have them go through the scenario, deciding together what the nurse should do next.

Have students "take report" when Larry does, stopping and replaying as needed. All students should identify two to three priorities noted during report and state an action plan for these priorities. Then have students compare notes with peers and determine what was missed.

Encourage the groups to stop the video and take turns role playing responses to the client as the nurse.

Stop the video when Larry and Mr. White discuss his blood pressure. One student should play the nurse and one Mr. White and role play the nurse explaining to Mr. White why his blood pressure is low and he can't take his metoprolol. Have students compare answers with Larry's answer.

Stop the scenario when Larry needs to insert a Foley catheter and obtain a sterile urine sample. Use the low-fidelity manikins for this purpose or have one student catheterize the client and one obtain a sample. The remaining students should critique the performance of the skills.

Have students perform assessments prompted by the scenario using the low-fidelity manikin.

One student should conduct a client teaching session when Larry's son asks to understand why his father is so dizzy. Students should include information on urosepsis and its possible complications. Have the other students play the son during this session and take notes. What did the teacher miss?

Circulate as a "guide on the side" during this exercise, being sure students are staying on task and being kind when critiquing one another.

Gently encourage students to critique each other's performance during the scenario and afterward. What went well? What could have been improved?

Have students discuss their responses to the scenario and share clinical experiences that remind them of the scenario.

Alternative: Use Real Life as part of a simulation lab experience where students move through "stations" (Hayden, 2012) that include:

1. High-fidelity simulation scenario participation.
2. Debriefing from high-fidelity simulation.
3. Real Life in pairs or small groups with role playing.
4. Real Life as a large group exercise.

TIME

1 hour in class

DELIVERABLES

Score report of group

Instructional Component *(continued)*

TEACHER-LED GROUP DEBRIEFING WITH REAL LIFE

TASKS

Back in the large group, guide students through the scenario, choose correct responses, but discuss why answers that were not chosen do not lead to the best client outcomes.

Spend time discussing the choices they made, specifically looking at why they did not choose some answers that are not correct.

Review all medications and labs in the video.

As time permits, ask students "what if?" questions, such as: "What if this client had MRSA? How would care differ? How would it be the same? What if Mr. White had dementia? What might be different about the care?"

Have students imagine what would happen if they were unable to insert the catheter?

Have any of the students seen a scenario like this in their clinical rotations? How did it unfold?

Discuss the discharge planning needs of the client after experiencing urosepsis.

TIME

2-3 hours

DELIVERABLES

Class participation score

Evaluation

ITEM	CRITERIA
SCORE REPORT: INDIVIDUAL	Usage in minutes/repetitive effort
ACTIVE LEARNING TEMPLATES	Completed
SCORE REPORT: SMALL GROUP WORK	Usage in minutes, score
CLASS PARTICIPATION IN DEBRIEF	Actively participating in the debriefing with an attitude of openness, kindness, and civility

Urinary Tract Infection Content

INDEPENDENT REVIEW OF A&P, ASSESSMENTS, AND DIAGNOSTICS (UA AND URINE CULTURES, BLOOD CULTURES)

NEW DIAGNOSTICS

Obtaining a sterile urine specimen from an indwelling catheter

UROSEPSIS

Causes, including outlet obstruction in males

Septic shock

Nursing care

Clinical manifestations

Treatment

IV fluid bolus

Pain management

Medication management

Real Life 3.0 Scenario as Substitute for Bedside Clinical Practice

PN Medical Surgical: Kidney Disease

TIME TO COMPLETE: 6 HOURS

NOTES

Materials

Computer, Internet connection, Real Life Kidney Disease scenario, reference books, lab with enough low-fidelity manikins and/or beds for each group of three to four students, classroom with computer and overhead display, i>clickers (if available), Active Learning Templates: Diagnostic Procedure, Medication, System Disorder (Active Learning Templates located on ATI faculty website under "Integration Resources," "Active Learning Templates"; for students these templates are available on their ATI pages under "Product Support Materials," "Active Learning Templates").

Objectives

After completion of the lesson, the student will be able to:

- Recognize alterations in fluid balance, regulation of electrolytes, and blood pressure in a client who has renal impairment.
- Prioritize care of the client who has postoperative complications.
- Implement client teaching for clients with renal biopsy.
- Accurately identify and calculate oral and parenteral medication doses.
- Respond with empathy to clients with life-changing conditions.
- Describe the purpose of various diagnostic tests for kidney function.

Scenario Overview

This scenario focuses on a 41-year-old female newly diagnosed with renal failure with a recent history of motor vehicle crash with subsequent exploratory laparotomy, splenectomy, left thoracotomy, and an adverse reaction to IV contrast dye. It addresses client-centered concepts related to fluid and electrolyte imbalance, symptomatic arrhythmia, and dialysis education. Nursing-focused concepts include safe medication administration, dosage calculation, client identification, client teaching related to laboratory and diagnostic tests, communication techniques, and prioritizing nursing actions.

Instructional Component

INDIVIDUAL STUDENT ASSIGNMENT

TASKS

- Review content at end of lesson plan.
- Complete Active Learning Templates.
- Diagnostic Procedure: Renal biopsy, laboratory tests (CBC, BMP, PT INR, PTT, type and screen)
 - Medication: Lisinopril, captopril, lorazepam
 - System Disorder: Renal Failure

TIME

3 hours at home

DELIVERABLES

Active Learning Templates: Diagnostic Procedure, Medication, System Disorder

INDIVIDUAL STUDENT ASSIGNMENT

TASK

Prior to the clinical day, spend at least 60 minutes in the Real Life Kidney Disease scenario.

TIME

At least 60 minutes

DELIVERABLES

Individual report
 SBAR in score report

SMALL GROUP ASSIGNMENT: REAL LIFE IN SMALL GROUPS OR PAIRS WITH ROLE-PLAYING

TASKS

Students should have access to low-fidelity manikins or beds for simultaneous viewing and practice. Assign the students to peer groups of three or four and have them go through the scenario, deciding together what the nurse should do next.

Have students "take report" as the scenario begins, stopping and replaying as needed. All students should identify two to three priorities noted during report and state an action plan for these priorities. Then have students compare notes with peers and determine what was missed.

Encourage the groups to stop the video and take turns role-playing responses to the client as the nurse. Use the low-fidelity manikins for this purpose or have a student play the client. Have students perform assessments prompted by the scenario.

One student should conduct a client teaching session on what to expect during the kidney biopsy; another student should conduct a session on postoperative teaching. Have the other students play the client during these sessions and take notes. What did the teacher miss?

Circulate as a "guide on the side" during this exercise, being sure students are staying on task and being kind when critiquing one another.

Gently encourage students to critique each other's performance during the scenario and afterward. What went well? What could have been improved?

Have students discuss their responses to the scenario and share clinical experiences that remind them of the scenario.

Alternative: Use Real Life as part of a simulation lab experience where students move through "stations" (Hayden, 2012) that include:

1. High-fidelity simulation scenario participation.
2. Debriefing from high-fidelity simulation.
3. Real Life in pairs or small groups with role playing.
4. Real Life as a large group exercise.

TIME

1 hour in class

DELIVERABLES

Score report of group

Instructional Component *(continued)*

TEACHER-LED GROUP DEBRIEFING WITH REAL LIFE

TASKS

Back in the large group, guide students through the scenario, choose correct responses, but discuss why answers that were not chosen do not lead to the best client outcomes.

Spend time discussing the choices they made, specifically looking at why they did not choose some answers that are not correct.

Review all medications and diagnostic labs in the video.

As time permits, ask students "what if?" questions, such as: "What if this client was immunocompromised? How would care differ? How would it be the same? What if this was a frail, older adult client? What might be different about the care?"

Have students imagine what would happen if the biopsy report contained very bad news. Who would give the client that information? How would the nurse support the client?

Have any of the students seen a scenario like this in their clinical rotations? How did it unfold?

Discuss discharge planning needs of the client after a kidney biopsy.

TIME

2 to 3 hours

DELIVERABLES

Class participation score

INDIVIDUAL STUDENT ASSIGNMENT

TASK

Reflect on ethical dilemmas uncovered during scenario watching or debriefing. Describe an "Aha" moment you experienced during the simulation. What are some of the aspects of the client's care you didn't feel prepared for?

TIME

1 hour

DELIVERABLES

Paper or web-based course discussion post, 250 to 500 words

Evaluation

ITEM	CRITERIA
SCORE REPORT: INDIVIDUAL	Usage in minutes/repetitive effort, SBAR in score report
ACTIVE LEARNING TEMPLATES	Completed
SCORE REPORT: SMALL GROUP WORK	Usage in minutes, score
CLASS PARTICIPATION IN DEBRIEF	Actively participating in the debriefing with an attitude of openness, kindness, and civility

Kidney Disease Content

**INDEPENDENT REVIEW OF A&P, ASSESSMENTS,
AND DIAGNOSTICS (CBC, BMP, PT INR, PTT, TYPE &
SCREEN)**

NEW DIAGNOSTICS

Renal biopsy

RENAL FAILURE

Causes

Differences in renal insufficiency and failure

Nursing care

Clinical manifestations

Treatment

Obtaining a urine sample

Department Exhibit 7

Smith, Helen

From: Smith, Helen
Sent: Tuesday, May 4, 2021 1:24 PM
To: 'Terry Kinsley'; Linda Dahlin
Subject: NCLEX results [secure]
Attachments: 2021 Stone NCLEX.pdf

Good afternoon:

These NCLEX test results will be shared during the next Board of Examiners for Nursing (BOEN) meeting on 05/19/2021. If you have any questions or concerns please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Tuesday, May 4, 2021 1:24 PM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: tkinsley@stone.edu,
ldahlin@stone.edu
CC:
BCC:
SUBJECT: NCLEX results [secure]
ATTACHMENTS: 2021 Stone NCLEX.pdf
SENT: 05/04/2021 13:23:46 EDT

** This is an automatically generated email, please do not reply



Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



NCLEX Education Program Jurisdiction: Connecticut Board of Examiners for Nursing (69)
 Exam Series Code: NCLEX-PN
 Custom Date Range (Click Run Below to Enter)
 All Time
 NCLEX Education Program: CT - STONE ACADEMY-EAST HARTFORD (US69105000)
 5/1/2020 12:00:00 AM
 4/30/2021 12:00:00 AM

Printed By: Helen Smith
 Report Date: 03-May-2021, 10:16 AM
 Data as of (CST): 03-May-2021 09:55 AM

Connecticut Board of Examiners for Nursing (69) CT - STONE ACADEMY-EAST HARTFORD (US69105000) NCLEX-PN

Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	36	20	56
Total Passed	27	7	34
Total Failed	9	13	22
Total On Hold	0	0	0
Total Pass Rate	75.00%	35.00%	60.71%

Candidate Details

Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			02/2021	4/20/2021 8:00:30 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2020	3/2/2021 12:39:30 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			03/2021	4/24/2021 7:48:21 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	6/26/2020 8:12:41 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	8/5/2020 6:04:39 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2019	7/23/2020 6:40:06 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL

Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			10/2019	10/22/2020 11:18:50 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2020	6/9/2020 11:56:14 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			03/2021	4/16/2021 7:58:46 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			01/2020	7/28/2020 11:51:56 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	1/27/2021 12:57:53 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			05/2020	2/12/2021 7:57:26 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			05/2019	2/3/2021 10:56:55 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2019	4/8/2021 8:12:29 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			04/2020	8/15/2020 12:09:52 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			05/2020	11/4/2020 1:09:01 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			10/2019	6/18/2020 12:25:08 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	10/26/2020 12:56:54 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			02/2020	6/12/2020 11:52:15 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	7/16/2020 11:45:23 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			02/2020	6/1/2020 8:06:43 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	1/22/2021 5:38:42 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2019	5/1/2020 12:23:41 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			10/2018	11/12/2020 10:29:05 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL

Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			10/2019	5/23/2020 3:38:41 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			10/2019	7/23/2020 5:55:27 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			10/2019	3/4/2021 1:07:34 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			02/2021	3/22/2021 8:08:18 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			12/2018	5/21/2020 2:34:23 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			03/2021	4/14/2021 12:18:24 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			01/2021	3/2/2021 12:02:08 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			02/2021	3/8/2021 8:16:35 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			06/2023	8/12/2020 3:28:52 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2019	5/1/2020 11:56:53 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2020	6/30/2020 11:40:24 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	8/6/2020 8:26:00 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	5/19/2020 8:19:24 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	3/19/2021 1:28:59 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			08/2020	9/17/2020 4:38:53 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			08/2020	11/12/2020 2:53:53 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			08/2020	12/29/2020 8:08:59 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			08/2020	2/17/2021 7:56:51 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL

Candidate Last Name	Candidate First Name	Client Candidate ID	NCLEX Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			05/2019	2/27/2021 7:54:24 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			05/2019	4/20/2021 8:04:30 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			02/2021	3/11/2021 12:50:15 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2020	6/24/2020 8:00:44 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			05/2020	7/13/2020 11:46:25 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			05/2019	9/16/2020 4:03:58 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			09/2019	8/24/2020 8:09:19 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			04/2020	6/9/2020 7:53:12 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			05/2020	7/1/2020 7:56:08 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2019	6/23/2020 7:55:31 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			06/2020	7/27/2020 11:58:42 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			10/2019	12/5/2020 1:59:55 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			07/2020	9/15/2020 12:23:08 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			07/2020	12/22/2020 11:59:17 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Tuesday, May 4, 2021 1:29 PM
To: Smith, Helen
Subject: Secure Message Received



Secure Message Received and Viewed

The following message you sent was received at 05/04/2021 13:29:00 EDT
by: tkinsley@stone.edu

----- MESSAGE DETAILS -----

To: tkinsley@stone.edu,
ldahlin@stone.edu
Cc:
Subject: NCLEX results [secure]
Attachments: 2021 Stone NCLEX.pdf
Sent: 05/04/2021 13:23:46 EDT

**** This is an automatically generated email, please do not reply**

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Tuesday, May 4, 2021 4:12 PM
To: Smith, Helen
Subject: Secure Message Received



Secure Message Received and Viewed

The following message you sent was received at 05/04/2021 16:11:57 EDT
by: ldahlin@stone.edu

----- MESSAGE DETAILS -----

To: tkinsley@stone.edu,
ldahlin@stone.edu
Cc:
Subject: NCLEX results [secure]
Attachments: 2021 Stone NCLEX.pdf
Sent: 05/04/2021 13:23:46 EDT

**** This is an automatically generated email, please do not reply**

Department Exhibit 8

Smith, Helen

From: Smith, Helen
Sent: Thursday, May 20, 2021 2:56 PM
To: Terry Kinsley; 'Linda Dahlin'
Subject: BOEN letter [secure]
Attachments: Stone letter 05 20 2021.pdf

Good afternoon:

Please refer to the attached letter regarding the recent Board of Examiners for Nursing (BOEN) meeting that was held on 05/19/2021. I will mail out the hard copy this afternoon to Terry. If you have any questions or concerns please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Thursday, May 20, 2021 2:56 PM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: "Linda Idahlin@stone.edu" <ldahlin@stone.edu>, Terry Kinsley <tkinsley@stone.edu>
CC:
BCC:
SUBJECT: BOEN letter [secure]
ATTACHMENTS: Stone letter 05 20 2021.pdf, image001.jpg, image002.jpg
SENT: 05/20/2021 14:55:36 EDT

** This is an automatically generated email, please do not reply



STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

May 20, 2021

Ms. Terry Kinsley, R.N., M.S.N.
Program Director for the Practical Nursing Program
Stone Academy
101 Pierpont Road
Waterbury, CT 06705

Dear Ms. Kinsley:

The Board of Examiners for Nursing (BOEN) met on 05/19/2021 and:

1. Pursuant to the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A) an acceptable level of a program's graduates' performance shall be defined as: demonstrated mastery of nursing principles as evidenced by an average passing rate of at least 80% of students taking the licensing examination upon their first attempt after graduation, as reported from May 1 to April 30.

The BOEN reviewed the NCLEX scores for Stone Academy's Nursing Program, for the period from 05/01/2020 to 04/30/2021, and it was determined that your East Hartford campus Day and Evening programs and West Haven campus Day and Evening programs are not in compliance with the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A).

The BOEN has requested your attendance at their 07/21/2021 meeting. During that meeting you will have the opportunity to present information that demonstrates your compliance with the regulations and submit a written plan of correction. If after reviewing that information and the BOEN determines that your East Hartford campus Day and Evening programs and West Haven campus Day and Evening programs have failed to achieve the required passing rate those programs may be placed on conditional status due to the NCLEX test results.

Provide all the information to the Department of Public Health by 07/04/2021 so that it can be provided to the BOEN in advance of this scheduled meeting.

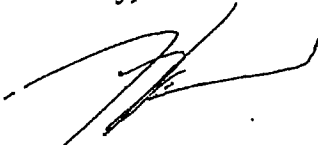
If you have any questions and/or concerns, please contact me directly at 860-509-8106 or helen.smith@ct.gov



Phone: (860) 509-7552 Fax: (860) 509-7535
Telephone Device for the Deaf (860) 509-7191

DPH0082

Sincerely,



Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov



Connecticut Department
of Public Health



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Thursday, May 20, 2021 2:56 PM
To: Smith, Helen
Subject: Secure Message Received



Secure Message Received and Viewed

The following message you sent was received at 05/20/2021 14:56:20 EDT
by: "Linda Idahlin@stone.edu" <ldahlin@stone.edu>

--- MESSAGE DETAILS ---

To: "Linda Idahlin@stone.edu" <ldahlin@stone.edu>,
Terry Kinsley <tkinsley@stone.edu>

Cc:

Subject: BOEN letter [secure]

Attachments: Stone letter 05 20 2021.pdf, image001.jpg, image002.jpg

Sent: 05/20/2021 14:55:36 EDT

**** This is an automatically generated email, please do not reply**

Smith, Helen

From: Linda Idahlin@stone.edu <secureMailer.d-b6ab9cbc6c0045a292845c01edf36549@ct.gov> on behalf of Linda Idahlin@stone.edu <ldahlin@stone.edu>
Sent: Thursday, May 20, 2021 3:15 PM
To: Smith, Helen
Subject: Re: BOEN letter [secure]

Thank you, Helen.

Respectfully,
Linda

On 20 May 2021, "Helen Smith" <Helen.Smith@ct.gov> wrote:

> Good afternoon:

Please refer to the attached letter regarding the recent Board of Examiners for Nursing (BOEN) meeting that was held on 05/19/2021. I will mail out the hard copy this afternoon to Terry. If you have any questions or concerns please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.

Nurse Consultant

Practitioner Licensing & Investigations Section Healthcare Quality & Safety Branch Department of Public Health State of Connecticut

Telephone: 860-509-7552

Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov<mailto:helen.smith@ct.gov>

Let us know how we are doing:

Survey<<https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.surveymonkey.com%2Ffr%2F7D822D&data=04%7C01%7CHelen.Smith%40ct.gov%7C8ebfbefb167674d34e98808d91bc3a127%7C118b7cfaa3dd48b9b02631ff69bb738b%7C0%7C0%7C637571349328367790%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWwiLCJXVCi6Mn0%3D%7C1000&data=qS28kD%2F3D%2FHt%2FgQplgIJYdFkHRch2%2BKgVx3EnZslxE%3D&reserved=0>>

[cid:image001.jpg@01D74D88.2DAA3760][!logo for signature]

DPH0085

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Friday, May 21, 2021 10:46 AM
To: Smith, Helen
Subject: Secure Message Received



Secure Message Received and Viewed

The following message you sent was received at 05/21/2021 10:46:04 EDT
by: Terry Kinsley <tkinsley@stone.edu>

----- MESSAGE DETAILS -----

To: "Linda Idahlin@stone.edu" <ldahlin@stone.edu>, Terry Kinsley <tkinsley@stone.edu>
Cc:
Subject: BOEN letter [secure]
Attachments: Stone letter 05 20 2021.pdf, image001.jpg, image002.jpg
Sent: 05/20/2021, 14:55:36 EDT

**** This is an automatically generated email, please do not reply**

Department Exhibit 9

Smith, Helen

From: Smith, Helen
Sent: Thursday, July 22, 2021 2:11 PM
To: Linda Dahlin; lpalmer@stone.edu
Subject: BOEN [secure]
Attachments: Stone Academy letter 07 22 2021.pdf

Good afternoon:

Please refer to the attached letter regarding the Board of Examiners for Nursing (BOEN) meeting that was held on 07/21/2021. I will mail out the hard copy this afternoon. If you have any questions or concerns, please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Thursday, July 22, 2021 2:11 PM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: lpalmer@stone.edu,
"Linda Idahlin@stone.edu" <ldahlin@stone.edu>
CC:
BCC:
SUBJECT: BOEN [secure]
ATTACHMENTS: image001.jpg, Stone Academy letter 07 22 2021.pdf, image002.jpg
SENT: 07/22/2021 14:10:56 EDT

** This is an automatically generated email, please do not reply



STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

July 22, 2021

Lisa Palmer, BSN, RN
Interim Program Administrator, Practical Nursing Program
Stone Academy
560 Saw Mill Road
West Haven, CT 06516

Dear Ms. Palmer:

The Board of Examiners for Nursing (BOEN) met on 07/21/2021 and:

1. Reviewed and approved your request for a temporary waiver and appointment as the Interim Nursing Director of the Practical Nursing Program at Stone Academy. This approval is contingent on you completing a graduate degree in nursing as expected in February 2022. Once you have been awarded that graduate degree, the official transcript must be provided to the Department of Public Health.
2. Reviewed and approved your plan of correction as submitted.
3. Stone Academy's Practical Nursing program at the West Haven campus, evening group, and East Hartford campus, day and evening groups will remain on Conditional approval until the BOEN meeting in June of 2022.
4. Recommended that Stone Academy's West Haven campus, day program be removed from the list of approved nursing programs.

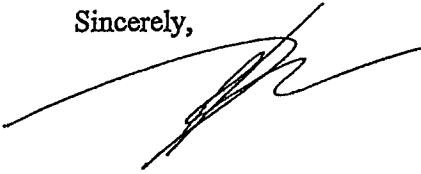
If you have any questions and/or concerns, please contact me directly at 860-509-8106 or helen.smith@ct.gov



Phone: (860) 509-7552 Fax: (860) 509-7535
Telephone Device for the Deaf (860) 509-7191
410 Capitol Avenue - MS # 12HSR

DPH0090

Sincerely,



Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov



C: Vi Nguyen, Office of Higher Education



STONE ACADEMY

July 1, 2021

Ms. Helen Smith, Nurse Consultant

State of Connecticut

Department of Public Health

410 Capitol Avenue

PO Box 340308

Hartford, CT 06134

Dear Ms. Smith:

Stone Academy respectfully requests that the Board of Examiners for Nursing place Lisa Palmer, BS, BSN, RN on the July 21, 2021, agenda for review and approval as the Interim Practical Nurse Program Administrator. As the Executive Vice President for Stone Academy, I feel Ms. Palmer is a highly suitable and qualified candidate for this interim role. Ms. Palmer is expected to complete her MSN in February 2022.

Lisa began her academic journey at Yale New Haven Hospital where she had the opportunity to gain additional experience in the role of educator. As a Milieu Counselor, Lisa took on the role as a preceptor for various students from several area colleges. In addition, Lisa's strong teaching skills were implemented while acting as a preceptor for incoming nursing students.

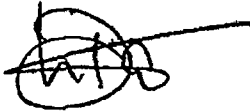
Currently, Lisa is the Site Administrator for the Practical Nursing program at the Stone Academy, West Haven campus. Lisa has been an asset to the Practical Nursing academic team since September 2019, where she began as a faculty member. Her ability to maintain a classroom environment that included enthusiasm and passion for learning was remarkable. Because of her experience as a faculty member in a practical nursing classroom, Lisa understands how to develop a healthy rapport with practical nursing students and nursing faculty alike. Since then, Lisa has continued to demonstrate strong leadership skills, which supported her promotion to Site Administrator on October 2020. The transition from classroom faculty to administrator places Lisa in a beneficial position to oversee the entire program effectively and successfully.

Stone Academy encourages hiring from within as this benefits our programs, faculty, and students. Lisa continues to demonstrate her dedication to the success and improvement of Stone Academy's Practical Nursing program. Her experience as a faculty member and supervisor will be helpful in assisting faculty and in seeking to improve faculty retention.

Attached you will find Ms. Palmer's transcripts and resume for the Board's review as well as a professional letter submitted on Lisa's behalf by Tammy Lampley, Program Director, PM DNP and MSN FNP Online Programs.

The effective date of assuming this position would be following Board approval on Wednesday, July 21, 2021. I look forward to presenting Lisa to the Board on July 21, 2021. Please do not hesitate to reach out to me should further information be required.

Sincerely,



Dr. Linda Dahlin
Executive Vice President
Stone Academy

Attachments:

- Exhibit 1: Lisa Palmer's Resume*
- Exhibit 2: Sacred Heart University Transcript*
- Exhibit 3: Springfield College Transcript*
- Exhibit 4: St. Vincent's College Transcript*
- Exhibit 5: Letter of Good Standing*

LISA PALMER

SUMMARY OF QUALIFICATIONS

Professional Registered Nurse with experience in planning, organizing, developing and directing the day-to-day functions of a Nursing Department. Possess the ability to interpret the programs, goals, objective, policies and procedure that are necessary for an academic environment

PROFESSIONAL EXPERIENCE

- PN Site Administrator, Stone Academy, West Haven CT** 10/2020-Present
- Assist in developing, planning, implementing, and evaluating assigned nursing courses.
 - Collaborate with educational leaders in program development, training opportunities, and placement efforts.
 - Coordinate with the Clinical Supervisor to plan, implement, and evaluate student clinical laboratory learning experiences.
 - Monitor the Academic Risk report that is submitted weekly to the Campus Director.
 - Assist in accreditation and compliance processes.
 - Attend all required meetings with the PN Curriculum Committee, Professional Advisory Committee, and other committees as assigned.
 - Assist with the onboarding process by interviewing potential faculty members, scheduling lesson presentations, and orienting and mentoring new faculty.
 - Supervise faculty and support staff.
 - Perform instructional evaluations annually.
 - Assist with academic advising for students, as necessary.
 - Enforce all school policies and procedures.
- Instructor, Stone Academy, West Haven CT** 09/2019-10/2020
- Created a structured & creative learning environment
 - Introduce students to assigned textbooks and learning materials in conjunction with expertise from the nursing field; employed appropriate teaching and learning strategies
 - Proficient in ATI and Black Board
 - Resource to all past and present students
 - Precept new staff to Stone Academy policies and standards
- Registered Nurse, Yale New Haven Hospital, New Haven CT** 07/2009-03/2020
- Develop, communicate and documents a plan of care reflecting individualized patient problems and interventions to achieve desired outcomes.
 - Implements and coordinate the plan of care in collaboration with the healthcare team. Manage treatment and medication administration, patient education,
 - Function as a Night Charge Nurse, preceptor to new staff
 - Practice in a environmentally safe and health manner
 - Performs other duties as assigned or directed to ensure smooth operation of the unit
 - Assisted and implemented care for acute, short term and long term care patients
- Milieu Counselor, Yale New Haven Hospital, New Haven CT** 07/2000-07/2009
- Provide Patient and Family Centered Care: participation, dignity, respect, information sharing and collaboration
 - Encourage clients to discuss their emotions and experiences
 - Help clients process their reactions and adjust to difficult changes
 - Act as a co-facilitator for weekly unit based therapeutic groups;
 - Maintain a safe environment for staff and patients
 - Supervisor and Liaison to Psychology students for area colleges

- Orienting, precepting and education new hires

EDUCATION/AFFILIATIONS/ CERTIFICATIONS

Sacred Heart University, Fairfield CT 8/2018- (currently enrolled)
Master of Science Nursing Education
*Member, Sigma Theta Tau Honor Society

Chamberlain University College of Nursing, Addison IL 2018
Bachelor of Science Nursing

ST Vincent School of Nursing, Bridgeport CT 2009
Associate of Science Nursing

Springfield College, Springfield MA 2000
Bachelor of Science Rehabilitation and Disability Studies
Minor: Psychology

CPR/ First Aide Certified
Pain Certified
Restraint Certified



CHAMBERLAIN UNIVERSITY

Chamberlain University
1221 N. Swift Rd.
Addison, IL 60101-6106
(888)556-8226
chamberlain.edu

OFFICE OF RECORDS TRANSCRIPT OF ACADEMIC RECORD

Page: 1

Issued To: Lisa Palmer
Parchment: 34855366

Record of: Lisa Palmer
Current Name: Lisa Palmer
Address: [REDACTED]

Date Issued: 17-JUN-2021
Date of Birth: [REDACTED]
Student ID: [REDACTED]

Course Level: Chamberlain Undergraduate
First Enroll: 28-AUG-2017 Last Enroll: 01-SEP-2018
Bachelor of Science

Program: Nursing
College: Chamberlain College of Nursing
Campus: Online
Major: Nursing - RN to BSN
Concentration: No Concentration

Degree Awarded Bachelor of Science 01-SEP-2018

PROGRAM: GPA: 3.87
CUMULATIVE: Ehrs: 125.00 GPA: 3.87

Program: Nursing
College: Chamberlain College of Nursing
Campus: Online
Major: Nursing - RN to BSN
Concentration: No Concentration
Inst. Honors: President's Honors

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

201740	St Vincents College		
CCAF PROF	Chamberlain Articulation Plan	PR	
RELI 448N	Comparative Religions	TR	
Ehrs: 80.00 GPAHr: 0.00 QPts: 0.00 GPA: 0.00			3.91
201740	Springfield College Ma		
ENGL 147N	Advanced English Composition	TA-	
HIST 410N	Contemporary History	TB-	
LITR 421N	Studies in Literature	TC	
MATH 399N	Applied Managerial Statistics	TB	
RELI 1TR	Religion Transfer	TC	
Ehrs: 15.00 GPAHr: 0.00 QPts: 0.00 GPA: 0.00			3.91

INSTITUTION CREDIT:

***** CONTINUED ON NEXT COLUMN *****

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

Institution Information continued:

Semester:	Fall 2017		
Nursing - RN to BSN			
NR 351	Trans in Prof Nursing	3.00 A	12.00
Nursing - RN to BSN			
NR 305	RN Health Assessment	4.00 A	16.00
POLI 330N	Political Science	3.00 B	9.00
Semester: Ehrs: 10.00 GPAHr: 10.00 QPts:		37.00 GPA:	3.70

Semester:	Spring 2018		
Nursing - RN to BSN			
NR 443	RN Community Health Nursing	4.00 A	16.00
Nursing - RN to BSN			
NR 447	RN Collaborative Healthcare	4.00 A	16.00
PSYC 305N	Motivation and Leadership	3.00 A	12.00
Semester: Ehrs: 11.00 GPAHr: 11.00 QPts:		44.00 GPA:	4.00

Semester:	Summer 2018		
Nursing - RN to BSN			
NR 361	RN Info Systems in Healthcare	3.00 A-	11.25
NR 439	RN Evidence-Based Practice	3.00 A	12.00
Nursing - RN to BSN			
NR 451	RN Capstone Course	3.00 A	12.00
Semester: Ehrs: 9.00 GPAHr: 9.00 QPts:		35.25 GPA:	3.91

***** CONTINUED ON PAGE 2 *****

Abby McElligott
Signature

17-JUN-2021

Date

Not considered official without Seal or Registrar's signature.



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CHAMBERLAIN UNIVERSITY

Chamberlain University
1221 N. Swift Rd.
Addison, IL 60101-6106
(888)556-8226
chamberlain.edu

OFFICE OF RECORDS TRANSCRIPT OF ACADEMIC RECORD

Page: 2

Record of: Lisa Palmer
Current Name: Lisa Palmer
Date Issued: 17-JUN-2021
Date of Birth: [REDACTED]
Student ID: [REDACTED]

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	30.00	30.00	116.25	3.87
TOTAL TRANSFER	95.00	0.00	0.00	0.00
OVERALL	125.00	30.00	116.25	3.87

***** END OF TRANSCRIPT *****

CHAMBERLAIN UNIVERSITY
1221 N. SWIFT RD.
ADDISON, IL 60101-6106
(888) 556-8226

Abbey McElligott
Signature

17-JUN-2021
Date



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The Family Educational Rights and Privacy Act of 1974 (as amended) prohibits the release of this information without the student's written consent. An official transcript must include the signature of the registrar and the seal of the college or university. This document reports academic information only.

Chamberlain University

National Management Offices
600 W. Monroe St., Suite 28, Chicago, IL 60661
888.656.8226

chamberlain.edu

For all transcript questions or requests, email registrar@chamberlain.edu

Historic Information

1889 – Evangelical Deaconess Hospital School of Nursing founded
1881 – Deaconess College of Nursing (DCN)

1958 – Deaconess Hospital School of Nursing
2008 – Chamberlain College of Nursing (CCN)

2017 – Chamberlain University (CU)
2017 – Chamberlain College of Health Professionals (CHP)

Degrees Awarded:

College of Nursing: The Diploma in Nursing was awarded until December 1991 and the Associate Degree in Nursing program (Associate of Science in Nursing degree in Columbus, Ohio and St. Louis, Missouri) was first awarded in 1990. The Bachelor of Science in Nursing degree was first awarded in 1985. The Master of Science of Nursing degree was first awarded in 2010. The Doctor of Nursing Practice degree was first awarded in 2014. Associate Degree in Nursing program (Associate of Science in Nursing (ASN) degree in St. Louis, Missouri): Graduates of the ASN program, May 1997 through May 1999, will have the nutrition hours requirements, under the Missouri Articulation Plan, distributed throughout the curriculum, which will be deemed equal to a 3-hour course. Beginning with the December 1999 graduates, a 3-hour course in Nutrition was required. Beginning in 2004, the Nutrition course was changed to a 2-hour course.

College of Health Professions: The Master of Public Health degree was first offered in 2017. The Master of Social Work degree was first offered in 2018.

Academic Information

Official Transcripts: An official transcript carries the signature of the registrar, the seal of the University and date of issuance. Transcripts issued to students, or former students, are marked "Issued to Student." Issuance of a transcript may be denied when the student or former student has unfulfilled obligations to the University. Copies are not made of transcripts on file from other institutions.

Accreditation & Approvals: Chamberlain University is accredited by the Higher Learning Commission (www.hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education. The baccalaureate degree program in nursing, master's degree in nursing program, Doctor of Nursing Practice program, and post graduate APRN certificate program at Chamberlain University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). For the most updated accreditation information, visit chamberlain.edu/accreditation.

Calendar & Credit System: Chamberlain University operates on a student-centric calendar. An academic year will be determined by the student's schedule. Each semester consists of 16 weeks of instruction and exams; classes are scheduled in two eight-week sessions each semester.

An individual student's calendar is based on his/her initial enrollment into a degree seeking program or on the date studies are resumed following readmission to the University. This schedule results in two overlapping calendars (referred to as "cycles"). The two overlapping calendar cycles designate months corresponding to Chamberlain's summer, fall and spring semesters.

The academic credit unit is the semester hour. A semester credit is defined as a minimum of 16 contact hours of lecture or online learning activities with an associated 32 hours of out-of-class student work; 32 contact hours of laboratory or 48 contact hours of clinical instruction/practice/proficiency, 40 contact hours of graduate practicum/fieldwork for MPH, 64 contact hours of practicum for the DNP Healthcare Systems Leadership specialty track and 83 hours of out-of-class fieldwork for MSW. Courses with zero academic credits are designed to support students and therefore are exempt from the Credit Hour Allocation policy. One contact hour is defined as 50 minutes of attendance in lecture, laboratory or clinical instruction/practice or participation in online learning activities. Lab and clinical section credit hours are integrated into the course. Up to five additional contact hours are added per graduate practicum course for conferencing and documentation.

Course Identification: Courses in the 100 series are primarily for undergraduate freshmen, 200 series are primarily for undergraduate sophomores, 300 series are primarily for undergraduate juniors, 400 series are primarily for undergraduate seniors. Courses in the 600 and 800 series are primarily for graduate level students and the 700 series are primarily for doctorate level students. The chart below defines the minimum clinical contact hours required for pre-licensure and post-licensure nursing courses.

Course Number	Clinical Contact Hours	Course Number	Clinical Contact Hours	Course Number	Clinical Contact Hours	Course Number	Clinical Contact Hours
NR-226	48	NR-328	48	NR-435	98	NR-601	125
NR-227	98	NR-327	48	NR-436	48	NR-602	125
NR-299	98	NR-328	48	NR-441	98	NR-603	125
NR-320	98	NR-329	144	NR-442	98	NR-651	125
NR-321	72	NR-330	144	NR-444	144	NR-663	144
NR-322	72	NR-340	98	NR-446	98	NR-654	144
NR-324	98	NR-341	48	NR-452	48	NR-665	144
NR-325	98	NR-342	98	NR-511	125	NR-667	125

*Course no longer offered after September 2017

Grading System: Prior to fall 1999, the 4.0 scale of values was used: A-4; B-3; C-2; D-1; F-0. While some instructors used "+" and "-" in grading, these grades remained as if no "+" or "-" had been attached. Beginning with the fall 1999 semester, the scale of values became: A=4.0; A-=3.75; B+=3.25; B=3.0; B-=2.75; C+=2.25; C=2.0; C-=1.75; D+=1.25; D=1; D-=.75; F=0.

Beginning with the summer 2009 semester, the scale of values became: A=4.0; A-=3.75; B+=3.25; B=3.0; B-=2.75; C+=2.25; C=2.0; C-=1.75; D+=1.25; D=1; D-=.75; F=0.

A-	Superior	TNC	Transfer No Credit	S	Satisfactory
B+, B-	Above Average	PR	Internal Proficiency	U	Unsatisfactory
C+, C-	Average	PRX	External Institution Proficiency	R	Repeat
D+, D-	Below Average+	W	Withdrawal After Start of Class	H	Hold
P	Pass (No Credit)	WP	Withdrawal Passing ***	I	Included in GPA Calculations
F	Failure	WF	Withdrawal Failing ***	E	Excluded from GPA Calculations
*	Not Included in GPA	AU	Audit (No Credit)	+ Minimum grade requirement for all undergraduate nursing and science courses and all graduate courses is a C	
T	T Preceded By a Letter Grade Indicates Transfer Credit	CR	Credit	**TR not in use after July 2012	
		I	Incomplete	***WP/WF in use prior to Spring 1997 and beginning Spring 2017	
TR	Transfer Credit**	IP	In Progress	†H in use beginning March 2020	

Grade Point Average (GPA): A student's Grade Point Average (GPA), based on a 4.0 scale, is computed by dividing total quality grade points by total credit hours, for which grades "A", "A-", "B+", "B", "B-", "C+", "C", "C-", "D+", "D", "D-", or "F" are received. Grades of "I" or "H" are counted in attempted hours but are not used in any GPA calculations. All courses completed while enrolled in a Chamberlain University program are included in this calculation, with the exception of transitional studies and zero academic credit hour coursework. Transitional studies coursework is included in attempted and earned credit hours, but not in the GPA, Quality Point or GPA credit-hour totals. Transfer credit from academic institutions will be accepted for credit only and are not included in the CGPA calculation. The Term GPA (TGPA) is calculated at the end of each session. The Semester GPA (SGPA) is calculated at the end of a semester/student-centric period and represents the GPA for work completed in a given semester only. The Cumulative GPA (CGPA) is an average for all work completed while enrolled at Chamberlain University. When a course is repeated, only the highest grade is computed in credit hours completed and the CGPA for coursework completed prior to September 2020. The most recent attempt is computed in the credit hours completed and CGPA for coursework completed in September 2020 or later.

Semester Honors: Dean's List and Honor Roll are awarded for undergraduate students. Full-time students with a semester GPA of 3.5 or above are eligible for the Dean's List. Full-time students with a semester GPA between 3.0 and 3.49 are listed on the Honor Roll. Students who earn a grade of "D", "F", "WF" or "I" in one or more courses, including transitional studies coursework will not be eligible for honors during that semester. For the purpose of semester honors, transitional studies coursework does not count toward full-time status.

Honors at Graduation: Latin honors are awarded for bachelor's degree graduates who have completed a minimum of 60 credit hours in residence with a GPA of 3.3 and above. Honors are computed on the basis of all college work applied toward the degree and taken in residence at Chamberlain University. Summa Cum Laude, the highest honor, requires a CGPA of 3.8 or above. Students with a CGPA between 3.5 and 3.79 will graduate Magna Cum Laude, and those with a CGPA between 3.3 and 3.49 will graduate Cum Laude. President's Honors will be awarded to BSN students who graduate with a CGPA of 3.5 or above, and have less than 60 credit hours in residence. A student who has graduated from a doctorate or graduate program must have completed a minimum of 30 credit hours in residence. Doctorate and graduate degree students with a CGPA of 4.0 will graduate with the designation "With High Distinction" and those with a CGPA from 3.85 to 3.99 will graduate with the designation "With Distinction." As of July 2012, all coursework completed (including the last semester of study) will be included in the calculation of graduation honors.

Eligibility to Re-Enroll: Any undergraduate or graduate student who interrupts their academic studies for six consecutive sessions or more must request readmission. A person seeking readmission must complete and submit an application for admission and meet all admission requirements in effect at the time of readmission. Readmitted or resuming students are bound by Chamberlain policies in effect at the time of resumption or readmission. Dismissed students must appeal for reinstatement.

Students' Rights of Confidentiality: In compliance with Public Law 93-380 Family Educational Rights and Privacy Act of 1974, as amended, this transcript is provided to you for employment or admission purposes only. The law prohibits you from permitting access to this information by any other party without the written consent of the student concerned. If you are unable to comply fully with this requirement, please return this record to us immediately.

SACRED HEART UNIVERSITY - UNOFFICIAL TRANSCRIPT
 5151 Park Avenue
 Fairfield CT 06825

Mrs. Lisa P. Palmer

18 Jun 2021

Student ID: [REDACTED]
 Birthdate: [REDACTED]
 Program: Degree Major(s):
 MS NE

Academic Level: Graduate

COURSE	Course Title	CRD	GRD	GRDPT
MODULE TERM 2 FALL 2018				
NUS01	HEALTH CARE POLICY & ETHICS PO	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 4.000 Credit 3.00 Grd Pts 12.00			
MODULE TERM 3 SPRING 2019				
NUS30	THEORY & PROFESSIONAL ROLES	3.00	A-	11.01
	Term GPA 3.670 Credit 3.00 Grd Pts 11.01			
	Cum GPA 3.835 Credit 6.00 Grd Pts 23.01			
MODULE TERM 4 SPRING 2019				
NUS60	PRINCIPLES OF NC RESEARCH	3.00	B-	8.01
	Term GPA 2.670 Credit 3.00 Grd Pts 8.01			
	Cum GPA 3.447 Credit 9.00 Grd Pts 31.02			
MODULE TERM 1 FALL 2019				
NUS62	EVIDENCE BASED PRACTICES	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 3.585 Credit 12.00 Grd Pts 43.02			
MODULE TERM 2 FALL 2019				
NUS53	ADVANCED PATHOPHYSIOLOGY	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 3.668 Credit 15.00 Grd Pts 55.02			
MODULE TERM 3 SPRING 2020				
NUS54	APPL OF COMP WITH ASSESSMENT	3.00	B+	9.99
	Term GPA 3.330 Credit 3.00 Grd Pts 9.99			
	Cum GPA 3.612 Credit 18.00 Grd Pts 65.01			

COURSE	Course Title	CRD	GRD	GRDPT
MODULE TERM 4 SPRING 2020				
NUS68	PHARMACOLOGY FOR THE NURSE LEA	3.00	A	12.00
	Term GPA 4.000 Credit 3.00 Grd Pts 12.00			
	Cum GPA 3.667 Credit 21.00 Grd Pts 77.01			
MODULE TERM 6 2020				
NUS75	HEALTH CARE INFORMATION SYSTEM	3.00	A-	11.01
	Term GPA 3.670 Credit 3.00 Grd Pts 11.01			
	Cum GPA 3.668 Credit 24.00 Grd Pts 88.02			
MODULE TERM 1 FALL 2020				
NUS88	THEORETICAL BASIS OF TEACHING/	3.00	B	9.00
	Term GPA 3.000 Credit 3.00 Grd Pts 9.00			
	Cum GPA 3.593 Credit 27.00 Grd Pts 97.02			
MODULE TERM 4 SPRING 2021				
NUS89	CURRICULUM DEV. & EVALUATION	3.00	B	9.00
	Term GPA 3.000 Credit 3.00 Grd Pts 9.00			
	Cum GPA 3.534 Credit 30.00 Grd Pts 106.02			

End of unofficial record.

Transcript

St. Vincent's College
2800 Main Street
Bridgeport, CT 06608

Record of: Palmer Lisa P
500012063

SBEID:

Course Code	Course Title	Credit Hrs.	Gr	R	Qual Points	GPA		
TRANSFER FROM Springfield College						19969		
OH101S	HIST 1/SURVEY WESTERN HISTORY	3.00		TR	0.00			
ENG101T	ENGL 3/WRITTEN&ORAL COMPOSITION	3.00		TR	0.00			
PSY112T	PSYC 2/PSYCH HUMAN DEVELOPMENT	3.00		TR	0.00			
Undergraduate Total					Earned Hrs. 9.00	Qpts. 0.00	GPA 0.00	
TRANSFER FROM CLEP						20061		
PSY101T	CLEP/INTRODUCTORY PSYCHOLOGY	3.00		TR	0.00			
Undergraduate Total					Earned Hrs. 3.00	Qpts. 0.00	GPA 0.00	
Summer 2005								
CHE100V	INTRO CHEMISTRY	3.00		A-	11.01			
TERM TOTALS:					GPA Hrs. 3.00	Earned Hrs. 3.00	Qpts. 11.01	GPA 3.67
Fall 2005								
BIO100V	INTRODUCTORY BIOLOGY	3.00		B	9.00			
SOC101V	INTRO. TO SOCIOLOGY	3.00		A	12.00			
TERM TOTALS:					GPA Hrs. 6.00	Earned Hrs. 6.00	Qpts. 21.00	GPA 3.50
Spring 2006								
BIO211V	LAB ANAT&PHY 1	0.00			0.00			
BIO211V	HUMAN ANAT & PHYS I	4.00		B+	13.32			
PHI201V	ETHICS	3.00		B	9.00			
TERM TOTALS:					GPA Hrs. 7.00	Earned Hrs. 7.00	Qpts. 22.32	GPA 3.19
Summer 2006								
BIO212V	LAB ANAT&PHY II	0.00			0.00			
BIO212V	HUMAN ANAT & PHYS II	4.00		B	12.00			
TERM TOTALS:					GPA Hrs. 4.00	Earned Hrs. 4.00	Qpts. 12.00	GPA 3.00
Fall 2006								
MAT101V	COLLEGE MATHEMATICS	3.00		C+	6.99			
NUR101V	LAB/CLINIC NUR101	0.00			0.00			

Course Code	Course Title	Credit Hrs.	Gr	R	Qual Points	GPA		
NUR101V	INTRO NURSING PRAC	7.00		B+	23.31			
TERM TOTALS:					GPA Hrs. 10.00	Earned Hrs. 10.00	Qpts. 30.30	GPA 3.03
Spring 2007								
NUR124V	ADULT CHILD NUR I	5.00		C+	11.65			
NUR199V	INDEPENDENT STDY I	1.00		P	0.00			
TERM TOTALS:					GPA Hrs. 6.00	Earned Hrs. 6.00	Qpts. 11.65	GPA 1.94
Summer 2007								
BIO235V	LAB MICROBIOLOGY	0.00			0.00			
BIO235V	INTRO MICROBIOLOGY	4.00		B	12.00			
TERM TOTALS:					GPA Hrs. 4.00	Earned Hrs. 4.00	Qpts. 12.00	GPA 3.00
Fall 2007								
NUR230V	ADULT-CHILD NUR II	5.00		B	16.00			
REL101V	INTRO STUDY RELIGION	3.00		B	9.00			
TERM TOTALS:					GPA Hrs. 8.00	Earned Hrs. 8.00	Qpts. 24.00	GPA 3.00
Spring 2008								
NUR231V	ADULT-CHILD NUR III	6.00		C+	13.98			
TERM TOTALS:					GPA Hrs. 6.00	Earned Hrs. 6.00	Qpts. 13.98	GPA 2.33
Fall 2008								
NUR232V	ADULT CHILD NUR IV	6.00		B-	16.02			
TERM TOTALS:					GPA Hrs. 6.00	Earned Hrs. 6.00	Qpts. 16.02	GPA 2.67
Spring 2009								
NUR123V	FAMILY CONCEPTS/NURSING	4.00		A	16.00			
NUR270V	NURSING SEMINAR	3.00		A-	11.01			
TERM TOTALS:					GPA Hrs. 7.00	Earned Hrs. 7.00	Qpts. 27.01	GPA 3.86
* GRADUATED 05/16/2009								

St. Vincent's College
2800 Main Street
Bridgeport, CT 06606

Record of: Palmer Lisa P
500012063

SBEID:

<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hrs.</u>	<u>Gr</u>	<u>R</u>	<u>Qual Points</u>	<u>GPA</u>	<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hrs.</u>	<u>Gr</u>	<u>R</u>	<u>Qual Points</u>	<u>GPA</u>
* ASSOCIATE OF SCIENCE													
Undergrad													
CUMULATIVE TOTALS													
		67.0000	79.0000	201.2900	3.0043								
<u>College</u>	<u>Major</u>	<u>Minor</u>											
ST VINCENTS COLLEGE	A.S. Nursing												

**** END OF TRANSCRIPT ****



DR. SUSAN L. DAVIS, R.N.,
& RICHARD J. HENLEY
COLLEGE OF NURSING
Sacred Heart University

Date: 06/30/2021

Ref: Letter of Good Academic Standing – Lisa Palmer

From: Dr. Tammy Lampley, PhD, RN, MSN, CNE
Program Director, MSN NE Program

To Whom it May Concern,

At the request of Ms. Lisa Palmer, I am writing to inform you that Ms. Lisa Palmer is currently enrolled as a student in Sacred Heart University's Master of Science, Nurse Educator (MSN NE) Program. I have known Ms. Palmer since August 2018, in my role as her faculty advisor, course faculty, and as the Program Director. She is highly professional in her academic work and communication. Ms. Palmer is in good academic standing in the MSN NE program, and has successfully completed 10 of the 13 required courses in the program. She has a tentative program completion date of February, 2022.

Please let me know if you have any questions. I can be reached at the contact information above.

Best Regards,

A handwritten signature in cursive script, appearing to read "Lampley".

Program Director, PM DNP and MSN FNP Online Programs
Sacred Heart University, Davis and Henley College of Nursing
704-472-8358
lampleyt@sacredheart.edu

STONE ACADEMY

May 25, 2021

Helen Smith, Nurse Consultant
State of Connecticut
Department of Public Health
410 Capitol Avenue
PO Box 340308
Hartford, CT 06134

Dear Ms. Smith:

It is with great sadness that I inform you of Terry Kinsley's recent notice of resignation. Terry has stated that her last day as the Practical Nursing Program Administrator at Stone Academy will be June 14, 2021.

During that time, Terry will continue to be active in her role and assume required responsibilities. I am currently interviewing candidates for this position and will inform you once I have a candidate secured.

Yvette Stout, MSN, the current Practical Nursing program Site Administrator at the East Hartford campus will step into this role in the interim. I will provide you with Ms. Stout's resume and a request to present at the July BOEN meeting, should I not have a candidate secured by June 14, 2021.

Please do not hesitate to reach out to me should further information be required.

Sincerely,

Linda Dahlin

Linda Dahlin, M.Ed.
Executive Vice President
Stone Academy
560 Saw Mill Road
West Haven, CT 06516
203-288-7474
ldahlin@stone.edu

WEST HAVEN CAMPUS
560 Saw Mill Road
West Haven, CT 06516
Tel: (203) 288-7474
Fax: (203) 288-8869

WATERBURY CAMPUS
101 Pierpont Road
Waterbury, CT 06705
Tel: (203) 756-5500
Fax: (203) 596-1455

EAST HARTFORD CAMPUS
745 Burnside Avenue
East Hartford, CT 06108
Tel: (860) 569-0618
Fax: (860) 560-0702



STONE ACADEMY

July 1, 2021

Ms. Helen Smith, Nurse Consultant
State of Connecticut
Department of Public Health
410 Capitol Avenue
PO Box 340308
Hartford, CT 06134

Dear Ms. Smith and Board of Examiner for Nursing:

This letter is a response regarding the NCLEX May 1, 2020, to April 30, 2021, results for the West Haven and East Hartford Practical Nursing (PN) Day and Evening Programs. The results are as follows for first time test takers:

- West Haven PN (Day) – 53/105 yielding a pass rate of 50.48%
- West Haven PN (Evening) – 8/11 yielding a pass rate of 72.73%
- East Hartford PN (Day) – 27/36 yielding a pass rate of 75%
- East Hartford PN (Evening) – 35/47 yielding a pass rate of 74.47%

The following represents the pass rate summary for repeating test takers:

- West Haven PN (Day) – 94/21 yielding a pass rate of 22.34%
- West Haven PN (Evening) – 24/8 yielding a pass rate of 33.33%
- East Hartford PN (Day) – 20/7 yielding a pass rate of 35%
- East Hartford PN (Evening) – 11/3 yielding a pass rate of 27.27%

Preface:

During this reporting year we were faced with a global pandemic, which had a deleterious effect on our student population as most of them maintained increased work hours in their communities and provided care for family members while balancing educational demands.

In March 2020, Stone Academy transitioned students from the classroom setting to comply with Governor Lamont's COVID-19 protocols. The unavoidable, rapid transition to remote learning temporarily distracted students' focus away from their education to mastering new technology and navigating the online environment. Many of our students initially struggled as they did not have adequate access to the necessary tools for online learning such as electronic devices and Internet connectivity. Students balanced their educational requirements in addition to working on the front lines, supporting their children's online education, and experiencing COVID-19 themselves or caring for sick loved-ones. Faculty were faced with similar technical challenges and had to learn how to effectively present material in this new learning modality.

To help the students succeed and remain engaged in this new learning modality, students were provided with Chromebooks, online live tutorials on Learning Management System navigation, digital books and resources that highlighted successful online learning. In addition, Stone Academy faculty worked to replicate the classroom experience via synchronous lectures. Each cohort of student was paired with an academic advisor who maintained consistent dialog via Zoom, phone, text, and emails. Still, the dramatic shift in instruction being provided and the challenges students faced during the pandemic undoubtedly affected NCLEX test results.

Finally, one of the biggest problems arising out of pandemic restrictions was the delay in scheduling NCLEX testing, which affected the students' ability to take the NCLEX in timely a manner. During the height of the pandemic, students not only were unable to meet the recommended timing, they faced long delays in scheduling their exam through no fault of their own. Some students received a testing date 90 or more days past their graduation date, which is a substantial impediment to success on the exam. The attached exhibit of student correspondence provides a representative sample of the level of frustration students experienced while attempting to schedule their exam (Exhibit 1). Students suffered these impediments and overall, general anxiety about the delayed test dates, ongoing exposure to COVID (including at the test site), and mask requirements during testing.

Action Plan:

The following action plan has been developed and implemented. The plan focuses on two key areas: policy and academics.

Policy

Graduation Requirements

As of November 2020, our graduation requirement policy was changed. Students have to achieve a score $\geq 95\%$ probability of passing the NCLEX (score of 74.4%) on the ATI exit exam. This was increased from the previous policy which required the students to achieve a score of $\geq 90\%$ probability of passing the NCLEX (score of 70.7%).

Students who fail to achieve of a score of $\geq 95\%$ probability of passing the ATI Exit Exam after two attempts will be eligible for a one-time remediation program. The student will be required to enroll in VATI twelve (12) week remediation, which is paid for by Stone Academy. If the student is not successful in getting the "Green Light" within the 12 weeks, the student may extend the program for an additional 12 weeks only once at his or her own expense.

During remediation, a student may request or be offered to audit any nursing theory class at no charge. The practical nursing department make arrangements for auditing of course(s) when available.

This change will improve the NCLEX pass rate by providing additional VATI remediation for students who have a less than 95% chance of passing the NCLEX.

Return to In-person Learning

As of April 2021, we began slowly transitioning students back to on-campus learning. As of the writing of this letter, all students have returned to campus in some form. We anticipate that the in-person

interactions will facilitate improved learning experiences for the students and translate into greater success on the NCLEX exam.

Academic

Academic Student Advisors

During the pandemic, we created a new role of student advisor to better support our students with their success. The Academic Advisors work with the student to identify areas within the course content that may be causing challenges for them. The Academic Advisors discuss the challenges with the faculty and Site Administrator to provide detailed insight on each student who may be faced with academic challenges. Interventions are set forth by the faculty, while maintaining shared communication with the Site Administrator. Interventions include tutoring and additional academic resources such as ATI remediation, online resources, and videos.

Increase of ATI Value throughout the Curriculum

As of May 2021, all syllabi were revised to double the grade point value of ATI testing and remediation. This change forces the student to increase their engagement with ATI to enhance their mastery of the content and application of the nursing concepts, which better prepares them for NCLEX testing.

Proctored ATI exams are taken on a regular basis in all core nursing courses. The proctored ATI exams are used to simulate the experience the students will encounter when taking the NCLEX. Time is set aside during both classroom and clinical days for the practicing of NCLEX review questions along with answers, rationale and test taking skills. Once students have taken their first proctored ATI exam, which takes place in their first semester, an explanation is provided by the course faculty on how to interpret the results and understanding their individual Probability of Passing rate provided by ATI. The students are given a pathway to study that includes use of the ATI focused review, assigning priority to their weakest areas, and narrowing down content to more manageable, understandable concepts.

At-risk Monitoring

Students who are at-risk are monitored in two ways.

Weekly "At Risk" reports are generated by the PN Site Administrator. The report includes any student who has a course average less than 73% and the reason why a student may be at risk, i.e. subject matter challenges and absences. Discussions along with action plans are created by the course faculty and the Site Administrator. At Risk students are closely monitored and meet with the student advisor, course faculty, and Site Administrator to help guide them to be successful and meet the minimum course grade requirement of 73%.

Weekly, each PN Site Administer generates a campus specific report detailing each student's progress in ATI Proficiency Level and Probability of Pass Rate. Students identified as ATI At Risk are provided additional remediation support and continued monitoring.

ATI Training

New hired faculty are required to complete online ATI training. Quarterly in-service sessions are scheduled with PN faculty on the use of ATI and its integration into the classroom.

Furthermore, Site Administrators are able to attend the ATI National Nurse Education Summit in October 2021 where critical issues facing nursing and healthcare today will be discussed. During the summit, there will be an opportunity to network, share knowledge, celebrate achievements and build relationships that promote a stronger nursing industry. After the summit, the Site Administrators will share their newfound knowledge with faculty during a professional development meeting.

Faculty Development

Now that the pandemic has waned, we are resuming our quarterly faculty training workshops, which focus on culturally responsive teaching, student engagement, and developing healthy faculty-student rapport. Our next session will be held on Friday, July 23, 2021. In turn, this will increase faculty retention and promote employee satisfaction.

Speed to Testing Initiative

In the Seminar II (SEM111) course, which provides a thorough review and preparation for the ATI Exit Exam and NCLEX, an objective was added to the syllabus focused on understanding the importance of taking the NCLEX within 30 days of completing the Exit Exam or obtaining the VATI Green Light. This follows ATI's recommendations for successful NCLEX results, which encourage students to sit for their exam within three weeks of passing the Exit Exam or obtaining the VATI Green Light.

NCLEX Review Class

A seasoned, full-time faculty hosts a weekly NCLEX preparatory class that reviews nursing concepts, NCLEX test taking strategies, test anxiety management, and ATI remediation techniques. Additionally, students who are preparing to take the NCLEX for either the first or additional times may audit any academic course at no cost.

By addressing the needs of the adult learner and implementing the changes noted above, it is anticipated that students will meet or exceed the 80% standard for passing the NCLEX-PN.

Sincerely,



Dr. Linda Dahlin
Executive Vice President
Stone Academy

Attachment:

Exhibit 1: Students Emails

Lauren Kuzara

From: Terry Kinsley
Sent: Thursday, March 19, 2020 2:57 PM
To: Dennis Fitzgerald; Miriam Uyanwune-Clark; William Tarvis; Chandra May; Samantha Casparino; Jody Benton
Cc: DeWayne Pryce; Tonya Anderson; Lauren Kuzara
Subject: Fw: Urgent COVID-19 NCLEX Update

Please see below regarding NCLEX testing.
Stay well!
Terry

Terry Kinsley, MSN
Stone Academy
Practical Nursing Program Administrator
West Haven, Waterbury and East Hartford
tkinsley@stone.edu

From: Perfetto, Linda <LPerfetto@commnet.edu>
Sent: Thursday, March 19, 2020 2:11 PM
To: csthomas <csthomas@ccsu.edu>; Janice Watts <JWatts@goodwin.edu>; Jeanette Lupinacci <lupinaccij@wcsu.edu>; dabu911kivu@post.wordpress.com <dabu911kivu@post.wordpress.com>; Meredith Kazer <mkazer@fairfield.edu>; Marcia Proto <marcia@ctleaguefornursing.org>; Gabriele, Carol <CGabriele@nvcc.commnet.edu>; jknecht <jknecht@usj.edu>; Lisa.O'Connor <Lisa.O'Connor@quinnipiac.edu>; 'Joyce Shea' <JShea@mail.fairfield.edu>; Vigneau, Judy <judith.vigneau@uconn.edu>; deborah.chyun <deborah.chyun@uconn.edu>; Kevin Mooney <kmooney@stone.edu>; Watsons49 <Watsons49@sacredheart.edu>; Ouellet, Edith M <EOuellet@trcc.commnet.edu>; tish.knobf <tish.knobf@yale.edu>; Kimberly Sandor <ExecutiveDirector@ctnurses.org>; aspenard <aspenard@nathealthcare.com>; Beauvais, Audrey M. <abeauvais@fairfield.edu>; dhessell <dhessell@porterchester.com>; capapp <capapp@bridgeport.edu>; Breda, Karen <breda@hartford.edu>; Perfetto, Linda <LPerfetto@commnet.edu>; Dawn Nair <dawnnair@bridgeport.edu>; Jonesd <jonesd@stone.edu>; Linda Dahlin <ldahlin@stone.edu>; Yoder, Carol S <CYoder@ncc.commnet.edu>; Braman, Cheryl A <CBraman@nwcc.commnet.edu>; LSimonetti <LSimonetti@lincolntech.edu>; Fisher, Debra A. <debra.fisher@quinnipiac.edu>; peggy <peggy@ctleaguefornursing.org>; Davidsonm6 <Davidsonm6@sacredheart.edu>; Rebesch, Lisa M. <lisa.rebesch@quinnipiac.edu>; Snyder, Marianne <marianne.snyder@uconn.edu>; Bunting, Dawn R <DBunting@ccc.commnet.edu>; aronsonb1 <aronsonb1@southernct.edu>; Solernou, Sheila B <SSolernou@gwcc.commnet.edu>; ann.kurth <ann.kurth@yale.edu>; carmen.portillo <carmen.portillo@yale.edu>; Forte, Pamela J. <fortep4@southernct.edu>; bakerr1624 <bakerr1624@sacredheart.edu>; bmorey <bmorey@goodwin.edu>; Membership <Membership@ctnurses.org>; jthielen <jthielen@hartford.edu>; pdelucia <pdelucia@lincolntech.com>; Hotchkiss, Constance R <CHotchkiss@nwcc.commnet.edu>; Nancy Brunet <nbrunet@porterchester.com>; Terry Kinsley <tkinsley@stone.edu>; killions1 <killions1@southernct.edu>; Resha, Cheryl-Ann <reshac1@southernct.edu>; nancy.manister <nancy.manister@uconn.edu>
Subject: FW: Urgent COVID-19 NCLEX Update

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Everyone,
Received from Pat Bouffard to share with the council...
Stay well,

Linda

Linda M. Perfetto PhD, RN, CNE, CNOR, FAADN

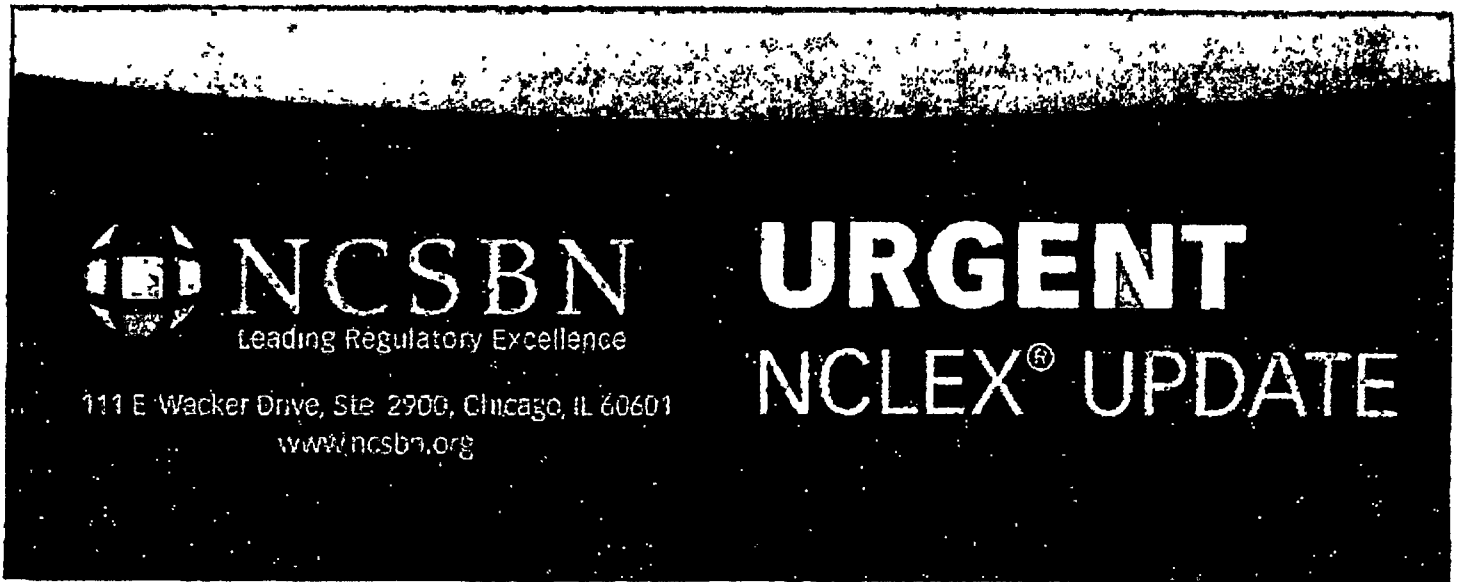
Director, System Nursing Curricular Operations
CT Community College Nursing Program


Interim Director RN to BSN Program
Charter Oak State College

61 Woodland St.
Hartford, CT 06105-2345
Phone: 860-723-0779
FAX: 860-723-0027

lperpetto@commnet.edu
lperpetto@charteroak.edu

Is this email not displaying correctly?
[View it in your browser](#)

A banner with a dark background and a light, textured top border. On the left is the NCSBN logo, a globe with a caduceus. To its right, the text "NCSBN" is in large, bold, white letters, with "Leading Regulatory Excellence" in smaller white text below it. Further right, the word "URGENT" is in very large, bold, white letters. Below "URGENT", the words "NCLEX® UPDATE" are in large, bold, white letters. At the bottom left of the banner, the address "111 E. Wacker Drive, Ste. 2900, Chicago, IL 60601" and the website "www.ncsbn.org" are written in white.

 **NCSBN**
Leading Regulatory Excellence
111 E. Wacker Drive, Ste. 2900, Chicago, IL 60601
www.ncsbn.org

URGENT
NCLEX® UPDATE

March 18, 2020

COVID-19 Impact to NCLEX Candidates

Test delivery at U.S.-and-Canada based Pearson VUE test centers, the NCLEX test administrator, is suspended until April 16, 2020.

FAQs for NCLEX Candidates

1 Is my NCLEX test appointment canceled?

If your exam appointment to test was between March 17 - April 16, Pearson VUE is uncheduling your appointment and will extend your Authorization to Test (ATT) for six months. You will be notified via email of all changes.

2. When can I test?

Test delivery at Pearson VUE test centers is suspended until after April 16, 2020. Visit PearsonVUE.com for reschedule opportunities starting after April 16, 2020, but please be aware that Pearson VUE may have to extend this date further depending on future developments.

3. What will happen if my registration expires?

NCSBN and Pearson VUE are uncheduling all appointments between March 17 - April 16 and are extending your ATT for six months, so that every candidate has ample time to reschedule their appointment. We will make every effort to ensure that candidates' registrations will remain valid, so that if your registration expires, Pearson VUE will create a new registration for you automatically. You will be notified via email if this should occur.

4. If my exam appointment was uncheduled, do I need to contact Pearson VUE, NCSBN or my nursing regulatory body (NRB)?

You do not need to contact Pearson VUE, NCSBN or your NRB. Their websites and phone lines are experiencing long wait times. Pearson VUE is uncheduling your appointment and will extend your ATT for six months. You will be notified via email regarding this.

5. Can my ATT be extended?

Yes. Pearson VUE will automatically extend your eligibility period for six months.

Due to the higher volumes of calls and email inquiries, please consult [Pearson VUE's COVID-19 webpage](#) and this [page](#) frequently, as both are continuously updated with the latest information.

For any other NCLEX questions/concerns, you may contact NCSBN at nclexinfo@ncsbn.org.

FAQs for Educators and Nursing Regulatory Bodies (NRBs)

1. What will happen to candidates' NCLEX registrations?

NCSBN and Pearson VUE are uncheduling all appointments between March 17 - April 16 and are extending all Authorizations to Test (ATTs) for six months, so that every candidate has ample time to reschedule their appointment. We will make every effort to ensure that candidates' registrations will remain valid.

2. Is there any action our nursing program or our NRB need to take?

NCSBN and Pearson VUE are uncheduling all impacted appointments, extending ATTs and informing candidates of the changes. No action is required from nursing programs or NRBs for impacted candidates.

3. What should NRBs do with new registrants?

NRBs should continue to process new applications and approve candidates to test who are eligible. If needed, eligibilities for those candidates impacted, will be extended automatically by Pearson VUE.

4. What message should NRBs relay to candidates?

NCLEX candidates should visit the [Pearson VUE COVID-19 website](#) for the most updated information. By the end of day March

17, Pearson VUE will have reached out to all candidates who had a test appointment scheduled between March 17-April 16. This message informed candidates that Pearson VUE unscheduled their appointment and will extend their Authorization to Test (ATT) for 6 months.

NCSBN will continue to update this [FAQ page](#) and communicate pertinent information to Nursing Regulatory Bodies and Nursing Programs. For any NRB specific concerns/questions, please contact Exams Operations at ExamsInfo@ncsbn.org

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Lauren Kuzara

Subject: [REDACTED]

From: Ashley Curtis

Sent: Tuesday, September 8, 2020 10:23 AM

To: [REDACTED]

Cc: William Tarvis

Subject: RE: [REDACTED]

Hi [REDACTED]

I know we spoke about this over the phone. Thank you for being patient with the process. My best suggestion is for you to call them, and see what they say. Unfortunately, once we give you the NCLEX VOUCHER CODE, it is up to you to schedule the test. I know this has been a challenge for you, along with other students. I can try helping where I can, but I did add Mr. Tarvis to this email, perhaps he knows something that can help you.

From: [REDACTED]

Sent: Saturday, September 05, 2020 4:51 AM

To: Ashley Curtis <acurtis@stone.edu>

Subject: [REDACTED]

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← **Exam Details**

Exam

NCLEX-PN: The National Council Licensure Examination for Practical Nurses

Language: English

Exam Length: 300 minutes

Educational program

STONE ACADEMY - WEST HAVEN

Nursing regulatory body

69, Connecticut Board of Examiners for Nursing

Order Number/Invoice

[REDACTED]

Registration ID

[REDACTED]

Status

Registration Acknowledged



Dashboard

NCLEX Registration

Open NCLEX Registration

▲ It may take up to 4 weeks for the Nursing Regulatory Body to review and approve your registration. After it is approved, we will send your Authorization to Test email containing the Authorization Number (ATT#) needed to schedule your exam.

More than 4 weeks since you registered? Contact the Nursing Regulatory Body to ensure all necessary materials have been submitted and received, or to find out why they have not granted your eligibility.

NCLEX-PN: The National Council Licensure

• Examination for Practical Nurses

Hi Ashley,

These are the screens I get when I go on the website. Its been well overdue can someone help me figure out how I can get dates please.

Thank you,



Sent from Yahoo Mail on Android

Lauren Kuzara

Subject: FW: Information

From: [REDACTED]
Sent: Tuesday, November 3, 2020 10:03:41 PM
To: Ashley Curtis <acurtis@stone.edu>
Subject: Information

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Hello Ashley

I am contacting you because I have registered with the Department of Public Health from September 9, and Pearson Vue September 13, 20 and is not getting any response from the Connecticut Board of Nursing, I am just seeking any information you might have to give relating to this matter, please let me know if there are changes with the Connecticut Board of Nursing, this is making me too anxious

Regards,

[REDACTED]

Lauren Kuzara

Subject: FW: NCLEX

From: Quentin Pugh
Sent: Wednesday, July 8, 2020 12:31 PM
To: Lauren Kuzara <lkuzara@stone.edu>
Subject: Re: NCLEX

Hey Lauren,

The two students were [REDACTED] and [REDACTED]

From: Lauren Kuzara <lkuzara@stone.edu>
Sent: Wednesday, July 8, 2020 12:19 PM
To: Quentin Pugh <qpugh@stone.edu>
Subject: RE: NCLEX

Hi Again –

Can you tell me the name of the two students who are waiting to pick a date?

Lauren

From: Quentin Pugh
Sent: Tuesday, July 7, 2020 7:28 PM
To: Lauren Kuzara <lkuzara@stone.edu>
Subject: NCLEX

Hey Lauren,

So far I called student from the day start of the NCLEX spreadsheet. Only 2 picked up for me and I left voicemails with the ones I could. The two I spoke with said that they're still waiting to pick a date to take their test. Im not sure if the others are experlencing the same issue. I will call the other set of students tomorrow and update you again.

Quentin Pugh
Assistant Programs Manager
Stone Academy
560 Saw Mill Road
West Haven, CT 06516
(203) 288-7474

Daryn Price

From: [REDACTED]
Sent: Wednesday, May 12, 2021 3:14 PM
To: Daryn Price
Subject: Re: Stone Academy | NCLEX Update

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

of course Daryn. I applied on april 11 and havent heard anything since then but i'll be sure to contact you as soon as they email me back with a date

Sent from my iPhone

On May 12, 2021, at 3:04 PM, Daryn Price <pricedm@stone.edu> wrote:

Hi [REDACTED]

I appreciate your response and update of information. Please keep me updated as you move along as I am looking forward to assisting you in your employment search.

From: [REDACTED]
Sent: Wednesday, May 12, 2021 1:15 PM
To: Daryn Price <pricedm@stone.edu>
Subject: Re: Stone Academy | NCLEX Update

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hey Daryn, I'm waiting for them to email me when a test date i haven't heard anything back yet

Sent from my iPhone

On May 12, 2021, at 9:11 AM, Daryn Price <pricedm@stone.edu> wrote:

Good morning [REDACTED]

This is your Career Services Manager and I am reaching out in an attempt to provide support to you as you transition to your career as a Licensed Practical Nurse.

According to our records, you graduated from the Practical Nursing program on April 10, 2021. I have researched and the State of Connecticut indicates that you are not yet licensed as a practical nurse but does specify that you are in the pending stages of the process.

Per our accreditor, the Accrediting Bureau of Health Education Schools (ABHES), it is a requirement for me to provide details and reasoning for your status. I have made the following bullets for your review:

- If you have already registered for the NCLEX exam and are waiting to take it, or have already taken it, please provide me with the date when you are scheduled to take or took the exam.
- If you have not registered for your NCLEX exam and are having difficulties doing so, please inform me so I can assist you. Also be sure to use the website, <https://www.ncsbn.org/nclex.htm>.
- If you are awaiting your Authorization to Test (ATT), please let me know so I can note this within your file.
- If you did take the NCLEX but did not pass, again, please let me know so I can support you as you prepare to retake the exam.

I understand that this is can be a challenging time and there have been many delays in normal functionality, so please know that I am simply trying to receive an update of information so I can report to ABHES and help you obtain a position as a Licensed Practical Nurse. If you have questions, comments, or concerns, please do not hesitate to contact me.

Please consider all that is entailed in this message as your correspondence is appreciated,

Kind regards,

Daryn Michael Price

Career Services Manager
Stone Academy | East Hartford Campus
745 Burnside Avenue
East Hartford, CT 06108
Cell: 254-244-5851
Telephone: 860-569-0618 x 3224
pricedm@stone.edu | www.stone.edu

<image001.jpg>

Daryn Price

From: [REDACTED]
Sent: Thursday, May 13, 2021 9:29 AM
To: Daryn Price
Subject: Re: Stone Academy | NCLEX Update

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Mr Price,

DPH took a long time to respond to me but I am now looking into scheduling a date. Have a Blessed Week!
Thanks

On Wed, May 12, 2021 at 10:49 AM Daryn Price <pricedm@stone.edu> wrote:

Good morning [REDACTED]

This is your Career Services Manager and I am reaching out in an attempt to provide support to you as you transition to your career as a Licensed Practical Nurse.

According to our records, you graduated from the Practical Nursing program on March 27, 2021. I have researched and the State of Connecticut indicates that you are not yet licensed as a practical nurse but does specify that you are in the pending stages of the process.

Per our accreditor, the Accrediting Bureau of Health Education Schools (ABHES), it is a requirement for me to provide details and reasoning for your status. I have made the following bullets for your review:

- If you have already registered for the NCLEX exam and are waiting to take it, or have already taken it, please provide me with the date when you are scheduled to take or took the exam.
- If you have not registered for your NCLEX exam and are having difficulties doing so, please inform me so I can assist you. Also be sure to use the website, <https://www.ncsbn.org/nclex.htm>.

- If you are awaiting your Authorization to Test (ATT), please let me know so I can note this within your file.
- If you did take the NCLEX but did not pass, again, please let me know so I can support you as you ~~prepare to retake the exam.~~

As a note, I am attempting to receive an update of information so I can report to ABHES and help you obtain a position as a Licensed Practical Nurse. If you have questions, comments, or concerns, please do not hesitate to contact me.

Please consider all that is entailed in this message as your correspondence is appreciated.

Kind regards,

Daryn Michael Price

Career Services Manager

Stone Academy | East Hartford Campus

745 Burnside Avenue

East Hartford, CT 06108

Cell: 254-244-5851

Telephone: 860-569-0618 x 3224

pricedm@stone.edu | www.stone.edu



STONE ACADEMY



STONE ACADEMY

July 1, 2021

Ms. Helen Smith, Nurse Consultant
State of Connecticut
Department of Public Health
410 Capitol Avenue
PO Box 340308
Hartford, CT 06134

Dear Ms. Smith and Board of Examiner for Nursing:

Per the request of the Board of Examiner for Nursing, the following letter includes dialogue and exhibits referencing:

- An overview of the Practical Nursing program
- Data referencing the current status of full-time vs part-time nursing faculty
- The names of each Program Administrator employed by Stone Academy and their tenure for the last five years
- NCLEX results for the last five years (Exhibit 1)
- Attrition rates for the last five years (Exhibit 2)
- Stone Academy organizational chart (Exhibit 3)
- Job descriptions for the Site Administrator and Program Administrator (Exhibit 4)

Overview of Practical Nursing program

The philosophy of the Practical Nursing program is dedicated to providing qualified students with a quality education which fosters the learning of skills leading to attaining the highest level of wellness for their clients, while working under the direction of an RN or APRN.

Stone Academy's mission is to empower students to become compassionate healthcare practitioners through the promotion of a culture that engages faculty, staff, and community partners in the delivery of a progressive curriculum that reflects the evolving needs of patients and employers.

This program will prepare and assist students in acquiring the basic knowledge and skills necessary to be hired into an entry-level position as a Licensed Practical Nurse. This program develops the student's knowledge base and skills by providing a theoretical foundation and by

developing the student's ability to perform clinical procedures. Training is provided by a balance of lecture, lab, and clinical components.

All nursing theory courses provide a section to discuss a theoretical nursing care plan including data collection, probable short- and long-term goals, nursing diagnosis, and nursing interventions, along with rationales.

Students are exposed to the nursing process in their first clinical rotation where they start to become familiar with gathering data from the client's medical record. As they progress, they are encouraged to incorporate data into a workable care plan. Instructors may require the student to complete nursing care plan(s) in each clinical course. These nursing care plans are evaluated, corrected and used as a learning tool. As the students' progress in their clinical rotation, they may make suggestions to the APRN or RN with the approval of their instructor. In collaboration with the APRN or RN, the student evaluates the effectiveness of nursing interventions; and they may recommend changes in the client's plan of care.

Graduates of this program are eligible to sit, upon graduation, for the Connecticut NCLEX-PN licensing examination and assume positions in the health care system as licensed practical nurses.

The recent pandemic has only emphasized the importance and demand for LPNs in the healthcare field where they work in many settings including nursing homes and extended care facilities, hospitals, physicians' offices, and private homes. Their assistance allows RNs to focus on other tasks. The completion of the PN program can also be a stepping stone into RN programs.

Current Faculty Data

Historically, retention of full-time faculty has remained consistent. Currently, we have 27 full-time instructors - 7 East Hartford, 7 Waterbury, and 13 West Haven - and 83 part-time instructors - 41 East Hartford, 15 Waterbury, and 27 West Haven. Full-time faculty members at this time have an average length of service 2 years up to 12 years. Part-time faculty members at this time have an average length of service of 2 years.

Part-time nursing faculty exhibits stable retention; however, nursing faculty that choose to resign have shared the following reasons:

- Part-time hours are conflicting with full-time nursing position
- Need to focus on family
- Desire to return to patient care rather than teaching
- Relocation
- Illness or injury preventing continued employment

- Continued education

Program Administrators Last Five Years

- Karyn Therrien – 09/15 to 08/16
 - Accepted a position with ATI
- Holly Mulrennan – 09/16 to 02/19
 - Accepted a position to teach at NVCTC
- Donna Jones – 03/19 to 05/19
 - Re-located to South Carolina due to ill family member
- Terry Kinsley – 06/19 to 06/21
 - Accepted a position at USJ

Please do not hesitate to reach out to me should you have any further questions or requests.

Sincerely,



Dr. Linda Dahlin
Executive Vice President
Stone Academy

Attachments:

Exhibit 1: NCLEX Pass Rates

Exhibit 2: Attrition Rates

Exhibit 3: Stone Academy Organizational Chart

Exhibit 4: Practical Nursing Program Administrator Job Description

Exhibit 5: Practical Nursing Site Administrator Job Description

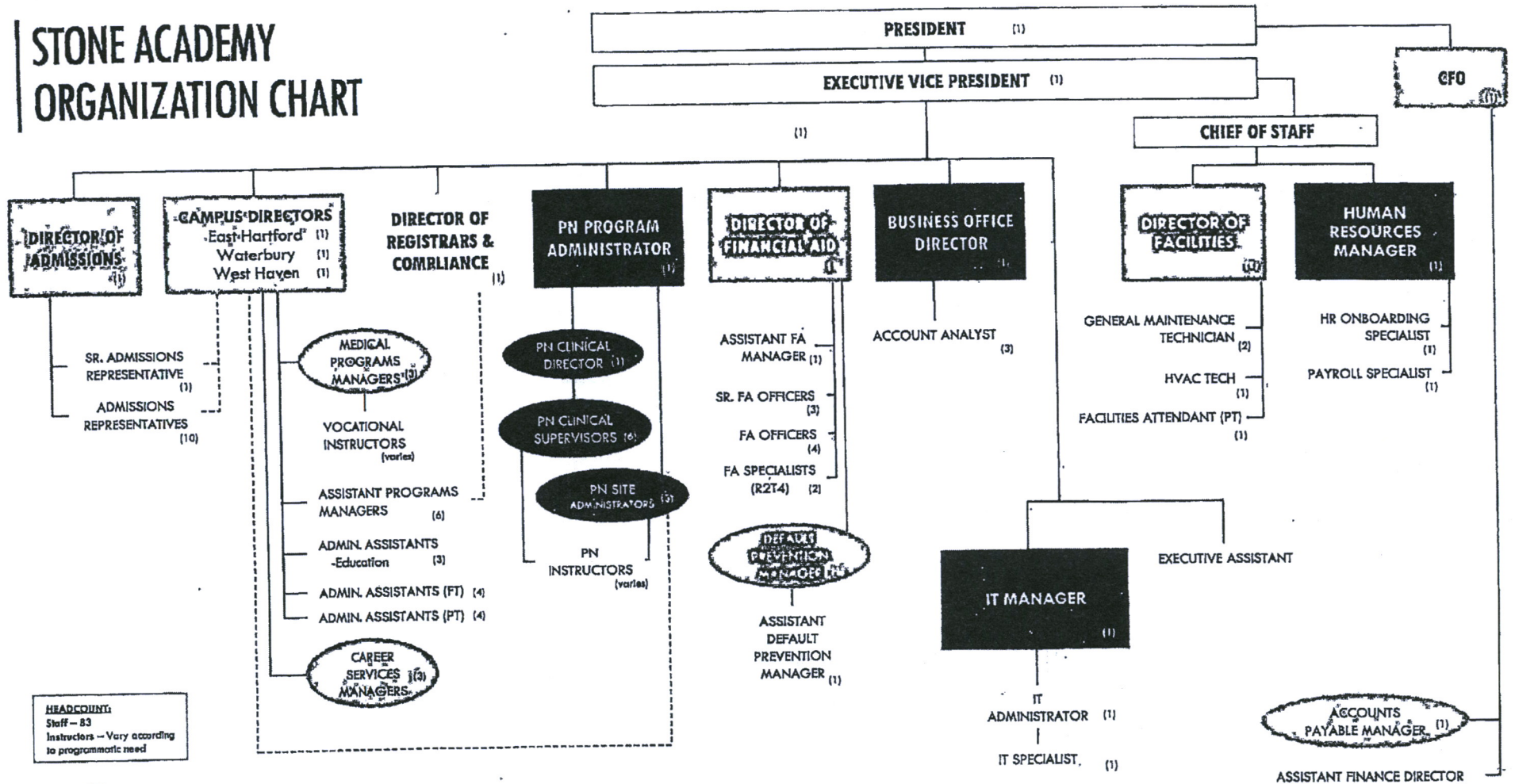
NCLEX Pass Rates 2016-2021

	2016	2017	2018	2019	2020	2021
East Hartford Day	88	84	87	84	73	75
East Hartford Eve	84	84	96	93	84	74
Waterbury Day	n/a	n/a	n/a	n/a	100	82
Waterbury Eve	n/a	n/a	n/a	n/a	n/a	82
West Haven Day	91	82	93	71	48	51
West Haven Eve	89	85	78	93	80	73

2016-2020 Attrition Rates

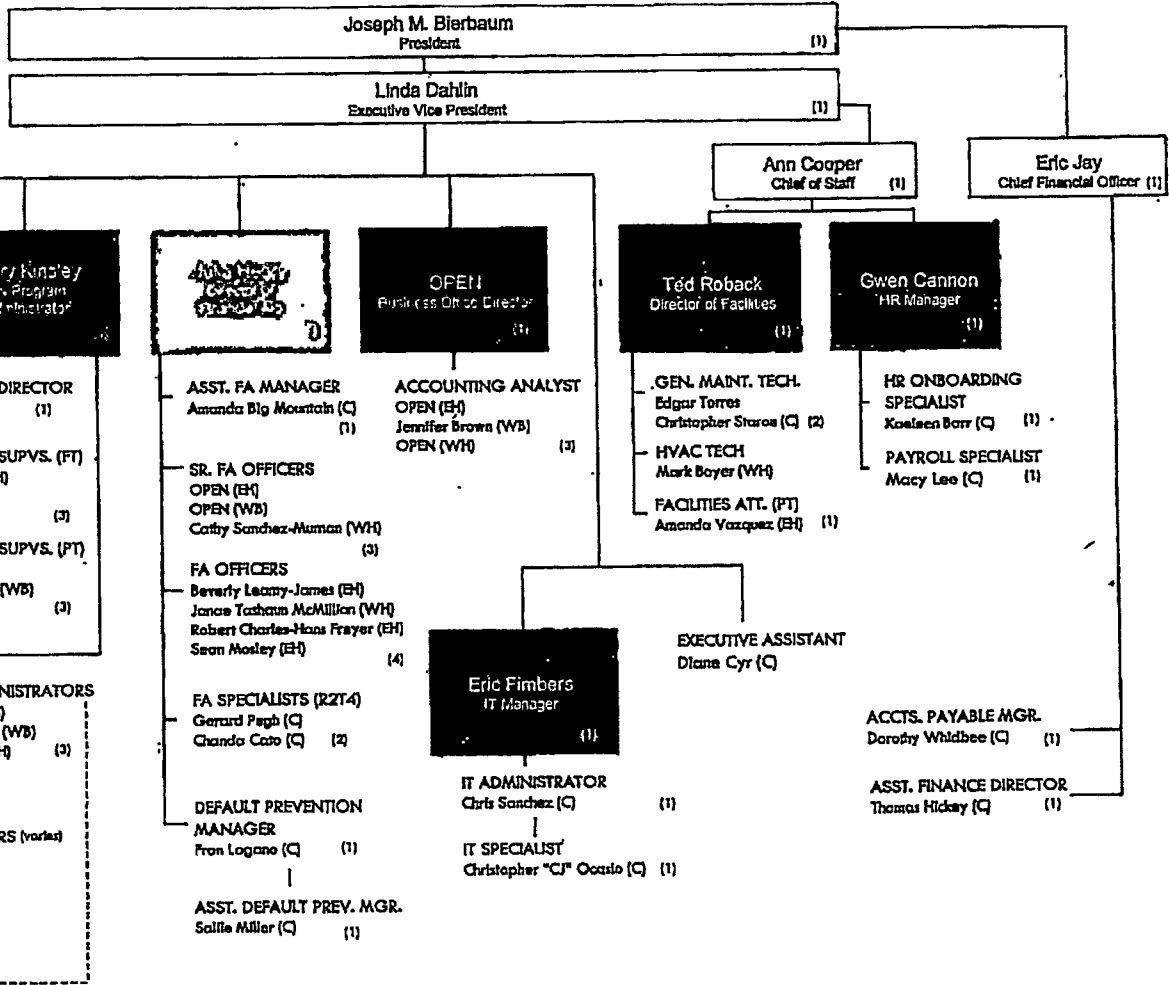
	2016	2017	2018	2019	2020
East Hartford Day	23%	27.3%	19.5%	17%	15%
East Hartford Eve	27%	18.1%	26.1%	15%	13%
Waterbury Day	N/A	N/A	N/A	21%	18%
Waterbury Eve	N/A	N/A	N/A	19%	17%
West Haven Day	27%	27.0%	19.6%	12%	19%
West Haven Eve	18%	23.5%	22.0%	14%	8%

STONE ACADEMY ORGANIZATION CHART



HEADCOUNT:
 Staff - 83
 Instructors - Vary according to programmatic need

STONE ACADEMY ORGANIZATION CHART



HEADCOUNT
Staff - 83
Instructors - Vary according
to programmatic need



STONE ACADEMY JOB DESCRIPTION

Job Title	Practical Nursing Program Administrator	Department	Corporate
FLSA Status (exempt/non-exempt)	FT-Salary (40) – Exempt	Dept. Code	Corp.-060698
Reports To (title only)	Executive Vice President	GL Code	601

Position Summary

The PN Program Administrator is responsible for the overall direction and supervision of the overall PN program for the institution. Stone Academy requires senior staff to seek avenues for professional growth to translate instruction into a life-long learning opportunity for themselves, staff and students.

Essential Duties & Responsibilities

- Conduct studies and analyze data concerning the nursing program from students, graduates, faculty and others as appropriate. Provide written recommendations to the Executive Vice President to facilitate improvement and change.
- Coordinate the development and maintenance of academic standards.
- Develop and evaluate program goals and outcomes and other QCI initiatives.
- Provide oversight of course outline development, instructional practices, examinations and grading procedures.
- Evaluate supervisory personnel at least annually in accordance with HR policies and procedures.
- Have knowledge of the recruiting, interviewing, hiring, training and orienting reporting staff.
- Create and maintain an environment of mutual respect.
- Promote professional growth through development programs
- Encourage and support the development of a variety of teaching and learning techniques to be used by faculty and support staff.
- Prepare the annual operating PN program budget by campus.
- Develop and participate in PN and other Stone Academy committees as assigned.
- Collaborate with Stone Academy personnel to enhance the Academy's environment and programs. □
Collaborate with educational leaders from the community and other institutions to serve better the Academy and its students.
- Develop, lead and participate in nursing program strategic planning.
- Review and present accreditation materials during the approval process.
- Supervise the acquisition, development and use of learning resource materials.
- Attend Nursing Board meetings.
- Enforce all school policies and procedures
- Attend all required scheduled training: in-service meetings and professional development.
- Develop and attend committee meetings as appropriate.
- Complete annual PN operating budget no later than November 30 each year for the coming calendar year.
- Provide an annual report to the Executive Vice President regarding assessment goals, objectives, targets met for the current year and targets set for the future year.

<ul style="list-style-type: none"> Summarize and analyze collaborative efforts with community and other educational leaders in furtherance of Stone Academy's PN program development, training opportunities and placement efforts to the Executive Vice President within two weeks after they or their direct reports attend such sessions.
Education & Experience
<ul style="list-style-type: none"> <input type="checkbox"/> Master of Science in Nursing, teaching experience and long-term care experience required. <input type="checkbox"/> Hold a current license in good standing to practice as a Registered Nurse in Connecticut.
Skills & Competencies
<ul style="list-style-type: none"> Strong interpersonal skills and positive energy regarding professional education and ability to work with individuals from diverse backgrounds. Sound organizational and classroom management skills. Establish ability to work effectively as a team member and team leader. Maintain current knowledge of and be accountable for compliance. Demonstrate excellent verbal, written and electronic communication skills. Be organized and able to work with individuals from diverse backgrounds.
Supervisory Responsibilities
<p>Supervise and oversee PN Site Administrators and supervise the overall PN programs for all campuses.</p>
Working Conditions & Physical Demands
<p>The work environment is to be considered active due to campus construct. Must be able to tolerate moderate noise (i.e., business office with computers, phone, printers, and student/staff traffic) in and around workspace areas. Light to moderate lifting may be required. Frequent travel to each campus is required.</p>

The electronic signature below serves as the employee's understanding of the duties and responsibilities of this position. This signed job description is housed electronically in the employee's ESS document repository.

Signature _____

Date _____

Stone Academy has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Institution reserves the right to change this position description and/or assign tasks for the employee to perform, as the Institution may deem appropriate.

Note: Official copies of all college transcripts and professional certification(s) are required within two weeks from date of hire. Foreign transcripts are required by ABHES to be evaluated by an approved agency.



STONE ACADEMY JOB DESCRIPTION

Job Title	Practical Nursing Site Administrator	Department	Practical Nursing
FLSA Status (exempt/non-exempt)	FT-Salary (40) – Exempt	Dept. Code	WH: 010183 WB: 020183 EH: 030183
Reports To (title only)	PN Program Administrator/Campus Director	GL Code	601

Position Summary

The PN Site Administrator is responsible for the overall direction and supervision of the PN program at their campus. Stone Academy requires each member of the instructional faculty to seek avenues for professional growth to translate instruction into a life-long learning opportunity for themselves and their students.

Essential Duties & Responsibilities

- Analyze program data and write related reports
- Conduct studies concerning the nursing program by obtaining data from students, graduates, faculty and others as appropriate
- Coordinate the development and maintenance of programmatic standards
- Evaluate program goals and outcomes and other quality of care initiatives
- Review the development of course outlines, instructional practices examinations, and grading procedures
- Provide instruction in the classroom as necessary
- Evaluate instructional personnel at least biannually in accordance with HR policies and procedures □
Manage faculty development plans
- Hire and supervise faculty and support staff
- Oversee new faculty during the orientation phase
- Precept new faculty during the orientation phase
- Oversee biweekly payroll
- Monitor the Academic Risk report that is submitted weekly to the Campus Director
- Create and maintain an environment of mutual respect
- Promote professional growth of faculty through ongoing faculty development programs
- Encourage and support the development of a variety of teaching and learning techniques to be used by faculty and support staff
- Maintain a current knowledge of and be accountable for compliance
- Collaborate with educational leaders from the community and other institutions to serve better the Academy and its students
- Assist the PN Program Administrator with the accreditation/approval process □ Supervise the acquisition, development and use of learning resource materials □ Attend Nursing Board meetings when required.
- Enforce all school policies and procedures
- Attend all required scheduled training: in-service meetings and professional development
- Attend each meeting of the PN Curriculum Committee, Professional Advisory Committee and other committees as assigned
- Complete annual PN operating budget no later than November 30 each year for the coming calendar year
- Provide an annual report to the PN Program Administrator regarding assessment goals, objectives, targets met for the current year and targets set for the future year

<ul style="list-style-type: none"> • Report and analyze collaborate efforts with community and other educational leaders in furtherance of Stone Academy's PN program development, training opportunities, and placement efforts to the PN Program Administrator within two weeks after they or their direct reports attend such sessions • Orient and mentor new faculty in conjunction with the Faculty Mentor. • Assist in developing, planning, implementing and evaluating assigned nursing courses. • Participate in the ongoing evaluation of the PN program. • Assist and coordinate with the Clinical Supervisor to plan, implement and evaluate student clinical laboratory learning experiences. • Provide academic advisement to students. • Assist in planning faculty and professional development programs. • Participate in interviewing faculty and scheduling the lesson presentation. • Review and recommend changes toward improved development of course outlines, instructional practices, examinations and grading procedures. • Collaborate with educational leaders from the community and other educational institutions to serve better Stone Academy its mission and students. • Participate in nursing program strategic planning. • Maintain a current knowledge of and be accountable for compliance. • Perform instructional evaluations at least annually. • Enforce all school policies and procedures. • Attend all required scheduled training; in-service meetings and professional development. • Attend collaborative meetings including the PN Curriculum Committee, Professional Advisory Committee, and other committees as assigned.
Education & Experience
<ul style="list-style-type: none"> • Baccalaureate degree in nursing with the requirement to complete an earned Master's Degree within four (4) years of hire, and a minimum of three (3) years of clinical experience in nursing, or, • Baccalaureate degree shall be in nursing and appropriate nursing education or experience in their teaching area(s) • Hold a current license in good standing to practice as a Registered Nurse in Connecticut
Skills & Competencies
<ul style="list-style-type: none"> • Strong interpersonal skills and positive energy regarding professional education and ability to work with individuals from diverse backgrounds • Sound organizational and classroom management skills • Establish ability to work effectively as a team member and team leader • Maintain current knowledge of and be accountable for compliance • Demonstrate excellent verbal, written and electronic communication skills • Be organized and able to work with individuals from diverse backgrounds
Supervisory Responsibilities
<p>Supervise and oversee practical nursing faculty.</p>
Working Conditions & Physical Demands
<p>The work environment is to be considered active due to campus construct. Must be able to tolerate moderate noise (i.e., business office with computers, phone, printers, and student/staff traffic) in and around workspace areas. Light to moderate lifting may be required. Occasional in-state travel may be required.</p>

The electronic signature below serves as the employee's understanding of the duties and responsibilities of this position. This signed job description is housed electronically in the employee's ESS document repository.

Signature

Date

Stone Academy has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Institution reserves the right to change this position description and/or assign tasks for the employee to perform, as the Institution may deem appropriate.

Note: Official copies of all college transcripts and professional certification(s) are required within two weeks from date of hire. Foreign transcripts are required by ABHES to be evaluated by an approved agency.

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Thursday, July 22, 2021 4:36 PM
To: Smith, Helen
Subject: Secure Message Received



Secure Message Received and Viewed

The following message you sent was received at 07/22/2021 16:36:03 EDT
by: lpalmer@stone.edu

----- MESSAGE DETAILS -----

To: lpalmer@stone.edu,
"Linda Idahlin@stone.edu" <ldahlin@stone.edu>
Cc:
Subject: BOEN [secure]
Attachments: image001.jpg, Stone Academy letter 07 22 2021.pdf, image002.jpg
Sent: 07/22/2021 14:10:56 EDT

**** This is an automatically generated email, please do not reply**

Smith, Helen

From: Smith, Helen
Sent: Monday, August 16, 2021 7:35 AM
To: Linda Dahlin
Subject: FW: BOEN [secure]
Attachments: Stone Academy letter 07 22 2021.pdf

Good morning Dr. Dahlin:

I just want to ensure that you have seen this Department letter as you had never opened this secure Department e-mail although Lisa Palmer did open the secure e-mail on 07/22/2021 at 4:36 P.M.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



From: Smith, Helen
Sent: Thursday, July 22, 2021 2:11 PM
To: Linda Dahlin <ldahlin@stone.edu>; lpalmer@stone.edu
Subject: BOEN [secure]

Good afternoon:

Please refer to the attached letter regarding the Board of Examiners for Nursing (BOEN) meeting that was held on 07/21/2021. I will mail out the hard copy this afternoon. If you have any questions or concerns, please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Monday, August 16, 2021 7:35 AM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: "Linda Idahlin@stone.edu" <ldahlin@stone.edu>
CC:
BCC:
SUBJECT: FW: BOEN [secure]
ATTACHMENTS: Stone Academy letter 07 22 2021.pdf, image002.jpg, image001.jpg
SENT: 08/16/2021 07:34:43 EDT

**** This is an automatically generated email, please do not reply**

Smith, Helen

From: Linda Dahlin <ldahlin@stone.edu>
Sent: Monday, August 16, 2021 3:53 PM
To: Smith, Helen
Subject: Re: BOEN [secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Good afternoon, Helen,

I have made several attempts to open this email, unfortunately I am getting an email back stating I need to select a new password...

But it is not giving me the option to do that??

Are you able to resend the message or please advise at to what steps I will need to take to open the email?

I apologize for any inconvenience.

Respectfully,

Linda Dahlin, Ed.D.

Executive Vice President
Stone Academy
560 Saw Mill Road
West Haven, CT 06516
203-288-7474



STONE ACADEMY

From: Smith, Helen <secureMailer.d-d5b645e21f80491e86a9178d5c48075b@ct.gov> on behalf of Smith, Helen <Helen.Smith@ct.gov>
Sent: Monday, August 16, 2021 7:34 AM
To: Linda Dahlin <ldahlin@stone.edu>
Subject: FW: BOEN [secure]

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.



Secure Message Delivery

From: "Smith, Helen" <Helen.Smith@ct.gov>

Subject: FW: BOEN [secure]

You have been sent a secured email from the State of Connecticut email system. To view your email select the below link "Click here to view your Secure Email". Use your password to access the message. If you do not already have an account you will be prompted to create a password.

This email will be available online until 09/15/2021.

If you are having logon issues please go to **Secure Mail FAQs** below
Secure Mail FAQs

[Click here to view your Secure Email](#)

On 11/7/2020 our Secure Mail system was upgraded. If you had a registered account on our previous system you will be prompted to re-register your account upon first login.

©

Smith, Helen

From: Smith, Helen
Sent: Tuesday, August 17, 2021 7:53 AM
To: Linda Dahlin
Subject: RE: BOEN [not- secure]
Attachments: Stone Academy letter 07 22 2021.pdf

Good morning Dr. Dahlin:

I am sending you the Department letter with this e-mail, which is not being sent secure. Please let me know that you have received the e-mail. If a discussion is necessary, I am at the Department today and can be reached at 860-509-8106.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

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Executive Vice President

Stone Academy

560 Saw Mill Road

West Haven, CT 06516

203-288-7474



STONE ACADEMY

From: Smith, Helen <secureMailer.d-d5b645e21f80491e86a9178d5c48075b@ct.gov> on behalf of Smith, Helen <Helen.Smith@ct.gov>

Sent: Monday, August 16, 2021 7:34 AM

To: Linda Dahlin <ldahlin@stone.edu>

Subject: FW: BOEN [secure]

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©

Smith, Helen

From: Smith, Helen
Sent: Tuesday, August 17, 2021 7:54 AM
To: Linda Dahlin
Subject: FW: BOEN [not-secure]
Attachments: Stone Academy letter 07 22 2021.pdf

I am trying to re-send this not-secure.

From: Smith, Helen
Sent: Tuesday, August 17, 2021 7:53 AM
To: Linda Dahlin <ldahlin@stone.edu>
Subject: RE: BOEN [not-secure]

Good morning Dr. Dahlin:

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Thanks,
Helen

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helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



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Sent: Monday, August 16, 2021 7:34 AM

To: Linda Dahlin <ldahlin@stone.edu>

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 MailGate SC

Secure Message Delivery

From: "Smith, Helen" <Helen.Smith@ct.gov>

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Secure Mail FAQs

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©

Smith, Helen

From: Linda Dahlin <ldahlin@stone.edu>
Sent: Tuesday, August 17, 2021 9:08 AM
To: Smith, Helen
Subject: Re: BOEN [not-secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Thank you, Helen.
I have received and am able to open the document.

Respectfully,

Linda Dahlin, Ed.D.

Executive Vice President
Stone Academy
560 Saw Mill Road
West Haven, CT 06516
203-288-7474



STONE ACADEMY

From: Smith, Helen <Helen.Smith@ct.gov>
Sent: Tuesday, August 17, 2021 7:54 AM
To: Linda Dahlin <ldahlin@stone.edu>
Subject: FW: BOEN [not-secure]

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Helen M. Smith, R.N., M.S.N.
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State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



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Sent: Monday, August 16, 2021 3:53 PM
To: Smith, Helen <Helen.Smith@ct.gov>
Subject: Re: BOEN [secure]

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DPH0151

Secure Mail FAQs

[Click here to view your Secure Email](#)

On 11/7/2020 our Secure Mail system was upgraded. If you had a registered account on our previous system you will be prompted to re-register your account upon first login.

©

Department Exhibit 10

The Board of Examiners for Nursing held a meeting on July 21, 2021 via Microsoft TEAMS.

BOARD MEMBERS PRESENT: Patricia C. Bouffard, RN, D.N.Sc. - (RN Member, Chair)
Cynthia L. Arpin, RN, MSN – (RN Member)
Jason Blando - (Public Member)
Mary E. Dietmann, EdD, APRN, ACNS-BC, CNE - (RN Member)
Lisa S. Freeman, BA - (Public Member)
Jennifer C. Long, APRN, MSN, NNP-BC - (APRN Member)
Geraldine Marrocco, Ed.D., APRN, ANP-BC, FAANP - (RN Member)
Rebecca Martinez, LPN – (LPN Member)
Gina Reiners, PhD, APRN, PMHNP, PMHCNS - (RN Member)

BOARD MEMBERS ABSENT: None

ALSO PRESENT: Alfreda Gaither, Legal Counsel to the Board, DPH
Dana Dalton, RN, Supervising Nurse Consultant, DPH
Helen Smith, RN, Nurse Consultant, DPH
Linda Fazzina, Staff Attorney, DPH
Joelle Newton, Staff Attorney, DPH
Diane Wilan, Staff Attorney, DPH
Jeffrey Kardys, Board Liaison, DPH
Agnieszka Salek, Hearings Liaison, DPH

The meeting commenced at 8:30 a.m. All participants were present by video or telephone conference.

CHAIR UPDATES

Nothing to report

OPEN FORUM

Nothing to report.

APPROVAL OF AGENDA

Gina Reiners made a motion, seconded by Mary Dietmann, to approve the reordering of the agenda. The motion passed unanimously.

NATIONAL COUNCIL STATE BOARDS OF NURSING

Mary Dietmann provided a report of an Education Consultants Group teleconference held on July 7, 2021.

MINUTES

Rebecca Martinez made a motion, seconded by Mary Dietmann, to approve the minutes from May 19, 2021. The motion passed with all in favor except Geraldine Marrocco and Cynthia Arpin who abstained.

Geraldine Marrocco made a motion, seconded by Gina Reiners, to approve the minutes from June 16, 2021. The motion passed with all in favor except Jennifer long who abstained.

Public Act No. 21-152

The Board reviewed Public Act 21-152 which was signed by the Governor on July 12, 2021. The act provides for the Commissioner of Public Health to convene working groups to determine whether Connecticut should join any interstate licensure compacts. Workgroups to explore licensure compacts for nursing, physicians, psychologists and physical therapists will be scheduled.

SCHOOL ISSUES

• **Goodwin University**

Bruce Hoffman was present from the University. The Board reviewed the university's notice of intent to offer an Associate Degree in Nursing Program at the campus of the University of Bridgeport. No Board action was necessary at this time.

- Sacred Heart University

Mary Dietmann and Jason Blando recused themselves in this matter.

Karen Daley, PhD, Dr. Susan L. Davis, RN & Richard J. Henley were present from Sacred Heart University College of Nursing.

- Gina Reiners made a motion, seconded by Jennifer Long, to approve Karen Daley as Dean of the College of Nursing. University of Connecticut

Angela Starkweather and Thomas Van Hoof were present from the University.

A) Jennifer Long made a motion, seconded by Mary Dietmann, to approve a temporary six-month waiver for Kara Parker, BS, RN to co-teach a clinical practicum for Nursing 3234 Theory and Practice for Adults with Sub acute or Chronic Problems. The motion passed unanimously.

B) Geraldine Marrocco made a motion, seconded by Cynthia Arpin, to approve a permanent waiver for Tomas Van Hoof MD, EdD, to teach Nursing 3225 Ethical Ways of Knowing. The motion passed unanimously.

C) Geraldine Marrocco made a motion, seconded by Lisa Freeman, to approve a permanent waiver for Tomas Long, PhD, to teach four nursing courses. The motion passed unanimously.

- Porter & Chester Institute

A) Approval Interim Nursing Director for the Practical Nursing Program

Nancy Brunet and Vicky Kane, Philip Krebs, Sherry Greifzu, Joan Feldman, Esq., James Beloga and Beatriz McMillian were present on behalf of Porter & Chester.

Deputy Associate Attorney General Daniel Shapiro was present for this discussion.

Lisa Freeman made a motion, seconded by Jennifer Long to approve Ms. Brunet as the Interim Nursing Director.

Following extensive discussion, the motion to approve Ms. Brunet as the Interim Nursing Director failed unanimously.

Gina Reiners withdrew the motion and made a new motion to table all Porter & Chester matters until the July 21, 2021 meeting. The motion to table was seconded by Rebecca Martinez and passed unanimously.

B) Plan of Correction

The Board reviewed the Porter & Chester plan of action that addresses a NCLEX pass rate of less than 80% at the following Porter & Chester locations: Enfield day program; Hamden day and evening programs; Rocky Hill evening program; Stratford day program, and the Waterbury day and evening programs.

Jennifer Long made a motion, seconded by Gina Reiners, to accept the plan of action as presented. During discussion, Deputy Associate Attorney General Daniel Shapiro provided the Board with the criteria for a Board to enter executive session.

Following extensive discussion, the Porter & Chester plan of action was approved unanimously.

Mary Dietmann made a motion, seconded by Gina Reiners, to place the Enfield day program on conditional approval for one year. The motion passed unanimously.

Geraldine Marrocco made a motion, seconded by Cynthia Arpin, to place the Hamden day program on a second year of conditional approval. The motion passed with all in favor except Mary Dietmann who was opposed.

Jennifer Long made a motion, seconded by Gina Reiners, to place the Hamden evening program on a second year of conditional approval. The motion passed with all in favor except Mary Dietmann who was opposed.

Geraldine Marrocco made a motion, seconded by Gina Reiners, to place the Rocky Hill evening program on a second year of conditional approval. The motion passed with all in favor except Mary Dietmann who was opposed.

Gina Reiners made a motion, seconded by Lisa Freeman, to place the Stratford day program on conditional approval for one year. The motion passed unanimously.

Gina Reiners made a motion, seconded by Lisa Freeman, to place the Waterbury day program on conditional approval for one year. The motion passed unanimously.

Gina Reiners made a motion, seconded by Lisa Freeman, to place the Waterbury evening program on conditional approval for one year. The motion passed unanimously.

The Board heard comments from Porter & Chester students that were in attendance, and allowed responses from Porter & Chester staff. Student were informed that any issues/complaints should be directed to Helen Smith at the Department of Public Health.

C) Approval of Nursing Education Supervisor – Hamden Campus

Gina Reiners made a motion, seconded by Jennifer Long, to approve Beatriz McMillian, RN, MSN as Nursing Education Supervisor at the Porter & Chester, Hamden Campus. The motion passed unanimously.

• Stone Academy

Linda Dahlin and Attorney Aaron Bayer were present on behalf of Stone Academy

A) Approval of Interim Practical Nurse Program Administrator

Gina Reiners made a motion, seconded by Jennifer Long, to approve a temporary waiver for Lisa Palmer BS, BSN to be the Interim Practical Nurse Program Administrator pending her receiving her MSN degree.

B) Plan of Correction

Stone Academy submitted a plan of correction to address a NCLEX pass rate of less than 80% at the West Haven day and evening programs and East Hartford day and evening programs.

Attorney Bayer addressed the Board regarding the West Haven day program.

Lisa Freeman made a motion, seconded by Gina Reiners, to approve Stone Academy's plan of correction. The motion passed unanimously.

Rebecca Martinez made a motion, seconded by Jennifer Long, to place East Hartford day program on a second year of conditional approval. The motion passed with all in favor except Mary Dietmann who was opposed.

Geraldine Marrocco made a motion, seconded by Gina Reiners to place East Hartford evening program on conditional approval for one year. The motion passed unanimously.

Geraldine Marrocco made a motion, seconded by Gina Reiners to place the West Haven day program on a third year of conditional approval. Following discussion this motion was withdrawn without a vote.

Attorney Bayer addressed the Board regarding the West Haven day program.

Geraldine Marrocco made a motion, seconded by Rebecca Martinez to recommended that the West Haven day program be removed from the list of nursing programs for training licensed practical nurses approved by the Board with the consent of the Commissioner of the Department of Public Health. The motion passed unanimously. A hearing regarding this matter will be scheduled.

Gina Reiners made a motion, seconded by Mary Dietmann, to place the West Haven evening program on conditional approval for one year. The motion passed unanimously.

CONNECTICUT LEAGUR FOR NURSING – Monthly Update

Marcia Proto, Executive Director and Audrey Beauvais provided an update from the Connecticut League for Nursing.

SCOPE OF PRACTICE

Helen Smith, Nurse Consultant, DPH provided a summary of 45 nursing scope of practice inquiries received by the Department of Public Health during June 2021.

MEMORANDA OF DECISION

Amanda Hart, RN - Petition No. 2020-552

Jennifer Long made a motion, seconded by Gina Reiners, to reaffirm the Board's decision imposing probation for a period of four years. The motion passed with all in favor except Cynthia Arpin who abstained.

Nicholas Lewonczyk, LPN - Petition No. 2017-50

Gina Reiners made a motion, seconded by Rebecca Martinez, to table this matter. The motion passed unanimously.

Elaine Reynolds, RN - Petition No. 2018-1301

Gina Reiners made a motion, seconded by Rebecca Martinez, to reaffirm the Board's decision dismissing the charges in this matter. The motion passed unanimously. [

MOTION FOR SUMMARY SUSPENSION

Meghan Frederick, LPN - Petition No. 2021-206

Staff Attorney Joelle Newton presented the Board with a Motion for Summary Suspension for Meghan Frederick. Respondent was not present and was not represented.

Jennifer Long moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety and welfare. The motion was seconded by Mary Dietmann and passed unanimously. A hearing will be scheduled for August 11, 2021.

Patricia Fryer, RN - Petition No. 2021-572

Staff Attorney Linda Fazzina presented the Board with a Motion for Summary Suspension for Patricia Fryer. Respondent was not present and was not represented.

Jennifer Long moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety, and welfare. The motion was seconded by Lisa Freeman and passed unanimously. A hearing will be scheduled for August 11, 2021.

Nichelle Robinson, RN - Petition No. 2021-516

Staff Attorney Leslie Scoville presented the Board with a Motion for Summary Suspension for Nichelle Robinson. Respondent was not present and was not represented.

Geraldine Marrocco moved to grant the Department's Motion for Summary Suspension in that respondent's continued practice as a nurse is a clear and immediate danger to public health, safety, and welfare. The motion was seconded by Mary Dietmann and passed unanimously. A hearing will be scheduled for August 11, 2021.

CONSENT ORDERS

Karen Crosby, RN - Petition No. 2020-684

Staff Attorney, Joelle Newton, Department of Public Health presented a Consent Order in the matter of Karen Crosby, LPN. Attorney Mary Alice Moore Leonhardt was present on behalf of respondent. Gina Reiners moved, and Mary Dietmann seconded, to approve the Consent Order which imposes probation for a period of four years. The motion passed unanimously.

Laurie Pierson, R.N. Petition No. 2019-859

Staff Attorney, Leslie Scoville, Department of Public Health presented a Consent Order in the matter of Laurie Pierson, RN. Respondent was present but was not represented.

Geraldine Marrocco moved, and Rebecca Martinez seconded, to approve the Consent Order.

Cynthia Arpin was in favor of the motion. Jennifer Long, Jason Blando, Mary Dietmann, Lisa Freeman, Geraldine Marrocco, Rebecca Martinez, and Gina Reiners were opposed. The motion failed.

Following further discussion Jennifer Long made a motion, seconded by Mary Dietmann, to approve the Consent Order which imposes a reprimand, a \$1000.00 civil penalty and probation for a period of one year. The motion passed unanimously.

Christine Wilkinson, L.P.N. Petition No. 2020-212

Staff Attorney, Joelle Newton, Department of Public Health presented a Consent Order in the matter of Christine Wilkinson, LPN. Respondent was present but was not represented.

Gina Reiners made a motion, seconded by Jennifer Long, to approve the Consent Order which imposes a reprimand and probation for a period of one year. The motion passed unanimously.

Lynne Reynolds, RN, Petition No. 2020-385

Staff Attorney, Joelle Newton, Department of Public Health presented a Consent Order in the matter of Lynne Reynolds, RN. Respondent was present with Attorney Richard Brown.

Geraldine Marrocco made a motion, seconded by Mary Dietmann, to approve the Consent Order which imposes probation for a period of four years. The motion passed unanimously.

Adrienne DeLucia, RN, Petition No. 2021-317

Staff Attorney, Joelle Newton, Department of Public Health presented a Consent Order in the matter of Adrienne DeLucia, RN. Respondent was present with Attorney Richard Brown.

Gina Reiners made a motion, seconded by Mary Dietmann, to approve the Consent Order which imposes a reprimand and changes the probationary period specified in a December 2018 Consent Order from four years to five years. The motion passed unanimously.

PETITION FOR RECONSIDERATION

Linda Lee, R.N. Petition No. 2019-362

Attorney Richard Brown was present with respondent. Staff Attorney Joelle Newton was present for the Department of Public Health.

The Board reviewed a petition for reconsideration of a June 16, 2021 Memorandum of Decision issued by the Board. Attorney Newton spoke in opposition to respondent's petition.

Chair Bouffard sustained the Department of Public Health's objection to respondent's petition for reconsideration.

Geraldine Marrocco made a motion, seconded by Mary Dietmann, to rescind the revocation set forth in the June 16, 2021 Memorandum of Decision and to place respondent's license on suspension pending a final resolution subsequent to a hearing. The motion passed with all in favor except Jennifer Long who abstained.

HEARINGS

Angel Predzimirski, R.N - Petition No. 2020-1221

Joelle Newton, Staff Attorney was present for the Department of Public Health. Respondent was present with but was not represented.

During the hearing respondent requested a continuance so she can seek legal counsel.

Linda Freeman moved, and Gina Reiners seconded, to grant the continuance motion. The motion passed unanimously. The hearing will be rescheduled to October 20, 2021.

Christopher Morahan, RN - Petition No. 2020-1009

Staff Attorney Joelle Newton was presented for the Department of Public Health. Respondent was not present and was not represented.

Mary Dietmann made a motion, seconded by Lisa Freeman, to grant the Department's oral motion to deem allegations admitted. The motion passed unanimously.

Following close of the hearing the Board conducted fact-finding.

Lisa Freeman made a motion seconded by Gina Reiners, that Mr. Morahan be found as charged. The motion passed unanimously.

Jennifer Long moved, and Gina Reiners seconded, that Mr. Morahan's license be revoked. The motion passed unanimously.

ADJOURNMENT

Upon a motion by Gina Reiners, seconded by Rebecca Martinez, it was the unanimous decision to adjourn this meeting at 2:25 p.m.

Patricia C. Bouffard, D.N.Sc., Chair
Board of Examiners for Nursing

Department Exhibit 11

Smith, Helen

From: Smith, Helen
Sent: Wednesday, September 15, 2021 4:05 PM
To: Lisa Palmer; Linda Dahlin
Subject: BOEN [secure]
Attachments: Stone Academy letter after BOEN 09 2021.pdf

Good afternoon:

Please refer to the attached letter regarding the Board of Examiners for Nursing (BOEN) 09/15/2021 meeting/ I will mail the hard copy to Lisa in the morning.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Wednesday, September 15, 2021 4:05 PM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: Lisa Palmer <lpalmer@stone.edu>,
"Linda Idahlin@stone.edu" <ldahlin@stone.edu>
CC:
BCC:
SUBJECT: BOEN [secure]
ATTACHMENTS: image001.jpg, Stone Academy letter after BOEN 09 2021.pdf, image002.jpg
SENT: 09/15/2021 16:05:28 EDT

** This is an automatically generated email, please do not reply



STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

September 15, 2021

Lisa Palmer, BSN, RN
Interim Program Administrator, Practical Nursing Program
Stone Academy
560 Saw Mill Road
West Haven, CT 06516

Dear Ms. Palmer:

The Board of Examiners for Nursing (BOEN) met on 09/15/2021 and reviewed then tabled the acceptance of your five-year study until the necessary revisions are provided and presented to the BOEN. The BOEN identified that revisions need to be made to Criterions #1, 3, 4, 6, 7, 11 and 13.

If you have any questions and/or concerns, please contact me directly at 860-509-8106 or helen.smith@ct.gov

Sincerely,

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov



Phone: (860) 509-7552 Fax: (860) 509-7535
Telephone Device for the Deaf (860) 509-7191
410 Capitol Avenue - MS # 12HSR

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Wednesday, September 15, 2021 4:25 PM
To: Smith, Helen
Subject: Secure Message Received



Secure Message Received and Viewed

The following message you sent was received at 09/15/2021 16:24:43 EDT
by: "Linda Idahlin@stone.edu" <ldahlin@stone.edu>

— MESSAGE DETAILS —

To: Lisa Palmer <lpalmer@stone.edu>, "Linda Idahlin@stone.edu" <ldahlin@stone.edu>
Cc:
Subject: BOEN [secure]
Attachments: image001.jpg, Stone Academy letter after BOEN 09 2021.pdf, image002.jpg
Sent: 09/15/2021 16:05:28 EDT

**** This is an automatically generated email, please do not reply**

Smith, Helen

From: Smith, Helen
Sent: Wednesday, September 29, 2021 1:26 PM
To: Lisa Palmer
Subject: Follow up [not-secure]

Good afternoon Lisa:

I am just following up to ensure that you have received the hard copy of a letter that I sent via mail as to date you have not "opened" the secure e-mail that included that same letter that I sent to both you & Dr. Dahlin on 09/15/2021 at 2:05 P.M. Dr. Dahlin opened that e-mail on 09/15/2021 at 4:24 P.M. If you have any question or concerns, please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: Lisa Palmer <lpalmer@stone.edu>
Sent: Wednesday, September 29, 2021 1:52 PM
To: Smith, Helen
Subject: Re: Follow up [not-secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hi Helen,
I requested a password reset and I forgot to follow up. Linda did give me a copy. I appreciate you checking. I will follow up today.
Thank you!
Lisa.

Lisa Palmer, BSN, RN

PN Site Administrator
Stone Academy
West Haven, CT
lpalmer@stone.edu.

From: Smith, Helen <Helen.Smith@ct.gov>
Sent: Wednesday, September 29, 2021 1:26:28 PM
To: Lisa Palmer <lpalmer@stone.edu>
Subject: Follow up [not-secure]

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon Lisa:

I am just following up to ensure that you have received the hard copy of a letter that I sent via mail as to date you have not "opened" the secure e-mail that included that same letter that I sent to both you & Dr. Dahlin on 09/15/2021 at 2:05 P.M. Dr. Dahlin opened that e-mail on 09/15/2021 at 4:24 P.M. If you have any question or concerns, please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)

DPH0166



Department Exhibit 12

Smith, Helen

From: Smith, Helen
Sent: Wednesday, October 20, 2021 3:50 PM
To: 'Lisa Palmer'
Cc: 'Linda Dahlin'
Subject: BOEN [secure]
Attachments: Letter to Stone Acadmey after 10 2021 BOEN.pdf

Good afternoon:

Please refer to the attached document regarding the Board of Examiners for Nursing (BOEN) meeting that was held today. I will mail out the hard copy to Lisa this afternoon.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Wednesday, October 20, 2021 3:50 PM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: Lisa Palmer <lpalmer@stone.edu>
CC: "Linda Idahlin@stone.edu" <ldahlin@stone.edu>
BCC:
SUBJECT: BOEN [secure]
ATTACHMENTS: image001.jpg, image002.jpg, Letter to Stone Acadmey after 10 2021 BOEN.pdf
SENT: 10/20/2021 15:50:18 EDT

** This is an automatically generated email, please do not reply



STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH

October 20, 2021

Lisa Palmer, BSN, RN
Interim Program Administrator, Practical Nursing Program
Stone Academy
560 Saw Mill Road
West Haven, CT 06516

Dear Ms. Palmer:

The Board of Examiners for Nursing (BOEN) met on 10/20/2021 and:

1. Reviewed and approved the revisions as provided for Stone Academy's 5-year Plan.
2. Identified Full Approval of Stone Academy's Practical Nursing Program after the review of Stone Academy's 5-year Plan.

If you have any questions and/or concerns, please contact me directly at 860-509-8106 or helen.smith@ct.gov

Sincerely,

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov



C: Vi Nguyen, Office of Higher Education



Phone: (860) 509-7552 Fax: (860) 509-7535
Telephone Device for the Deaf (860) 509-7191
410 Capitol Avenue - MS # 12HSR

DPH0171



STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

Nursing Education Program Review of: Stone Academy Practical Nursing Program

Campus Locations:

1. 560 Saw Mill Road, West Haven, CT 06516
2. 101 Pierpoint Road, Waterbury, CT 06705
3. 745 Burnside Avenue, East Hartford, CT 06108

Interim Program Administrator, Practical Nursing Program: Lisa Palmer, BSN, RN

Reviewed by the Board of Examiners for Nursing (BOEN): Review began during the 09/15/2021 BOEN meeting and concluded during the 10/20/2021 BOEN meeting.

Approval Status: Full Approval as of 10/20/2021.

Next review: September 2026

Reviewed by:  (Helen M. Smith, R.N., M.S.N., Nurse Consultant)

Date: 10-20-2021



Phone: (860) 509-7552 Fax: (860) 509-7535
Telephone Device for the Deaf (860) 509-7191
410 Capitol Avenue - MS # 12HSR

DPH0172

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Wednesday, October 20, 2021 3:53 PM
To: Smith, Helen
Subject: Secure Message Received



Secure Message Received and Viewed

The following message you sent was received at 10/20/2021 15:53:13 EDT
by: "Linda Idahlin@stone.edu" <ldahlin@stone.edu>

— MESSAGE DETAILS —

To: Lisa Palmer <lpalmer@stone.edu>
Cc: "Linda Idahlin@stone.edu" <ldahlin@stone.edu>
Subject: BOEN [secure]
Attachments: image001.jpg, image002.jpg, Letter to Stone Acadmey after 10
2021 BOEN.pdf
Sent: 10/20/2021 15:50:18 EDT

**** This is an automatically generated email, please do not reply**

Smith, Helen

From: Smith, Helen
Sent: Wednesday, October 27, 2021 11:14 AM
To: 'Lisa Palmer'
Subject: FW: BOEN [secure]
Attachments: Letter to Stone Acadmey after 10 2021 BOEN.pdf

Second try.

Thanks,
Helen

From: Smith, Helen
Sent: Wednesday, October 20, 2021 3:50 PM
To: Lisa Palmer <lpalmer@stone.edu>
Cc: Linda Dahlin <ldahlin@stone.edu>
Subject: BOEN [secure]

Good afternoon:

Please refer to the attached document regarding the Board of Examiners for Nursing (BOEN) meeting that was held today. I will mail out the hard copy to Lisa this afternoon.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Wednesday, October 27, 2021 11:14 AM
To: Smith, Helen
Subject: Secure Message Sent

This is an informational message. Your message (described below) has been redirected to the State of Connecticut Secure Messenger server based on corporate policy.

----- MESSAGE DETAILS -----

TO: lpalmer@stone.edu

CC:

BCC:

SUBJECT: FW: BOEN [secure]

ATTACHMENTS: Letter to Stone Acadmey after 10 2021 BOEN.pdf, image002.jpg, image001.jpg

SENT: 10/27/2021 11:14:10 EDT

**** This is an automatically generated email, please do not reply**

DPH0175

Smith, Helen

From: MailGate Notifier <Mailgate.Admin@ct.gov>
Sent: Wednesday, October 27, 2021 11:16 AM
To: Smith, Helen
Subject: Secure Message Received



Secure Message Received and Viewed

The following message you sent was received at 10/27/2021 11:16:28 EDT
by: lpalmer@stone.edu

— MESSAGE DETAILS —

To: lpalmer@stone.edu
Cc:
Subject: FW: BOEN [secure]
Attachments: Letter to Stone Acadmey after 10 2021 BOEN.pdf, image002.jpg,
image001.jpg
Sent: 10/27/2021 11:14:10 EDT

**** This is an automatically generated email, please do not reply**

Department Exhibit 13

Smith, Helen

From: Smith, Helen
Sent: Tuesday, May 3, 2022 9:46 AM
To: 'Lisa Palmer'
Subject: NCLEX test results [secure]
Attachments: Store Academy NCLEX data 2022.pdf

Good morning:

Attached are the NCLEX test results for the period from 05/01/2021 to 04/30/2022. These results will be shared with the Connecticut Board of Examiners for Nursing (BOEN) during their 06/01/2022 meeting. If you have any questions or concerns, please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

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Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



NCSBN Education Program Jurisdiction: Connecticut Board of Examiners for Nursing (69)
 Exam Series Code: NCLEX-PN
 Custom Date Range (Click Run Below to Enter)
 All Time
 NCSBN Education Program: CT - STONE ACADEMY-EAST HARTFORD (US69105000)
 5/1/2021 12:00:00 AM
 4/30/2022 12:00:00 AM

Printed By: Helen Smith
 Report Date: 02-May-2022 09:38 AM
 Data as of (CST): 02-May-2022 08:06 AM

Connecticut Board of Examiners for Nursing (69) CT - STONE ACADEMY-EAST HARTFORD (US69105000) NCLEX-PN

Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	29	18	47
Total Passed	18	6	24
Total Failed	11	12	23
Total On Hold	0	0	0
Total Pass Rate	62.07%	33.33%	51.06%

Candidate Details

Candidate Last Name	Candidate First Name	Client Candidate ID	NCSBN Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			02/2021	5/6/2021 8:03:06 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2021	4/25/2022 11:04:28 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			03/2021	6/12/2021 12:42:57 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			11/2021	12/3/2021 7:34:59 AM	Fail	No	Massachusetts Board of Registration in Nursing (08)
			11/2021	3/1/2022 7:52:58 AM	Fail	Yes	Massachusetts Board of Registration in Nursing (08)
			06/2021	9/16/2021 8:21:48 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)

*The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



Candidate Last Name	Candidate First Name	Client Candidate ID	NCSBN Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			06/2021	11/4/2021 12:06:36 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			06/2021	3/22/2022 8:04:47 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			04/2021	6/3/2021 12:54:04 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2021	4/1/2022 1:31:56 PM	Pass	No	Massachusetts Board of Registration in Nursing (08)
			05/2021	10/29/2021 1:12:48 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2021	12/15/2021 12:50:41 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2021	3/31/2022 1:19:51 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
				8/18/2021 8:02:15 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			04/2021	6/12/2021 1:26:18 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2021	11/10/2021 12:50:26 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			01/2022	2/7/2022 8:10:00 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2021	8/10/2021 8:02:36 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			04/2021	10/5/2021 8:09:23 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			04/2021	11/22/2021 8:17:10 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
				6/21/2021 12:54:43 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			03/2021	10/5/2021 1:07:18 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			03/2022	4/28/2022 12:46:13 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2021	1/26/2022 1:12:02 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL

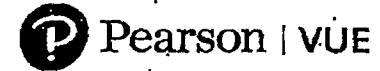
Candidate Last Name	Candidate First Name	Client Candidate ID	NCSBN Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			05/2021	5/29/2021 11:12:55 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			05/2021	7/19/2021 12:33:59 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			03/2022	4/5/2022 11:55:04 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			07/2021	10/5/2021 1:39:48 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			01/2022	3/31/2022 12:19:05 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			03/2022	4/26/2022 7:56:41 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			11/2017	7/1/2021 7:54:15 AM	Fail	Yes	Massachusetts Board of Registration in Nursing (08)
			03/2021	5/27/2021 7:54:46 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			05/2021	9/16/2021 12:53:32 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2020	10/22/2021 1:12:10 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2019	9/1/2021 3:04:26 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2019	1/10/2022 8:30:21 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			06/2021	7/24/2021 8:07:48 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2021	7/26/2021 7:18:36 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			06/2021	8/28/2021 8:26:39 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			06/2021	10/22/2021 8:05:19 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			10/2020	4/9/2022 12:16:27 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			01/2022	3/28/2022 2:58:35 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



Candidate Last Name	Candidate First Name	Client Candidate ID	NCSBN Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			03/2022	3/31/2022 2:03:55 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			10/2021	12/1/2021 2:54:46 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			03/2022	4/28/2022 8:03:50 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			09/2021	10/13/2021 1:47:50 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			09/2020	5/27/2021 12:59:36 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

Department Exhibit 14

Smith, Helen

From: Smith, Helen
Sent: Thursday, June 2, 2022 2:13 PM
To: 'Lisa Palmer'
Subject: BOEN [secure]
Attachments: Letter to Stone after 06 01 BOEN.pdf

Good afternoon:

Please refer to the attached letter regard the Board of Examiners for Nursing (BOEN) meeting that was held on 06/01/2022. If you have any questions, please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)





STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH

June 2, 2022

Lisa Palmer, BSN, RN
Interim Program Administrator, Practical Nursing Program
Stone Academy
560 Saw Mill Road
West Haven, CT 06516

Dear Ms. Palmer:

The Board of Examiners of Nursing (BOEN) met on 06/01/2022 and:

1. Pursuant to the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A) an acceptable level of a program's graduates' performance shall be defined as: demonstrated mastery of nursing principles as evidenced by an average passing rate of at least 80% of students taking the licensing examination upon their first attempt after graduation, as reported from May 1 to April 30.

The BOEN reviewed the NCLEX scores for Stone Academy's Practical Nursing Program at the East Hartford campus Evening group, for the period from 05/01/2021 to 04/30/2022, and it was determined that your program is not in compliance with the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A).

The BOEN placed Stone Academy's Practical Nursing Program at the East Hartford campus Evening group, on Conditional Approval for one year until the BOEN meeting in June of 2023.

The BOEN has requested your attendance at their 08/03/2022 meeting. During that meeting you will have the opportunity to present information that demonstrates your compliance with the regulations and submit a written plan of correction.

Provide all the information to the Department of Public Health by 07/17/2022 so that it can be provided to the BOEN in advance of this scheduled meeting.

2. Pursuant to the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A) an acceptable level of a program's graduates' performance shall be defined as: demonstrated mastery of nursing principles as evidenced by an average passing rate of at least 80% of students taking the licensing examination upon their first attempt after graduation, as reported from May 1 to April 30.

The BOEN reviewed the NCLEX scores for Stone Academy's Practical Nursing Program at the Waterbury campus Day group, for the period from 05/01/2021 to 04/30/2022, and it was determined that your program is not in compliance with the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A).



Phone: (860) 509-7552 Fax: (860) 509-7535
Telephone Device for the Deaf (860) 509-7191
410 Capitol Avenue - MS # 12HSR

DPH0185

The BOEN placed Stone Academy's Practical Nursing Program at the Waterbury campus Day group, on Conditional Approval for one year until the BOEN meeting in June of 2023.

The BOEN has requested your attendance at their 08/03/2022 meeting. During that meeting you will have the opportunity to present information that demonstrates your compliance with the regulations and submit a written plan of correction.

Provide all the information to the Department of Public Health by 07/17/2022 so that it can be provided to the BOEN in advance of this scheduled meeting.

3. Pursuant to the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A) an acceptable level of a program's graduates' performance shall be defined as: demonstrated mastery of nursing principles as evidenced by an average passing rate of at least 80% of students taking the licensing examination upon their first attempt after graduation, as reported from May 1 to April 30.

The BOEN reviewed the NCLEX scores for Stone Academy's Practical Nursing Program at the Waterbury campus Evening group, for the period from 05/01/2021 to 04/30/2022, and it was determined that your program is not in compliance with the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A).

The BOEN placed Stone Academy's Practical Nursing Program at the Waterbury campus Evening group, on Conditional Approval for one year until the BOEN meeting in June of 2023.

The BOEN has requested your attendance at their 08/03/2022 meeting. During that meeting you will have the opportunity to present information that demonstrates your compliance with the regulations and submit a written plan of correction.

Provide all the information to the Department of Public Health by 07/17/2022 so that it can be provided to the BOEN in advance of this scheduled meeting.

4. Pursuant to the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A) an acceptable level of a program's graduates' performance shall be defined as: demonstrated mastery of nursing principles as evidenced by an average passing rate of at least 80% of students taking the licensing examination upon their first attempt after graduation, as reported from May 1 to April 30.

The BOEN reviewed the NCLEX scores for Stone Academy's Practical Nursing Program at the West Haven campus Evening group, for the period from 05/01/2021 to 04/30/2022, and it was determined that your program is not in compliance with the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A).

The BOEN placed Stone Academy's Practical Nursing Program at the West Haven campus Evening group, on Conditional Approval for one year until the BOEN meeting in June of 2023.

The BOEN has requested your attendance at their 08/03/2022 meeting. During that meeting you will have the opportunity to present information that demonstrates your compliance with the regulations and submit a written plan of correction.

Provide all the information to the Department of Public Health by 07/17/2022 so that it can be provided to the BOEN in advance of this scheduled meeting.

5. Regarding Stone Academy's Practical Nursing Program at the East Hartford campus Day group a hearing will be conducted, with the possibility of program closure, as it was determined that the East Hartford campus Day group is not in compliance with the Regulations of Connecticut State Agencies, Section 20-90-47 (b) (2) (A).

If you have any questions and/or concerns, please contact me directly at **860-509-8106** or helen.smith@ct.gov

Sincerely,



Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov



C: S. Seepersad, Office of Higher Education

Smith, Helen

From: Lisa Palmer <lpalmer@stone.edu>
Sent: Thursday, June 2, 2022 2:15 PM
To: Smith, Helen
Subject: Re: BOEN [secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Thank you!

Lisa

Lisa Palmer, MSN (N. Edu), RN
Practical Nursing Program Administrator

560 Saw Mill Road
West Haven, CT 06516
203 288 7474 Ext. 6007



STONE ACADEMY

From: Smith, Helen <Helen.Smith@ct.gov>
Sent: Thursday, June 2, 2022 2:12 PM
To: Lisa Palmer <lpalmer@stone.edu>
Subject: BOEN [secure]

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon:

Please refer to the attached letter regard the Board of Examiners for Nursing (BOEN) meeting that was held on 06/01/2022. If you have any questions, please contact me via e-mail or phone at 860-509-8106 (my direct Department line).

Thanks,
Helen

DPH0188

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Department Exhibit 15

Smith, Helen

From: Gary Evans <gevans@stone.edu>
Sent: Monday, June 6, 2022 1:11 PM
To: Smith, Helen
Cc: Ann Cooper; Linda Dahlin
Attachments: Stone Academy Candidate Level Information Post Examination Correction CT Campuses 6.6.2022a.pdf; Stone Academy Candidate Level Information Post Examination Correction CT Campuses 6.6.2022a.xlsx

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Helen,

Maybe the final??

Gary A. Evans
Chief Executive Officer

Stone Academy
745 Burnside Avenue
East Hartford, CT 06108
O: 860.569.0618 x.3212



STONE ACADEMY

			10/15/2021	Program Code	US69110800	US69110700
			2/14/2022	Program Code	US69110800	US69110700
			4/12/2022	Program Code	US69110800	US69110700
			9/28/2021	Program Code	US69110700	US69110800
			4/8/2022	Program Code	US69101400	US69110000
			3/31/2022	Program Code	US69101400	US69110000
			6/21/2021	Program Code	US69101400	US69110000
			3/31/2022	Program Code	US69101400	US69110000
			5/18/2021	Program Code	US69101400	US69110000
			12/8/2021	Program Code	US69101400	US69110000
			6/21/2021	Program Code	US69101400	US69110000
			3/16/2022	Program Code	US69101400	US69110000
			10/15/2021	Program Code	US69101400	US69110000
			3/5/2022	Program Code	US69101400	US69110000
			7/13/2021	Program Code	US69101400	US69110000
			5/18/2021	Program Code	US69101400	US69110000
			6/29/2021	Program Code	US69101400	US69110000
			6/23/2021	Program Code	US69101400	US69110000
			1/28/2022	Program Code	US69101400	US69110000
			8/14/2021	Program Code	US69101400	US69110000
			3/3/2022	Program Code	US69101400	US69110000
			6/12/2021	Program Code	US69101400	US69110000
			12/7/2021	Program Code	US69101400	US69110000
			10/9/2021	Program Code	US69101400	US69110000
			8/18/2021	Program Code	US69101400	US69110000
			6/29/2021	Program Code	US69101400	US69110000
			9/18/2021	Program Code	US69101400	US69110000
			2/15/2022	Program Code	US69101400	US69110000
			4/26/2022	Program Code	US69101400	US69110000
			11/17/2021	Program Code	US69101400	US69110000
			1/22/2022	Program Code	US69101400	US69110000
			9/9/2021	Program Code	US69101400	US69110000
			9/28/2021	Program Code	US69101400	US69110000
			11/17/2021	Program Code	US69101400	US69110000
			3/31/2022	Program Code	US69101400	US69110000
			11/5/2021	Program Code	US69101400	US69110000

			2/14/2022	Program Code	US69101400	US69110000
			5/22/2021	Program Code	US69101400	US69110000
			7/23/2021	Program Code	US69101400	US69110000
			12/8/2021	Program Code	US69101400	US69110000
			2/11/2022	Program Code	US69101400	US69110000
			4/2/2022	Program Code	US69101400	US69110000
			6/1/2021	Program Code	US69101400	US69110000
			7/26/2021	Program Code	US69101400	US69110000
			5/12/2021	Program Code	US69101400	US69110000
			9/4/2021	Program Code	US69101400	US69110000
			12/29/2021	Program Code	US69101400	US69110000
			2/14/2022	Program Code	US69101400	US69110000
			6/18/2021	Program Code	US69101400	US69110000
			1/18/2022	Program Code	US69101400	US69110000
			5/4/2021	Program Code	US69101400	US69110000
			9/1/2021	Program Code	US69101400	US69110000
			3/31/2022	Program Code	US69101400	US69110000
			7/1/2021	Program Code	US69110100	US69105000
			4/25/2022	Program Code	US69105000	US69110800
			9/16/2021	Program Code	US69105000	US69110100
			11/4/2021	Program Code	US69105000	US69110100
			3/22/2022	Program Code	US69105000	US69110100
			10/5/2021	Program Code	US69105000	US69110100
			10/22/2021	Program Code	US69105000	US69110100
			4/9/2022	Program Code	US69105000	US69110100
			3/11/2022	Program Code	US69110100	US69105000
			3/31/2022	Program Code	US69105000	US69110100

			11/5/2021	Program Code	US69101400	US69110000
			2/14/2022	Program Code	US69101400	US69110000
			5/22/2021	Program Code	US69101400	US69110000
			7/23/2021	Program Code	US69101400	US69110000
			12/8/2021	Program Code	US69101400	US69110000
			2/11/2022	Program Code	US69101400	US69110000
			4/2/2022	Program Code	US69101400	US69110000
			6/1/2021	Program Code	US69101400	US69110000
			7/26/2021	Program Code	US69101400	US69110000
			5/12/2021	Program Code	US69101400	US69110000
			9/4/2021	Program Code	US69101400	US69110000
			12/29/2021	Program Code	US69101400	US69110000
			2/14/2022	Program Code	US69101400	US69110000
			6/18/2021	Program Code	US69101400	US69110000
			1/18/2022	Program Code	US69101400	US69110000
			5/4/2021	Program Code	US69101400	US69110000
			9/1/2021	Program Code	US69101400	US69110000
			3/31/2022	Program Code	US69101400	US69110000
			7/1/2021	Program Code	US69110100	US69105000
			4/25/2022	Program Code	US69105000	US69110800
			9/16/2021	Program Code	US69105000	US69110100
			11/4/2021	Program Code	US69105000	US69110100
			3/22/2022	Program Code	US69105000	US69110100
			10/5/2021	Program Code	US69105000	US69110100
			10/22/2021	Program Code	US69105000	US69110100
			4/9/2022	Program Code	US69105000	US69110100
			3/11/2022	Program Code	US69110100	US69105000
			3/31/2022	Program Code	US69105000	US69110100

			10/15/2021	Program Code	US69110800	US69110700
			2/14/2022	Program Code	US69110800	US69110700
			4/12/2022	Program Code	US69110800	US69110700
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			3/31/2022	Program Code	US69101400	US69110000
			6/21/2021	Program Code	US69101400	US69110000
			3/31/2022	Program Code	US69101400	US69110000
			5/18/2021	Program Code	US69101400	US69110000
			12/8/2021	Program Code	US69101400	US69110000
			6/21/2021	Program Code	US69101400	US69110000
			3/16/2022	Program Code	US69101400	US69110000
			10/15/2021	Program Code	US69101400	US69110000
			3/5/2022	Program Code	US69101400	US69110000
			7/13/2021	Program Code	US69101400	US69110000
			5/18/2021	Program Code	US69101400	US69110000
			6/29/2021	Program Code	US69101400	US69110000
			6/23/2021	Program Code	US69101400	US69110000
			1/28/2022	Program Code	US69101400	US69110000
			8/14/2021	Program Code	US69101400	US69110000
			3/3/2022	Program Code	US69101400	US69110000
			6/12/2021	Program Code	US69101400	US69110000
			12/7/2021	Program Code	US69101400	US69110000
			10/9/2021	Program Code	US69101400	US69110000
			8/18/2021	Program Code	US69101400	US69110000
			6/29/2021	Program Code	US69101400	US69110000
			9/18/2021	Program Code	US69101400	US69110000
			2/15/2022	Program Code	US69101400	US69110000
			4/26/2022	Program Code	US69101400	US69110000
			11/17/2021	Program Code	US69101400	US69110000
			1/22/2022	Program Code	US69101400	US69110000
			9/9/2021	Program Code	US69101400	US69110000
			9/28/2021	Program Code	US69101400	US69110000
			11/17/2021	Program Code	US69101400	US69110000
			3/31/2022	Program Code	US69101400	US69110000

Department Exhibit 16

Program Codes for Stone Academy

US69105000 Stone Academy, East Hartford campus, day group
US69110100 Stone Academy, East Hartford campus, evening group
US69110800 Stone Academy, Waterbury campus, day group
US69110700 Stone Academy, Waterbury campus, evening group
US69101400 Stone Academy, West Haven campus, day group
US69110000 Stone Academy, West Haven campus, evening group

Department Exhibit 17

Stone Academy East Hartford



STONE ACADEMY

745 Burnside Avenue
East Hartford, CT 06108
(860) 569-0618



ID: [REDACTED]
DOB: [REDACTED]
Phone: [REDACTED]

Program: PN-D18-1 - Practical Nursing - Day
Status: Grad Grad Date: 10/09/2021
First Semester: 10/28/19 LDA: 10/09/2021

FT/PT: Full Time
Session:

Student Transcript

<u>Course</u>	<u>Grade</u>	<u>Units Attempted</u>	<u>Units Completed</u>	<u>GPA</u>	
<i>Term: Transfer</i>					
CLN 111	Clinical I: Primary Nursing Skills	P	3	3	
CLN 112	Clinical II: Basic Client Care	P	3.5	3.5	
CLN 112	Clinical II: Basic Client Care (Cont.)	-	0	0	
CLN 113	Clinical III: Advanced Client Care	P	4	4	
CLN 114	Clinical IV: Medical Surgical Nursing	P	4	4	
COM 110	Practical English Communication Skills	P	3	3	
COM 111	Communication Skills for Healthcare Professionals	P	3	3	
FUN 102	Fundamentals of Nursing	B	8	8	
FUN 102	Fundamentals of Nursing (Cont.)	-	0	0	
LAB 101	Clinical Skills Lab	P	1	1	
LAB 101	Clinical Skills Lab (Cont.)	-	0	0	
MAT 102	Maternity - Child Nursing	B-	6	6	
MED 100	Medical Terminology	P	3	3	
PHA 110	Practical Mathematics for Healthcare Professionals	P	3	3	
PHA 111	Pharmaceutical Calculations	P	3	3	
PHA 112	Pharmacology	B-	4	4	
SCI 110	Life Science	A	6.5	6.5	
SEM 110	Seminar I	P	3	3	
SUR 111	Medical Surgical Nursing Across the Lifespan I	B-	6	6	
SUR 112	Medical Surgical Nursing Across the Lifespan II	C	6	6	
SUR 112	Medical Surgical Nursing Across the Lifespan II (Cont.)	-	0	0	
SUR 113	Medical Surgical Nursing Across the Lifespan III	C+	6	6	
SUR 113	Medical Surgical Nursing Across the Lifespan III (Cont.)	-	0	0	
SUR 114	Medical Surgical Nursing Across the Lifespan IV	C	6	6	
WEL 110	Wellness Promotion Across the Lifespan	B	4	4	
<i>Term Transfer Total:</i>			86	86	2.72
<i>Cumulative Total:</i>			86	86	2.72

Term: 04/13/2020

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; -: Class scheduled

Tuesday, January 11, 2022

Official Signature: *Cora A. Kelly*

DPH0199 Page 1

Student Transcript

Course	Grade	Units Attempted	Units Completed	GPA
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership (Cont.)	-	0	0
		<i>Term 04/13/2020 Total:</i>	0	0
		<i>Cumulative Total:</i>	86	86
Term: 07/27/2020				
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership	NP-COVID	8	0
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0
CON 102	Nursing Concepts	A	2	2
		<i>Term 07/27/2020 Total:</i>	10	2
		<i>Cumulative Total:</i>	96	88
Term: 11/23/2020				
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership	P	8	8
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership (Cont.)	-	0	0
		<i>Term 11/23/2020 Total:</i>	8	8
		<i>Cumulative Total:</i>	104	96
Term: 03/22/2021				
CLN 116	Clinical VI: Transition to Practice	NP-COVID	6	0
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0
		<i>Term 03/22/2021 Total:</i>	6	0
		<i>Cumulative Total:</i>	110	96
Term: 07/06/2021				
CLN 116	Clinical VI: Transition to Practice	P	6	6
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0
SEM 111D	Nursing Seminar II	P	4	4
		<i>Term 07/08/2021 Total:</i>	10	10
		<i>Cumulative Total:</i>	120	106
		Student Transcript Total:	120	106

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);
 C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; -: Class scheduled

Stone Academy East Hartford



STONE ACADEMY

745 Burnside Avenue
East Hartford, CT 06108

(860) 569-0618



ID: [Redacted]

DOB: [Redacted]

Phone: [Redacted]

Program: PN-D19-1 - Practical Nursing - Day
Status: Withdrawal Exp. Grad: 10/24/2020 FT/PT: Full Time
First Semester: 06/24/19 LDA: 10/18/2019 Session: D

Program: PN-D19-1 - Practical Nursing - Day
Status: Grad Grad Date: 06/05/2021 FT/PT: Full Time
First Semester: 06/24/19 LDA: 06/05/2021 Session: D

Program: LPN-D2 - Practical Nursing - Day
Status: Withdrawal Exp. Grad: 10/19/2019 FT/PT: Full Time
First Semester: 01/08/18 LDA: 04/26/2019 Session: D

Program: LPN-D2 - Practical Nursing - Day
Status: Withdrawal Exp. Grad: 04/20/2019 FT/PT: Full Time
First Semester: 01/08/18 LDA: 03/02/2018 Session: D

Student Transcript

Course	Grade	Units Attempted	Units Completed	GPA	
Term: Transfer					
CLN 111	Clinical I: Primary Nursing Skills	P	3	3	
CLN 112	Clinical II: Basic Client Care	P	3.5	3.5	
COM 110	Practical English Communication Skills	P	3	3	
COM 111	Communication Skills for Healthcare Professionals	P	3	3	
FUN 102	Fundamentals of Nursing	C+	8	8	
LAB 101	Clinical Skills Lab	C+	1	1	
MED 100	Medical Terminology	P	3	3	
PHA 110	Practical Mathematics for Healthcare Professionals	P	3	3	
PHA 111	Pharmaceutical Calculations	P	3	3	
PHA 112	Pharmacology	C+	4	4	
SEM 110	Seminar I	P	3	3	
SUR 111	Medical Surgical Nursing Across the Lifespan I	C+	6	6	
SUR 112	Medical Surgical Nursing Across the Lifespan II	C	6	6	
WEL 110	Wellness Promotion Across the Lifespan	B+	4	4	
Term Transfer Total:			53.5	53.5	2.38
Cumulative Total:			53.5	53.5	2.38

Term: 01/08/2018

ENG103	English Proficiency for the Health Care Professional	P	60	60
--------	--	---	----	----

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; -: Class scheduled

Friday, June 25, 2021

Official Signature: _____

DPH0201 Page 1

Student Transcript

<u>Course</u>		<u>Grade</u>	<u>Units Attempted</u>	<u>Units Completed</u>	<u>GPA</u>
ENG201	Writing and Terminology for Health Care Professionals	P	60	60	
MTH101	Practical Mathematics for Health Care Professionals	NP	60	0	
MTH201	Mathematical Calculations for Health Care Professionals	W	0	0	
<i>Term 01/08/2018 Total:</i>			180	120	0.00
<i>Cumulative Total:</i>			233.5	173.5	2.38

Term: 06/25/2018

MTH101	Practical Mathematics for Health Care Professionals	P	60	60	
MTH201	Mathematical Calculations for Health Care Professionals	P	60	60	
<i>Term 06/25/2018 Total:</i>			120	120	0.00
<i>Cumulative Total:</i>			353.5	293.5	2.38

Term: 09/04/2018

CLN 101	Clinical I - Geriatric	P	115	115	
FUN 101	Fundamentals of Nursing	C+	146	146	
NUR 101	Nursing and Health	C+	27	27	
PHA 101	Pharmacology	C+	51	51	
SCI 101	Life Science I	B	60	60	
SEM 101	Nursing Seminar I	P	28	28	
WEL 101	Wellness Promotion Across the Lifespan I	B+	36	36	
<i>Term 09/04/2018 Total:</i>			463	463	2.54
<i>Cumulative Total:</i>			816.5	756.5	2.53

Term: 01/07/2019

CLN 102	Clinical II - Subacute	P	84.5	84.5	
CLN 103	Clinical III - Maternal/Newborn	P	32.5	32.5	
CLN 104	Clinical IV - Acute I	NP	156	0	
MAT 101	Maternal/Newborn Nursing	B	24	24	
SCI 102	Life Science II	NP	45	0	
SUR 101	Medical Surgical Nursing Across the Lifespan I	C+	60	60	
SUR 102	Medical Surgical Nursing Across the Lifespan II	C	71	71	
WEL 102	Wellness Promotion Across the Lifespan II	B-	36	36	
<i>Term 01/07/2019 Total:</i>			609	308	2.35
<i>Cumulative Total:</i>			1325.5	1064.5	2.47

Term: 06/24/2019

SCI 110	Life Science	A	6.5	6.5	
<i>Term 06/24/2019 Total:</i>			6.5	6.5	4.00
<i>Cumulative Total:</i>			1332	1071	2.49

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; -: Class scheduled

Friday, June 25, 2021

Official Signature: 

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DPH0202

Student Transcript

<u>Course</u>	<u>Grade</u>	<u>Units Attempted</u>	<u>Units Completed</u>	<u>GPA</u>
Term: 02/17/2020				
CLN 113	Clinical III: Advanced Client Care	P	4	4
CON 102	Nursing Concepts	A	2	2
MAT 102	Maternity - Child Nursing (Cont.)	-	0	0
SUR 113	Medical Surgical Nursing Across the Lifespan III	B-	6	6

Term 02/17/2020 Total: 12 12 3.03
 Cumulative Total: 1344 1083 2.49

Term: 06/01/2020				
CLN 114	Clinical IV: Medical Surgical Nursing	NP	4	0
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership	NP	8	0
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0
MAT 102	Maternity - Child Nursing	A	6	6
SUR 114	Medical Surgical Nursing Across the Lifespan IV	B	6	6

Term 06/01/2020 Total: 24 12 3.50
 Cumulative Total: 1368 1095 2.51

Term: 09/28/2020				
CLN 114	Clinical IV: Medical Surgical Nursing	P	4	4
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership	NP	8	0
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership (Cont.)	-	0	0

Term 09/28/2020 Total: 12 4 0.00
 Cumulative Total: 1380 1099 2.51

Term: 01/25/2021				
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership	P	8	8
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership (Cont.)	-	0	0
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0

Term 01/25/2021 Total: 8 8 0.00
 Cumulative Total: 1388 1107 2.51

Term: 05/10/2021				
CLN 116	Clinical VI: Transition to Practice	P	6	6
SEM 111D	Nursing Seminar II	P	4	4

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; -: Class scheduled

Student Transcript

<u>Course</u>	<u>Grade</u>	<u>Units Attempted</u>	<u>Units Completed</u>	<u>GPA</u>
	<i>Term 05/10/2021 Total:</i>	10	10	0.00
	<i>Cumulative Total:</i>	1398	1117	2.51
	<i>Student Transcript Total:</i>	1398	1117	2.51

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

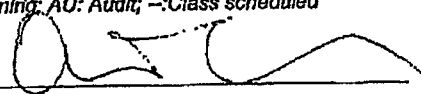
C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; -: Class scheduled

Friday, June 25, 2021

Official Signature: _____



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DPH0204

Stone Academy East Hartford



STONE ACADEMY

745 Burnside Avenue
East Hartford, CT 06108

(860) 569-0618



ID: [REDACTED]
DOB: [REDACTED]
Phone: [REDACTED]

Program: PN-D19-1 - Practical Nursing - Day

Status: Grad Grad Date: 07/10/2021

First Semester: 06/24/19 LDA: 07/10/2021

FT/PT: Full Time

Session: D

Student Transcript

Course	Grade	Units Attempted	Units Completed	GPA
Term: Transfer				
COM 110	Practical English Communication Skills	TR	0	3
		Term Transfer Total:	0	3
		Cumulative Total:	0	3

Term: 06/24/2019

COM 111	Communication Skills for Healthcare Professionals	P	3	3
FUN 102	Fundamentals of Nursing (Cont.)	-	0	0
LAB 101	Clinical Skills Lab (Cont.)	-	0	0
MED 100	Medical Terminology	P	3	3
PHA 110	Practical Mathematics for Healthcare Professionals	P	3	3
PHA 111	Pharmaceutical Calculations	P	3	3
SCI 110	Life Science	B+	6.5	6.5
SEM 110	Seminar I	P	3	3
		Term 06/24/2019 Total:	21.5	21.5
		Cumulative Total:	21.5	24.5

Term: 10/21/2019

CLN 111	Clinical I: Primary Nursing Skills	P	3	3
CLN 112	Clinical II: Basic Client Care (Cont.)	-	0	0
FUN 102	Fundamentals of Nursing	B-	8	8
LAB 101	Clinical Skills Lab	P	1	1
PHA 112	Pharmacology	B+	4	4
SUR 111	Medical Surgical Nursing Across the Lifespan I	B	6	6
SUR 112	Medical Surgical Nursing Across the Lifespan II (Cont.)	-	0	0
WEL 110	Wellness Promotion Across the Lifespan	B+	4	4
		Term 10/21/2019 Total:	26	26
		Cumulative Total:	47.5	50.5

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; -: Class scheduled

Thursday, August 19, 2021

Official Signature:

DPH0205 Page 1

Student Transcript

<u>Course</u>	<u>Grade</u>	<u>Units Attempted</u>	<u>Units Completed</u>	<u>GPA</u>	
Term: 02/17/2020					
CLN 112	Clinical II: Basic Client Care	P	3.5	3.5	
CLN 113	Clinical III: Advanced Client Care	P	4	4	
CON 102	Nursing Concepts	A	2	2	
MAT 102	Maternity - Child Nursing (Cont.)	-	0	0	
SUR 112	Medical Surgical Nursing Across the Lifespan II	B+	6	6	
SUR 113	Medical Surgical Nursing Across the Lifespan III	B+	6	6	
Term 02/17/2020 Total:			21.5	21.5	3.40
Cumulative Total:			69	72	3.18

Term: 06/01/2020

CLN 114	Clinical IV: Medical Surgical Nursing	P	4	4	
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership	P	8	8	
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0	
MAT 102	Maternity - Child Nursing	A	6	6	
SUR 114	Medical Surgical Nursing Across the Lifespan IV	C+	6	6	
Term 06/01/2020 Total:			24	24	3.15
Cumulative Total:			93	98	3.17

Term: 09/28/2020

CLN 116	Clinical VI: Transition to Practice	NP	6	0	
SEM 111D	Nursing Seminar II	P	4	4	
Term 09/28/2020 Total:			10	4	0.00
Cumulative Total:			103	100	3.17

Term: 10/26/2020

CLN 116	Clinical VI: Transition to Practice	NP	6	0	
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0	
Term 10/26/2020 Total:			6	0	0.00
Cumulative Total:			109	100	3.17

Term: 02/22/2021

CLN 116	Clinical VI: Transition to Practice	NP	6	0	
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0	
Term 02/22/2021 Total:			6	0	0.00
Cumulative Total:			115	100	3.17

Term: 06/14/2021

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

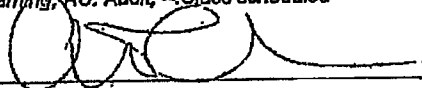
C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; --: Class scheduled

Thursday, August 19, 2021

Official Signature: _____



Page 2

DPH0206

Stone Academy East Hartford



STONE ACADEMY

745 Burnside Avenue
East Hartford, CT 06108
(860) 569-0618



ID: [REDACTED]

DOB: [REDACTED]

Phone: [REDACTED]

Program: PN-D19-1 - Practical Nursing - Day

Status: Grad Grad Date: 06/05/2021

First Semester: 06/24/19 LDA: 06/05/2021

FT/PT: Full Time

Session: D

Student Transcript

<u>Course</u>	<u>Grade</u>	<u>Units Attempted</u>	<u>Units Completed</u>	<u>GPA</u>
Term: 06/24/2019				
COM 110	Practical English Communication Skills	P	3	3
COM 111	Communication Skills for Healthcare Professionals	P	3	3
FUN 102	Fundamentals of Nursing (Cont.)	-	0	0
LAB 101	Clinical Skills Lab (Cont.)	-	0	0
MED 100	Medical Terminology	P	3	3
PHA 110	Practical Mathematics for Healthcare Professionals	P	3	3
PHA 111	Pharmaceutical Calculations	P	3	3
SCI 110	Life Science	A	6.5	6.5
SEM 110	Seminar I	P	3	3
		Term 06/24/2019 Total:		4.00
		Cumulative Total:		4.00

Term: 10/21/2019

CLN 111	Clinical I: Primary Nursing Skills	P	3	3
CLN 112	Clinical II: Basic Client Care (Cont.)	-	0	0
FUN 102	Fundamentals of Nursing	B+	8	8
LAB 101	Clinical Skills Lab	P	1	1
PHA 112	Pharmacology	A-	4	4
SUR 111	Medical Surgical Nursing Across the Lifespan I	A	6	6
SUR 112	Medical Surgical Nursing Across the Lifespan II (Cont.)	-	0	0
WEL 110	Wellness Promotion Across the Lifespan	A	4	4
		Term 10/21/2019 Total:		3.69
		Cumulative Total:		3.78

Term: 02/17/2020

CLN 112	Clinical II: Basic Client Care	P	3.5	3.5
CLN 113	Clinical III: Advanced Client Care	P	4	4
CON 102	Nursing Concepts	A	2	2
MAT 102	Maternity - Child Nursing (Cont.)	-	0	0

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; --: Class scheduled

Friday, June 11, 2021

Official Signature: 

DPH0207 Page 1

Student Transcript

Course	Grade	Units Attempted	Units Completed	GPA	
SUR 112	Medical Surgical Nursing Across the Lifespan II	A-	6	6	
SUR 113	Medical Surgical Nursing Across the Lifespan III	A	6	6	
<i>Term 02/17/2020 Total:</i>			21.6	21.5	3.87
<i>Cumulative Total:</i>			72	72	3.80

Term: 06/01/2020

CLN 114	Clinical IV: Medical Surgical Nursing	P	4	4	
CLN 115	Clinical V: Advanced Medical Surgical Nursing and Nursing Leadership	P	8	8	
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0	
MAT 102	Maternity - Child Nursing	A	6	6	
SUR 114	Medical Surgical Nursing Across the Lifespan IV	A-	6	6	
<i>Term 06/01/2020 Total:</i>			24	24	3.85
<i>Cumulative Total:</i>			96	96	3.81

Term: 09/28/2020

CLN 116	Clinical VI: Transition to Practice	NP	6	0	
SEM 111D	Nursing Seminar II	P	4	4	
<i>Term 09/28/2020 Total:</i>			10	4	0.00
<i>Cumulative Total:</i>			106	100	3.81

Term: 10/26/2020

CLN 116	Clinical VI: Transition to Practice	NP	6	0	
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0	
<i>Term 10/26/2020 Total:</i>			6	0	0.00
<i>Cumulative Total:</i>			112	100	3.81

Term: 02/22/2021

CLN 116	Clinical VI: Transition to Practice	P	6	6	
CLN 116	Clinical VI: Transition to Practice (Cont.)	-	0	0	
<i>Term 02/22/2021 Total:</i>			6	6	0.00
<i>Cumulative Total:</i>			118	106	3.81

Student Transcript Total: 118 106 3.81

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; -: Class scheduled

Stone Academy East Hartford



STONE ACADEMY

745 Burnside Avenue
East Hartford, CT 06108

(860) 569-0618



ID: [REDACTED]

DOB: [REDACTED]

Phone: [REDACTED]

Program: PN-D19-2 - Practical Nursing - Day

Status: Grad Grad Date: 03/05/2022

First Semester: 01/06/20 LDA: 03/05/2022

FT/PT: Half Time

Session: D

Student Transcript

Course		Grade	Units Attempted	Units Completed	GPA
Term: 01/06/2020					
COM 110D	Practical English Communication Skills	P	3	3	
COM 111D	Communication Skills for Healthcare Professionals	P	3	3	
FUN 102D-EA	Fundamentals of Nursing (Cont.)	-	0	0	
LAB 101D-EA	Clinical Skills Lab (Cont.)	-	0	0	
MED 100	Medical Terminology	P	3	3	
PHA 110D	Practical Mathematics for Healthcare Professionals	P	3	3	
PHA 111D	Pharmaceutical Calculations	P	3	3	
SCI 110D	Life Science	B+	6.5	6.5	
SEM 110D	Seminar I	P	3	3	

Term 01/06/2020 Total: 24.5 24.5 3.30

Cumulative Total: 24.5 24.5 3.30

Term: 04/20/2020

FUN 102D-C	Fundamentals of Nursing	A	8	8	
LAB 101D-C	Clinical Skills Lab	P	1	1	
PHA 112D	Pharmacology	B	4	4	
SUR 111D	Medical Surgical Nursing Across the Lifespan I	A-	6	6	
SUR 112D-EA	Medical Surgical Nursing Across the Lifespan II (Cont.)	-	0	0	
WEL 110D	Wellness Promotion Across the Lifespan	B+	4	4	

Term 04/20/2020 Total: 23 23 3.61

Cumulative Total: 47.5 47.5 3.54

Term: 08/03/2020

CLN 111D	Clinical I: Primary Nursing Skills	P	3	3	
CLN 112D-C	Clinical II: Basic Client Care	P	3.5	3.5	
CLN 112D-EA	Clinical II: Basic Client Care (Cont.)	-	0	0	
MAT 102D-EA	Maternity - Child Nursing (Cont.)	-	0	0	
SUR 112D-C	Medical Surgical Nursing Across the Lifespan II	B+	6	6	
SUR 113D-C	Medical Surgical Nursing Across the Lifespan III	B+	6	6	

Transcript Key

A: 4.0 (Excellent); A-: 3.7 (Excellent); B+: 3.3 (Good); B: 3.0 (Good); B-: 2.7 (Good);

C+: 2.3 (Satisfactory); C: 2.0 (Satisfactory); C-: 1.7 (Below Average); D+: 1.3 (Poor);

D: 1.0 (Poor); D-: 0.7 (Poor); F: 0.0 (Fail); WF: 0.0 (Withdrawal/Fail); U: 0.0 (Unauthorized Incomplete); The following is not used in calculating the G.P.A.:

P: Pass; NP: When successfully repeating a failed course, the failed grade becomes a NP; INC: Incomplete; W: Withdrawal; TR: Transfer Credit; AP: Credit awarded for prior learning; AU: Audit; -: Class scheduled

Monday, March 7, 2022

Official Signature:

DPH0209 Page 1

Department Exhibit 18

Smith, Helen

From: Smith, Helen
Sent: Wednesday, June 15, 2022 1:47 PM
To: [REDACTED]
Subject: Request information [not-secure]

Good afternoon [REDACTED]:

I am a Nurse Consultant at the Department of Public Health, and my responsibilities include checking the NCLEX test results for students that were educated in Connecticut and to make corrections to the Program Codes when a student/candidate takes the NCLEX. The Program Codes represent the Nursing School campus and group that the student/candidate graduated from. I need to know what Stone Academy campus and group (Day or Evening) that you graduated from. You can contact me via e-mail or phone at 860-509-81076 (my direct Department line) during my workday of 7:30 A.M. to 4:00 P.M.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: [REDACTED]
Sent: Wednesday, June 15, 2022 1:50 PM
To: Smith, Helen
Subject: Re: Request information [not-secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Good afternoon, I graduated from Stone Academy located in East Hartford. I was a day student.

[REDACTED]
On Wed, Jun 15, 2022 at 1:46 PM Smith, Helen <Helen.Smith@ct.gov> wrote:

Good afternoon [REDACTED]:

I am a Nurse Consultant at the Department of Public Health, and my responsibilities include checking the NCLEX test results for students that were educated in Connecticut and to make corrections to the Program Codes when a student/candidate takes the NCLEX. The Program Codes represent the Nursing School campus and group that the student/candidate graduated from. I need to know what Stone Academy campus and group (Day or Evening) that you graduated from. You can contact me via e-mail or phone at 860-509-81076 (my direct Department line) during my workday of 7:30 A.M. to 4:00 P.M.

Thanks,

Helen

Helen M. Smith, R.N., M.S.N.

Nurse Consultant

Practitioner Licensing & Investigations Section

Healthcare Quality & Safety Branch

Department of Public Health

State of Connecticut

Telephone: 860-509-7552

Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: Smith, Helen
Sent: Wednesday, June 15, 2022 1:52 PM
To: [REDACTED]
Subject: RE: Request information [not-secure]

Thanks for your quick response.

Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



From: [REDACTED]
Sent: Wednesday, June 15, 2022 1:50 PM
To: Smith, Helen <Helen.Smith@ct.gov>
Subject: Re: Request information [not-secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Good afternoon, I graduated from Stone Academy located in East Hartford. I was a day student.

[REDACTED]
On Wed, Jun 15, 2022 at 1:46 PM Smith, Helen <Helen.Smith@ct.gov> wrote:

Good afternoon [REDACTED]

I am a Nurse Consultant at the Department of Public Health, and my responsibilities include checking the NCLEX test results for students that were educated in Connecticut and to make corrections to the Program Codes when a student/candidate takes the NCLEX. The Program Codes represent the Nursing School campus and group that the student/candidate graduated from. I need to know what Stone Academy campus and group (Day or Evening) that you graduated from. You can contact me via e-mail or phone at 860-509-81076 (my direct Department line) during my workday of 7:30 A.M. to 4:00 P.M.

Thanks,

Helen

Helen M. Smith, R.N., M.S.N.

Nurse Consultant

Practitioner Licensing & Investigations Section

Healthcare Quality & Safety Branch

Department of Public Health

State of Connecticut

Telephone: 860-509-7552

Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Department Exhibit 19

Smith, Helen

From: Smith, Helen
Sent: Wednesday, June 15, 2022 1:54 PM
To: [REDACTED]
Subject: Request information [not-secure]

Good afternoon [REDACTED]:

I am a Nurse Consultant at the Department of Public Health, and my responsibilities include checking the NCLEX test results for students that were educated in Connecticut and to make corrections to the Program Codes when a student/candidate takes the NCLEX. The Program Codes represent the Nursing School campus and group that the student/candidate graduated from. I need to know what Stone Academy campus and group (Day or Evening) that you graduated from. You can contact me via e-mail or phone at 860-509-81076 (my direct Department line) during my workday of 7:30 A.M. to 4:00 P.M.

Thanks,

Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: Smith, Helen
Sent: Wednesday, June 15, 2022 1:59 PM
To: [REDACTED]
Subject: RE: Request information [not-secure]

Hi [REDACTED]
Thanks for your quick response.

Helen

From: [REDACTED]
Sent: Wednesday, June 15, 2022 1:57 PM
To: Smith, Helen <Helen.Smith@ct.gov>
Subject: Re: Request information [not-secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hello, I was in the day program at East Hartford Ct.

On Wed, Jun 15, 2022 at 1:53 PM Smith, Helen <Helen.Smith@ct.gov> wrote:

Good afternoon [REDACTED]

I am a Nurse Consultant at the Department of Public Health, and my responsibilities include checking the NCLEX test results for students that were educated in Connecticut and to make corrections to the Program Codes when a student/candidate takes the NCLEX. The Program Codes represent the Nursing School campus and group that the student/candidate graduated from. I need to know what Stone Academy campus and group (Day or Evening) that you graduated from. You can contact me via e-mail or phone at 860-509-81076 (my direct Department line) during my workday of 7:30 A.M. to 4:00 P.M.

Thanks,

Helen

Helen M. Smith, R.N., M.S.N.

Nurse Consultant

Practitioner Licensing & Investigations Section

Healthcare Quality & Safety Branch

Department of Public Health

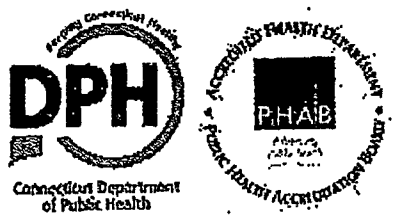
State of Connecticut

Telephone: 860-509-7552

Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: [REDACTED]
Sent: Wednesday, June 15, 2022 2:03 PM
To: Smith, Helen
Subject: Re: Request information [not-secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

No problem thank you!

On Wed, Jun 15, 2022 at 1:59 PM Smith, Helen <Helen.Smith@ct.gov> wrote:

Hi [REDACTED]

Thanks for your quick response.

Helen

From: [REDACTED]
Sent: Wednesday, June 15, 2022 1:57 PM
To: Smith, Helen <Helen.Smith@ct.gov>
Subject: Re: Request information [not-secure]

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Thanks,

Helen

Helen M. Smith, R.N., M.S.N.

Nurse Consultant

Practitioner Licensing & Investigations Section

Healthcare Quality & Safety Branch

Department of Public Health

State of Connecticut

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Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Department Exhibit 20

Smith, Helen

From: Smith, Helen
Sent: Wednesday, June 15, 2022 1:56 PM
To: [REDACTED]
Subject: Request information [not-secure]

Good afternoon [REDACTED]

I am a Nurse Consultant at the Department of Public Health, and my responsibilities include checking the NCLEX test results for students that were educated in Connecticut and to make corrections to the Program Codes when a student/candidate takes the NCLEX. The Program Codes represent the Nursing School campus and group that the student/candidate graduated from. I need to know what Stone Academy campus and group (Day or Evening) that you graduated from. You can contact me via e-mail or phone at 860-509-81076 (my direct Department line) during my workday of 7:30 A.M. to 4:00 P.M.

Thanks,

Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: Smith, Helen
Sent: Thursday, June 16, 2022 11:51 AM
To: [REDACTED]
Subject: FW: Request information [not-secure]

Hi [REDACTED].

Just left you another phone message. If you can respond to me about what Stone Academy campus and group (Day or Evening) that you graduated from via e-mail or phone (to 860-509-8106) I would appreciate it.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov.

Let us know how we are doing: [Survey](#)



From: Smith, Helen
Sent: Wednesday, June 15, 2022 1:56 PM
To: [REDACTED]
Subject: Request information [not-secure]

Good afternoon [REDACTED]

I am a Nurse Consultant at the Department of Public Health, and my responsibilities include checking the NCLEX test results for students that were educated in Connecticut and to make corrections to the Program Codes when a student/candidate takes the NCLEX. The Program Codes represent the Nursing School campus and group that the student/candidate graduated from. I need to know what Stone Academy campus and group (Day or Evening) that you graduated from. You can contact me via e-mail or phone at 860-509-81076 (my direct Department line) during my workday of 7:30 A.M. to 4:00 P.M.

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Helen

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Nurse Consultant
Practitioner Licensing & Investigations Section
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State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Smith, Helen

From: Smith, Helen
Sent: Thursday, June 16, 2022 11:59 AM
To: [REDACTED]
Subject: RE: FW: Request information [not-secure]

Hi [REDACTED]
Thanks for your reply. Have a good day.

Thanks,
Helen

From: [REDACTED]
Sent: Thursday, June 16, 2022 11:58 AM
To: Smith, Helen <Helen.Smith@ct.gov>
Subject: Re: FW: Request information [not-secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hello Helen I graduated from east Hartford campus and group day.

On Thu, Jun 16, 2022 at 11:51 AM Smith, Helen <Helen.Smith@ct.gov> wrote:

Hi [REDACTED]

Just left you another phone message. If you can respond to me about what Stone Academy campus and group (Day or Evening) that you graduated from via e-mail or phone (to 860-509-8106) I would appreciate it.

Thanks,

Helen

Helen M. Smith, R.N., M.S.N.

Nurse Consultant

Practitioner Licensing & Investigations Section

Healthcare Quality & Safety Branch

Department of Public Health

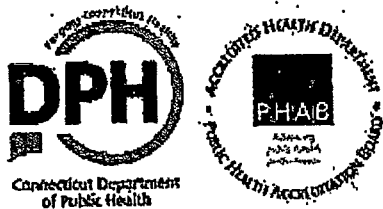
State of Connecticut

Telephone: 860-509-7552

Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



From: Smith, Helen

Sent: Wednesday, June 15, 2022 1:56 PM

To: [REDACTED]

Subject: Request information [not-secure]

Good afternoon [REDACTED]

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Thanks,

Helen

Helen M. Smith, R.N., M.S.N.

Nurse Consultant

Practitioner Licensing & Investigations Section

Healthcare Quality & Safety Branch

Department of Public Health

State of Connecticut

Telephone: 860-509-7552

Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov

Let us know how we are doing: Survey



Smith, Helen

From: [REDACTED]
Sent: Thursday, June 16, 2022 12:02 PM
To: Smith, Helen
Subject: Re: FW: Request information [not-secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Alright, you welcome you have a good day as well.

On Thu, Jun 16, 2022 at 11:59 AM Smith, Helen <Helen.Smith@ct.gov> wrote:

Hi [REDACTED]

Thanks for your reply. Have a good day.

Thanks,

Helen

From: [REDACTED]
Sent: Thursday, June 16, 2022 11:58 AM
To: Smith, Helen <Helen.Smith@ct.gov>
Subject: Re: FW: Request information [not-secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hello Helen I graduated from east Hartford campus and group day.

On Thu, Jun 16, 2022 at 11:51 AM Smith, Helen <Helen.Smith@ct.gov> wrote:

Hi [REDACTED]

Just left you another phone message. If you can respond to me about what Stone Academy campus and group (Day or Evening) that you graduated from via e-mail or phone (to 860-509-8106) I would appreciate it.

Thanks,

Helen

Helen M. Smith, R.N., M.S.N.

Nurse Consultant

Practitioner Licensing & Investigations Section

Healthcare Quality & Safety Branch

Department of Public Health

State of Connecticut

Telephone: 860-509-7552

Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



From: Smith, Helen

Sent: Wednesday, June 15, 2022 1:56 PM

To: [REDACTED]

Subject: Request information [not-secure]

Good afternoon [REDACTED]

I am a Nurse Consultant at the Department of Public Health, and my responsibilities include checking the NCLEX test results for students that were educated in Connecticut and to make corrections to the Program Codes when a student/candidate takes the NCLEX. The Program Codes represent the Nursing School campus and group that the student/candidate graduated from. I need to know what Stone Academy campus and group (Day or Evening) that you graduated from. You can contact me via e-mail or phone at 860-509-81076 (my direct Department line) during my workday of 7:30 A.M. to 4:00 P.M.

Thanks,

Helen

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Nurse Consultant

Practitioner Licensing & Investigations Section

Healthcare Quality & Safety Branch

Department of Public Health

State of Connecticut

Telephone: 860-509-7552

Fax: 860-509-7535 or 860-707-1916

helen.smith@ct.gov

Let us know how we are doing: [Survey](#)



Department Exhibit 21

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
PRACTITIONER LICENSING AND INVESTIGATIONS SECTION

AFFIDAVIT OF HELEN M. SMITH

Re: Stone Academy, East Hartford campus, day group

Helen M. Smith, being duly sworn, deposes and says:

1. I am over the age of majority and understand the obligations of an oath.
2. I make this affidavit on the basis of personal knowledge.
3. I am employed by the Practitioner Licensing and Investigations Section within the Department of Public Health (hereinafter "the Department") as a Nurse Consultant.
4. As part of my duties, I have responsibility for checking the National Council Licensure Examination (NCLEX) test results for candidates that were educated in Connecticut Nursing Programs/Schools and making changes to the candidate information as requested by the Connecticut Nursing Programs/Schools.
5. On 06/15/2022 at 1:25 P.M. I called Student #2 introduced myself, asked her which Stone Academy campus she attended and graduated from, and she stated the East Hartford campus, day group.
6. On 06/15/2022 at 1:34 P.M. I called Student #4 introduced myself, asked her which Stone Academy campus she attended and graduated from, and she stated the East Hartford campus, day group.



Subscribed and sworn to before me this 24th day of August 2022.

meaphanchristina
Notary Public
My Commission Expires 8/31/2024

Department Exhibit 22

Smith, Helen

From: Gary Evans <gevans@stone.edu>
Sent: Monday, July 11, 2022 5:13 PM
To: Smith, Helen
Cc: Ann Cooper
Subject: Stone Academy East Hartford NCLEX Changes
Attachments: DPH Response Regarding NCLEX EH without Ledger Card and Transcript.pdf

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Helen,

I've attached our response including cover letter, narrative, and attachments. Please be advised that I mention an attached ledger card and transcript in my narrative as an example. I will have to send it tomorrow. Unfortunately, our student management software has been down for several days due to an upgrade. I thought I would have access by now, but I do not. I waited until 5 p.m. to combine the documents with the hope that it would be resolved. I will resend as a complete package once it is complete to avoid confusion. The lack of the attachment should not impede your review of the other material.

Thanks again for the opportunity to clarify.

Gary A. Evans
President &
Chief Executive Officer

Stone Academy
745 Burnside Avenue
East Hartford, CT 06108
O: 860.569.0618 x.3212



STONE ACADEMY



STONE ACADEMY

July 11, 2022

Helen M. Smith, RN, MSN
Nurse Consultant
Practitioner Licensing & Investigation Section
Healthcare Quality & Safety Branch
Department of Public Health, State of CT

On July 1, 2022, I attended a meeting with Dana Dalton, Supervising Nurse Consultant; Christian Andersen, Section Chief for Practitioner Licensing & Investigation Section; Sean Seepersad, Chief Academic Officer; and you. The meeting was regarding the NCLEX results of five students, specifically from the East Hartford report.

During the meeting, I was asked questions regarding policies and procedures as well as given an opportunity to provide documentation to support the changes. As such, I respectfully submit the following for review:

1. Narrative explanation
2. Federal Student Aid Handbook, relevant parts related to enrollment status definitions
3. Student Enrollment Agreement (Blank)
4. Financial Aid Ledger Card Sample
5. Transcript sample supporting Ledger Card

Thank you for the opportunity to clarify the process. Please contact me with any additional questions.

Sincerely,

Gary A. Evans

Gary A. Evans
President &
Chief Executive Officer

Narrative Explanation

During the pandemic, clinical programming was delayed severely causing a tremendous backlog in nursing graduates. Students attending educational schools, including Stone Academy, are still struggling to return to a normal operating schedule. Clinical sites continue to close periodically due to COVID outbreaks, delaying student progression. As sites become available, students continue toward meeting graduation requirements. The ebb and flow of available/open clinical sites further complicates advancement.

During an evaluation of impediments to student growth, Stone staff recognized that (1) students deserve to complete their education in a timely manner as sites become available; (2) students should not incur added costs and/or delays to continue their education due to COVID barriers; and (3) Stone must meet its obligations to accreditors and governing bodies.

As such, Stone Academy made the decision to classify students meeting certain criteria as full-time or part-time based on Title IV funding definitions per 34 CFR 668.2 and the federal student aid handbook (attachment 2). Since Stone Academy does not provide for a part-time day program, the opportunity for a student to attend an available clinical site or complete the program was no longer restricted by a "day" or "evening" designation on their enrollment agreement (attachment 3). Per said agreement, "Stone Academy reserves the right to change curricula, faculty, course schedules, prerequisites, other program requirements...". Furthermore, the agreement states, "there will be no change in tuition when transferring between the same day and evening programs."

Instead of re-signing agreements, the changes were handled internally as an administrative process based on schedule availability, credits in process, and timeline to complete the program. This would allow students to (1) be assigned to available sites; (2) not incur additional costs/loans; and (3) meet programmatic approvals of federal, state, and accreditation agencies.

The ledger card reflects the Title IV funding utilized by the student per term. A ledger card (attachment 4) and transcript (attachment 5) have been included for one of the students as an example. In reviewing Stone Academy's process, it would have been appropriate to create a designation on the transcript to identify the change. Specifically, the "FT" or "PT" label could have had an additional category to differentiate the selected individuals based on how they completed the program. Moreover, it would have been better to have students sign a formal document acknowledging the change.

CREDIT-HOUR TERM-BASED PROGRAMS

Annual award based on enrollment status

In a term-based program, academic progress is always measured in credit-hours, and the student's annual award depends on his or her enrollment status. Your school's standards for enrollment status must meet the minimum regulatory requirements, which are discussed in further detail in *Volume 1, Chapter 1 of the FSA Handbook*.

For standard terms, the minimum enrollment standards are:

Full-time: 12 semester hours per semester/trimester

3/4-time: 9 semester hours per semester/trimester

1/2-time: 6 semester hours per semester/trimester

Less than 1/2-time: Less than half of the

workload of the minimum full-time requirements

If the student is enrolled full-time, then the annual award is the Scheduled Award, which is based on the full-time payment schedule. If the student is attending part-time, you must use the 3/4-time, 1/2-time, or less than 1/2-time payment schedules, depending on the number of credit-hours in which the student enrolls.

If the student is enrolled less-than-half-time, it will also affect the cost components that are used in the student's Budget (see *Chapter 2* of this volume). *Schools do not have the discretion to refuse to pay an eligible part-time student, including during a summer term or intersession.*

On the appropriate full-time or part-time payment schedules, use the student's Cost of Attendance and EFC to look up the Pell annual award for the year at that enrollment status. Most student aid software programs, such as BDExpress, will do this for you automatically, but you can also refer to the Pell Grant payment schedules online at the IFAP website.

Pell Grant payments by term

Pell Grants must be paid in installments over the course of a program of study to help meet the student's cost in each payment period. The payment period affects when Pell funds are disbursed and the exact amount to be disbursed. For credit-hour term programs, the payment period is the term.

If the student doesn't enroll in one of the terms, he or she won't receive a portion of the award for that payment period. If the student's enrollment status changes in the next term, his or her annual award will be different for that term. (See discussion of terms and payment methods.)

If any program uses standard terms, the enrollment status standards in the program don't have to be proportional—for instance, a program could have a 15-hour standard for full-time enrollment, but set a 9-hour minimum for 3/4-time status and a 6-hour minimum for 1/2-time status. In addition,

your school's academic standard may differ from the enrollment standard used by the financial aid office for FSA purposes.

For example, your school may define full-time as six hours during the summer; however, the financial aid office uses 12 hours as full-time for all terms, including the summer term. Your school must apply its FSA full-time enrollment standards consistently to all students enrolled in the same program of study for all FSA purposes. For more on enrollment status, see *Volume 1, Chapter 1*.

Enrollment status for students taking regular and correspondence courses

If a student is enrolled in a non-correspondence study program, but correspondence coursework is combined with regular coursework, the correspondence courses must meet the following criteria to be included in the student's enrollment status:

- The courses must apply toward the student's degree or certificate or must be remedial work to help the student in his or her course of study.
- The courses must be completed during the period required for the student's regular coursework, e.g., a term.
- The amount of correspondence work counted can't be more than the number of credit-hours of regular coursework in which the student is enrolled (although a student taking at least a half-time load of correspondence courses must be paid as at least a half-time student, regardless of the credit-hours of regular coursework).

A student will be paid as a less-than-half-time student for any combination of regular and correspondence work that is less than 6 credit-hours or the appropriate equivalent of half-time.

Enrollment Status for Enrollment in Correspondence and Regular Coursework				
Regular Work	Correspondence Work	Adjusted Total Coursework	Enrollment Status	
3	3	6	Half-time	
3	5	6	Half-time	
3	9	6	Half-time	
6	3	9	Three-quarter time	
6	6	12	Full-time	
2	6	6	Half-time	

This chart assumes that the school defines full-time enrollment as 12 credit-hours per term, and half-time enrollment as 6 credit-hours per term. As you can see in the second and third examples, the number of correspondence hours counted in the total course load was adjusted so that the correspondence hours never exceeded the regular hours taken. Note that in the last example, the student is eligible for payment based on half-time enrollment in correspondence courses, because not all of the correspondence work can be counted toward enrollment status.

Consortium Different Units Example

Chris is taking 6 semester hours at Aroldis University, the home institution, and 9 quarter-hours at Coghlan Technical Institute. To determine his enrollment status, Aroldis needs to convert the hours at Coghlan into semester hours.

Because a quarter-hour is about two-thirds of a semester hour, Aroldis multiplies the number of quarter-hours by two-thirds: 9 quarter hours $\times \frac{2}{3} = 6$ semester hours. Then the hours taken at both schools can be added together: 6 semester hrs. at Aroldis + 6 semester hours at Coghlan = 12 semester hours. Linda is also taking 6 semester hours at Aroldis University and 9 quarter-hours at Coghlan Technical Institute, but her home institution is Coghlan Technical Institute.

Because Coghlan is paying her, it needs to convert the semester hours taken at Aroldis into quarter hours: 6 semester hours $\times \frac{3}{2} = 9$ quarter-hours. Then, the hours taken at both schools can be added together: 9 quarter hours at Coghlan + 9 quarter hours at Aroldis = 18 quarter hours.

PELL FORMULA 1: CREDIT-HOUR TERM-BASED PROGRAMS

To use Pell Formula 1, the program must meet one of two sets of requirements (see 34 CFR 690.63(a)(1)). For a program with a traditional academic calendar, the program:

- must have an academic calendar that consists, in the fall through spring, of two semesters or trimesters, or three quarters (note that summer may not be a standard term);
- must have at least 30 weeks of instructional time in fall through spring terms;
- must not have overlapping terms; and
- must define full-time enrollment for each term in the award year as at least 12 credit-hours and must measure progress in credit-hours.

Other programs offered in standard terms may use Formula 1 if they start the terms for different cohorts of students on a periodic basis (for example, monthly). These programs:

- must have an academic calendar that consists exclusively of semesters, trimesters, or quarters;
- must have at least 30 weeks of instructional time in any two semesters or trimesters or any three quarters;
- must start the terms for different cohorts of students on a periodic basis (for example, monthly);
- must not allow students to be enrolled in overlapping terms and must stay with the cohort in which they start unless they withdraw from a term (or skip a term) and re-enroll in a subsequent term; and
- must define full-time enrollment for each term in the award year as at least 12 credit-hours and must measure progress in credit-hours.

Formula 1: Basic Calculation

In Formula 1, the annual award is simply divided by the number of terms in the fall through spring at a school with a traditional academic calendar.

Take the case of Jake, who is enrolled full-time in a program that has an academic year of 30 weeks of instructional time and 24 semester hours. The program has fall and spring semesters that provide a total of 30 weeks of instruction and a 12-week summer nonstandard term with 12 semester hours as full-time. Jake has a Scheduled Award of \$3,050, and because he is enrolled full-time, that is also his annual award. Because the fall through spring has standard terms, it doesn't matter that the summer term is nonstandard; you still calculate summer payment based on Formula 1.

$$\frac{\$3,050}{2} = \$1,525 \text{ disbursement for a semester}$$

The same formula would be used if Jake enrolled in a program that has fall, winter, and spring quarters that provide at least 30 weeks of instruction and has a summer term with 12 quarter hours as full-time. The only difference is that Jake's annual award of \$3,050 is divided by 3.

$$\frac{\$3,050}{3} = \$1,016.66 \text{ disbursement for each payment period}$$

Note that Jake is receiving a full Scheduled Award because he is attending for two semesters or three quarters as a full-time student. If Jake enrolls at least half-time for a term in the summer, he may be eligible to receive further Pell funds from the Year-Round Pell provision, see the Year Round Pell & IASG section later in this chapter.

For Formula 1, the term is the payment period, and you divide the student's award by the number of terms in the program's academic year. You can combine shorter terms or modules into a standard term that meets the requirements for Formula 1. See the discussion of academic calendars in Chapter 1 for examples. You must use the same formula for a program for all payment periods in an award year.

Alternate calculation

If you're working with a standard-term program that meets the rules for Formula 1 or Formula 2, you may divide the annual award by the number of all the terms (including the summer term) in the award year.

Basic Pell Grant calculations

Pell payment schedules: 34 CFR 690.62

Pell Grant formulas: 34 CFR 690.63

"Crossover" payment periods (e.g., summer sessions):

34 CFR 690.64

Formula 1: Basic Calculation Nontraditional Academic Calendar

Majel is enrolled full-time at Røddenberry University in a program that has an academic year of 36 weeks of instructional time and 36 quarter hours, and is offered exclusively in quarters. A new cohort of students starts a quarter on the first workday of each month, and a student is not allowed to take courses in overlapping terms outside that student's cohort.

Any three quarters of the program provide at least 36 weeks of instructional time since each quarter is 12 weeks of instructional time in length. To be full-time, a student must be enrolled in at least 12 quarter hours for a quarter. Majel has a Scheduled Award of \$3,000, and because she is enrolled full-time, that is also her annual award.

Because any three quarters are at least 30 weeks of instructional time and the academic year encompasses three quarters, Majel's payment for each payment period is calculated by dividing the annual award by 3:

$$\frac{\$3,000}{3} = \$1,000$$

Note that Majel is receiving a full Scheduled Award because she is attending for three terms as a full-time student and may be eligible for further Pell funds for the subsequent payment period if she satisfies the requirements for a Year-Round Pell award; for more details, see the Year-Round Pell & IASG section later in this chapter.

Formula 1: Enrollment status change

Yan enrolls full-time in the fall semester at Suzuki College of Competitive Catching (SCCC). He has a cost of \$10,000 and EFC of 100, so his Scheduled Award, taken from the full-time payment schedule, is \$6,145. Since he's attending full-time, this is also his annual award. If SCCC defines its academic year as 30 weeks of instructional time and 24 semester hours, Yan's annual award is divided by 2 to arrive at the disbursement for the fall semester.

$$\frac{\$6,145}{2} = \$3,072.50 \text{ for Fall}$$

Yan decides that a full-time schedule is too ambitious, so he enrolls in the spring term as a 3/4-time student. His EFC is the same, and even though his tuition is slightly less, the Pell award is still based on full-time costs. However, his annual award is now based on the 3/4-time payment schedule, so his spring payment will be less than his fall payment.

$$\frac{\$4,609}{2} = \$2,304.50 \text{ for Spring}$$

Note that Yan's Scheduled Award is still \$6,145, and he has only received \$5,377. This means that he is still eligible for up to \$768 Pell funds from his first Scheduled Award if he attends a summer term assigned to the same award year (if this will not put him over his Pell Grant LEU limit). Yan may also be eligible for a Year-Round Pell award if he continues to be enrolled at least half-time. A student may receive funds from the initial Pell award and from the Year-Round Pell award in the same payment period. For more detail, see the Year-Round Pell & IASG section later in this chapter.

PELL FORMULA 2: STANDARD-TERM PROGRAMS WITH LESS THAN 30 WEEKS IN THE FALL THROUGH SPRING

Pell Formula 2 may be used for programs that would qualify for Formula 1 except that the program’s academic calendar provides less than 30 weeks of instructional time in the fall through spring terms. Like Formula 1, it simplifies the calculation payments by providing for the same calculation for all payment periods in the award year. Only a small number of schools use Formula 2; therefore, it is covered in *Appendix A* of this chapter.

PELL FORMULA 3: GENERAL FORMULA FOR ANY TERM-BASED PROGRAM

Any term-based program may use this formula for Pell calculations, but you *must* use this formula for a term-based program that does not qualify for Formulas 1 or 2 (for instance, a program that uses only nonstandard terms). To calculate the payment for the term, you must prorate the annual award that you looked up on the appropriate Pell Grant payment schedule. Unlike the term calculation in Formula 1, the annual award can’t simply be divided evenly among the terms. Instead, you must multiply the annual award by a fraction that represents the weeks of instructional time in the term divided by the weeks of instructional time in the program’s academic year.

$$\frac{\text{weeks* in term}}{\text{weeks* in academic year (at least 30)}}$$

When using fractions, multiply first, and then divide. Dividing the fraction first to produce a decimal can cause an error if you need to round the decimal up or down. If the resulting amount is more than 50 percent of the annual award, your school generally must make the payment in at least two disbursements in that payment period regardless of whether the term is a standard term or a nonstandard term. A single disbursement for a payment period can generally not be for more than 50 percent of the annual award. You may disburse more than 50 percent of the annual award once the student has completed half of the weeks of instructional time in the program’s academic year definition.

Enrollment status standards for nonstandard terms

If you are using Formula 3 for a program that contains standard terms, the minimum enrollment standards previously discussed would still apply for the standard terms. However, if a program has nonstandard terms, the enrollment standard must be calculated for the nonstandard terms. The full-time enrollment status is determined for a nonstandard term based on the length of the term in relation to the academic year.**

$$\text{Credit-hours in academic year} \times \frac{\text{weeks* in nonstandard term}}{\text{weeks* in academic year (at least 30)}}$$

**These fractions use weeks of instructional time as defined in *Chapter 1* of this volume, which are not necessarily the same number as the calendar weeks in an academic year.

*** If the resulting number isn’t a whole number, it is rounded up to the next whole number. For example, 3.3 is rounded up to 4 if the program’s coursework is offered in whole credits. If the program’s coursework is offered in fractions, the full-time enrollment status need not be rounded. For example, 3.3 would remain 3.3 as full-time, and a student taking 3.4 credits in the term would be full-time.

After you determine the number of credit-hours required for full-time enrollment, you can then determine the less-than-full-time status for the nonstandard term using the following formula:

$$\frac{\text{Credit-hours student takes in the nonstandard term}}{\text{Credit-hours required for full-time enrollment in the nonstandard term}}$$

Disbursing more than 1/2 the annual award and the 50% Requirement

If the disbursement for the payment period results in more than 1/2 of the annual award and occurs after half of the weeks of instructional time of the academic year have passed during the payment period, you can make a disbursement of the full payment for the payment period.

For example, your school has a program that must use Formula 3. The program has 3 terms with 17, 14, and 6 weeks of instructional time and defines its academic year as 30 weeks of instructional time and 24 semester hours. Debbie is attending half-time for all three terms. Her payments for each payment period are 17/30, 14/30, and 6/30 of her half-time annual award. For the first term, you may disburse 15/30 of her award at the beginning of the term and the final 2/30 only after the 15th week of instructional time in the term. However, if Debbie establishes eligibility in the 16th week of the term, you can make a disbursement of 17/30 of the annual award at that time. Her award for the 2nd and 3rd terms may be disbursed in a single disbursement. For more details, see 34 CFR 690.63(f).

Formula 3 regulatory citations

Formula 3 described: 34 CFR 690.63(a)(3)

Enrollment status for nonstandard terms: 34 CFR 668.2

Disbursement cannot exceed 50% of the annual award: 34 CFR 690.63(f)

Formula 3: Payments for standard terms

Montgomery College has a semester-based program with a 2-semester academic calendar that comprises 28 weeks of instructional time. The program's academic year is defined as 24 semester hours and 30 weeks of instructional time. If both semesters are 14 weeks in length, the Pell payment for a full-time student with a Scheduled Award of \$4,550 would be calculated as follows:

$$\frac{14 \text{ weeks* in term}}{30 \text{ weeks* in academic year}} \times \$4,550 = \$2,123.33$$

Formula 3: Payments for nonstandard terms of equal length

Just a few miles down the road from Montgomery College, Edwards University has a program that consists of four 8-week terms. Edwards University defines the academic year as 40 quarter hours and 32 weeks of instructional time. Because this program does not use standard terms (semesters, trimesters, or quarters), Edwards University must use Formula 3 to calculate Pell disbursements for students in the program. Let's use the example of a student who attends all four terms for 10 quarter-hours each term in the award year, and has a Scheduled Award of \$3,750.

Because the program has nonstandard terms, Edwards University must determine the number of credit-hours required for full-time enrollment in each term, as follows:

$$\frac{8 \text{ weeks* in term}}{32 \text{ weeks* in academic year}} \times 40 \text{ quarter hours} = 10 \text{ quarter hours}$$

A student enrolled for 7 hours could be paid as a half-time student ($7/10 = .7$, which is less than $3/4$ [.75] but greater than $1/2$ [.5]). Because the student in our example will be enrolled for 10 hours each term, she is a full-time student and her annual award is the same as her Scheduled Award. This is a term-based, credit-hour program, so the payment period is the term.

To determine the student's payment for each payment period, multiply her annual award by the length of the nonstandard term compared to the length of the academic year:

$$\frac{8 \text{ weeks* in term}}{32 \text{ weeks* in academic year}} \times \$3,750 = \$937.50$$

*These fractions use weeks of instructional time as defined in *Chapter 1* of this volume, which will not necessarily be the same number as the calendar weeks in an academic year.

Formula 3: Payments for nonstandard terms of unequal length

Ryne is enrolled in a semester-hour program at Hendricks University that has a 10-week nonstandard term between two 12-week nonstandard terms. The terms do not overlap. The academic year for the program is defined as 34 weeks of instructional time and 24 semester hours. Courses are offered in whole credits. Hendricks must use Formula 3 to calculate Pell Grant payments for students in this program. He enrolls for 6 semester hours in each of the three terms. Because the program has nonstandard terms, Hendricks must determine the number of credit-hours required for full-time enrollment in each term, as follows.

For the first and third term:

$$\frac{12 \text{ weeks* in term}}{34 \text{ weeks* in academic year}} \times 24 \text{ semester hours} = 8.47 \text{ (round up to 9)}$$

For the second term:

$$\frac{10 \text{ weeks* in term}}{34 \text{ weeks* in academic year}} \times 24 \text{ semester hours} = 7.06 \text{ (round up to 8)}$$

A student must enroll in 9 semester hours (rounded up from 8.47) in the first and third terms, and 8 semester hours (rounded up from 7.06) in the second term, to be full-time. Ryne is enrolled half-time in the first and third terms (6 semester hours/9 semester hours = .67). He is enrolled three-quarter time in the second term (6 semester hours/8 semester hours = .75). The cost of attendance does not need to be prorated because the fall through spring terms provide the same number of weeks of instructional time as in the academic year definition. Further, the school has determined the costs for a full-time student for a full academic year.

The half-time payment schedule shows that Ryne is eligible for an annual award of \$2,075. Because this is a term-based credit-hour program, the payment period is the term. To calculate Ryne's payment for the first and third terms, the school uses the fraction 12/34:

$$\frac{12 \text{ weeks* in term}}{34 \text{ weeks* in academic year}} \times \$2,075 = \$732.35$$

Ryne's payment for each of the first and third terms will be \$732.35.

Because Ryne's enrollment status for the middle term is three-quarter time, the payment for that term is based on a three-quarter-time annual award of \$3,075. To calculate the payment for the middle term, the school uses the fraction 10/34:

$$\frac{10 \text{ weeks* in term}}{34 \text{ weeks* in academic year}} \times \$3,075 = \$904.41$$

Ryne's payment for the middle term (the second payment period) is \$904.41.

*These fractions use weeks of instructional time as defined in *Chapter 1* of this volume, which will not necessarily be the same number as the calendar weeks in an academic year.

PELL FORMULA 4: CLOCK-HOUR AND NON-TERM CREDIT-HOUR PROGRAMS

Checking 1/2-time enrollment status

For clock-hour programs and for non-term credit-hour programs, enrollment status only makes a difference if the student is attending less-than-half-time. If that's the case, only certain components of the cost of attendance are used. (See discussion in *Chapter 2*.)

The annual award for a student in a clock-hour or non-term credit-hour program is taken from the full-time payment schedule, even if the student is attending less than full-time.

Calculating payment amounts

Pell Grants must be paid in installments over the course of the academic year or program of study to help meet the student's cost in each payment period. The payment period determines when Pell funds are disbursed and the exact amount to be disbursed. You must use the rules discussed in *Chapter 1* to determine the payment periods for clock-hour and non-term credit-hour programs.

In non-term programs, the student's Pell award is not reduced for part-time enrollment unless the student is enrolled less than half-time in which case the student's cost of attendance must be adjusted. However, if the program is less than an academic year (in either clock/credit-hours or weeks of instructional time), students enrolled in that program won't receive a full Scheduled Award.

As in the case of the other formulas, you must perform comparable prorations of the award for each payment period in the student's program. The calculation for the payment period prorates a student's Scheduled Award based on the number of credit or clock-hours in the payment period as they compare to the credit or clock-hours in the defined academic year or the number of weeks of instructional time in the payment period as they compare to the weeks of instructional time in the academic year. To determine the payment for a payment period, multiply the student's Scheduled Award by the lesser of:

$$\frac{\text{Number of credit/clock-hours in the payment period}}{\text{Number of credit/clock-hours in the program's academic year}}$$

or

$$\frac{\text{Weeks* in the payment period}}{\text{Weeks* in the program's academic year (at least 30 for credit-hour, at least 26 for clock-hour)}}$$

*These fractions use weeks of instructional time as defined in *Chapter 1* of this volume, which are not necessarily the same number as the calendar weeks in an academic year.

Formula 4 requirements

All clock-hour and non-term credit-hour programs must use Formula 4. See 34 CFR 690.63(a) and (e).

Enrollment status standards for clock-hour and other non-term programs

For non-term programs, the enrollment minimums are:

- Full-time in credit-hours: 24 semester hours, 24 trimester hours, or 36 quarter hours per academic year.
- Less than 1/2-time status is defined as less than half of the workload of the minimum full-time requirement.
- Full-time in clock-hours: at least 24 clock-hours per calendar week.

Coursework completion requirement & withdrawal/re-entry

Students in non-term programs must successfully complete a payment period to receive subsequent payments. We'll discuss the effect of withdrawal and re-entry into a program in *Volume 5*.

FORMULA 5: CORRESPONDENCE STUDY

Formulas 5A & 5B are formulas that must be used for correspondence students. Because there are only a small number of Pell Grants made to correspondence students, the formulas for correspondence study programs are covered in *Appendix B* of this chapter.

Payments for credit-hour non-term program (Formula 4)

Chance is enrolled at Strasburg Technical Institute (STI) and has a Scheduled Award of \$4,250. His program is 24 quarter hours and 20 weeks of instructional time in length. The academic year for the program is defined as 36 quarter hours and 30 weeks of instructional time. STI has established two payment periods of 12 quarter hours and 10 weeks* each for Chance's program. To determine the disbursement for the payment period, STI must multiply the Scheduled Award by the lesser of: the fraction comparing the hours in the payment period to the hours in the academic year, or the fraction comparing the weeks in the payment period to the weeks in the academic year. The two possible calculations would be as follows:

$$1) \frac{12 \text{ quarter-hours in payment period}}{36 \text{ quarter-hours in academic year}} \times \$4,250 = \$1,416.66; \text{ or}$$

$$2) \frac{10 \text{ weeks* in payment period}}{30 \text{ weeks* in program's academic year}} \times \$4,250 = \$1,416.66$$

Since the two resulting fractions (12/36 and 10/30) are the same, there technically is no "lesser" fraction and you can use either to get \$1,416.66. Thus, Chance's payment for the first payment period will be \$1,416.66. Chance can receive this payment when he begins the program. STI can make the payments of \$1,416.66 for the second payment period after STI has determined that Chance has successfully completed 12 quarter hours and 10 weeks of instructional time of the program.

Payments for clock-hour program (Formula 4)

Chance is enrolled in a program 900 clock-hours and 22 weeks of instructional time in length at Evers Technical Institute (ETI) and is eligible for a Scheduled Award of \$2,650. ETI defines the academic year for the program based on the regulatory minimums: 900 clock-hours and 26 weeks of instructional time. To calculate Chance's payment, ETI calculates the payment for each payment period as follows: It multiplies the Scheduled Award (\$2,650) by the lesser of: the fraction comparing the hours in the payment period to the hours in the academic year, or the fraction comparing the weeks in the payment period to the weeks in the academic year. The two possible calculations would be as follows:

$$1) \frac{450 \text{ clock-hours in the payment period}}{900 \text{ clock-hours in the academic year}} \times \$2,650 = \$1,325; \text{ or}$$

$$2) \frac{11 \text{ weeks* in the payment period}}{26 \text{ weeks* in the program's academic year}} \times \$2,650 = \$1,121.15$$

Chance's payment for the first payment period will be \$1,121.15. He can get this payment when he begins the program. He can receive his second payment of \$1,121.15 after he successfully completes the 450 clock-hours in the first payment period.

*The fractions in these examples use weeks of instructional time as defined in Chapter 1, which will not necessarily be the same number as the calendar weeks in an academic year.

SUMMER TERMS & OTHER CROSSOVER PAYMENT PERIODS

Payment periods don't always fall neatly into one award year or another. When a payment period falls into two award years—that is, it begins before July 1 and ends on July 1 or later—it's called a "crossover payment period." The formula for calculating the payment for a crossover payment period is the same as that for any other payment period in the award year.

Crossover payment from the proper award year

For Pell purposes, you must consider a crossover payment period to occur entirely within one award year and calculate the student's Pell award and disburse Pell funds from the award year selected (if you only have a valid SAR/ISIR from one award year, you must rely on that record and the award year to which the valid SAR/ISIR pertains). Besides these considerations, the decision about which award year to use is based on the student's remaining eligibility in the earlier award year. This assessment is made according to your school's payment period policy, which for crossover Pell may apply to:

- an individual student;
- all students or a category of students without exception; or
- all students or a category of students with allowance for an exception for an individual student.

Although you may, within the limitations described below, assign the crossover payment period to either of the relevant award years, you must make the assignment as you determine will be most beneficial to students.

You may assign the Pell Grant award to a different award year than the rest of the student's Title IV aid. You can make a payment for a crossover payment period out of either award year, if the student has a valid SAR/ISIR for the award year selected. You may assign two consecutive crossover payment periods to the same award year. For example, you could treat summer 2019 and summer 2020 as both being in the 2019-20 award year. You may also source the Pell funds from different award years for different students, as their eligibility allows, depending on their remaining eligibility and financial need.

You may not make a payment which will result in the student receiving more than his or her Scheduled Award for an award year, unless the student is enrolled at least half-time and is eligible for a Year-Round Pell award (see Year-Round Pell & IASG section later in this chapter), in which case the student may be eligible to receive up to 150% of their Scheduled Award for the award year.

Term schools: Using the formula for summer session

If your school offers a summer term in addition to fall through spring terms that qualify for Formula 1 or 2, you will calculate the student's payment for the summer term using the same formula that you used to calculate payments for the other terms in the award year to which the summer term is assigned. If you use Formula 3 for Pell Grant calculations in

any of the terms in an award year, then you must use Formula 3 for *all* terms in that program that occur in that award year, including the fall through spring terms. (Note that if your program is a standard-term program in the fall through spring and does not define full-time enrollment in the summer as at least 12 credit-hours, you must use Formula 3 for Pell calculations for all terms in the award year.) With regard to enrollment status, your school must apply its definition of full-time status for the summer term consistently for all FSA program purposes.

COA for summer terms

Costs for summer terms are figured in the same way as for any other payment period; that is, the costs are based on a full-time student for a full academic year. If your school has fall and spring semesters that comprise an academic year, you can't add the costs for the summer term to the costs for the fall and spring semesters. The award for the summer term is still based on the costs for one academic year. However, if the academic year definition includes the summer term, then the costs for the summer term *must* be included in the cost for a full academic year.

If the student was previously enrolled in the award year, you may be able to use the same cost of attendance for the summer term that you used for the immediately preceding term that the student attended. However, this isn't possible if the costs are different from the fall through spring such as a different tuition charge per credit-hour or if you are required to recalculate the cost of attendance. See the end of this chapter for information on when recalculations are required. If it's necessary to base the student's cost of attendance on the summer term, you must prorate the summer costs to the length of an academic year to establish the cost for a full academic year. See *Chapter 2* on prorating costs in the Pell Grant program.

If the summer session is the first term in the award year for that student (for example, your school is paying a student for the summer 2019 term from the 2019-20 award year), you must establish the student's full-year cost based on the costs for the *summer* term. If the student enrolls in another term in that award year, you may have to recalculate the student's costs for the later term.

Receiving less than the Scheduled Award due to crossover

A student may also receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full academic year.

Crossover Pell and withdrawal

For details on how to perform Return of Title IV Funds calculations in a crossover Pell situation, see *Volume 5, Chapter 2* of the *FSA Handbook*.

Summer minisessions

If a term-based school offers a series of minisessions that overlap two award years (by "crossing over" the June 30 end date for one award year), these minisessions may be combined and treated as one term. However, schools are not required to combine these minisessions unless they overlap each other.

When you combine minisessions into a single term (i.e., payment period), the weeks of instructional time in the combined term are the weeks of instructional time from the beginning of the first minisession to the date the last minisession ends. The student's enrollment status for the entire payment period must be calculated based on the total number of credits the student is projected to take for all sessions. You must project the enrollment status for a student on the basis of the credits the student has:

- Pre-registered or registered to take for all sessions;
- Committed to take for all sessions in an academic plan or enrollment contract; or
- Committed to take for all sessions in some other document.

When you combine the minisessions into a single term, a student cannot be paid more than the amount for one payment period for completing any combination of the minisessions. If the minisessions are not combined into a single payment period, you must treat each minisession as a separate nonstandard term and generally must use Formula 3 to calculate Pell Grant payments for the program. If, for each minisession, you define full-time as at least 12 credit-hours, you may be able to use Formula 1 or 2 if the program otherwise qualifies for one of these formulas.

If a combined minisession term crosses over the June 30-July 1 date, the combined term must be treated as a crossover payment period, regardless of what classes students attend. If your program has 2 summer sessions and only 1 of the sessions crosses over the award year date boundary and you do not combine the sessions into a larger term, then only the term that actually spans the award year boundary is considered a crossover payment period.

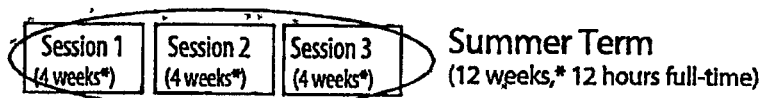
If the minisessions are combined in a single term and a student does not begin attendance in all of the minisessions that he or she was expected to attend, recalculation of prior disbursements is required based on the resulting changed enrollment status as discussed later in this chapter. Note that if you do not combine the minisession/intersession(s) to create a standard term and the intersession/minisession overlaps with the term to which it is attached, this creates overlapping terms, and the program must be considered a non-term program. Also, if you use Formula 3 for any of the summer minisessions, or any other nonstandard term (e.g., a winter intersession), remember that you must also use it for all other terms in the award year, including fall through spring.

Minisession enrollment status example

Billy is enrolled in a summer session with three-week minisessions that his school, Williams University, has combined into 1 term. Williams U. is using Formula 1 to calculate Billy's combined term, and knows it must define full-time enrollment as at least 12 credit-hours, even though the individual component minisessions may have originally considered full-time to be something less than 12 credit-hours. Billy is enrolled for 6 credits during the combined summer minisession term. Billy's enrollment status is equal to the proportion of his credits to the school's definition of full-time for the combined term. Therefore, Billy should be credited with half-time enrollment status for the combined summer term.

Combined minisessions into one term

Ron enrolls part-time at Santo University, which defines its academic year as 24 semester hours and 30 weeks of instructional time. In addition to fall and spring semesters, Santo offers three summer minisessions. Each minisession provides 4 weeks of instructional time. Santo can either combine the minisessions into a single nonstandard term, or treat each session as a separate nonstandard term. The school chooses to combine the sessions into a single payment period providing 12 weeks of instructional time with full-time enrollment in this period defined as 12 semester hours. If Santo meets the conditions for use of Formula 1 in its fall and spring semesters, it can use Formula 1 to calculate Pell Grant payments for this summer session.



Ron enrolls for 3 semester hours in each of the minisessions, so he's enrolled three-quarter time (9 hours total in the combined term). His applicable Scheduled Award is \$3,550 and his annual award (from the 3/4-time payment schedule) is \$2,663. To calculate Ron's payment, Santo simply divides the annual award by 2, the number of terms in the fall through spring: $\$2,663 / 2 = \$1,331.50$.

Minisessions treated as nonstandard terms

Suppose Santo didn't combine these minisessions. If it defined full-time enrollment for each 4-week minisession as less than 12 semester hours, it would have to calculate all Pell payments for the program using Formula 3. Because these are nonstandard terms, Santo would have to determine Ron's enrollment status for each minisession by prorating the standard for full-time enrollment in a full academic year (24 semester hours):

$$24 \text{ semester hours} \times \frac{4 \text{ weeks* in term}}{30 \text{ weeks* in academic year}} = 3.2 \text{ semester hours (round up to 4**)}$$

For each of the 4-week terms, a full-time student must enroll in 4 semester hours, and based on that standard, the 3 semester hours that Ron is attending in each minisession count as 3/4 time enrollment status. Note that Santo would use the Pell cost of attendance for a full-time student attending a full academic year. Santo would determine his payment for each minisession (assuming his Scheduled Award remains unchanged across both award years):

$$\frac{4 \text{ weeks* in term}}{30 \text{ weeks* in academic year}} \times \$2,663 = \$355.06$$

Ron would receive \$355.06 for each of the minisessions, for a total of \$1,065.18 for the summer. Again, these payments for one or more minisessions that are in the prior award year may need to be reduced if Ron had previously received payments for the fall and spring semesters in the same award year. Also, Santo must use Formula 3 for the fall through spring terms.

*These fractions use weeks of instructional time as defined in Chapter 1, which are not necessarily the same number as the calendar weeks in an academic year.

** Since Santo only offers courses in whole credits

Year-Round Pell & Iraq and Afghanistan Service Grant

Year-Round Iraq & Afghanistan Service Grants are calculated and disbursed in the same manner as Year-Round Pell Grant awards. Note that students eligible for Year-Round Pell awards are still subject to the normal Pell Grant duration of eligibility, sequester, and LEU limits (see DCL GEN-17-06 and Sec. 401(c) of the HEA, and EAs posted March, 14, 2019 and May 30, 2019).

Students may be eligible to receive up to 150 percent of their Scheduled Award for an award year. This provision is called Year-Round Pell (or Year-Round IASG), or additional Pell (or additional IASG). It's called "Year-Round" because it allows students to receive additional Pell/IASG funds, often in summer terms which are treated as either a header or trailer, whereas without the provision for Year-Round Pell/IASG, a student's remaining Pell eligibility would often be truncated for a summer term treated as a trailer when the student had already exhausted their Scheduled Award for an award year, or prematurely exhaust the student's Pell eligibility for an award year if the summer term was treated as a header. A student's additional aid eligibility is certified by the "Additional Eligibility Indicator" or AEI, in COD.

To be eligible to receive Pell/IASG funds in excess of 100% of their Scheduled Award during a single award year, students must be enrolled at least half-time. For Year-Round Pell (& Year-Round IASG), students do not receive more Pell/IASG funds in each payment period for the same enrollment status, Cost of Attendance, and EFC. Instead, the student receives the same amount as is normally calculated for a payment period, but a student who is enrolled at least half-time and is in all other ways Pell or IASG-eligible may receive Pell or IASG funds for an award year up to 150 percent of their calculated Scheduled Award (a student may receive funds from the initial Pell/IASG) award and from the Year-Round award in the same payment period).

For example, Bob has a Scheduled Award of \$5,000 for 2019-20. He attends fall and spring semesters, during which he receives awards of \$2,500 for each semester. He begins attendance in the summer 2020 term (which his school treats as a trailer) as a half-time student, and without Year-Round Pell, his Pell eligibility would be exhausted, but through Year-Round Pell, he'll receive his calculated award, up to \$2,500 in additional Pell funds for the summer term.

Year-round Pell & IASG

Consolidated Appropriations Act of 2017, GEN-17-06, COD Technical Reference

Crossover Payment Periods

34 CFR 690.64, DCL GEN-17-06

Year-Round Pell clock-hour example

Eugene enrolls in Springfield University for an 1125 clock-hour program (over 32.5 weeks, see graphic below). His program occurs entirely within the 2019-20 award year, and has an Academic Year of 900 clock hours and 26 weeks of instructional time. Eugene has a Scheduled Award of \$5550.

Springfield awards Eugene \$2775 in Pell after he completes each of the first two segments of 450 clock-hours and 13 weeks of instructional time. For the remaining 225 hours and 6.5 weeks of instructional time in the program, Springfield calculates that Eugene would be eligible to receive \$1,387.50 in Pell, if his Scheduled Award would allow it. Prior to Year-Round Pell, Eugene would be out of luck, as his Scheduled Award has been expended by the \$5550 he's already received for 2019-20, but with Year-Round Pell, if he is enrolled at least half-time and remains in all other ways Pell-eligible, Eugene is eligible to receive up to an additional 50% of his \$5550 Scheduled Award, for a maximum total of \$8325.

Adding \$1387.50 to the \$5550 Eugene has already received, Springfield sees that he will be awarded a total of \$6937.50 for 2019-20, which is within his \$8325 Year-Round Pell maximum. Note that Springfield does not increase his final award for the award year to match his Year-Round Pell maximum; Eugene's awards for each term are calculated according to the normal Pell rules.

450 hours/13 weeks \$2,775	450 hours/13 weeks \$2,775	225 hours/6.5 weeks \$1,387.50
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Year-Round Pell Grant semester example

Gaston attends Green State University. His enrollment begins in the summer, which Green treats as a header to the 2019-20 award year. Gaston is enrolled three-quarter-time in the summer term, and has a Scheduled Award for 2019-20 of \$5,645, and an EFC of 550, with a COA of \$10,590. Based on these figures, Gaston's three-quarter-time summer award is \$2,117, which is 37.5022% of his Scheduled Award (\$5,645).

After the summer term, Gaston continues in the fall and now has time to enroll full-time in Green's fall semester. His fall Pell award is \$2,822.50 (Green disburses 50% of a Scheduled Award for the fall semester). After receiving his fall Pell award, Gaston has received a total of 87.5022% of his Scheduled Award for 2019-20.

Continuing with his program in the spring semester, Gaston again enrolls full-time. Under normal Pell rules, Gaston only has 12.4978% of his Scheduled Award remaining, which would leave him only a maximum Pell award amount of \$705.50. However, since he is enrolled at least half-time and meets all of the other standard Pell eligibility criteria, Gaston is eligible for an additional Year-Round Pell award amount of up to 50% of his Scheduled Award. This would mean that he could receive a total of up to \$8,467.50 for the award year (though each term's payment would be calculated per the normal Pell rules, and he may receive less than this).

Since Green normally awards a student 50% of their annual award for a standard spring semester, and knows that their normal award calculation for the term is calculated for Year-Round Pell under the same method as for a student's initial Scheduled Award, they look at these numbers to see if they would fit within Gaston's expanded Year-Round Pell 150% Scheduled Award. To do this, they add \$2,822.50 for the proposed spring award to the \$4,939.50 Gaston has already received for the award year. This totals \$7,762, which is within Gaston's 150% Scheduled Award for 2019-20 of \$8,467.50 (i.e. 137.5% of his annual award, lower than the 150% maximum), so Green is clear to award the spring Pell award of \$2,822.50 as calculated.*

<p>Summer 2019 (assigned to 2019-20) Three-quarter time</p> <p>Pell Award \$2,117, which is 37.5022% of the Scheduled Award</p>	<p>Fall 2019 Full-time</p> <p>Pell Award \$2,822.50, which is 50% of the Scheduled Award</p> <p>Total % of initial Scheduled Award received: 87.5022%</p>	<p>Spring 2020 Full-time</p> <p>Pell Award: \$2,685, which is 50% of the Scheduled Award**</p>
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*Note that although Gaston has a Year-Round maximum Pell Scheduled Award of \$8055, Green does not adjust his spring term Pell award upwards to meet this—the school must calculate and award Gaston's spring Pell as normal for the term. This also will leave Gaston some remaining Pell eligibility for the remainder of the award year, for example, if he decides to attend during a summer 2020 term.

**The Year-Round Pell Grant award cannot exceed 50% of a student's Pell grant Scheduled Award. In this example, the 50% is made up of 12.4954% (\$671) remaining from the initial Pell Grant Scheduled Award and 37.5046% (\$2,014) from the Year-Round Pell Grant award. The student has 12.4954% (\$671) remaining from the Year-Round Pell Grant award for the 2019-20 award year. If the student had used up 100% of his Pell Grant Scheduled Award for Summer 2019 and Fall 2019, the entire Spring 2020 award amount would be from the Year-Round Pell Grant award. Schools may combine the amounts from initial and Year-Round Pell Grant awards and must submit as one amount for reporting to COD.

CALCULATING AND AWARDING REMAINING ELIGIBILITY

The Pell payment for a transfer student is calculated in the same way as for any new student. That is, you must calculate payments for each payment period following the rules given in this chapter. However, a transfer student's remaining Pell eligibility at your school is reduced if the student received Pell funds for the same award year at any prior schools. You can identify the student's prior Pell disbursements when you review his or her Financial Aid History in NSLDS and COD.

Calculating remaining eligibility

Once you've identified the Pell amounts that a transfer student has already received for the ongoing award year, you must calculate the percentage of the Scheduled Award that has been used. This percentage is calculated by dividing the amount disbursed at the previous school by the student's Scheduled Award at that school (COD calculates this and you can refer to COD to see what the percentage of remaining eligibility will be for a student).

$$\frac{\text{Pell disbursed at prior school}}{\text{Scheduled Award at prior school}} = \% \text{ of Scheduled Award used}$$

Then subtract this percentage from 100 percent (or 150 percent, if the student is enrolled and eligible for a Year-Round award). The result is the maximum percentage of the Scheduled Award that the student may receive at your school. Note that a transfer student receives the same payments as any other student until the limit (up to 150 percent of a Scheduled Award, see Year-Round Pell & IASG section, previously in this chapter) is reached. **Give the student the full amount for each payment period, rather than trying to ration the remaining amount by splitting it evenly across the remaining terms.**

A transfer student must repay any amount received in an award year that exceeds his or her Scheduled Award (or in excess of 150% of his or her Scheduled Award, if enrolled and eligible for Year-Round Pell or IASG), unless the school that disbursed the award was at fault by failure to follow the administrative requirements in 34 CFR 668.

Payment period for a transfer student at a non-term school

When a student transfers into a non-term credit-hour or clock-hour program at a new school, that student is starting a new payment period. For non-term programs, you must use the payment period rules described in *Chapter 1* to determine the payment periods for the remainder of the student's program.

However, for a transfer student, the length of the program is the number of clock or credit-hours and the number of weeks of instructional time that the student will be required to complete in the new program. If the remaining clock or credit-hours or weeks of instructional time are half an academic year or less, then the remaining hours and weeks of instructional time constitute one payment period.

Transfer students and remaining eligibility

Consider a student who is eligible for Federal Pell Grant funds and who transfers from one school (school A) to another school (school B) within the same award year. Before paying any Pell funds to the student, school B must determine the percentage of eligibility remaining for the student. After transferring, a student's remaining Pell Grant eligibility for a Pell Scheduled Award during an award year is equal to the percentage of the student's Scheduled Award that remains unused, multiplied by the student's Scheduled Award at the new school.

School B may pay the student a Pell Grant only for that portion of an academic year in which the student is enrolled and in attendance at school B. The grant must be adjusted, as necessary, to ensure that the funds received by the student for the award year do not exceed the student's Scheduled Award for that award year or the student's maximum Lifetime Eligibility Used

The award for each payment period is calculated using the (full) Scheduled Award. The student receives a full award until the student has received 100 percent of the student's remaining eligibility for a Scheduled Award (or 150 percent, if the student is enrolled at least half-time and otherwise eligible for a Year-Round award) or 600% LEU. This avoids a school having to ration the remaining amount by splitting it evenly across the remaining terms.

To calculate a transfer student's remaining eligibility for a Scheduled Award, school B must first determine what percentage of the Scheduled Award the student used at school A. Check COD for the most up to date information on what aid has been disbursed to the student at all institutions.

The remainder is the unused percentage of the student's Scheduled Award—the percentage the student may receive at school B. (Use percentages rather than dollars because a transfer student may have different Scheduled Awards at the two schools; using percentages rather than dollars adjusts for this possible difference.) School B then multiplies the percent of eligibility remaining times the Scheduled Award at the new school. The result is the maximum amount of Federal Pell Grant funds the student may receive for his or her first Scheduled Award at school B during the balance of the award year.

For more details on transfers, see 34 CFR 690.65, and DCLs GEN-01-09 and GEN-00-12.

Why percentages are used

The reason for using percentages when calculating remaining eligibility is that a student may have different Scheduled Awards at different schools/programs, and using percentages ensures that a student does not receive more than 100 percent (or 150%, if enrolled and eligible for a Year-Round award) of the student's Scheduled Award. For example, the costs of attendance at the two schools may be different. The percentages are also used to compare the portions of a student's total eligibility that have been used at both schools. (If the student's Scheduled Award is the same at both schools, the financial aid administrator can find the amount of the student's remaining eligibility simply by subtracting the amount received at the first school from the Scheduled Award.)

Avoiding Pell Grant overawards

A Pell Grant overaward can be caused by a school making an error in reading the (correct) Pell payment schedule, for example, using the wrong EFC or COA. A Pell Grant overaward can also be caused by a school using the wrong payment schedule, as when it uses the full-time schedule to determine the award for a student who is not registered as a full-time student, or who reduced his/her enrollment schedule to less than full time before beginning attendance in all classes.

A Pell Grant overaward can also result if an applicant enters incorrect data on a FAFSA and the EFC derived from the incorrect data is smaller than it should be (for more detail about the FAFSA and EFC data, see the Application and Verification Guide). A Pell overaward also exists if the student scheduled to receive it fails to begin class or is otherwise determined to be ineligible for FSA assistance (for example, having exceeded the Lifetime Eligibility Used [LEU]) in COD.

Finally, an overaward exists whenever a student is scheduled to or is receiving a Pell Grant for attendance at two or more schools concurrently. All of these Pell Grant overawards must be corrected (for more detail on the requirements and methods of resolving overawards, see Volume 5, Chapter 1).

This is not an exclusive list of all of the ways in which a Pell Grant may be overawarded. In addition to avoiding these mistakes, schools should also be sure to submit timely Pell actual disbursement records to COD, according to the Annual Deadline Date Notice Rules as published on IFAP. For more detail, see the following regulation: 34 CFR 690.79.

NSLDS financial aid history and transfer monitoring

Before disbursing FSA funds to a transfer student, you must obtain a financial aid history for the student and you must inform NSLDS about the transfer student so that you can receive updates through the Transfer Student Monitoring Process. The financial aid history will not only identify Pell Grant disbursements that the student received at other schools, but also tell you if the student is ineligible for any FSA aid due to default or overpayment, if the student has reached or exceeded the annual or aggregate loan limits, or if the student has reached the Pell Lifetime Eligibility Used limit (LEU). There are several ways for you to get a student's financial aid history from NSLDS. You can:

- Use the NSLDS Financial Aid History section of the ISIR;
- Log on to the NSLDS Professional Access website and access the data online for a student;
- For multiple students, use the FAT 001 Web report, which you submit from the Reports tab on the NSLDS site (you retrieve the results through SAIG); or
- Send a batch TSM/FAH Inform file to request aid history data for several students, which will be returned in either extract or report format through SAIG. The TSM/FAH processes and batch file layouts are posted on the IFAP website at the NSLDS reference materials link under Processing Resources.

Transfer Student Remaining Eligibility Example

On August 1, 2019, Ernie enrolled at Maddux Hair Academy. After completing 400 of the 900 clock-hours in his program, Ernie had to relocate, and he withdrew from school. On February 1, 2020, having settled into his new home, Ernie enrolled at Bryant Esthetics Institute (BEI) as a transfer student. Ernie was awarded 400 clock-hours of transfer credit in BEI's 1,000 clock-hour program (the program definition of an academic year is 900 clock-hours and 30 weeks of instructional time). Ernie's program is 600 clock-hours and 20 weeks of instructional time.

When the financial aid administrator (FAA) at BEI examined Ernie's 2019–2020 ISIR, he found the following entry:

%Sch. Used: 50.0 As Of: 01/28/2019 Pell Verification EFC: 0

The FAA subtracted the 50% used previously from 100% and found that the percentage of Ernie's Scheduled Award that remained unused was 50%*. Therefore, Ernie was eligible to receive 50% of his scheduled Pell award of \$4,850 during the balance of the award year. In addition, the FAA used the 600 hours and 20 weeks of instructional time remaining in Ernie's program to establish the appropriate two payment periods (per 34 CFR 668.4(b)), each of 300 clock-hours and 10 weeks of instructional time. The aid administrator performed the required multiplication and determined that Ernie could receive as much as \$2,425 ($.50 \times \$4,850 = \$2,425$) if he remained enrolled at BEI for the balance of the year.

During the first payment period, Ernie received \$1,617 ($\$4,850 \times 300 \text{ hours in the period} \div 900 \text{ hours in the academic year}$) in Pell funds. However, in the second payment period, Ernie could only receive funds until his total Pell at BEI reached \$2,425 (his total for the year reached \$4,850). Therefore, for the second payment period at BEI, Ernie could only receive \$808 ($\$2,425 - \$1,617 = \808).

It's important to remember that if Ernie received a Direct Loan at Maddux and now wishes to borrow a Direct Loan at BEI, there may be overlapping academic years between the two schools. When there are overlapping academic years, a student's eligibility for Direct Loan funds will usually be impacted. The method for determining the remaining eligibility for Direct Loan funds is calculated in a very different manner than how we calculated Ernie's remaining Pell Grant eligibility. Please refer to *Chapter 5* of this volume for a complete discussion of this issue.

Also note that when you have a transfer student with overlapping academic years who borrows Direct Loan funds at the second school, that student will have payment periods for most Federal Student Aid Programs (Federal Pell Grant, FSEOG, TEACH, Iraq & Afghanistan Service Grant, that do not align with the loan periods/payment periods in the Direct Loan Program.

* This assumes Ernie was not eligible for a Year-Round Pell or IASG. If Ernie was enrolled and eligible for a Year-Round Pell or IASG, he would be eligible to receive up to 150% of his Scheduled Award, in total. For more details, see the Year-Round Pell & IASG section earlier in this chapter.

Pell Grant and Iraq & Afghanistan Service Grant Lifetime Eligibility Used (LEU)

Per the Consolidated Appropriations Act of 2012 (CAA), a student's maximum duration of Pell eligibility is 6 Scheduled Awards, as measured by the percentage of "Lifetime Eligibility Used" (LEU) field in COD (one Scheduled Award equals 100% LEU). A separate maximum of 600% LEU also applies to Iraq & Afghanistan Service Grant awards. A student is ineligible to receive further Pell or Iraq & Afghanistan Service Grant funds if they have reached or exceeded the 600% limit for the applicable program (i.e., Pell or Iraq & Afghanistan Service Grant). For Pell, this limitation is not limited to students who received their first Pell Grant on or after July 1, 2008, as was the previous limit of 9 Scheduled Awards. Instead, it is tracked to the beginning of the program (1973-74).

The LEU levels for Pell and Iraq & Afghanistan Service Grants are separate and are tracked independently. For example, a student might have 400% Pell LEU and 300% Iraq & Afghanistan Service Grant LEU and still be potentially eligible for either program, or 600% Pell LEU and 400% Iraq & Afghanistan Service Grant LEU and be potentially eligible for only an Iraq & Afghanistan Service Grant award. Rounding rules do not apply if the amount disbursed would place the student's LEU over 600%.

The Department provides weekly Pell LEU reports through the SAIG Mailbox under Message Class PGLEXXOP (where XX = the year) for your Pell-eligible applicants (and students who listed your school code on their FAFSA) who have a Pell LEU greater than or equal to 450%. The COD website will show the current Pell LEU level for all aid recipients (updated as transactions are processed). COD also provides the LEU for the Pell Multiple Reporting Record (MRR), Pell Reconciliation Report, and Pell Year-to-Date file.

Students will fall into one of the following categories, which will have various effects:

- **Student not on report** (Code "N" on the student's ISIR under Lifetime Limit Flag) Students in this category have LEU of less than 400%. These students' Pell awards will be awarded as normal, since even if they receive a full Scheduled Award, they will not go over the 600% LEU maximum.
- **LEU greater than 400% but less than or equal to 500%** (Code "H" on the student's ISIR under Lifetime Limit Flag) Students in this category will likely have Scheduled Award eligibility for 2019-20. However, a student's 2019-20 Pell eligibility may be reduced if, for example, another Pell disbursement is reported after a report has been created, putting the student's 2019-20 baseline LEU over 500%.
- **LEU greater than 500% but less than 600%** (Code "C" on the student's ISIR under Lifetime Limit Flag) These students will not have full Pell eligibility for 2019-20, since their baseline LEU has less than 100% remaining.

- **LEU 600% or higher** (Code “E” on the student’s ISIR under Lifetime Limit Flag) These students will have no Pell eligibility remaining, as they have already exceeded the maximum lifetime eligibility used amount as defined in the CAA.

To aid in identifying students who are approaching their LEU limits, COD returns warning code 177 or 178 when a student’s Pell LEU is near or exceeds 600%. COD has a hard reject (Edit 201) for both Pell and IASG actual disbursements with a Pell or IASG LEU greater than 600%. Also, you will be able to see this data in the Common Record Response, and LEU is also visible in the NSLDS system. However, the Central Processing System (CPS) reports only the Pell Grant LEU limit flags and percentages on SARs and ISIRs. COD calculates a student’s LEU to 3 decimal places, and you may round awards as described earlier in this chapter in the “Ground rules for Pell Grants” graphic box, however, you may not round up if that would cause the student to exceed either their Scheduled Award or 600% LEU.

To calculate an award for a student whose LEU level will reduce their eligibility (i.e., an LEU greater than 400% but less than 600%; check levels in COD, first subtract their LEU % from 600%, then multiply the student’s Scheduled Award by the resulting percentage. For example, Jack has 534% LEU in COD. His school subtracts 534% from 600%, leaving him with 66% of a Scheduled Award remaining. His Scheduled Award is \$5,650, so his school multiplies \$5,650 by .66, which equals \$3,729, which is then disbursed per the normal Pell formula and payment period rules.

For students whose eligibility is less than a full Scheduled Award, you award the student a Pell or Iraq & Afghanistan Service Grant as you would for a transfer student who received Pell at another school during the same award year. That is, you determine the student’s remaining Pell or IASG eligibility, as a % of LEU, and then award each payment until that eligibility is used (see the earlier section in this chapter entitled “transfer students”).

Restoring Pell eligibility for students that attended closed schools

There is a limited circumstance in which Pell eligibility may be restored to certain students who attended schools which are now closed. Note that Total Eligibility Used (TEU) is capped at 100% (or 150% in the case of Year-Round Pell) and is the maximum Pell a student may receive during a single Award Year, whereas LEU is the student’s sum total of all Pell eligibility used, across all award years. A closed school may be considered for the Pell restoration process if all of the following are true:

- The school is officially closed with the Department
- The school closed after 1994 (i.e., 1995 to present)
- All final disbursements have been submitted to the COD system and accepted by the Department
- All final enrollment data has been submitted to NSLDS so that the Department may determine if students are eligible for restoration

- The school has completed the close-out process with the Department

A student may be eligible for Pell eligibility restoration if all of the following are true:

- Received a Pell Grant disbursement at an eligible closed school,
- Did not complete their program at the closed school, AND
- Had a valid enrollment status at the closed school within two years of the school's closure.

Students who are potentially eligible for additional Pell because some or all of their Pell eligibility has been restored are sent a targeted email. Schools are notified of Pell eligibility restorations for students associated with their school through a variety of sources, including:

- COD Warning Edit #221;
- targeted email with instructions to download a list of affected students from the COD web;
- updated LEU within response file; and
- details of the LEU adjustment(s) display on the Pell LEU History screen.

COD sends the updated LEU to NSLDS. For more detail on how this is handled in COD, please refer to the October 4th, 2017 EA.

Changes in LEU

A student's LEU changes whenever he or she receives a Pell or IASG disbursement (up or down), and may change any time a student's Scheduled Award is adjusted. It may also change through an LEU adjustment made based on an LEU Dispute, Closed School Restoration, or other adjustment type deemed necessary by the Department.

A student's Pell or IASG LEU can limit the student's Pell or IASG eligibility for an award year. For example, since the maximum LEU is 600%, if a student's Pell or IASG award originally was calculated based on an LEU of 550%, then that student's award would be limited to 50% of the Scheduled Award. A change to a disbursement in the current or previous award year may alter a student's LEU. For details on LEU limitations, see the Pell Grant and Iraq & Afghanistan Service Grant Lifetime Eligibility Used guidance earlier in this chapter.

When a school becomes aware that a student's LEU has been adjusted (after being notified by the student, or the Department through a pushed ISIR or a warning edit in COD, or through LEU Dispute communication), it should determine whether the adjustment affects the student's eligibility for Pell or IASG in the current or most recently completed award year.

If the student becomes eligible for additional Pell or IASG funds as a result of a change to the student's LEU, the school must make a correction to the student's award and make any disbursements of Pell or IASG funds for which the student is now eligible and that the school is permitted to make under the late and retroactive disbursement requirements (for more detail on disbursement requirements and timing, see *Volume 4, Chapter 2, Disbursing FSA Funds*). Note that, as with any retroactive or late disbursement of Pell Grant funds, the school should base its calculation of such disbursements on only the classes that the student completed for the earlier period.

Pell Total Eligibility Used (TEU) & Restoring Pell Eligibility for students who attended a closed school

The Department is working to update TEU/LEU data for eligible students who attended closed schools. You may receive Pell POP notifications for such students, and should review these reports carefully. The COD system will have the most current Pell LEU data, and you should look for Pell Restoration targeted emails, and review the weekly Pell LEU reports, especially for Pell recipients who have a Pell LEU of 450% or higher. For more details, see the following: December 21, 2016 EA, April 3, 2017 EA, and the October 4, 2017 EA.

NSLDS Reporting requirements

For details on NSLDS reporting requirements for Pell, including reporting of additional data, reporting at the academic program level, and more frequent reporting, see DCLs GEN-14-07 and GEN-14-17 and the EA posted February 11, 2015.

Declining and/or returning Pell funds

A student may decline or return all or part of a disbursement of Pell Grant funds that they are otherwise eligible to receive or have received (returns may only be made in the same award year as the funds were received). This should be a rare action on the part of students and need not be advertised as a possibility by your school. For more detail on the requirements of declining or returning Pell funds, see DCL GEN-12-18.

Pell Grant LEU Disputes

A school or student may dispute the accuracy of a student's Pell Grant data which resulted in the student's LEU percentage in COD. It is the responsibility of the student's current school to coordinate the resolution of the dispute. You may create, view, and edit Pell LEU disputes (including uploading documentation) using the COD Web Portal. For more detail, see the EAs posted June 27, 2013 April 18, 2014.

Pell & Iraq & Afghanistan Service Grants LEU

Consolidated Appropriations Act of 2012

HEA Section 401(c)

DCL GEN-12-01, DCL GEN-13-14

EA April 18, 2014

2019-20 ISIR Guide:

<https://fap.ed.gov/sarcommcodes.txt/1920SARCommCodes.txt.html>

PELL RECALCULATIONS

Initial calculation

An initial calculation is the first calculation that is made on or after the date the school has received an ED-produced EFC (An ED-produced EFC may be an EFC from a SAR/ISIR, FAA Access, or FAFSA.gov) such as the student's initial SAR or ISIR with an official EFC, and uses the enrollment status at the time of the initial calculation. If you've estimated the student's eligibility prior to receiving a SAR or ISIR for the student, you must confirm prior estimated eligibility or determine the student's eligibility at the time the SAR or ISIR is received.

You should document the date that you initially calculate a student's Pell Grant. The earliest date is the date of receipt of an ED-produced EFC, such as on a SAR or ISIR (assuming the school has a documented or projected enrollment status for the student). If you fail to document the date of the initial calculation, you must use the later of (a) the date that the SAR or ISIR is first received and the student's enrollment status as of that date, or (b) the date the student enrolls.

Your school is considered to have received the ISIR on the date it was processed. This date is labeled "Processed Date" on the ISIR. In the case of a SAR, your school is considered to have received it on the date processed unless you document a later date. The processing date on a SAR is the date above the EFC and, on a SAR Acknowledgment, the "Transaction Processed Date."

Change in the EFC

If the student's EFC changes due to corrections, updating, or an adjustment, and the EFC change would change the amount of the Pell award, you must recalculate the Pell award for the entire award year. If, as a result of the recalculation, the student has received more than his or her award amount, then the student has received an overpayment. In some cases, you may be able to adjust an award by reducing or canceling later payments to the student (see *Volume 4, Chapter 3, Overawards and Overpayments*, for more information).

A student selected for verification can be paid based on the corrected output document that you receive during the "verification extension" (120 days after the student's last day of enrollment, not to extend beyond the deadline date established by a Federal Register notice). For example, if you receive a reprocessed ISIR reflecting the results of the student's verification during the extension period and the ISIR has a lower EFC than the previous ISIR (increasing the student's eligibility), you calculate the student's Pell Grant based on the valid ISIR.

SAR/ISIR with different EFC

If you receive a SAR or ISIR with an EFC different from the one you used for the payment calculation, you must first decide which document is valid. If the new information is the correct information, the new SAR or ISIR is the valid record. In most cases, you must recalculate the student's Pell award for the entire award year based on the new EFC. For more information on SARs, ISIRs, and EFC, see the *Application and Verification Guide*.

Change in enrollment status

You must report changes to a student's enrollment status to NSLDS in a timely manner. Any change requiring a recalculation of award may also require an update to the student's enrollment status. If the student doesn't begin attendance in all of his or her classes, resulting in a change in the student's enrollment status, you must recalculate the student's award based on the lower enrollment status. A student is considered to have begun attendance in all of his or her classes if the student attends at least one day of class for each course in which that student's enrollment status was determined for Federal Pell Grant eligibility. Note that clock-hour and nonterm programs are always based on full-time enrollment status for Pell.

Your school must have a procedure in place to know whether a student has begun attendance in all classes for purposes of the Federal Pell Grant Program. The Department does not dictate the method a school uses to document that a student has begun attendance, however, a student is considered not to have begun attendance in any class in which the school is unable to document that attendance.

If you recalculate a Pell award because the student's enrollment status has changed, you must also take into account any changes in the student's costs at that time. For example, if a student enrolls full-time for the first semester and then drops to less than half time during that semester, the student's costs will change, because only certain cost components are allowed for less-than-half-time students. You must use the cost for a less-than-half-time student *for a full year* to calculate the student's less-than-half-time award. You must not combine the two costs or average them.

The regulations don't require any recalculation for changes in enrollment status **after the student has begun attendance in all of his or her classes**. However, your school may have a policy of recalculating an award if a student's enrollment status changes within a term. If such a policy is established, it must take into account any changes in the student's COA, and must be applied consistently to all students in a program. If your school chooses to recalculate for a student whose enrollment status increases from half-time to full-time, it must also recalculate for a student whose enrollment status decreases. If your school establishes a policy allowing optional recalculations for an educational program, this policy must be in writing.

Your school's policy may set a date after which Pell Grants will not be recalculated for enrollment status changes. For example, you could establish a policy that you will recalculate Pell awards only for enrollment changes that occur up to the "add/drop" date of a term. This policy is true regardless of whether there is compressed coursework.

The initial calculation of a student's Pell Grant may occur subsequent to the "add/drop" date of the term, including terms with compressed coursework. If that is the case, you must use the student's effective enrollment status on the date of the initial calculation, and there would be no recalculations of the student's Pell Grant for the term due to a subsequent change in enrollment status, assuming the student began attendance in each class. If the

student's payment for the term is being disbursed in a subsequent payment period, you may pay the student only for the coursework completed in the term.

If you don't establish a policy for recalculation within a term, a student who begins attendance in all classes would be paid based on the initial calculation, even if his or her enrollment status changes before the disbursement is made. If the student withdraws from all of his or her classes (or doesn't begin attending any classes), you must follow the procedures discussed in *Volume 5*.

In a term program that uses credit-hours, you must calculate a student's payment for each term based on the enrollment status for that term. If a student attended full-time for the first term and then enrolled half-time in the second term, you must use the half-time enrollment status to calculate the student's payment for the second term.

In the case of programs offered with compressed coursework or modules within the terms, your school may adopt a policy of setting the date based on the add/drop date of the last class in which the student enrolls, or is expected to enroll, for the term. In this circumstance, your school must take into account all adjustments to the enrollment status, both increases and decreases, up to the add/drop date of the student's last class.

Enrollment change within payment period example

Johnathan registers for a full-time course load at Coulton College, and Coulton initially calculates a full-time award for him. He begins attending all of his classes but subsequently drops to half-time. Depending on Coulton's recalculation policy, Johnathan may still be paid based on full-time enrollment as long as he's otherwise eligible for payment. On the other hand, if Coulton did not receive Johnathan's first processed valid SAR or ISIR with an official EFC until after he dropped to half-time enrollment, the Pell initial calculation would be based on his enrollment status at the time the output document was received (half-time).

Change in cost of attendance

When a student's COA changes during the award year, and his or her enrollment status remains the same, you may (but are not required to) establish a policy under which you recalculate the student's Pell Grant award. If you choose to establish a policy under which you recalculate Pell for changes in costs, you must consistently apply that recalculation policy to all students in the program.

Enrollment change recalculation example

Sammy registers for a full-time course load (15 credit-hours), and Danbury College makes a first-term disbursement on that basis 10 days before the term starts. When the term starts, Sammy only begins attendance in three classes (9 credit-hours). Danbury must recalculate Sammy's Pell award based on the lower enrollment status. Any difference between the amount Sammy received and his new recalculated award is an overpayment. See *Volume 4, Chapter 3, Overawards & Overpayments*, for more detail on overpayments.

Tuition and fee charges and recalculation

If the school recalculates a student's Pell Grant due to a change in enrollment status, continuing to charge tuition and fees for credit-hours no longer included in the student's enrollment status for Pell Grant purposes does not affect the requirement to recalculate the student's Pell Grant. For example, Jayson enrolls as a full-time student at Wilson University with 12 credits, but never starts attendance in a 3-credit class that starts after the school's "add/drop" date. Jayson's award must be recalculated as three-quarter-time even though the college charges tuition for any classes dropped after the "add/drop" date and continues to charge Jayson for 12 credits.

Pell Recalculations

34 CFR 690.80

Enrollment Agreement

Name _____ Social Security Number _____ Day Phone _____
Please Print

Address _____ Street _____ City _____ State _____ Zip Code _____

Program Name _____ <input type="checkbox"/> Day <input type="checkbox"/> Evening <input type="checkbox"/> Weekend <input type="checkbox"/> New <input type="checkbox"/> Re-Start <input type="checkbox"/> Transfer Total number of hours in program _____ Total number of weeks to complete the program _____ Designation of Days/Time: <input type="checkbox"/> Mon <input type="checkbox"/> Tue <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri _____ to _____ and <input type="checkbox"/> Sat _____ to _____	Method of Delivery: <input type="checkbox"/> Residential <input type="checkbox"/> Blended Projected Start Date _____ Projected End Date _____ Original Start Date _____ Original End Date _____ <input type="checkbox"/> Clock hours <input type="checkbox"/> Credit hours <input type="checkbox"/> Certificate Program <input type="checkbox"/> Diploma Program	Program Tuition \$ _____ Books & Fees \$ _____ (includes \$25 registration fee) Total Program Cost \$ _____
--	--	--

Please read before initialing or signing below. Your initials and signature where indicated acknowledges you have read the following provisions of this Enrollment Agreement.

- Initial Here _____ **Enrollment Assumption Policy:** A student is accepted and registered for classes with the understanding that he or she will complete all courses in the program. Tuition is charged giving students the right to attend classes for the applicable payment period and is in no way contingent upon satisfactory progress, personal satisfaction or other limitations. The school will only recognize withdrawals using the procedures outlined in the catalog and in this Enrollment Agreement.
- Initial Here _____ **Course and Program Alterations:** Stone Academy reserves the right to change course curricula, faculty, course schedules, prerequisites, other program requirements, or cancel a course or program start due to low enrollment. This agreement is subject to the rules and policies outlined in the Stone Academy official catalog.
- Initial Here _____ **Changes in Status/Withdrawal:** If a student's enrollment is modified, the student's projected end date may change. A student is eligible to receive a credential if all program requirements for that program have been completed. There will be no change in tuition when transferring between the same day and evening programs. The obligation to pay tuition, either to the school or to the appropriate loan program(s) is not relieved should the student withdraw from school, except as outlined in the refund policy.
- Initial Here _____ **Unpaid Charges:** As part of this Agreement, the institution is granted permission to use any funds paid by student or on student's behalf to cover any outstanding charges owed and may hold excess funds for the student as permitted by law.
- Initial Here _____ **Termination:** A student may be terminated from the school for the following: lack of satisfactory academic progress, non-payment of tuition, or failure to comply with the published rules and regulations of the institution.
- Initial Here _____ **Placement:** Stone Academy provides placement assistance upon graduation to students in good standing at no additional charge. However, no guarantee or representation of employment is made or implied. Additionally, a criminal background may act as a barrier to employment or licensure.
- Initial Here _____ **Graduation Requirements:** It is understood that all fees, tuition, and outstanding charges must be paid and/or current before a certificate or diploma can be awarded.

Statement of Understanding:
 Tuition is payable on or before the first day of class unless other arrangements have been made in advance. I understand my account will be assessed a \$20 fee if checks are returned due to non-sufficient funds. Stone Academy accepts the following forms of payment for tuition, books, fees, and other expenses (cash, credit card, money order, Title IV, and other loans). I understand that if I withdraw or I am terminated after instruction has begun, I am liable for the cost of unreturned library books, loaner books and equipment not returned within 20 days of my withdrawal or termination, plus a percentage of the total fee as stated in the Institutional Refund Policy (see below). Additional costs of learning resources and materials are the sole responsibility of the student. These include but are not limited to the cost of uniforms, school supplies, transportation and clinical make-ups. I understand that the refund policy applies to all students. I also understand that if there is a change in my enrollment status, my eligibility for financial aid may change under Title IV regulations. I understand that I have the opportunity to speak with a Financial Aid Officer concerning my eligibility for federal financial aid or other student financial aid matters. All programs offered at Stone Academy are considered residential in the delivery of their instruction.

Withdrawal/Refund Policy

Institutional Refund Policy Prior to the Beginning of Instruction

Students not accepted by the institution will have their registration fee refunded. A student may cancel their intent to enroll by providing official notice, written or oral, to the Campus Director. Any cancellations made within three (3) business days of signing the Enrollment Agreement will receive a full refund of all monies paid. Refunds will be made within 30 days.

Institutional Refund Policy After Instruction Has Commenced for

- A registered student may withdraw from school by providing official notice, written or oral, to the Campus Director. The date that the Campus Director receives that notice is the student's official withdrawal date for Title IV purposes. The last date of verifiable attendance will serve as the student's official withdrawal date for the purpose of all other institutional refunds. The date the withdrawal process is completed will be used as the date of determination. Further information on withdrawals may be found under Program Withdrawals in the school catalog.

- If notice of withdrawal is received prior to the first day of classes, a refund of 100% of total tuition received for that payment period (excluding any fees and tuition deposit) will be granted for both full-time and part-time students.
- Tuition will be prorated based on the period of course enrollment up to the 60% point in the course payment period. This is determined by dividing the number of completed days by the total number of days in the payment period or hours scheduled to complete by total hours in the payment period.
- If notice of withdrawal is received beyond the 60% point of the payment period and through the end of the payment period, no refund of tuition will be granted for either full-time, three-quarter time or part-time students.

If a student participates in Title IV Financial Aid, the school will first calculate the Return to Title IV and then apply the Institutional Refund Policy outlined above. For those students not participating in Title IV Financial Aid, only the Institutional Refund Policy will apply. In counting calendar days, if a withdrawal notification falls on a Sunday, the following Monday shall be the effective date of the withdrawal. If the withdrawal falls on an institutional observed holiday, the next business day shall be the effective date of withdrawal.

Return of Title IV Funds

If you withdraw from Stone Academy prior to the 60% point in any payment period and you received federal financial aid in the form of grants or loan funds, federal law requires that Stone Academy, and in some cases, you the student, return any unearned funds to the U.S. Department of Education. Students are considered to have earned 100% of federal funds in which they are eligible after the 60% point in the payment period. The calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in your owing additional funds to Stone Academy to cover tuition charges previously paid by federal aid prior to your withdrawal.

In compliance with the amended version of 34 CFR Section 668.22 of the Higher Education Amendment of 1998, the following student categories will have all charges recalculated under the Return of Title IV Funds calculation formula:

- students who withdraw from classes;
- students who stop attending; or
- students who are terminated.

All aid will be prorated based on the period of course enrollment up to the 60% point in the course payment period. This is determined by dividing the number of completed days by the total number of hours scheduled to complete by total hours in the period.

Stone Academy must return the lesser of:

- the unearned amount of the Title IV assistance
- the institutional charges incurred for the period of enrollment, multiplied by the unearned percentage

The student must return the difference, if any, between the amount of unearned aid and the amount the school must return. If a student is required to return grant funds, the U.S. Department of Education gives him/her special consideration and the grant amount that is due for return is reduced by half. In accordance with federal regulations, when financial aid is involved, refunds are returned in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent Loan of Undergraduate Students (PLUS) Loans
- Direct Parent Loan of Undergraduate Students (PLUS) Loans
- Federal Pell Grants for which a return of funds is required
- Academic Competitiveness Grants for which a return of funds is required
- National Smart Grants for which a return of funds is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required
- Federal Teach Grants for which a return is required
- Iraq Afghanistan Service Grant for which a return is required

Note: Federal Work-Study is excluded from the calculation.

Acknowledgment:

I acknowledge that I have read and understand the terms of this Enrollment Agreement and have received a signed copy of this Enrollment Agreement. I acknowledge that I have reviewed and have been provided with the website address where I may obtain a copy of Stone Academy's catalog. I also acknowledge that the following consumer information is available on Stone Academy's website and/or in the school catalog: description of educational programs, Class Schedules, Attendance Policy, Transfer of Credit Policy, Awarding of Credit Policy, Satisfactory Academic Progress (SAP) Policy, Return of Title IV Policy, Drug and Alcohol Abuse Policy, campus security statistics, retention rates, Family Educational Rights and Privacy Act (FERPA), academic calendar, Ability to Benefit (ATB) Policy, and all other official policies in the Stone Academy catalog.

Student's Signature _____ Date _____
 Parent or Guardian's Signature (if applicant is under 18 years of age) _____ Date _____
 Stone Academy Official Signature _____ Date _____

Main Campus
 560 Saw Mill Road, West Haven, CT 06515
 (Tel) 203.268.7474 (Fax) 203.268.2899

Branch Campus
 745 Burnside Avenue, East Hartford, CT 06108
 (Tel) 860.569.0618 (Fax) 860.569.0783

Branch Campus
 101 Pleasant Road, Waterbury, CT 06705
 (Tel) 203.756.5700 (Fax) 203.585.1453

Department Exhibit 23

Smith, Helen

From: Gary Evans <gevans@stone.edu>
Sent: Tuesday, August 2, 2022 2:54 PM
To: Smith, Helen
Subject: NCLEX Candidate Level Information Adjustments
Attachments: Stone Academy Candidate Level Information Post Examination Correction CT Campuses 8.1.2022a.pdf; Stone Academy Candidate Level Information Post Examination Correction CT Campuses 8.1.2022.xlsx

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Helen,

Please see the updated documents. I'll see you early tomorrow.

Thanks for your patience and direction.

G

Gary A. Evans
President &
Chief Executive Officer

Stone Academy
745 Burnside Avenue
East Hartford, CT 06108
O: 860.569.0618 x.3212



STONE ACADEMY

	4/25/2022	Program Code	US69110800	US69105000
	9/16/2021	Program Code	US69110100	US69105000
	11/4/2021	Program Code	US69110100	US69105000
	3/22/2022	Program Code	US69110100	US69105000
	10/5/2021	Program Code	US69110100	US69105000
	10/22/2021	Program Code	US69110100	US69105000
	4/9/2022	Program Code	US69110100	US69105000
	3/31/2022	Program Code	US69110100	US69105000

	4/25/2022	Program Code	US69110800	US69105000
	9/16/2021	Program Code	US69110100	US69105000
	11/4/2021	Program Code	US69110100	US69105000
	3/22/2022	Program Code	US69110100	US69105000
	10/5/2021	Program Code	US69110100	US69105000
	10/22/2021	Program Code	US69110100	US69105000
	4/9/2022	Program Code	US69110100	US69105000
	3/31/2022	Program Code	US69110100	US69105000

Department Exhibit 24

Smith, Helen

From: Smith, Helen
Sent: Monday, August 8, 2022 11:40 AM
To: 'bpervis@stone.edu'; 'Gary Evans'
Subject: Updated NCLEX data [secure]
Attachments: STONE updated NCLEX data 08 08 2022 .pdf

Good morning:

Please refer to the attached documents regarding the updated NCLEX test results for Stone Academy. If you have any questions, please contact me via e-mail or phone.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

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Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



NCSBN Education Program Jurisdiction: Connecticut Board of Examiners for Nursing (69)
 Exam Series Code: NCLEX-PN
 Custom Date Range (Click Run Below to Enter)
 All Time
 NCSBN Education Program: CT - STONE ACADEMY-EAST HARTFORD (US69105000)
 5/1/2021 12:00:00 AM
 4/30/2022 12:00:00 AM

Printed By: Helen Smith
 Report Date: 08-Aug-2022 10:08 AM
 Data as of (CST): 08-Aug-2022 09:56 AM

Connecticut Board of Examiners for Nursing (69) CT - STONE ACADEMY-EAST HARTFORD (US69105000) NCLEX-PN

Pass Rate Summary

	First Timers	Repeaters	Total
Total Delivered	30	17	47
Total Passed	20	6	26
Total Failed	10	11	21
Total On Hold	0	0	0
Total Pass Rate	66.67%	35.29%	65.32%

Candidate Details

Candidate Last Name	Candidate First Name	Client Candidate ID	NCSBN Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			02/2021	5/6/2021 8:03:06 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2021	7/1/2021 7:09:23 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2021	4/25/2022 11:04:28 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			03/2021	6/12/2021 12:42:57 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			06/2021	9/16/2021 8:21:48 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			08/2021	11/4/2021 12:06:36 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

Candidate Last Name	Candidate First Name	Client Candidate ID	NCSBN Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			06/2021	3/22/2022 8:04:47 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			04/2021	6/3/2021 12:54:04 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2021	4/1/2022 1:31:56 PM	Pass	No	Massachusetts Board of Registration in Nursing (08)
			05/2021	10/29/2021 1:12:48 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2021	12/15/2021 12:50:41 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2021	3/31/2022 1:19:51 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
				8/18/2021 8:02:15 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			04/2021	6/12/2021 1:26:18 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2021	11/10/2021 12:50:26 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			01/2022	2/7/2022 8:10:00 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2021	8/10/2021 8:02:36 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			04/2021	10/5/2021 8:09:23 AM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			04/2021	11/22/2021 8:17:10 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
				6/21/2021 12:54:43 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			03/2021	10/5/2021 1:07:18 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			03/2022	4/28/2022 12:46:13 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2021	1/26/2022 1:12:02 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2021	5/29/2021 11:12:55 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



Candidate Last Name	Candidate First Name	Client Candidate ID	NCSBN Graduation Date	Delivery Date	Grade	Repeater	Jurisdiction
			05/2021	7/19/2021 12:33:59 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			03/2022	4/5/2022 11:55:04 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			07/2021	10/5/2021 1:39:48 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			01/2022	3/31/2022 12:18:05 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			03/2022	4/26/2022 7:56:41 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			11/2017	7/1/2021 7:54:15 AM	Fail	Yes	Massachusetts Board of Registration in Nursing (08)
			03/2021	5/27/2021 7:54:46 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			05/2021	9/16/2021 12:53:32 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			10/2020	10/22/2021 1:12:10 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2019	9/1/2021 3:04:26 PM	Fail	Yes	Connecticut Board of Examiners for Nursing (69)
			05/2019	1/10/2022 8:30:21 AM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			06/2021	7/24/2021 8:07:48 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			04/2021	7/26/2021 7:18:36 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			06/2021	8/28/2021 8:26:39 AM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			06/2021	10/22/2021 8:05:19 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			10/2020	4/9/2022 12:16:27 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)
			02/2022	3/11/2022 2:49:39 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			01/2022	3/28/2022 2:58:35 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Candidates Educated in my Jurisdiction

PEARSON CONFIDENTIAL



Candidate Last Name	Candidate First Name	Client Candidate ID	NCSBN Graduation Date	Delivery Data	Grade	Repeater	Jurisdiction
			03/2022	3/31/2022 2:03:55 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			10/2021	12/1/2021 2:54:46 PM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			03/2022	4/28/2022 8:03:50 AM	Fail	No	Connecticut Board of Examiners for Nursing (69)
			09/2021	10/13/2021 1:47:50 PM	Pass	No	Connecticut Board of Examiners for Nursing (69)
			09/2020	5/27/2021 12:59:36 PM	Pass	Yes	Connecticut Board of Examiners for Nursing (69)

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.

Smith, Helen

From: Brian Pervis <bpervis@stone.edu>
Sent: Tuesday, August 9, 2022 7:24 AM
To: Smith, Helen; Gary Evans
Subject: Re: Updated NCLEX data [secure]

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Thanks

Thanks

Dr. Pervis

Brian Pervis DNP, MSN (N. Edu), LPN, APRN, AP-PMN, PGMT-BC, GERO-BC, WCC, FNP-C, DAPWCA, BLS Instructor

From: Smith, Helen <Helen.Smith@ct.gov>
Sent: Monday, August 8, 2022 11:40:02 AM
To: Brian Pervis <bpervis@stone.edu>; Gary Evans <gevans@stone.edu>
Subject: Updated NCLEX data [secure]

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning:

Please refer to the attached documents regarding the updated NCLEX test results for Stone Academy. If you have any questions, please contact me via e-mail or phone.

Thanks,
Helen

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
Healthcare Quality & Safety Branch
Department of Public Health
State of Connecticut
Telephone: 860-509-7552
Fax: 860-509-7535 or 860-707-1916
helen.smith@ct.gov

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Department Exhibit 25

NCLEX-RN First Time Candidates % Passed	<u>2019</u>	<u>2019</u>	<u>2020</u>	<u>2020</u>	<u>2021</u>	<u>2021</u>	<u>2022</u>	<u>2022</u>
MASTERS								
Yale School of Nursing	94		98		96		87	
Fairfield University Open 03/2021							No data	
BACCALAUREATE	BS	Accelerated	BS	Accelerated	BS	Accelerated	BS	Accelerated
Central CT State University	100		97		96		96	
Fairfield University	93	98	97	98	96	97	94	86
Goodwin University						83		52
Quinnipiac University	94	96	90	96	85	85	85	81
Sacred Heart University	99		95		99	No data	95**	100**
Southern CT State University	100	97	95	100	100	94	92**	100**
University of Bridgeport	N/A		No data		78	No data	81	No data
University of Hartford					No data		No data	
University of Connecticut								
Groton Campus/CEIN		97		97		96		90
Stamford Campus/CEIN		94		78		96		85**
Storrs Campus	98	98	98	100	94	96	91**	91**
Waterbury Campus/CEIN		100		97		98		94**
University of Saint Joseph	95	88	96	97	100	86	96	77
Western CT State University	94		92		91		91	
ASSOCIATE DEGREE	Day							
Capital CC*	89		87		80		86	
Gateway CC*	91		88		76		80	
Goodwin University	80		85		87		69	
Naugatuck Valley CC*	98		94		84		80	
Northwestern CC*	90		90		88		96	
Norwalk CC*	95		91		78		85	
ST. Vincent's College	82		85		77		83**	
Three Rivers CC*	93		92		97		94	
(* Community Colleges)								

**= Results may change based on request from Nursing Programs/Schools to correct candidate information.

NCLEX- PN First Time Candidates % Passed	<u>CAMPUS</u>	<u>2019</u> Day	<u>2019</u> Evening	<u>2020</u> Day	<u>2020</u> Evening	<u>2021</u> Day	<u>2021</u> Evening	<u>2022</u> Day	<u>2022</u> Evening
	LINCOLN TECHNICAL INSTITUTE	New Britain	95	100	95	89	89	83	82
	Shelton	89	91	84	86	58	60	59	81
PORTER and CHESTER INSTITUTE	Bridgeport Open 09/15/2021	N/S	N/A	N/A	N/A	N/A	N/A	60	100
	Enfield	94	100	100	100	72	100	100	83
	Hamden	100	83	63	50	58	50	83	80
	Rocky Hill	79	100	82	54	93	67	94	77
	Stratford Close 09/2021	85	50	87	73	71	100	43	92
	Waterbury	80	89	90	88	75	50	88	43
STONE ACADEMY	East Hartford	84	93	73	84	75	74	62**	48**
	Waterbury	N/A	N/A	100	No data	82	82	61**	65**
	West Haven	71	93	48	80	51	73	44**	47**

**= Results may change based on request from Nursing Programs/Schools to correct candidate information.

Department Exhibit 26

NCLEX-RN First Time Candidates % Passed	<u>2019</u>	<u>2019</u>	<u>2020</u>	<u>2020</u>	<u>2021</u>	<u>2021</u>	<u>2022</u>	<u>2022</u>
MASTERS								
Yale School of Nursing	94		98		96		87	
Fairfield University Open 03/2021							No data	
BACCALAUREATE	BS	Accelerated	BS	Accelerated	BS	Accelerated	BS	Accelerated
Central CT State University	100		97		96		96	
Fairfield University	93	98	97	98	96	97	94	86
Goodwin University						83		52
Quinnipiac University	94	96	90	96	85	85	85	81
Sacred Heart University	99		95		99	No data	95**	100**
Southern CT State University	100	97	95	100	100	94	91	97
University of Bridgeport	N/A		No data		78	No data	81	No data
University of Hartford					No data		No data	
University of Connecticut								
Groton Campus/CEIN		97		97		96		90
Stamford Campus/CEIN		94		78		96		85**
Storrs Campus	98	98	98	100	94	96	91**	91**
Waterbury Campus/CEIN		100		97		98		94**
University of Saint Joseph	95	88	96	97	100	86	96	77
Western CT State University	94		92		91		91	
ASSOCIATE DEGREE	Day							
Capital CC*	89		87		80		86	
Gateway CC*	91		88		76		80	
Goodwin University	80		85		87		69	
Naugatuck Valley CC*	98		94		84		80	
Northwestern CC*	90		90		88		96	
Norwalk CC*	95		91		78		85	
ST. Vincent's College	82		85		77		83**	
Three Rivers CC*	93		92		97		94	
(* Community Colleges)								

**= Results may change based on request from Nursing Programs/Schools to correct candidate information.

NCLEX- PN First Time Candidates % Passed	<u>CAMPUS</u>	<u>2019</u> Day	<u>2019</u> Evening	<u>2020</u> Day	<u>2020</u> Evening	<u>2021</u> Day	<u>2021</u> Evening	<u>2022</u> Day	<u>2022</u> Evening
	LINCOLN TECHNICAL INSTITUTE	New Britain	95	100	95	89	89	83	82
	Shelton	89	91	84	86	58	60	59	81
PORTER and CHESTER INSTITUTE	Bridgeport Open 09/15/2021	N/S	N/A	N/A	N/A	N/A	N/A	60	100
	Enfield	94	100	100	100	72	100	100	83
	Hamden	100	83	63	50	58	50	83	80
	Rocky Hill	79	100	82	54	93	67	94	77
	Stratford Close 09/2021	85	50	87	73	71	100	43	92
	Waterbury	80	89	90	88	75	50	88	43
STONE ACADEMY	East Hartford	84	93	73	84	75	74	67	43
	Waterbury	N/A	N/A	100	No data	82	82	58	70
	West Haven	71	93	48	80	51	73	47	43

Department Exhibit 27



State of Connecticut Office of Higher Education

September 9, 2022

Helen M. Smith, R.N., M.S.N.
Nurse Consultant
Practitioner Licensing & Investigations Section
410 Capitol Ave., MS# 12 APP
P.O. Box 340308
Hartford, CT 06134-0308

Dear Ms. Smith,

The Connecticut Office of Higher Education conducted a site visit on July 29, 2022, at Stone Academy-East Hartford. Our visit was initiated by the school failing to submit a complete report of the school's practical nursing program, which included a breakdown of retention in enrollment, externship, graduation, ATI exit exam, and NCLEX. We were able to review student records, interview with staff and students. Attached is a copy of our finding's letter.


On July 21, 2022, our office received a report from Stone Academy- East Hartford, confirming the report was accurate by Ann Cooper, Chief of Staff. In review of the report, I noticed the (5) students that were of concern from your office. Please see below.

Stone Academy- East Hartford Campus

- Student #1: Session- Day, Graduated- 10/9/2021, Start Date- 10/28/2019
- Student #2: Session- Day, Graduated- 6/5/2021, Start Date- 6/24/2019
- Student #3: Session- Day, Graduated- 7/10/2021, Start Date- 6/24/2019
- Student #4: Session- Day, Graduated- 6/5/2021, Start Date- 6/24/2019
- Student #5: Session- Day, Graduated- 3/5/2022, Start Date- 1/6/2020

Attached is a copy of the report the school provided. If you have any further questions regarding this letter, you may contact me at 860-947-1823 or christine.p.martinez@ct.gov.

Sincerely,


Christine Martinez
Academic Affairs

Ned Lamont, Governor • Timothy D. Larson, Executive Director
450 Columbus Boulevard • Suite 707 • Hartford, CT 06103-1841

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DPH0292



State of Connecticut Office of Higher Education

August 15, 2022

Gary Evans, President & CEO
Stone Academy
745 Burnside Avenue
East Hartford, CT 06108

Dear Mr. Evans,

On July 29, 2022, our office conducted a site visit, including a review of student records pursuant to **Section 10a-22k-10(b) of Connecticut State Regulations for Approval of Postsecondary Schools** at East Hartford campus.

During our review the following violations were found:

Violation of Statute 10a-22e – Revision of conditions of authorization

Stone Academy failed to notify OHE sixty days prior to staff changes at the various campuses. This includes changes in the school director, and the campus directors for each of the branch campuses.

Stone Academy failed to notify OHE of the changes in the passing grade for the exit exam.

Violation of Regulation 10a-22k-4 – Evaluation procedures for initial or renewal of authorization

Schools are required to communicate in a clear and transparent manner to the public and to students. Stone Academy had a program change (a change in the passing grade for the exit exam) that was not communicated clearly to affected students. Our review of files did not reflect student acknowledgement regarding the change in VATI pass percentage. In addition, the addendum to the enrollment agreement was vague and did not specify what the changes were from the original enrollment agreement.

There appeared to be some misunderstanding on the part of students about whether the cost of uniforms is included in the fees.

Violation of Regulation 10a-22k-5 – Evaluation criteria for initial or renewal of authorization

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DPH0293

At the time of the site visit, Stone Academy was unable to identify the campus director for the West Haven branch.

We interviewed students at the site visit and received reports that there is at least one instructor who seemed unqualified to teach either parts of or the entirety of the course students were teaching due to their lack of experience (clinical or otherwise) on that topic.

We received reports that there is improper attendance taking. Students were allowed to sign in and were not required to sign out. Once a student signed it, it appears that the students were recorded for the full hours for that day, even though a student may not have completed all of the hours.

Corrective Action:

- School must report any changes to OHE 60 days prior to the intended date of change.
- School must provide OHE with an organizational chart that includes the names, titles and locations of all administrative staff at Stone Academy. OHE will follow-up with instructions concerning staff roster notifications that need to be submitted for approval. In particular, the organization chart needs to identify the PN program director and campus directors.
- School must provide a plan that identifies different ways of communication to their students concerning significant program changes.
- School must provide a plan for remedying the attendance taking issue identified.
- School must provide a plan outlining increasing student awareness of the campus director at their location along with administrators that are expected to be in contact with students.
- School must provide a plan for the regular evaluation of instructors, in terms of qualifications for courses they teach and their teaching effectiveness. The plan should include goals and remedial actions should instructors fail to meet goals.

Additional concerns and recommendations.

OHE had the following additional concerns and recommendations:

Significant turnover of staff. There were a significant number of staff changes during a short window of time at the school. The school reported that some of the violations may be due to the fact that staff are inexperienced. OHE recommends that there is increased training for staff so that they understand what the requirements of their job duties, along with regular mentoring to ensure staff that properly fulfill their responsibilities.

Data systems. During the visit, the school made reference to an upgrade to their current student information system, Diamond-D. Before the upgrade, there were severe limitations to the software system, that required that additional data and reports be tracked via spreadsheets. While the upgrade does allow for more functionality, it is our understanding that there are still limitations in place. The current systems in place made it difficult for the school to keep up with the increased tracking and reporting requirements of the Covid-19 pandemic. Stone Academy may want to engage with the services of a consultant to review their current data systems, their

data needs, and see what would be the best, most cost-effective solution to their current data system, so they can ensure their ability to fulfill data reporting requirements.

Major programs changes for existing cohorts. Stone Academy had made a significant mid-program change, by increasing the passing grade for the exit exam. Tied with a lack of initial clear communication, it resulted in student complaints around the change in passing grade. We suggest that Stone Academy implement any major program changes with the start of a new cohort than to make those changes to existing cohorts.

New instructors. It was our understanding that mentoring for new instructors was voluntary and not required per their contracts. We recommend including mentoring as a required component for new instructors.

Student feedback. While Stone Academy does collect student evaluation of teaching, it is unclear how such information is utilized to improve teaching. Students interviewed during the site visit, in the LPN program, reported a particularly inept established instructor and it appeared that little was done after students provided feedback. Per our corrective action above, the school should incorporate the use of student evaluations in goal setting and remedial actions for the evaluation of instructor effectiveness.

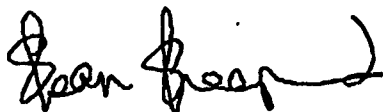
Use of the ATI: Stone Academy appears to rely heavily on the ATI as a measure of student success on the NCLEX exam. However, given the school's NCLEX scores, it seems like this strategy is not effective. We recommend having a broader approach to assess student preparedness for the NCLEX.

New LPN program administrator. We were informed that Dr. Brian Pervis, approved by the Board of Examiners for Nursing, is the new LPN program administrator. It has also come to our attention via CT elicense, that Dr. Pervis currently has 2 pending charges related to his licenses. We would appreciate comments on how this pending charges related to his selection for the position and how it may affect his future employment.

Please submit an action plan on how the school will adequately meet the conditions stated above. Schools that have repeated violations may be subject to a revocation of authorization.

If you have any further questions regarding this letter, you may contact your OHE representative, Christine Martinez at 860-947-1823.

Sincerely,



Sean Seepersad, PhD
Chief Academic Officer

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East Hartford Day Division

Executive Summary

My name is Gary A. Evans, President and Chief Executive Officer of Stone Academy.

Over the course of the 2019-2020, 2020-21, and 2021-22 reporting years the East Hartford Campus' day division reported sub-standard NCLEX-PN pass rates of 73%, 75% and 67%, respectively. During previous probationary hearings, Stone Academy correlated the drop in scores to: 1) academic issues requiring attention; and 2) external issues outside of the Academy's control. These included the instructors' intermittent use of curriculum resources to support learning endeavors, challenges in advancing students' critical thinking skills, faculty capacity issues, and changes in learning methodologies due to social distancing and similar state requirements to protect the health of the general population.

As a result, Stone Academy implemented changes to curriculum, policies, and programming to address impediments to solving these issues based on available information at that time. This document discusses the components of the previous action plans that have been successful as well as others that could not be fully integrated due to the obstacles enumerated in the following sections. The paper highlights initiatives implemented in January 2022 which have resulted in a positive trendline that is not yet reflected in NCLEX-PN rates as the newest data is not available, but is evident in comprehensive predictor exams.

Stone Academy has critically examined the steps taken in prior years to understand what is now need. There are several new initiatives which include: 1) integration of NCLEX style questions with a focus on deconstructing the question to develop critical thinking skills; 2) evolving learning methodologies such as amending case studies from general to complex throughout the course curriculum; 3) supporting faculty through professional development, training, competitive wage incentives, and creating a positive work culture; and 4) investing heavily in educational delivery by building a strong team of academic experts to review, enhance, and execute on strategies. Simply put, Stone Academy is investing heavily in ourselves. The administration is building support around academics and the results have begun to reflect that investment.

Although Stone Academy is aware of its probationary status, the Board of Examiners for Nursing (BOEN) has the ability to exercise discretion in granting extensions. It is the Academy's hope that after reading the explanation, along with the considerable research and data supporting improvements provided with a plan to move forward that includes accountability measures, the BOEN will grant said extension.

This document relies on internal and external data to create an improved action plan which includes the need to address theory-to-practice /clinical gaps and review potential curriculum enhancements.

Previous Initiatives, Rationale, and Obstacles

May 1, 2019-April 30, 2020

As a result of the NCLEX-PN testing period (ending April 30,2020), Stone Academy's East Hartford Day program amended policies and academic programming with the intent of improving student pass rates for the term ending April 30, 2021. Amendments included using VATI, student "At-Risk" reporting, and adaptive quizzing. The target of these amendments was to aid students in identifying subject matter

areas of concern, while at the same time informing faculty and the site administrator of students who may need personalized engagement. The action was approved in June 2020.

The four initiatives established a means to identify student deficiencies so that faculty could provide individualized support in order to increase knowledge and understanding of the subject matter. Despite the benefit to students, staff identified barriers to implementation. The barriers were:

- Consistent monitoring of student performance and addressing deficiencies became difficult due to limited available academic support, a shift to online education due to the pandemic, reduction in staffing combined with insufficient training of new faculty, and intermittent student engagement during the pandemic.
- Students struggled with new technology and shift to on-line learning. Closure and re-opening of clinical sites were sporadic, allowing for some students to progress faster than others, even within the same cohort due to clinical ratio requirements. This created a lag in progression from theory course to clinical to graduation to NCLEX-PN testing.
- Integration of NCLEX-style questions and supplemental use of ATI was used intermittently due to constant changes brought on by COVID – instructors and students were required to make many adjustments over a short period of time creating additional stress. Stone Academy struggled to establish a formal process to introduce questions into the curriculum while trying to navigate state and federal mandates related to operations.

May 1, 2020- April 30, 2021

In Spring 2020-2021, Stone Academy's East Hartford Day program was requested to provide a new action plan to address deficiencies with the intent of effecting 2021-2022 test scores. As such, the Academy identified initiatives to positively impact NCLEX-PN rates. These initiatives included increasing standards related to academic testing, improving student remediation programs that expand learning opportunities for students, use of academic advisors, expanding ATI opportunities throughout the curriculum, faculty development, and NCLEX review classes.

The action plan was approved July 21, 2021 and Stone Academy focused on implementing the new initiatives over the 9-month period ending in April 2022. During this time, the restructuring of state policies related to in-person learning began to ease and students returned to the classroom. Similar to the prior year, Stone Academy recognized associated barriers, such as the on-going closing of clinical sites, which lead to an uncontrollable delay in student progression. However, faculty continued to utilize proctored assessments and comprehensive predictor exams to gauge students' knowledge of the curriculum. To help triage student readiness levels, the minimum exam scores were raised from a 70.9% to 74.7% and students were given additional opportunities to meet the minimum score. An extended remediation program was added for students who were unsuccessful in passing the comprehensive predictor after a combination of remediation and three attempts. In an effort to aid students in navigating issues, Stone Academy added an academic advisor to its roster.

In review of the approach, faculty and staff identified several barriers to implementation, including:

- Comprehensive predictor pass rates improved, however, those who did not pass after two attempts were referred to attend remediation up to 12-weeks, which included auditing additional courses at no cost. If they did not pass on the third attempt, students were required to re-take specific courses as part of an extended remediation, which required up-to a year to

complete. This potentially created a significant learning separation between didactic and clinical instruction. Students also expressed concerns regarding the timetable to graduate.

- ATI was not used to supplement or create practice opportunities by many instructors in a number of courses. Instructors commented about accessibility and the need for adequate training. As such, students had limited, if any, experience with NCLEX-style questions, or opportunities to re-enforce in-class learning using supports like ATI.
- Students struggled to learn remotely, yet the return to in-person created other social-emotional issues related to health and safety as well as new protocols. One problem was solved, but a host of others were created. This included social distancing with limited classroom space, clinical sites restricting access to Academy students, and introducing masking as well as vaccination requirements.
- Low faculty and staffing levels made it difficult to proactively and fully implement the new initiatives.

Conclusion of Previous Efforts

The pandemic exacerbated a number of delicate issues that have been smoldering in the nursing industry over the past several years. These issues erupted and are now, unfortunately, impacting NCLEX-PN results across the country (Exhibit 1). The most detrimental of these to Stone Academy's previous action plans is the reduction in nursing faculty and staff due to market conditions. The attached literature review highlights nationally documented issues related to the nursing shortage; turn-over in (nursing) educators; and current salary barriers based on market conditions (Exhibit 2).

According to one report from the American Association of Colleges of Nursing, "[f]aculty shortages at nursing schools across the country are limiting student capacity at a time when the need...continues to grow." (AACN Fact Sheet, 2022). It further states that issues such as budgets, aging faculty, and increased job competition from clinical sites are all contributors to the problem (Fang and Kesten, 2022). The limited available faculty meant that student clinical progression would be challenging, specifically when meeting the stringent clinical ratio requirements of 10 to 1. It also meant that one-on-one support for at risk students would be challenging. Stone Academy adjusted to meet market conditions by raising salary levels and adding incentives, which temporarily allowed for increased hiring opportunities.

However, having only one staff member in Human Resources at the time, the Academy was not adequately prepared to on-board and train a significant number of new staff in a compressed timeframe. Bringing on staff also did not immediately solve the problem as the clinical backlog was substantial. It took time for the previously enrolled students to progress before the newer students could begin attending clinicals. This was addressed, in part, by Stone administration slowing new enrollment to reduce the domino effect of student progression. Unfortunately, the backlog created fluctuation in student success going forward as significant time elapsed between didactic learning, clinicals, and standardized testing. Statistically, students perform best on the NCLEX-PN when taken shortly after program completion (Eich & O'Neill, 2007). The temporary suspension of NCLEX testing and the backlog in student progression due to closed clinical sites prevented timely testing from happening.

The return to classroom learning was preferred as Stone Academy students had limited access to off-campus supports necessary to increase chances of success. Based on financial aid reporting, the profile

of a Stone Academy student is at or below 80% area median income and continues to represent the hardest impacted section of the population with the least amount of resources available to assist them. As the preceding paragraphs explain, this is important for a few reasons.

According to Connecticut Department of Labor reports, workers making more than \$60,000 a year before the pandemic saw job opportunities returning early in 2021. However, lower wage employment was still down 28% through the first week of February. Unemployment claims also remained higher for low-income residents (Thomas and Pananjady, 2021).

Stone Academy students are hardworking, dedicated, and motivated to improve their quality of life. They do so by investing in an education with a desire to give back through nursing. While Academy students are diverse, 78% of students are Black/African American, 94% female, a median age of 34 years old, with an average of 2.4 children per household. Students traditionally hold at least one job to afford basic needs while attending school either full or part-time. These students were already experiencing economic challenges prior to the pandemic and were hit particularly hard when the economy tightened. Stone Academy has documented students relying on access to food pantries and other income supports over the past two years. Stone Academy staff were trying to provide support in many ways while encouraging student participation and educational progression. However, basics needs must always be met.

Furthermore, an educational dichotomy emerged – adult learners were trying to ensure the success of their children while balancing employment and personal educational needs. During the month of September, multiple East Hartford Stone Academy students participated in question-and-answer sessions regarding their experiences as students during the pandemic. All cited the difficulty of learning on-line and then transitioning back to classroom. More than half had children at home who were learning remotely; thereby making it impossible for the Stone Academy student to complete homework, studying, and ATI on-line assessments from home. This was stated as a barrier to their own educational growth; but a requirement to put their children’s needs before their own.

In the wake of the pandemic, recent research shows there is a widening gap of learning retention issues measured from pre-pandemic until now. There exists as much as a 6-month learning gap year-over-year and many students have regressed from knowledge previously gained (Dorn, Hancock, Sarakatsannis, & Viruleg, 2021). Ultimately, the student population at Stone Academy performs better when they are in-class and the loss in knowledge required continuous academic support. This was not possible due to the pandemic.

Lastly, the effort to introduce ATI into the classroom was challenging as newer instructors were also trying to familiarize themselves with the curriculum. Instructor-mentorship supports were lacking as the senior instructors were working added shifts to meet demand with instructor turn-over, providing assistance to an increase in “At-Risk” students, and taking on study groups to help improve NCLEX results. There simply were not enough team members to achieve the traction necessary to positively impact students at each campus – it was simply a capacity issue.

Current Initiatives and Rationale

Summary of Initiatives

The year-over-year results of the NCLEX-PN scores are similar. Although there are three sub-categories under Client Needs which show a significant decrease, those same categories now show an increase in the Comprehensive Predictor exam. Curious to understand what actions helped drive this change, Stone Academy met with instructors and students as well as evaluated the curriculum. While this increase aligns with multiple approaches enacted over the past year, there seemed to be a common theme, with similarities across all three campuses. The main differential relates to the sub-categories or content areas. However, the approach to improve student scores is somewhat analogous. This information was gathered by a) comparing changes in scores related to the eight content areas of Client Needs; b) reviewing existing curricula associated with the NCSBN NCLEX-PN Test Plans; and c) interviewing faculty as well as students regarding learning methodologies.

The researchers team included Dr. Erin Walton, Dr. Brian Pervis, Dr. Sharon Makowski, Ms. Ann Cooper and Mr. Gary A. Evans. The team reviewed which content area scores changed the most year-over-year. Once completed, content areas were correlated to the curriculum of specific courses. Faculty and students were then interviewed related to any specific or noted approaches that strengthened learning. The team engaged faculty from other campuses to understand similarities or differences and determine best practices.

There were several notable approaches to curriculum delivery which may explain the positive improvements. The four most prevalent were:

1. Integration of NCLEX style questions into regular coursework testing, but with an added approach of educating students on how best to evaluate and/or break the question down. In-class quizzes and test results reflect student knowledge base exists but understanding prioritization when answering an NCLEX style questions is limited. Some instructors used a group approach to solve these types of questions, breaking the class into teams to challenge the thinking process. Others created in-class practice games where students competed against each other. Regardless of delivery, the similarity involves helping students deconstruct questions as part of developing critical thinking skills. The earlier this methodology was introduced to students the stronger the in-class test results became.
2. Evolving case studies from general to more complex throughout the course and curriculum, including adding “real life” scenarios prior to and during clinical rotations. Instructors with higher pass rates had similar approaches, focusing on two targeted practices: a) patient lab values and developing critical thinking skills around abnormal versus normal values; and b) tying curriculum to hands-on practice before students’ progress to clinical work. East Hartford day began using a stocked med-cart to serve simulated patients suffering from various issues. This has been implemented as a best practice for all programs.

Instructors developed additional scenarios around the NCSBN NCLEX-PN test plan sections. It was evident that instructors used different case study examples as well as methods to deliver the same. The ubiquitous theme among instructors’ delivery of curriculum and the identified test plan sections is that overlapping knowledge learned in different courses by leveling case studies to progressively re-enforce knowledge gained improved student success. This was supported by student interviews; it is also why scaffolding of curriculum is identified as a future action plan.

3. The third approach is similar conceptually to NCLEX style questions, progressive case studies, and re-enforcement of material (items one and two). It is the practice of carrying over difficult concepts from one course to another, even if the concept is not specific to the coursework. For example, several instructors mentioned including pharmacological calculations into as many tests as possible; thereby calling on students to use critical thinking skills and knowledge gained in previous courses to solve current questions. The repetitiveness of the activity solidifies the knowledge.
4. Faculty identified nuances that exacerbated gaps in learning. As such, staff made efforts to reduce or eliminate learning interruptions. One example related to the timing of the didactic to the instruction of the skill during labs. The course lecture and the hands-on skill associated with the activity was not practiced until the lab, several weeks later. Didactic (theory), lab, and clinical instructors met to discuss a theory-to-practice approach to ensure the hands-on work had better timing to reinforce the knowledge gained.

In review of these program improvements for East Hartford day, lead instructors are replicating these approaches as best practices at all campuses.

Additional Initiatives

August 2021 – Improving faculty trainings on the use of curriculum begins

Rationale:

As stated in the review of previous efforts above, staff identified that many faculty members lacked the necessary training in using ATI to supplement the curriculum. Stone Academy uses ATI with the curriculum to prepare students on how to best use knowledge gained from courses to successfully complete the credentialing exam.

Furthermore, professional development will continue to provide additional trainings around instructor best practices, curriculum management, and instructor-student relationship building.

January 2022 – Amended Faculty Testing Policy to require integration of NCLEX-PN style questions

Rationale:

Stone Academy has resources to access NCLEX-PN style questions, including using Saunders NCLEX Review textbook and the ATI question bank. Due to the uniqueness of questions on the NCLEX-PN credentialing exam it is best to expose students to the exam style as early as possible. An analysis of the relationship between GPA's to NCLEX-PN scores and direct conversations with students suggests that students need more experience answering questions in the manner that they will appear on the NCLEX-PN exam. By incorporating questions of this style through the course of their study, students will learn how to better leverage their knowledge and pass the examination on the first attempt.

February 2022 – Commenced using study groups lead by an instructor/nurse led for students entering Seminar II (final course)

Rationale:

Faculty and staff reviewed student progression. Analyzing student quiz results and ATI predictor exams, staff identified cohorts who were more delayed in theory and clinical courses leading up to Seminar II. Based on that information, instructors for Seminar II generated review material that was taught in theory courses offered earlier in the students' academic career.

February 2022 – Commenced ATI – Live Review for students

Rationale:

The Live Review process reinforced knowledge from our curriculum with NCLEX-PN test taking strategies (Exhibit 3). The Academy recognized issues regarding student preparation for the NCLEX-PN testing process, specifically the need to better educate students on the application of knowledge gained in the program with NCLEX-PN style questions. The review covers essential subject areas on the NCLEX exam, testing strategies, and critical thinking exercises.

April 2022 – Increased the number of staff/faculty meetings and implemented a bi-annual Town Hall meeting between faculty and the President's Office

Rationale:

The organizational structure ensures faculty have connectivity to their immediate supervisor and/or the campus director. However, providing improved access to work colleagues and direct access to the president strengthens collaboration, improves communication, and results in an improved culture. Forums allow faculty to share concerns about policies, curriculum, and functionality. These changes are also measured by Stone Academy in an effort to promote faculty retention.

September 2022 – Strengthen the post-graduation NCLEX-PN preparation course

Rationale:

Students are encouraged to take the NCLEX-PN exam close to graduation as the information will be recently discussed. This may not be possible for all graduates. Access to free training for graduates will provide additional practice opportunities and a means to refresh a student's knowledge of material prior to taking the NCLEX-PN.

September 2022 - Provide faculty professional development in innovative approaches through various methods such as formal and informal workshops and sessions and casual "lunch and learns."

Rationale:

Effective teaching requires clinical competence. Faculty are encouraged to maintain clinical expertise through faculty practice, keep abreast of changes in the field through literature review, and attend professional meetings related to their practice area. Professional Development will include access to Elsevier, NCSBN, ABHES, and other industry specific trainers. Upcoming trainings include: Understanding the NCLEX - A Guide for Nursing Educators - NCLEX Faculty Resources (icrsncsbn.org);

Assessment of Critical Thinking - NCLEX Faculty Resources (icrsncsbn.org); ED113 Managing the Adult Classroom (for all of our teacher including our CLIN instructors) ABHES - Online Training Center (abhestraining.org); ED109 Preparing and Creating Lesson Plans (for teachers with less than 2 years teaching exp) ABHES - Online Training Center (abhestraining.org); ED405 Essential Teaching Strategies (for teachers with 2+ yrs teaching exp) ABHES - Online Training Center (abhestraining.org)

September 2022 - Redesign the new faculty orientation to include the school's policies and procedures, an overview of the curriculum with exposure to the supplemental curriculum resources, and orientation to teaching assignments, clinical facilities, and processes.

Rationale:

Comprehensive orientation programs are necessary to assist new faculty in acquiring teaching competencies, facilitate socialization to the teaching role, and support faculty members as they develop as fully participating faculty members.

September 2022 - Adjust faculty meeting times to better accommodate day/evening faculty, provide alternate virtual formats to increase attendance rates, and continue to mix all faculty and staff to create cross-functional teams while increasing collaborative approaches to problem solving.

Rationale:

Effective collaboration is vital in nursing education as it allows communication and teamwork. Having most of our faculty attend our meetings will improve our outcomes and help ensure our students and faculty meet and exceed academic measures.

October 2022 - The process for all NCLEX-PN and licensure applications for students will be completed on campus with the guidance of the site administrator during the last day of the ATI Live Review.

Rationale:

For students, registering to take nursing licensing board exams can be very overwhelming, stressful, and confusing. Therefore, this approach helps give the student clarity to the process and decreases their stress to avoid errors and processing delays.

October 2022 – Revise and implement the instructor evaluation process

Rationale:

The aggressive hiring initiatives from 2021 have resulted in an increase in new instructors. An updated 30-60-90 faculty evaluation will be used to strengthen an instructor's curriculum delivery methodology as well as confirm the instructor exhibits subject matter expertise. Furthermore, internal data reflect that instructors tend to turn-over within the first 6-months. Therefore, periodic "check-ins" with HR, beginning on the instructor's 20th day, will allow the corporate staff, as opposed to academic staff, to address issues that may lead to turn-over. One-year check-list related to on-boarding and instructor support is attached (Exhibit 4)

November 2022 - Stone Academy is designing a focused content tutoring course to address both “At-Risk” and students wishing to access extra support.

Rationale:

The ability for Stone Academy to adequately provide additional tutoring outside of the classroom was severely hampered by the limit of available instructors and student participation. It is appropriate to assume the instructor shortage will continue for the immediate future, the Academy has introduced a strategic process to address this issue. As mentioned below under Measurement of Effects, an analysis of student deficiencies from the NCLEX-PN and Comprehensive Predictor data shows concerns in Life Sciences, Labs, and Pharmacology with additional content areas such as Psychosocial Integrity, Risk Reduction and Coordinated Care coursework. Therefore, instructional support must center around the same and is possible in a group setting. Please see attached Exhibit 5 for topics covered and draft schedule.

It is anticipated that some students may have specific academic needs related to content which is not intrusive to group learning but will require added assignments for those students. Furthermore, the focused remediation can be accomplished with existing staff without increasing faculty “burn-out”. The syllabi as well as process will be completed by December and launched in January 2023.

Measurement of Effects

Changes in NCLEX-PN Pass Rates

A review of the data provided by the NCSBN for the past year shows the majority of categories either stayed about the same or improved, while three decreased over the past twelve months. The most recently completed quarter of the 21/22 reporting year reflects a similar pass rate for our graduates at approximately 70%. The reason for the delay is stated above with the codification of new approaches to address barriers. Despite the Academy’s best effort to obtain NCSBN information in advance, the next available data will be released prior to submission of this document. The currently available data discussed below indicates an improvement in Stone Academy’s trend line now that the impediments have begun to be addressed.

Increase in average Comprehensive Predictor Scores

Absent NCSBN, NCLEX Program Data, Stone Academy is relying on the testing software which indicates that a score of 74.7% on the comprehensive predictor exam represents a $\geq 95\%$ probability of passing the NCLEX-PN if taken within three weeks of graduation. At a national level, the scores students receive on their predictor exam continue to correlate with their propensity to be successful on the credentialing exam.

In analyzing our students' progression, there is an increase in the average first time predictor exam scores over the past four examinations. Students averaged scores of 62.95 on the 6/18/2022 exam, 66.83 on the 7/8/22 exam, 77.28 on the 7/29/22 exam, and 79.34 on the 10/21/2022 exam. A score of 74.7% or greater equates to a $\geq 95\%$ probability of passing the NCLEX-PN.

Comparably, the percentage of students passing their predictor exam on their first or second attempts were 75% on the 6/18/2022 exam, 46% on the 7/8/22 exam, 95.6% on the 7/29/22 exam, and 79.34% on the 10/21/2022 exam. In other words, a greater number of students are passing the comprehensive predictor exam and with a higher probability of passing the NCLEX-PN exam.

Competency level data reflects an increase in subject areas over this period as well. The Group Performance Profile associated with ATI's PN Comprehensive Predictor exam show student scores increased consistently in the eight major content areas from January 2022 through October 2022 (Exhibit 6). The attached represents sampled, periodic reviews of group testing. Several results indicate steady improvement in both group score and percent of "Group Above National Mean" – an indication of percentage of Stone Academy students scoring higher than the statistical average.

In comparing January, June, and October: 1) results adjust from having group scores of all eight major categories being below seventy-five percent in January to only two being below the same in October; 2) similarly, results in the same grouping show five categories less than seventy percent, adjusting to zero categories being less than seventy percent by October; and 3) five major categories were at or below fifty percent of the national mean in January, but improved to one hundred percent of the group being above the national mean by June and remaining stable through October 2022.

NCSBN, NCLEX Program Report Data

The median (or typical) graduate from East Hartford remained consistent year-over-year in five out of eight "Client Needs" categories from April 2021 to March 2022 according to the annual report produced by Mountain Measurement, Inc. The top three greatest declines were in: Health Promotion and Maintenance (13 pts); Basic Care and Comfort (11 pts). and Physiological Adaptation (10 pts). Psychosocial Integrity and Reduction of Risk Potential saw an overall increase (8 and 10 pts, respectively) over the past year. Absent officially updated data from NCSBN to the contrary, Stone Academy will continuously and proactively address potential issues under future initiatives.

Future Initiatives

Summary of Future Initiatives

Faculty identified nuances that intensified gaps in learning. As such, an effort is being made to reduce or eliminate learning interruptions. One identified issue related to a mismatch of knowledge gained during Fundamentals. However, the hands-on skill associated with said activity during Fundamentals was not practiced until the lab, several weeks later. Didactic (theory), lab, and clinical instructors discussed a theory-to-practice approach to ensure the hands-on work had better timing to reinforce the knowledge gained.

The article Crisis in Competency (Kavanagh & Sharpnack, 2021) acknowledges this same Theory-Clinical gap, stating that only nine percent of current graduates have the knowledge needed to transition to practice. The declining trend in preparedness has been followed using delBueno's Performance Based Development System (PBDS) (utilized by multiple hospitals) which has shown a continued decline and confirms the nine percent based on 2020 YTD information from 200 nursing schools. The 2021 NCSBN LPN/LVN Nursing Knowledge Survey found that the most important knowledge needed for safe practice were medication administration safety and client safety.

In keeping with the analysis, Stone Academy approached the evaluation of the existing program as a consultant would, with impartiality, in order to determine deficiencies. In reviewing current NCLEX-PN data, the top three greatest decreases in content areas for East Hartford Day were Health Promotion and Maintenance, Basic Care and Comfort, and Physiological Adaptation. Since the NCLEX data lags, Stone Academy is utilizing the Comprehensive Predictor exam data to supplement information. The current data shows a modest improvement in each category since January 2021.

In an effort to be proactive, Stone Academy has reviewed the existing curriculum related to NCSBN content areas that continue to lag and to also address the declining trend in preparedness. As such, the Academy is implementing non-substantial amendments to positively impact student outcomes with a focus on transition to practice. The decision to make these modifications is based on professional academic research previously referenced as well as instructor and student feedback. These future changes are primarily associated with Life Science, Clinical Skills Lab 101, and Pharmacology courses with the intent of ensuring a proper focus is given to systems representative of current healthcare needs.

The priority amendment for 2022-23 relates to scaffolding the curriculum so that concepts build off each other; thus reinforcing coursework from previous classes on an on-going basis. Scaffolding is an instructional practice where an instructor gradually removes guidance and support as students learn and become more competent. Support can be for content, processes, and learning strategies. Exhibit 7 is a non-specific example of a scaffolding map. Stone Academy would create a similar schema and map to ensure nursing skills are introduced and further developed in various places throughout the curriculum. Due to size restrictions, only a portion of the map is attached.

Staff have examined student progression through the curriculum and are moving towards a lock-step approach where the sequence is prescribed to ensure student success. As an example of this process, the intent is to have co-requisite didactic and clinical levels (i.e. Medical Surgical I and Clinical I) taken and passed at same time. Another example is to integrate NCLEX style questions as early as Fundamentals, allowing instructors to educate students on best methods to identify distractors and then analyze, dissect, and interpret questions from an early stage.

Stone Academy estimates this process will take approximately eight to twelve months to fully restructure, in addition to implementing, depending on any regulatory approval timeframes. In the meantime, the Academy has strengthened the relationship between theory and clinical coursework through improved communication between faculty. This included coordinating bi-monthly meetings and trainings that leveraged in-person and remote meetings. As a result, more faculty are readily available to participate.

November 2022 - Beginning in November, to impact newer cohorts, re-align week-by-week curriculum to maximize learning objectives in Pharmacology. There will also be a review of Clinical Skills Lab 101, and Life Science.

Rationale:

The 2021 article by Kavanagh & Strickland Crisis in Competency: A Defining Moment in Nursing Education reported that current aggregate assessment data showed that from 2016-2020 only 14% of new grads (RN) demonstrated entry-level competencies. Furthermore, data showed a further decline

with 9% having an acceptable competency for a novice nurse; thereby supporting the need for revisions to specific coursework:

Amend PHA 112

Pha112 – Pharmacology is 60 hours. Medication administration and safety have been identified by the 2021 NCSBN surveys as areas that represent the greatest amount of time spent in practice by new LPNs and one of the most important knowledge need areas. Additional time would allow for more hands-on skills related to the administration of injections, topicals, and oral medications. In addition, having class sizes of 12-20 students limits time for honing skills. The lab learning outcomes include demonstrating drawing injectables meds; prepare and administer meds; demonstrate documentation; ability to perform conversions of medication problems; and patient teaching techniques related to medications.

A solution to ensure an improvement in knowledge is to re-order the week-by-week learning to increase time spent in high emphasis areas. The Academy is shifting content to allow weeks five through seven to focus on hands-on practice and demonstrations. It is important to note that PHA 112 is a skills competency focus and the didactic aspect of pharmacology is covered throughout all four medical-surgical courses as highlighted in existing syllabi; conceptually part of scaffolding, this reinforces concepts over multiple touchpoints.

Amend LAB 101

Lab 101 - Clinical Skills Lab is 40 hours. Based on instructor feedback, the 40-hour timeframe is being analyzed to ensure adequate time is allotted to address hygiene, mobility, and competent performance of vital signs as well as other content outlined on the syllabus.

Amend SCI110

SCI110 - It was noted that the content for Life Science is comprehensive and appropriate. For consideration in the future, may be to expand the number of weeks related to Life Science coursework in order to ensure the effective delivery of information into the future medical-surgical courses. This process is relatively in-depth and will more than likely require a substantial amendment. The Stone Academy Nursing Education team will further review in January to understand opportunities, needs, and implementation methodology. Research supports that science in PN, AD, and BSN programs is a strong predictor of NCLEX success (Exhibit 2).

December 2022 – Establish a formalized, instructor specific on-boarding and professional development program that includes training tenured faculty to become ATI champions to support instructors/ students.

Rationale:

If the organization is going to thrive, it must pursue a concerted effort to support instructor growth through learning objectives. This effort must include professional development opportunities, continued support from all levels of staff, and an on-going updated manual to document resources.

Furthermore, ATI champions are essential to support instructors in using supplemental curriculum resources for the student population. ATI champions ensure the proper application of ATI as a supplement to Stone Academy's curriculum. Upcoming trainings include: Understanding the NCLEX - A Guide for Nursing Educators - NCLEX Faculty Resources (icrsncsbn.org); Assessment of Critical Thinking - NCLEX Faculty Resources (icrsncsbn.org); ED113 Managing the Adult Classroom (for all of our teacher

including our CLIN instructors) ABHES - Online Training Center (abhestraining.org); ED109 Preparing and Creating Lesson Plans (for teachers with less than 2 years teaching exp) ABHES - Online Training Center (abhestraining.org)

January 2023 – Increase efforts to prepare instructors for NGN NCLEX instruction.

Rationale:

NGN NCLEX represents the next level of licensure testing for Stone Academy students. Preparing students for their future career in nursing requires a research-based approach to curriculum development and related instruction. This includes: 1) developing lesson plans that incorporate clinical judgment; 2) training faculty on NCSBN's Clinical Judgment Measurement Model; 3) working with the curriculum committee to identify activities that help students develop skills for each function of the clinical judgment model.

Conclusion and Next Steps

Over the past two years, Stone Academy has taken steps to improve student outcomes. Initiatives in the first year were de-railed due to the pandemic as students switched from in-person to online, clinical sites were opened intermittently, and testing was delayed. By year two, the pandemic had caused a shift in workforce demands across the country. Higher education, especially nursing education, was severely impacted as organizations competed for the limited available nurses to provide direct care juxtaposed to instruction. At the same time, employers in every industry continued to battle with general disassociation of some employees.

Stone Academy believes current and future initiatives are primed to affect change in student outcomes. The organization has invested in talent management, operations, and the nursing curriculum to increase impact. The Academy is stronger now than before the pandemic as there is a better understanding of the changing needs of its students and workforce.

Previous conditional approvals showed some success, but were hampered from being fully implemented due to three reasons:

1. The first year was approved in June 2020, three months into the pandemic. There was no way to anticipate the extent organizations across the country would be affected. Every day posed new challenges as businesses, including Stone Academy, had to initiate policy changes and safety measures to simply maintain general operations. At the same time, the Academy continued to implement the action plan despite impediments.
2. The second year was approved in July 2021, providing fewer than nine months to affect change, but did not take into account that students' personal barriers related to COVID. Childcare facilities were shut-down and K-12 schools temporarily closed and/or moved to hybrid learning, requiring parents to provide at-home support for their children; employed students are mostly paid hourly and realized a loss in income as restaurants, retail, and medical offices closed or reduced staffing levels; and students focused on basic needs, not their education.

3. Hiring, training, and retention was challenging as Stone Academy initially had no Human Resources department; it was difficult for senior staff to train new staff remotely as COVID protocols limited accessibility; and the pandemic increased the need for many nurses to return to hospitals and other healthcare facilities, decreasing the Academy's capacity to address student issues.

Conversely, Stone Academy has invested in its operation at all levels by:

- Establishing a fully staffed Human Resources Department that focuses on employee retention initiatives, including on-boarding with training, professional development, and establishing a positive culture.
- Increasing capacity within Academics by building a nursing education department that better supports pedagogy and curriculum delivery. Positions include: a Provost, Practical Nursing Program Administrator supported by a Practical Nursing Education Director, Practical Nursing Clinical Director, Practical Nursing Program Managers (Site Administrator), lead instructors and other academic support staff (Exhibit 8). This teams review and insight on the changes to make us successful in this current action plan is what will drive student outcomes for the future of healthcare.
- Implemented an aggressive instructor compensation structure to reflect the Academy's recognition that it is the instructors that make this program successful.

Ultimately, the NCLEX-PN pass rates were potentially skewed by the pandemic as scores decreased statewide, nationally, and internationally during this timeframe (Exhibit 1). At the same time, Stone Academy understands its obligation to improve student outcomes and has established a plan to address inadequacies within the organization. Since new initiatives are not implemented simultaneously, it is presumed that fewer than 25% of currently enrolled students may benefit from the aforementioned initiatives prior to graduating. Based on this and supported by the facts stated above, Stone Academy respectfully requests the Board of Examiners for Nursing (BOEN):

Provide flexibility and use its discretion by considering a provisional extension to include the NCLEX-PN results from May 1, 2024 though April 30, 2025. This will also allow for full implementation of current as well as future initiatives and the NCLEX NGN.

In consideration for this request, Stone Academy shall provide a semi-annually report to the BOEN measuring:

1. Number and Percent of students At-Risk
2. Implementation of initiatives and related activities
3. Number and Percent of student progression towards graduation

4. Number and Percent participation by staff related to professional development/training activities
5. Number and Percent change in comprehensive predictor exam data related to previously stated content areas
6. Number and Percent changes in NCLEX-PN data when accessible through Mountain Measurement, Inc.

Exhibit 1

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ ■ NCLEX® Statistics from NCSBN

2021

Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate

RN	Jan.-March ³		April-June		July-Sep.		Oct.-Dec.		Year to Date Total	
	# ¹	% ²	#	%	#	%	#	%	#	%
First Time, US Educated										
<i>Diploma</i>	481	79.83%	762	81.10%	794	80.60%	259	71.04%	2,296	79.53%
<i>Baccalaureate Degree</i>	23,399	88.09%	28,407	88.97%	32,325	84.38%	10,177	78.65%	94,308	86.06%
<i>Associate Degree</i>	23,562	81.73%	27,646	82.47%	27,723	77.35%	9,418	64.79%	88,349	78.78%
<i>Invalid or Special Program Codes</i>	19	52.63%	22	63.64%	32	31.25%	36	38.89%	109	44.04%
Total First Time, US Educated	47,461	84.83%	56,837	85.69%	60,874	81.10%	19,890	71.92%	185,062	82.48%
Repeat, US Educated	10,687	43.24%	12,323	44.36%	16,483	49.92%	15,699	43.35%	55,192	45.52%
First Time, Internationally Educated	3,364	42.99%	3,926	48.65%	4,603	48.71%	6,602	45.97%	18,495	46.68%
Repeat, Internationally Educated	4,439	23.72%	4,827	30.39%	5,167	29.53%	5,633	27.02%	20,066	27.75%
All Candidates	65,951	71.85%	77,913	73.86%	87,127	70.43%	47,824	53.67%	278,815	68.85%

PN	Jan.-March ⁴		April-June		July-Sep.		Oct.-Dec.		Year to Date Total	
	#	%	#	%	#	%	#	%	#	%
First Time, US Educated	11,765	80.26%	10,043	78.25%	15,171	80.99%	9,377	77.98%	46,356	79.60%
Repeat, US Educated	4,138	36.81%	4,366	33.42%	4,350	33.01%	4,566	38.37%	17,420	35.42%
First Time, Internationally Educated	127	54.33%	101	51.49%	105	52.38%	102	47.06%	435	51.49%
Repeat, Internationally Educated	183	18.03%	151	21.19%	167	14.97%	159	18.87%	660	18.18%
All Candidates	16,213	68.26%	14,661	64.13%	19,793	69.74%	14,204	64.36%	64,871	66.92%

¹ The # symbol denotes the number of candidates who took the exam.
² The % symbol denotes the percentage of candidates that passed the exam.
³ The RN Passing Standard is 0.00 logits.
⁴ The PN Passing Standard is -0.18 logits.

Exhibit 1, pg 2

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ ■ NCLEX® Statistics from NCSBN

2020

Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate

RN	Jan.-March ^{3,6}		April-June ⁷		July-Sep.		Oct.-Dec.		Year to Date Total	
	# ¹	% ²	#	%	#	%	#	%	#	%
First Time, US Educated										
<i>Diploma</i>	476	87.39%	518	90.15%	937	86.23%	249	76.71%	2,180	86.33%
<i>Baccalaureate Degree</i>	22,361	92.83%	25,241	92.31%	31,718	88.57%	9,323	84.55%	88,643	90.29%
<i>Associate Degree</i>	22,846	86.53%	25,722	85.44%	28,941	80.81%	9,011	72.22%	86,520	82.80%
<i>Invalid or Special Program Codes</i>	9	44.44%	12	83.33%	17	23.53%	26	53.85%	64	50.00%
Total First Time, US Educated	45,692	89.61%	51,493	88.85%	61,613	84.87%	18,609	78.44%	177,407	86.57%
Repeat, US Educated	6,409	41.24%	11,511	40.01%	14,878	44.31%	12,185	44.93%	44,983	42.94%
First Time, Internationally Educated	4,168	48.30%	1,969	38.95%	3,007	42.83%	2,759	41.14%	11,903	43.71%
Repeat, Internationally Educated	3,738	30.39%	4,375	23.89%	5,757	23.73%	4,236	22.43%	18,106	24.84%
All Candidates	60,007	77.89%	69,348	75.23%	85,255	72.18%	37,789	58.63%	252,399	72.35%

PN	Jan.-March ^{4,6}		April-June ^{5,7}		July-Sep.		Oct.-Dec.		Year to Date Total	
	#	%	#	%	#	%	#	%	#	%
First Time, US Educated	10,055	86.01%	8,956	84.62%	17,699	82.84%	8,951	78.73%	45,661	83.08%
Repeat, US Educated	2,505	33.25%	3,489	37.23%	4,564	34.14%	4,062	37.44%	14,620	35.64%
First Time, Internationally Educated	136	52.21%	144	53.47%	160	56.25%	120	57.50%	560	54.82%
Repeat, Internationally Educated	120	19.17%	143	34.27%	248	25.81%	200	21.00%	711	25.04%
All Candidates	12,816	74.71%	12,732	70.72%	22,671	72.22%	13,333	65.09%	61,552	70.89%

¹ The # symbol denotes the number of candidates who took the exam.

² The % symbol denotes the percentage of candidates that passed the exam.

³ The RN Passing Standard is 0.00 logits.

⁴ The PN Passing Standard is -0.21 logits.

⁵ The PN Passing Standard is -0.18 logits.

⁶ Due to COVID-19, the January quarterly data contain NCLEX examinations administered from January 1 to March 24, 2020.

⁷ Due to COVID-19, the April quarterly data contain NCLEX examinations administered from March 25 to June 30, 2020.



Literature Review

The effects of COVID19 on both the education and healthcare sectors cannot be ignored, nor can they be minimalized. This problem is not unique to Stone Academy; it is global. While many industries are striving to return to normal operations, the effects of the interruption are real and ongoing. approximately 220 million students globally have been affected due to the disruption caused by COVID-19 (Farnell, Skedlar, et.al, 2021)

One challenge, particularly in the healthcare education sector, has been maintaining staffing ratios. According to the American Association of Nurse Practitioners, the average salary of a nurse practitioner, across settings and specialties, is \$110,000. By contrast, AACN reported in March 2020 that the average salary for a master's-prepared Assistant Professor in schools of nursing was \$79,444. (AACN Fact Sheet - Nursing Faculty Shortage, n.d.). Prior to the pandemic, staff nurses at hospitals earned on average \$73,300 per year, or approximately \$1,400 per week. But travel nurses now can be paid between \$5,000 and \$10,000 per week ("COVID-19's Impact on Nursing Shortages, the Rise of Travel Nurses, and Price Gouging," 2022)

Use of part-time and per diem faculty has supplemented the need for full-time faculty as a short-term solution; however, part time/adjunct faculty are less tied to an institution, provide less consistency in the learning experience, and often yield poorer student outcomes (Walton, 2018). They often cannot commit to extended time for training in education methodologies due to full-time positions. According to a January 2021 Inside Higher Ed article, burnout was causing high attrition of higher education employees even before COVID-19 (Brantley, 2021)

As a result, colleges and universities find they cannot compete with the salaries offered by hospitals working to grow their own staff numbers. In short, there is a nursing shortage alongside inflation of healthcare salaries, which in-kind has led to a faculty shortage, and suffering student outcomes. The separate and parallel systems of clinical practice and higher education have led to mostly separate workforces, with gaps, redundancies, inefficiencies, and lack of knowledge as well as understanding. In general, clinical salaries for nurses remain higher than faculty salaries (Senior, 2022)

Alongside the staffing concerns in both the healthcare and educational sectors, the effects of COVID-19 has had a devastating effect on the educational activity (Daniel, 2020) that could

Exhibit 2

have very harmful consequences for future generations. In the wake of a global pandemic, many schools were forced to move to an online education environment to keep their doors open, and students progressing. However, experts in the field know that a successful online learning environment is much different than a traditional classroom; the move to online learning (done in haste, or without proper guidance) is detrimental. While online learning has the opportunity to increase educational access for students, it is simply not suited for every student population. Moreover, a poorly executed transition to online learning yields lower outcomes for students.

Globally, 91% of higher education institutions reported that in-person teaching had been replaced or was in process of being replaced, by remote activities...students' perceived barriers inhibiting the success of each course, find these are mostly associated with COVID-19 (unmotivated, distracted, anxious, unmotivated mental health, sleeping troubles, personal finances worries and medical care access); academic or course change (fewer opportunities for peer discussion and questions, unmotivated pass/fail option, and insufficient flexibility of coursework); and new living situation (distraction and privacy concerning the new workspace or no dedicate workspace) (Olivera, Grenha, et. al, 2021) Faculty competence in online assessment and student difficulties in adjusting to online learning as significant barriers to successful e-learning transition (Turnbull, Chugh, et. al, 2021)

Students of color and low-income students were disproportionately affected by the pandemic. Students in majority-Black schools ended the school year six months behind in both math and reading. Students in predominantly low-income schools and in urban locations also exhibited a decrease in learning growth during the pandemic versus their peers in high-income, rural and suburban schools (Dorn, et al, 2021).

It is clear that the pandemic has affected education since 2020, and its effects will be seen for several years to come. Students who were enrolled in post-secondary education in late 2020 are still struggling to get on track, due to course offerings being limited and clinical space/access limitations. These students, if progressing normally, would have completed their programs in 2022, and taken the NCLEX this year. Due to delays, we anticipate this group of students to impact credentialing numbers through the end of 2023. “One force contributing to the surge of disconnection is the current mental health crisis among young adults, brought on by pandemic disruptions, family loss and economic hardship. More than one in three high schoolers reported

"poor mental health" during the pandemic, and 44 percent reported "persistent feelings of sadness and hopelessness," according to a March 2022 report by the Centers for Disease Control (CDC)." (Kim, 2022) In open-ended responses, higher education professionals described how increased job demands through decreased staff and increased workloads were not accompanied with increased resources, leading to burnout (Winfield & Paris, 2022)

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- NCSBN Research Brief - 2021 PN Practice Analysis: Linking the NCLEX-PN Examination to Practice
- NCSBN Research Brief - 2021 Report of Finding from the 2021 LPN/LVN Nursing Knowledge Survey
- Thomas, JR & Kasturi P. Poor People are still suffering from economic downturn brought by Covid. (2021)

Exhibit 3

Day Live Review Scheduled/Pending/Processed - East Hartford			
Project Number	Institution	Class Name	Graduation Date
14662	Stone Academy East Hartford	0321	4/1/2021
21831	Stone Academy East Hartford	0421/start0120	4/1/2021
20842	Stone Academy East Hartford	0222	3/4/2022
22627	Stone Academy East Hartford	0921/1019 Start	4/28/2022
18627	Stone Academy East Hartford	0422/Start 0121Day	7/9/2022
22816	Stone Academy East Hartford	1221 /Start 0820Day	7/30/2022
25900	Stone Academy East Hartford	0422/Start 1021 Day	8/19/2022
22818	Stone Academy East Hartford	1021/Start 0620Day	9/2/2022
22138	Stone Academy East Hartford	0422/Start 0121Day	9/3/2022
18630	Stone Academy East Hartford	1021 /Start 0620Day	9/30/2022
24933	Stone Academy East Hartford	0822Start/0421	11/19/2022
21506	Stone Academy East Hartford	0722/Start 0821 Day PN-D 8.2021	2/4/2023
24487	Stone Academy East Hartford	0423 Start 0122	4/30/2023
22832	Stone Academy East Hartford	0823/Start0422	8/31/2023
27887	Stone Academy East Hartford	1023/0622D	10/29/2023
24486	Stone Academy East Hartford	0124 Start 0222	1/30/2024
24488	Stone Academy East Hartford	0223 Start 0621	2/28/2024

Exhibit 4

STONE ACADEMY

Instructor Onboarding – 30-60-90 & Beyond

30 Day - HR to contact Employee @ day 20 for “check-in”

- General H.R. onboarding (Payroll, IT, Hiring docs, Sexual Harrassment training, etc.)
 - ABHES - Faculty Data Sheet
 - POSA – Instructor Form
 - CT Issued RN License
 - Other Certifications (CPR, etc.)
 - Other Nursing specific forms for Clinical Site requirements
- Student SIS (DD3), ATI and iGrade systems training – Part 1
- Master Teacher Certificate Course
- Student/Instructor Relationship Training Course
- 30 Day Classroom Observation – ABHES required
- Program Overview:
 - Active Cohort Schedules, Progression, Content, Curriculum, Course handouts (syllabi, week-by-week, etc.)
 - Syllabi & Curriculum Access Acknowledgement

60 Day - HR @ day 50 for “check-in” of progress

- Classroom Management Course
- Student SIS (DD3), ATI and iGrade systems training – Part 2
- Cyber Security Course
- 60 Day Classroom Observation

90 Day - HR to contact Employee @ day 20 for “check-in”

- Diversity & Inclusion Training Course
- Student SIS (DD3), ATI and iGrade systems training – Part 3
- 90 Day Classroom Observation

120 Day - HR to send survey

6 Month – HR to send a 6 month mark momento

- Student SIS (DD3), ATI and iGrade systems training – Part 4
- Ensure Professional Developments are obtained/underway
- 6 Month Classroom Observation

1 Year – HR to send 1 year Congratulations card

- 1 Year Classroom Observation

Exhibit 4

- 2 personal Professional Developments minimum met
- 1 Stone offered Professional Development minimum met
- Instructor has attended a minimum of 7/12 monthly faculty meetings.

Additional:

ABHES trainings

Quarterly Professional Development Opportunities

Town Halls

Newsletters

West Haven Campus

560 Saw Mill Road
West Haven, CT 06516
Tel: (203) 288-7474
Fax: (203) 288-8869

Waterbury Campus

101 Pierpont Road
Waterbury, CT 06705
Tel: (203) 756-5500
Fax: (203) 596-1455

East Hartford Campus

745 Burnside Avenue
East Hartford, CT 06108
Tel: (860) 569-0618
Fax: (860) 569-0783

Dear Faculty;

Thank you for spending time with our students, and remediating their content, skills, and knowledge. We know that students are far more successful when they feel supported – and your presence in the classroom is a key component of that.

Below, please find the breakdown of the content to be covered in each student session. Sessions are limited to 2-hours in length; while all the below content should be covered in a session, please use professional judgment in evaluating your group of students as individuals. If your group shows strength in one area and would like to focus heavily on another, please adjust the session as needed.

The topics list has been created from our existing course materials, specifically SCII10 Life Science, FUN102 Fundamentals of Nursing, SUR111 Medical Surgical Nursing Across the Lifespan I, and SUR112 Medical Surgical Nursing Across the Lifespan II. I have included copies of these course syllabi in this packet, so you may refer to specific textbook chapters and existing course materials in planning your sessions.

Please keep in mind; while these courses are voluntary, and do not carry academic credit, they are vital in preparing our students to perform well in theory, lab, on state licensure exams, and on the job. These sessions should not run exactly as a traditional classroom session, but rather should be focused and intense review of already learned materials.

Thank you, again, for your service to our students. I will look for your feedback as we prepare the next month’s schedule.

Dr. Walton
 Provost
 ewalton@stone.edu

FOCUSED CONTENT TUTORING – TOPICS COVERED

Life Science	Basic Lab Skills	Psychosocial	Risk Reduction	Coordinated Care
-Medical Terminology -Physiology Basics -Anatomy and Systems Basics	-PPE use -Sterile Field Basics -Patient Ambulation/Transfer Technique -Vital Signs -Head-to-Toe Evaluations -Wound care	-Maslow's Hierarchy of Needs -Evidence-Based Practice -Operative Care -Client Management -Health Promotion -Psychobiologic diseases -Chemical dependence	-Infection prevention and control -Disease transmission -Patient hygiene -Postoperative Care	-Client Safety -Nutrition across the lifespan -Health Promotion -Admission, Transfer, and Discharge Procedures -Tracheostomy Care -Catheter Care

FOCUSED CONTENT TUTORING – TOPICS COVERED

Below, you will find the content that is covered in each of the focused remediation sessions. All sessions are voluntary and free of charge; they do not carry academic credit, but rather are an opportunity for you to focus on your areas of weakness.

If you are unsure which session is the best for you, please contact:

Dr. Erin Walton, Provost
 ewalton@stone.edu

Life Science	Basic Lab Skills	Psychosocial	Risk Reduction	Coordinated Care
<ul style="list-style-type: none"> -Medical Terminology -Physiology Basics -Anatomy and Systems Basics 	<ul style="list-style-type: none"> -PPE use -Sterile Field Basics -Patient Ambulation/Transfer Technique -Vital Signs -Head-to-Toe Evaluations -Wound care 	<ul style="list-style-type: none"> -Maslow's Hierarchy of Needs -Evidence-Based Practice -Operative Care -Client Management -Health Promotion -Psychobiologic diseases -Chemical dependence 	<ul style="list-style-type: none"> -Infection prevention and control -Disease transmission -Patient hygiene -Postoperative Care 	<ul style="list-style-type: none"> -Client Safety -Nutrition across the lifespan -Health Promotion -Admission, Transfer, and Discharge Procedures -Tracheostomy Care -Catheter Care

Focused-Content Tutoring Schedule

JANUARY 2023

M	T	W	R	F
Life Science	Basic Lab Skills	Psychosocial	Risk Reduction	Coordinated Care
Coordinated Care	Life Science	Basic Lab Skills	Psychosocial	Risk Reduction
Risk Reduction	Coordinated Care	Life Science	Basic Lab Skills	Psychosocial
Psychosocial	Risk Reduction	Coordinated Care	Life Science	Basic Lab Skills
Basic Lab Skills	Psychosocial	Risk Reduction	Coordinated Care	Life Science



Stone Academy is committed to the success of our students and is pleased to provide focused remediation sessions for topics our students struggle most with. Sessions are rotated so that students might find one that fits within their schedule; each session listed covers the same topics. Faculty will adjust each session based on the needs of the students in attendance; for a detailed breakdown of the lesson plan for each session, please see the bulletin board outside the Academic Suite.

Sessions are open to any student, regardless of their home campus, and are held:
3:00-5:00 pm Mon-Thurs
1:00-3:00 pm on Fridays

Group Performance Profile PN Comprehensive Predictor 2020



Assessment #:	23124928	Adjusted Group Score:	67.2%
Institution:	Stone Academy East Hartford	% of Group Meeting	
Program Type:	PN	Institution Benchmark:	N/A
Group Size:	4	Individual National Mean:	69.1%
Date Test:	1/21/2022	% of Group Above Individual National Mean:	50.0%

Group Performance Summary Table

Predicted Probability of Passing the NCLEX-PN®	Number of Students at Probability of Passing
99%	0
98%	0
95% - 97%	0
90% - 94%	2
85% - 89%	0
80% - 84%	0
70% - 79%	1
60% - 69%	1
50% - 59%	0
40% - 49%	0
30% - 39%	0
1% - 29%	0

Group Performance in the Major Content Areas

Sub-Scale	# Points	Group Score	Individual National Mean	Individual Program Mean	% of Group Above National Mean	% of Group Above Program Mean
Coordinated Care	31	72.6%	70.8%	70.8%	75.0%	75.0%
Safety and Infection Control	20	62.5%	70.1%	70.1%	25.0%	25.0%
Health Promotion and Maintenance	13	73.1%	70.8%	70.8%	25.0%	25.0%
Psychosocial Integrity	18	70.8%	65.7%	65.7%	100.0%	100.0%
Basic Care and Comfort	15	61.7%	68.3%	68.3%	25.0%	25.0%
Pharmacological Therapies	20	60.0%	64.4%	64.4%	50.0%	50.0%
Reduction of Risk Potential	18	69.4%	65.9%	65.9%	75.0%	75.0%
Physiological Adaptation	15	65.0%	65.9%	65.9%	50.0%	50.0%

Group Performance Profile PN Comprehensive Predictor 2020



Assessment #:	19183941	Adjusted Group Score:	77.3%
Institution:	Stone Academy East Hartford	% of Group Meeting	
Program Type:	PN	Institution Benchmark:	N/A
Group Size:	24	Individual National Mean:	69.1%
Date Test:	6/15/2022	% of Group Above Individual National Mean:	75.0%

Group Performance Summary Table

Predicted Probability of Passing the NCLEX-PN®	Number of Students at Probability of Passing
99%	8
98%	5
95% - 97%	3
90% - 94%	2
85% - 89%	0
80% - 84%	2
70% - 79%	1
60% - 69%	1
50% - 59%	2
40% - 49%	0
30% - 39%	0
1% - 29%	0

Group Performance in the Major Content Areas

Sub-Scale	# Points	Group Score	Individual National Mean	Individual Program Mean	% of Group Above National Mean	% of Group Above Program Mean
Coordinated Care	31	81.6%	70.1%	70.1%	91.7%	91.7%
Safety and Infection Control	20	76.3%	66.9%	66.9%	75.0%	75.0%
Health Promotion and Maintenance	13	73.1%	66.8%	66.8%	79.2%	79.2%
Psychosocial Integrity	18	81.5%	71.5%	71.5%	95.8%	95.8%
Basic Care and Comfort	15	73.1%	66.7%	66.7%	54.2%	54.2%
Pharmacological Therapies	20	80.6%	68.2%	68.2%	70.8%	70.8%
Reduction of Risk Potential	18	77.1%	70.8%	70.8%	75.0%	75.0%
Physiological Adaptation	15	68.9%	70.8%	70.8%	62.5%	62.5%

Group Performance Profile PN Comprehensive Predictor 2020



Assessment #:	21916542	Adjusted Group Score:	79.3%
Institution:	Stone Academy Waterbury	% of Group Meeting	
Program Type:	PN	Institution Benchmark:	N/A
Group Size:	14	Individual National Mean:	69.1%
Date Test:	10/21/2022	% of Group Above Individual National Mean:	85.7%

Group Performance Summary Table

Predicted Probability of Passing the NCLEX-PN®	Number of Students at Probability of Passing
99%	5
98%	0
95% - 97%	4
90% - 94%	3
85% - 89%	0
80% - 84%	1
70% - 79%	1
60% - 69%	0
50% - 59%	0
40% - 49%	0
30% - 39%	0
1% - 29%	0

Group Performance in the Major Content Areas

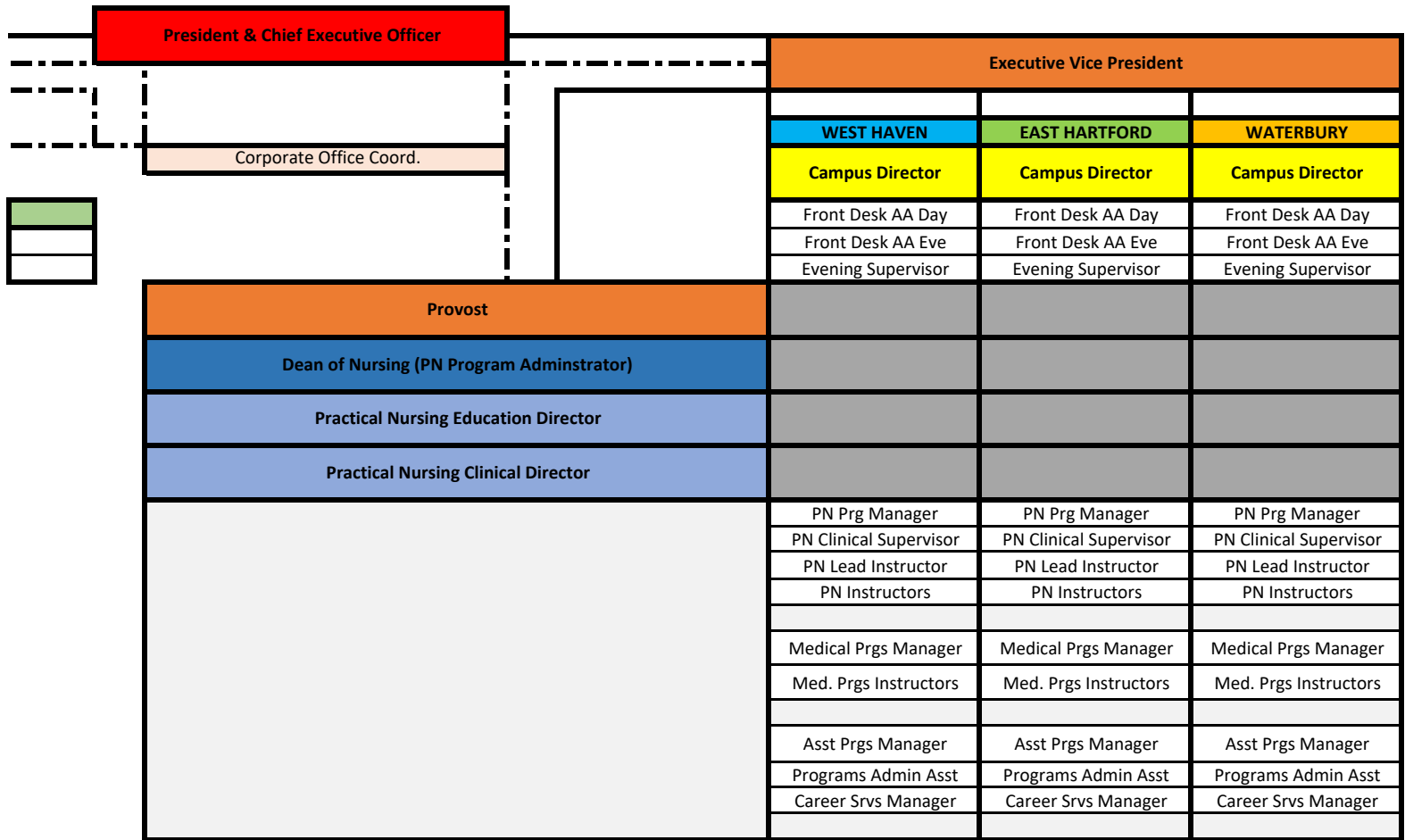
Sub-Scale	# Points	Group Score	Individual National Mean	Individual Program Mean	% of Group Above National Mean	% of Group Above Program Mean
Coordinated Care	31	85.9%	70.1%	70.1%	92.9%	92.9%
Safety and Infection Control	20	76.1%	66.9%	66.9%	78.6%	78.6%
Health Promotion and Maintenance	13	73.6%	66.8%	66.8%	71.4%	71.4%
Psychosocial Integrity	18	79.8%	71.5%	71.5%	85.7%	85.7%
Basic Care and Comfort	15	81.9%	66.7%	66.7%	85.7%	85.7%
Pharmacological Therapies	20	79.6%	68.2%	68.2%	78.6%	78.6%
Reduction of Risk Potential	18	79.4%	70.8%	70.8%	78.6%	78.6%
Physiological Adaptation	15	71.4%	70.8%	70.8%	57.1%	57.1%

Exhibit 7, pg 2

Level	Course Code, Course Title	ILO 1: Oral Communication Articulate scholarly beliefs, opinions, and concepts across a wide range of contexts (BL-2)(3) GE-2	ILO 2: Written Communication Provide written scholarly beliefs, opinions, and concepts across a wide range of contexts. (BL-3) GE-2	ILO 3: Quantitative Reasoning Provide interpretation, representation, calculation, application, and analysis of data and information in authentic contexts. (BL-3) GE-2	ILO 4: Critical thinking Analyze own and others' assumptions and arguments. (BL-4) GE-3	ILO 5: Information literacy Use resources needed in order to support a decision or address a problem. (BL-3) GE-2	UGLO: Research Skills (BL-2)	GELO 1: Intercultural Reasoning (Diversity) (BL-2)	GELO 2: Ethical Reasoning (BL-2)
1	BIO-1010 Life Science				I		I		
1	COM-1010 Workplace Communication	I	I					I	
1	ENG-1010 Introduction to Reading and Writing		I						I
1	HIS-1010 United States History (NEW)				I		I	I	
1	HUM-1010 Human Diversity Through Art				I			I	
1	HUM-1020 American History						I	I	
1	ITL-1010 Information Literacy					I	I		
1	MTH-1010 Math Essentials			I					
1	SCI-1010 Health and Well-Being	I			I				
2	COM-2010 Public Speaking (NEW)	D			D				
2	ECO-2030 Interdependent Economies					D	I		D
2	ENG-2010 Research and Writing		D			I	I		
2	HUM-2010 Philosophy						D		D
2	HUM-2020 Computational Thinking					D		D	
2	MTH-2010 Data in Context			D			D		
2	PSY-2010 Human Lifespan Development (NEW)		D						
2	SCI-2010 Introductory Ecology (NEW)					D			
2	SCI-2020 Exploring Sustainability				D				D
2	SOC-2010 Introduction to Sociology				D			D	
3	ENG-3010 Professional and Technical Writing (NEW)		D		D		D		
3	ENG-3020 Creative Writing and Literature (NEW)		D		D				
3	HUM-3010 Applied Ethics				D				D
3	HUM-3020 Contemporary Ethics (NEW)		D				D		D
3	SOC-3010 Global Civics				D			D	

Exhibit 7 pg 1 - SAMPLE

School: Undergraduate Studies Program: General Education				I D	INTRODUCE DEVELOP									
GenEd Category	CLO#	Course Name and Course Learning Outcomes	Blooms level	Assignment used for Assessment	ILO 1: Oral Communication Articulate scholarly beliefs, opinions, and concepts across a wide range of contexts (BL-2)(3)	ILO 2: Written Communication Provide written scholarly beliefs, opinions, and concepts across a wide range of contexts. (BL-3)	ILO 3: Quantitative Reasoning Provide interpretation, representation, calculation, application, and analysis of data and information in authentic contexts. (BL-3)	ILO 4: Critical thinking Analyze own and others' assumptions and arguments. (BL-4)	ILO 5: Information literacy Use resources needed in order to support a decision or address a problem. (BL-3)	UGLO 1: Research Skills (BL-2)	GELO 2: Intercultural Reasoning (Diversity) (BL-2)	GELO: Ethical Reasoning (BL-2)		
Only includes required courses in sequence order where applicable. Does not include specialization or elective requirements.														
Engl-LangArts	ENG-1010 Intro to Reading and Writing													
	CLO-1	Express the written word in a manner free from spelling, grammatical, and mechanical error.	2			I								
	CLO-2	Articulate the elements of the writing process.	2			I								
	CLO-3	Discuss appropriate mechanical, grammatical, and stylistic conventions required in writing for a specific audience.	2			I		I						
	CLO-4	Show basic awareness of academic integrity issues, including plagiarism, summarizing, paraphrasing, and quoting.	2			I			I					I
Engl-LangArts	ENG-2010 Research and Writing													
	CLO-1	Classify sources appropriate for writing based on context, audience, and message.	3			D			I		I			
	CLO-2	Apply critical thinking skills in reading, responding, and evaluating sources.	3					I			I			
	CLO-3	Use rhetorical appeals effectively within persuasive writing.	3			D		I			I			
	CLO-4	Articulate the impact of logical fallacy and rhetorical appeals in persuasive writing.	2			D		I						I
	CLO-5	Demonstrate expository and persuasive writing styles.	3			D		I			I			
	CLO-6	Apply standards of academic citation and format to written works.	3			D		D			D			D
Engl-LangArts	ENG-3010 Professional and Technical Writing (New)													
	CLO-1	Apply standard conventions for a variety of professional documents, including memorandums, proposals, emails, technical documents, and itineraries.	3			D		I		I				
	CLO-2	Distinguish formal and informal tone in writing.	2								D			
	CLO-3	Summarize constraints of audience, style, and content for writing situations within a professional setting, both laterally and horizontally.	2					D						
	CLO-4	Practice professional communications for a variety of workplace and business purposes.	3			D		D						
Engl-LangArts	ENG-3020 Creative Writing and Literature (New)													
	CLO-1	Demonstrate critical analysis of various works of fiction and non-fiction.	3			D		D		D		D		
	CLO-2	Distinguish basic literary devices and their application within assigned works.	2					D						
	CLO-3	Observe the relationship between author and audience within writing.	2					D						D
	CLO-4	Summarize both cultural significance and impact of creative works on modern society.	2			D		D				D		
Math	MAT-1010 Math Essentials													
	CLO-1	Understand methods for performing mathematical operations on whole numbers, fractions, and decimals.	2					I		I				
	CLO-2	Demonstrate proficiency in performing algebraic operations on polynomials, rational expressions and other algebraic expressions.	3					I		I				
	CLO-3	Compute linear equations involving percentages, ratios, proportions, and absolute value.	2					I		I				
	CLO-4	Rewrite word problems into algebraic form and solve them.	2			I		I		I				
Math	MAT-2010 Data in Context													
	CLO-1	Differentiate descriptive statistics and statistical inference and their importance within a professional context.	2					D		D				
	CLO-2	Extend statistical analysis processes to data and interpret research findings.	2					D		D				
	CLO-3	Discuss how data analysis is applied to organizational and applied scenarios.	2					D		D		D		
	CLO-4	Express simple principles of probability.	2					D		D				
	CLO-5	Summarize data sets using descriptive statistics, parameter estimation, and hypothesis testing.	2					D		D				
Arts-Hum	HUM-1010 Human Diversity Through Art													
	CLO-1	Describe various works of art, music, literature, film, and theatre.	2			I				I				I
	CLO-2	Extrapolate how artistic expression acts as a reflection of the culture and values of its respective time and place.	2			I				I				I
	CLO-3	Summarize the cultural heritage of self and others through interpretation of significant creative works.	2			I				I				I
Arts-Hum	HUM-1020 American History													
	CLO-1	Describe the cultural heritage of Western Civilizations.	2			I				I				I
	CLO-2	Summarize relevant historical events in Western Civilization and their impact the current political, cultural, social, and global culture.	2							I		I		I
	CLO-3	Interpolate the importance of conflicting interpretations of early Western Civilization.	2			I				I				
	CLO-4	Discuss the relevance of Western Civilization to other regions of the world.	2							I			I	



CURRICULUM VITAE

Dr. Erin M. Walton, Ed.D, M.Ed, BA, AS, AS

(801) 673-8217

Email: erin.hillsteadwalton@gmail.com

LinkedIn: www.linkedin.com/in/erinhillsteadwalton

Personal Attributes

I am an experienced educator, with 15+ years combined experience in various courses and academic settings. I currently teach English, Public Speaking, and Communication Arts to name a few. Although communication arts are not the only area I instruct, they are easily my favorite subject. Employers need candidates with a high level of interpersonal, conflict resolution and communication skills; these are not always a natural trait to every person, and I take pride in being able to lead those with deficiencies towards success.

I am passionate and focused; one who is dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in post-secondary education. I am also self-motivated and enjoy a challenging work environment. I am skilled in organization, scheduling, and resource management; and extremely personable, with long-term experience in client relations and management. I also have significant experience in the theatre arts, from acting to directing; even writing. My experience in these disciplines has provided me with an affable presence in the classroom, and I often incorporate pedagogical performance theory into other (often-unconventional) subjects.

I have a deep commitment to furthering work outside the classroom and continued professional growth for every member of academia. Due to the fluid nature of academia, continuous improvement and knowledge of classroom delivery methods and other mechanisms to learning are vital. I carry personal commitment to the mission of education; I started my academic journey as a student enrolled in community college and had the opportunity to watch students (peers at the time) grow and thrive in an atmosphere where their success is imperative. These students aren't always a fit for a traditional university, and I believe that community colleges serve an underrepresented and worthy demographic.

Formal Education

Doctor of Education (Ed.D) <i>Higher Education Administration</i> University of Concordia-Portland	December 2018
Master of Education (M.Ed) <i>Curriculum and Instructional Design</i> Western Governor's University	August 2014
Bachelor of Arts (BA) <i>Letters, Arts and Sciences</i> Pennsylvania State University	May 2013
Associate of Science (AS) <i>Speech Communication</i> Salt Lake Community College	May 2011
Associate of Science (AS) <i>General Education</i> Salt Lake Community College	December 2010

Leadership Experience

Stone Academy

Provost

February 2022 – Present

Chief Academic Officer, exemplifies the mission, vision, and values of the institution. Provide leadership and direction to various department directors, including Admissions and Enrollment, Student Services, Career Services, and Program Directors; assist these leaders in development of KPIs to measure overall team performance, consult on personnel issues as needed, and collaborate on strategic plans for each individual department and employee. Responsible for creating and implementing professional development strategies for academic personnel, the implementation of new programs and campus initiatives, and assisting the Executive Vice President in developing and implementing educational activities both strategic and operational, including metrics to track and evaluate

institutional efficiency. Responsible for institutional compliance with BOEN, OHE, and ABHES regulatory guidelines across all campuses, while acting as Director of Operations for the institution's flagship campus.

Created and implemented the following processes, procedures, and policies:

- Paperless collection and tracking of employer survey data
- Paperless collection and tracking of graduate survey data
- Paperless collection and tracking of student survey data
- ADA accommodation requests; from initial request through classroom implementation
- Filing of formal grievances under Title IX; from initial complaint through the appeals process

Measures of success in this role include:

- Design and implementation of traditional registration model, pivoting away from existing cohort style.
- Creation and operation of a food pantry, available free for students
- Implementation of monthly campus initiatives, benefitting local charities
- Implementation of bi-monthly student-facing workshops focused on soft-skills
- 10-day reduction in turnaround time for records requests from students
- 6-day reduction in turnaround time for records requests from regulatory agencies
- Top-down redesign of college catalog

Nightingale College

General Education, Director

April 2018 – August 2021

Provide overall administrative leadership for the College's General Education function, academic and learner outcomes and oversight of academic and learner-related matters. Provide guidance for academic programs and curricula development and responsible for the program's quality and continuous improvement. Provide support and mentoring to Lead Faculty, GE and oversee the administration, teaching, and evaluation of learners in the College's general education courses as well as enhancement of faculty performance through supervision, training, and support. Provide evaluation of general education transfer credit for all learner populations; coordinate cross-functionally to ensure proper general education course academic progress and learner satisfaction outcomes. Accountable for promoting and supporting an environment conducive to innovation, positive thinking, and growth, in alignment with the College's mission, values, guiding principles and other institutional frameworks.

Responsible for coordinating the general education faculty in the administration, teaching, and evaluation of learners in the College's general education courses as well as enhancement of faculty performance through supervision, training, and support. Provide evaluation of general education transfer credit for all learner populations, and coordinates with Student Services to ensure proper general education course academic progress and learner satisfaction outcomes.

Created and implemented the following processes, procedures, and policies:

- Adjunct Faculty path to full-time employment
- Teaching Assistant program for newly hired faculty
- Peer mentoring program for underperforming faculty
- Creation of General Education faculty handbook
- Creation and implementation of Continued Education standards for faculty
- Creation and implementation of adjunct and full-time faculty performance standards and expectations
- Creation and implementation of formative and summative evaluations for faculty performance (including measurement of RSI and engagement)
- Institutional process for term-start (including curriculum, academic, and technology interactions and deadlines)
- Creation and implementation of disciplinary process for learners in violation of learner code-of-conduct
- Managed creation and implementation of course challenge exams for admissions department
- Creation and management of curriculum evaluations processes
- Creation and implementation of Lead Faculty structure, allowing for successful scaling of GE operations in-kind with enrollment increases

Measures of success in this role include:

- Special commendation, General Education, regional candidacy site visit, 2020
- No findings from national and programmatic accreditors during annual audit, 2018, 2019, and 2020
- No findings from internal audits on HR Faculty files, 2018, 2019, and 2020
- 2018, 2019, and 2020 GE expenditures within budget
- Fully mapped GE curriculum: weekly outcomes mapped to course outcomes and tied to programmatic outcomes.
- Successful standardization of all GE curriculum, and implementation of two-year development cycle.
- Successful transition of GE program from textbook to OER resources; completed in three academic terms
- Successful implementation of assignment rubrics across all assignments in all GE courses; completed in three academic terms

Consulting and Accreditation Work

Chief Education Officer

BAMF Distributing, Corona, CA

April 2016 – present

Provide consultation to various institutions, companies, and educational institutions regarding educational content depth, breadth, and scope; provide recommendations for improvement where applicable. Work with start-up schools to develop and implement best practices for educational governance. Provide needs and/or gap analyses for operational efficacy and improvement of analytics; provide plan towards data-driven decisions in operations and people management. Write and implement training for employees regarding communication skills interpersonal communication, and conflict management.

On-Site Evaluator

Accrediting Bureau of Health Education Schools (ABHES), Washington, D.C.

September 2019 – present

Contracted as a Distance Education (DE) Specialist to assess and validate programmatic and institutional standards follow ABHES accreditation standards. Perform one to four site visits per year to evaluate a variety of programs, campuses, and institutional models.

Faculty Evaluator

American Council on Education (ACE), Washington, D.C.

November 2017 – present

Contracted to assess and validate whether identified courses, occupations, or professional examinations have the appropriate content, scope, and rigor for college credit recommendations that may be eligible for academic transfer.

Clinical Coordinator

Ameritech College (Contracted Position), Draper, UT

June 2011 – December 2011

Contracted by the school to obtain new clinical site locations and coordinated externship rotations for nursing students. Responsible for all contracts, immunization records and personnel reports as needed per each site.

Clinical Coordinator

Broadview University (Contracted Position), West Jordan, UT

October 2010 – February 2011

Contracted by the school to obtain new clinical site locations and coordinated externship rotations for nursing students. Responsible for all contracts, immunization records and personnel reports as needed per each site.

Instructional Design and Curriculum Work

Northcentral University

Director of Assessment (interim) General Education, School of Undergraduate Studies

February 2020- December 2020

Special projects as assigned in this role included:

- Development of all general education curriculum for the School of Undergraduate Studies. A total of 24 courses were developed, including course descriptions, learning outcomes, and scaffolding to upper-division curriculum in alignment with institutional and programmatic outcomes.
- Recruiting and oversight of subject-matter experts (in coordination with instructional and technology design) in development of GE curriculum; from initial project kick-off to final approval for courses to go student-facing.
- Recruiting, screening, interviewing, hiring, oversight, and continuous evaluation and mentoring of all undergraduate faculty.
- Representing the School of Undergraduate Studies on University Assessment and Curriculum committees.
- Liaise with Admissions leadership regarding training of advisors on undergraduate programs and courses.
- Liaise with Registrar's office regarding program plans and transfer of credit evaluations.

West Coast University

Instructional Designer (Contracted Position), Irvine, CA

April 2016 – February 2017

Responsible for designing, developing, implementing, and maintaining online academic courses and programs for both American Career College and West Coast University. Work closely with subject matter experts, consultants, American Career College and/or West Coast University associates, faculty, and Independent Contractors, in various disciplines, to develop instructional content and supporting

materials for new course development, course maintenance and course revisions. Accountable for ensuring course and program content meet both academic and design standards set forth by the institution; serve as the project coordinator for program and course development.

Online Trading Academy

Senior Writer and Instructional Designer (Contracted Position), Irvine, CA

April 2015 – June 2015

Contracted by the company to design and develop instructional material for a self-paced learning environment. Demonstrated and utilized effective needs analysis, project management, course development, and evaluation skills. Worked directly with subject matter experts to ensure content is translated effectively and in a timely manner. Recruited and managed a small team of writers (independent contractors) which stayed on the project after my contract completed.

Statement of Teaching Philosophy

I believe in education. I believe that it allows the mind to bend, reshape and open to opportunities and thoughts not before approached. I ask my students, “Why did you come to college? Was it to be taught the things you already know...or was it to learn something new? How much can you truly say you’ve learned up to this point and is that enough for you?”

Because of this adamant belief, the integrity of the classroom must be maintained and enforced. I demand quality instruction from myself and know I must apply myself beyond the classroom to help my students succeed. I advocate for students to challenge social norms and encourage them to be heard!

Teaching Experience

Associate Professor

Northcentral University, La Jolla, CA

February 2020 – Present

COM1010 Workplace Communication (online)
 COM2010 Public Speaking (online)
 COM2020 Conflict Management (online)
 ENG1010 Introduction to Reading and Writing (online)
 ENG2010 Research and Writing (online)
 ENG3010 Professional and Technical Writing (online)
 ENG3020 Creative Writing and Literature (online)

Assistant Professor

Nightingale College, Salt Lake City, UT

December 2017 – August 2021

COM301 Oral Communication (online)
 ENG120 English Composition 1 (online)
 ENG310 Technical Writing (online)
 ENG320 Creative Writing (online)

Adjunct Faculty (POOL)

Remington College, Heathrow, FL

September 2015 – July 2021

GE 116 Written Composition (online)
 GE 118 Speech Communication (online)
 GE 1216 Speech Communication (online)
 GE 1517 Literature (online)
 GE 1418 English Composition (online)
 GE 4616 Advanced Composition (online)

Adjunct Faculty

Provo College, Provo, UT

January 2015 – January 2016

ENG126 Oral Communication (on-ground)
 ENG150 Written Communications (on-ground)
 HUM125 Introduction to Humanities (on-ground)

Adjunct Faculty

Salt Lake Community College, Salt Lake City, UT

August 2014 – present

ENG1010 Intro to Writing (online, on ground, and hybrid modalities; team-taught and solo taught andragogical approaches)

Adjunct Faculty

Independence University, Salt Lake City, UT

April 2014 – August 2021

ENG097 English Refinement (online)
 ENG105 English Writing Fundamentals (online)
 ENG223 Communication Arts (online)
 ENG310 Advanced Interpersonal Communication (online)
 CMN101 Communication Skills in the Workplace (online)
 CMN201 Communication and Public Speaking (online)

Faculty/Coach

Strayer University, Washington, D.C.

June 2016 – December 2018

ENG090 Writing Fundamentals (online)
 FOS100 Foundations of Success (online)

Faculty

Neumont University, Salt Lake City, UT

April 2014 – December 2014

ENG110 Intro to English Composition (on-ground)
 EN210 Persuasive and Professional Writing (on-ground)
 FAC105 Leadership and Problem Solving (on-ground)
 FAC120 Spoken Communications (on-ground)
 FAC125 Interpersonal and Group Communication (on-ground)
 SSC250 Human Relations/Personality Development (on-ground)
 SSC320 Group Dynamics (on-ground)

Instructor

The Neil Simon Festival, Cedar City, UT

Coach

Utah Shakespearean Festival, Cedar City, UT
 August 2003-May 2005
 Intro to Stage Acting (Seminar)
 Script Analysis (Seminar)
 Acting Styles: Classical and Shakespeare (Seminar)

August 2003-May 2005

Movement for Actors (Workshop)
 Playwright Biography Series: Neil Simon (Seminar)

Institutional Training

FERPA
 Sexual Harassment
 OSHA
 Discrimination and Harassment
 Quality and Compliance
 HIPAA

Active Shooter
 Student Advising
 Stress Management
 Workplace Violence
 Student Judiciary Process
 Time Management

Information Technology
 Ethical Conduct
 Financial Aid Fraud
 Americans with Disabilities Act
 SaVE Act
 Title IX

Presentations*"The What, Why, and How of Faculty Audits"*

Conference Presentation, Nightingale College, August 2021

"Creating a Family Culture in the Workplace"

Faculty Seminar, Nightingale College, December 2020

"Communication and the Curriculum"

Faculty Seminar, Nightingale College, April 2019

"Key Performance Indicators in General Education"

Executive Seminar, Nightingale College, July 2020

"Open-Educational Resources: Best Practices"

Faculty Seminar, Nightingale College, April 2019

"Best Practices for the Online Educator"

Faculty Seminar, Nightingale College, August 2020

"Preventing Faculty Burnout"

Faculty Seminar, Nightingale College, December 2018

"Measuring Programmatic Outcomes: An Examination of Seat-time"

Executive Seminar, Nightingale College, April 2020

"Interrater Reliability"

Faculty Seminar, Nightingale College, August 2018

"Socratic Questioning in the Distance Education Setting"

Faculty Seminar, Nightingale College, August 2019

"RSI and Learning Design"

Executive Seminar, Nightingale College, April 2018

Fellowships, Memberships, and Publications

Post-doctoral Fellowship:
 NWCCU Mission Fulfillment, 2020-2021

NWCCU's Mission Fulfillment Fellowship prepares higher education leaders to advance institutional mission fulfillment and quality initiatives through assessment, reflection, and planning. The Fellowship is designed to introduce faculty, staff, and administrators from NWCCU institutions to regional and national leaders in assessment, accreditation, data analysis, quality assurance, educational innovation, and educational effectiveness.

Member: Utah Academy of Sciences, Arts, and Letters (UASAL)*
 Member: American Association of University Women (AAUW)
 Member: Association for Educational Communications and Technology (AECT)
 Member: Association for Supervision and Curriculum and Development (ASCD)

*Presented at 2016 Conference in Salt Lake City:

"Grading for Presence: The Effects of Participation Grades in Student Satisfaction and Retention"

Hillstead Walton, Erin M., "Adjunct Faculty: The Silent Majority" (2018). *Ed.D. Dissertations*. 187. <https://commons.cu-portland.edu/edudissertations/187>

Service and Leadership**At Nightingale College:**

Founding Member of Academic Leadership Committee,
 Member of Elevate Scholarship committee, Member of Institutional
 Policy committee, Member of Student Disciplinary Committee

At Independence University:

Volunteer for Student Success Center; Volunteer for Writing Center;
 Member of Academic Policy and Procedure committee

At Neumont University:

Faculty advisor for Speech and Debate Club; Faculty advisor for
 student Improv Comedy Team; Committee member for Spectrum
 (LGBTQ+ Support Group); Committee member for Week Zero;
 Committee member for FREX (Freshmen Experience); Ad Hoc
 Committee for General Education; Committee member for Capstone
 Projects; Faculty mentor for Enterprise Projects

At Remington College:

Volunteer for Capstone course development committee (Communications); Ad hoc committee for Online Student Experiences, Subject-Matter Expert for Communications and English courses.

Awards and Honors

Inductee – Founder’s Club, 2021 Awarded by Nightingale College, for institutional service	Faculty of the Term; Summer 2014, Fall 2014 Awarded by Neumont University, as voted by students
Outstanding Contributions in Undergraduate Studies, 2020 Awarded by Northcentral University, for institutional service	Kappa Delta Phi Honor Society, 2014 Awarded while attending Western Governor’s University, for academic excellence.
The “Caught You” Award, 2016 Awarded by Independence University, for excellence in teaching	Dean’s List, 2013 Awarded while attending Pennsylvania State University, for academic excellence.
The Top Hat Award, 2015 Awarded by Independence University, for teaching excellence.	Phi Theta Kappa Honor Society, 2012 Awarded while attending Salt Lake Community College, for academic excellence.
The “Caught You” Award, 2014 Awarded by Independence University, for institutional service.	

Platforms and Programs

- Canvas • Blackboard • Angel • CampusVue • Microsoft OS • Zoom • Venngage • Moodle • PeopleSoft •
 - WebEX • Big Blue Button • Redbooth • CampusNexus • PiktoChart • PowToon •
-

Professional References

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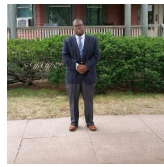
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Brian Pervis

DNP, MSN (N. Edu), LPN, APRN, AP-PMN, PGMT-BC, GERO-BC, WCC, FNP-C, DAPWCA, BLS Instructor

PO Box 8802, New Haven, CT 06532 | (475) 655-5892 | bpervis@stone.edu

Summary

I am an experienced Advanced Practice Registered Nurse with dual degrees in Nursing Education and Family Nursing (FNP). My years of nursing experience includes medical-surgical, behavioral health, rehabilitation, case management, wound care, pain management, primary care, and gerontology. I continue to contribute to the nursing profession as a Full-Time Instructor in the Practical Nursing program at Stone Academy and as Adjunct Nursing Faculty Member at Gateway Community College Nursing (RN) program. I have experience in all aspects of nursing education (didactic, lab, simulation, clinical), including computer literacy, instructional applications (ATI), and teaching online (WebEx, Blackboard). I enjoy the opportunity to invest in the nursing profession as an honor & privilege. I am also an American Heart Association BLS lead primary instructor, and I am aligned with Yale New Haven Hospital Center for Emergency Medical Services. Additionally, I have precepted nurse practitioner students at Quinnipiac University and Walden University.

Work Experience

Stone Academy

2018-12 - Present

Nursing Faculty

- Be familiar with both the student and faculty manuals.
- Utilize existing course outlines and textbooks.
- Provide students with a copy of the course outline on the first day of class.
- Arrive at class prepared with all materials before class.
- Conduct class in a professional manner, maintain conduct, dress, and order in the classroom always. Provide students with a role model, while presenting the subject matter with clear and straightforward language.
- Assist with orientation and graduation.
- Maintain current and accurate attendance/grading records for each class.
- Use appropriate visual aids, instructional materials, and methods when appropriate.
- Propose course changes when appropriate.
- Maintain classroom appearance.
- Conduct student evaluations promptly.
- Conduct lab simulations.
- Conduct clinical courses as assigned.
- Conduct courses on Blackboard and Canvas

Gateway Community College

2018-08 - 05/2020

Adjunct Nursing Faculty

- Be familiar with both the student and faculty manuals.
- Utilize course syllabus, outlines, and textbooks.
- Provide students with a copy of the course syllabus, and outlines on the first day of class.
- Arrive at class prepared with all materials before class.
- Conduct class in a professional manner. Provide students with a role model, while presenting the subject matter with clear and straightforward language.
- Use appropriate visual aids, instructional materials, and methods when appropriate.
- Propose course changes when appropriate.
- Maintain classroom appearance.
- Conduct student evaluations promptly.
- Conduct courses on Blackboard

Family Nurse Practitioner

- Evaluate patients and documents information in the patient's chart.
 - Perform physical examination and order and interpret diagnostic tests.
 - Perform advanced nursing interventions as needed.
 - Formulate an assessment of the patient's condition and provides a treatment plan, including writing a prescription(s) and providing ongoing follow-up of the condition. Provide alternative methods of therapy to patients as appropriate.
 - Educate staff, patients and families on healthcare issues and treatments.
 - Manage acute and long-term medical needs of patients in collaboration with other primary care providers and oversee the care needs of patients in the clinical setting.
 - Provide emotional and spiritual support to patients.
 - Provide management of medical emergencies as needs dictate.
 - Ensure appropriate and timely documentation of medical care in the patient's medical record in compliance with company documentation policies. Identify and correct problems in medical records.
 - Perform additional work functions and duties as assigned.
-

MCA Academy**2018-10 - 2019-07****Health Consultant**

- Provide educational programs and technical assistance to help childcare programs to develop and implement sound health plans and practices.
 - I review and approve health plans and serves as the Health Consultant-of- Record for local child care programs.
-

NSL Center for Primary Care LLC**2017-11 - 2019-07****APRN**

- Evaluate patients and documents information in the patient's chart.
 - Perform physical examination and order and interpret diagnostic tests.
 - Perform advanced nursing interventions as needed.
 - Formulate an assessment of the patient's condition and provides a treatment plan, including writing a prescription(s) and providing ongoing follow-up of condition. Provide alternative methods of therapy to patients as appropriate.
 - Educate staff, patients and families on healthcare issues and treatments.
 - Manage acute and long-term medical needs of patients in collaboration with other primary care providers and oversee the care needs of patients in the clinical setting.
 - Provide emotional and spiritual support to patients.
 - Provide management of medical emergencies as needs dictate.
 - Ensure appropriate and timely documentation of medical care in the patient's medical record in compliance with company documentation policies. Identify and correct problems in medical records.
 - Perform additional work functions and duties as assigned.
-

PACT LLC**2014-08 - 2019-02****Advanced Practice Nurse**

- Evaluate patients and documents information in the patient's chart.
- Perform physical examination and order and interpret diagnostic tests.
- Perform advanced nursing interventions as needed.
- Formulate an assessment of the patient's condition and provides a treatment plan, including writing a prescription(s) and providing ongoing follow-up of condition. Provide alternative methods of therapy to patients as appropriate.
- Educate staff, patients, and families on healthcare issues and treatments.
- Manage acute and long-term medical needs of patients in collaboration with other primary care providers and oversee the care needs of patients in the clinical setting.
- Provide emotional and spiritual support to patients.
- Provide management of medical emergencies as needs dictate.
- Ensure appropriate and timely documentation of medical care in the patient's medical record in compliance with company documentation policies. Identify and correct problems in medical records.
- Perform additional work functions and duties as assigned.

Paradigm Healthcare

2013-06 - 2015-08

Registered Nurse

- Responsible for the care of long-term care patients with acute and chronic illnesses with accountability for direct and indirect care.
 - Assumed a leadership role.
 - Served as a resource to staff nurses.
 - Responsible for education of nursing students.
 - Provided patient and family education.
-

AAA Nursing

2013-02 - 2013-07

Pediatric RN

- Responsible for managing a caseload of pediatric patients with special needs with accountability for direct and indirect care.
 - Assumed a staff nurse role.
 - Served as a resource to staff nurses.
 - Responsible for education of nursing students.
 - Provided patient and family education.
-

Total Care Home Care and Nursing Services

2012-06 - 2012-10

Med/Surgical Case Manager

- Wound Consultant.
 - Provide skilled nursing care to patients on an intermittent basis in their home.
 - Performs duties related supply management.
 - Education of staff nurses.
-

Stone Academy

2011-07 - 2011-11

Nursing Faculty

- Teach theory courses, a nursing lab, and clinical and be familiar with both the student and faculty manuals.
 - Utilize existing course outlines and textbooks.
 - Provide students with a copy of the course outline on the first day of class.
 - Arrive at class prepared with all materials before class.
 - Conduct class in a professional manner, maintain conduct, dress, and order in the classroom at all times. Provide students with a role model, while presenting the subject matter with clear and simple language.
 - Assist with orientation and graduation.
 - Maintain current and accurate attendance/grading records for each class.
 - Use appropriate visual aids, instructional materials, and methods when appropriate.
 - Propose course changes when appropriate.
 - Maintain classroom appearance.
 - Curriculum Committee Member.
-

123 Breathe

5/24/2011 - Present

Primary Lead CPR Instructor

- Performing administrative tasks such as maintaining records of the students, documentation, maintaining certificates, etc.
 - Coordinated class schedules
 - Supervised secondary instructors
 - Arranging lectures and customized courses so that students can choose the best suitable option.
 - Preparing instructional areas, i.e., classrooms, dummies, off-site and on-site locations, other equipment and material required for the program.
 - Instructing the students in a motivational way and making lectures interesting for them.
-

Genesis Healthcare System

2006-02 - 2011-07

Registered Nurse

- Responsible for managing a caseload of patients with acute pulmonary problems with accountability for direct and indirect care.
 - Assumed a staff nurse role.
 - Served as a resource to staff nurses.
 - Responsible for education of nursing students.
 - Provided patient and family education.
-

The Nurse Network**2004-05 - 2006-12****Licensed Practical Nurse**

- Shared responsibility and accountability for managing and providing direct and indirect care to a caseload of patients with various disorders.
 - Assumed charge nurse role.
 - Served as a resource to staff nurses.
 - Responsible for education of nursing students.
 - Provided patient and family education.
-

A and J Personnel**2002-10 - 2005-12****Licensed Practical Nurse**

- Shared responsibility and accountability for managing and providing direct and indirect care to a caseload of patients with various disorders.
 - Assumed charge nurse role.
 - Served as a resource to staff nurses.
 - Responsible for education of nursing students.
-

Haven Healthcare**2002-12 - 2004-04****Licensed Practical Nurse**

- Shared responsibility and accountability for managing and providing direct and indirect care to a caseload of patients with various disorders.
 - Assumed a charge nurse role.
 - Served as a resource to staff nurses.
 - Responsible for education of nursing students.
 - Provided patient and family education.
-

Hunters Ambulance**2003-03 - 2003-03****Emergency Medical Technician**

- Assess each call situation to determine best course of action and appropriate protocol.
 - Utilize medical equipment to assess patients and carry out essential life support functions.
 - Develop and utilize triage skills to provide optimal efficiency during calls.
 - Assist paramedic or nurse with the preparation of advanced life support equipment.
 - Provide patient care according to clinical protocols and safety requirements.
 - Lift and move patients as required to provide optimum care.
 - Communicate with receiving facility to receive medical direction and to provide critical information.
 - Communicate with patients and loved ones to provide information and assurance that care is being given, and to show compassion.
 - Act as a team leader and take responsibility for scene management as needed.
 - Drive the ambulance or provide map reading support to minimize call response time.
 - Keep current on certifications.
 - Communicate with dispatcher to receive and understand call data and customer feedback.
 - Monitor and maintain the general condition of the unit, keep it clean and stocked for optimal call response to maintain the image of AMR.
 - Participate in community programs to maintain AMR image and establish strong community relations.
 - Document activities ultimately to ensure appropriate information is available regarding each call.
-

Yale New Haven Hospital - Saint Raphael Campus**2002-01 - 2002-07****Licensed Practical Nurse**

- Shared responsibility and accountability for managing and providing direct and indirect care to a caseload of patients with bariatric, neurological, ENT, urological and other medical and surgical disorders.
- Assumed a staff nurse role.
- Served as a resource to staff nurses.
- Responsible for education of nursing students.
- Provided patient and family education.

Education

Yale University School of Management

5/2022 - 7/2022

Executive Education Certificate

Capella University

2018 - 2021

Doctor of Nursing Practice

- **Capstone: Implementation of an Opiate Use Disorder (OUD) Screening Tool to Reduce Opioid Abuse in a Pain Management Clinic**
 - **Awards:** President List (Fall, Winter, Spring, Summer 2018-2022).
 - **Activities and societies:** Omega Gamma Chapter of the STTI Honor Society of Nursing. The National Society of Leadership and Success
-

Sacred Heart University

2012 - 2014

Master of Science in Nursing Certificate, Family Nurse Practitioner

- **Awards:** Dean's Leadership Award.
 - **Capstone:** "Articulating FNP Theory to the Real World of Clinical Practice".
 - **Activities and societies:** Mu Delta Chapter of the STTI Honor Society of Nursing.
-

Excelsior College

2009 - 2011

Master of Science in Nursing, Nursing Education

- **Capstone Project:** "Articulating Theory with Clinical and Developing Evidence-Based Evaluation Tools".
 - **Activities and societies:** Tau Kappa Chapter of the STTI Honor Society of Nursing.
-

Excelsior College

2009 - 2009

Bachelor of Science in Liberal Arts, Health Professions

- **Awards:** Cum Laude Recognition.
-

Excelsior College

2008 - 2009

Associate of Science in Nursing, Registered Nursing

- **Awards:** Honors Recognition.
-

Excelsior College

2006 - 2006

Associate of Science in Liberal Arts, Health Professions

- **Awards:** Honors Recognition.
-

Gateway Community College

2002 - 2006

General Studies

- **Awards:** Dean List.
-

New England Technical Institute

2000 - 2001

Diploma, Practical Nursing

- **Awards:** Nurse in Excellence Award.
 - High Honors Award Recognition.
-

Gateway Community College

2000 - 2000

Certificate, Emergency Medical Technician

Volunteer Experience

American Society of Pain Management Nursing Communications Committee <ul style="list-style-type: none">• Cause: Healthcare	12/07/2022 - Present
Assessment Technologies Institute ATI Champion <ul style="list-style-type: none">• Cause: Nursing Education	12/16/2021 - Present
American Society of Pain Management Nursing Diversity Taskforce <ul style="list-style-type: none">• Cause: DEI	06/07/2021 - Present
Walden University Courtesy Clinical Assistant Nursing Professor <ul style="list-style-type: none">• Cause: Education.	2020-02 - 2020-03
Walden University Courtesy Clinical Assistant Nursing Professor <ul style="list-style-type: none">• Cause: Education.	2019-06 - 2019-08
Quinnipiac University Courtesy Clinical Assistant Nursing Professor <ul style="list-style-type: none">• Cause: Education.	2015-01 - 2017-05
State of CT Emergency Credentialing Program APRN <ul style="list-style-type: none">• Cause: Health/humanitarian	2011-06 - Present

Licenses & Certifications

The National Society of Leadership and Success Executive Leadership Certificate	12/24/2021 - Present
The National Society of Leadership and Success Advanced Leadership Certificate	12/24/2021 - Present
The National Society of Leadership and Success Foundations of Leadership Certificate 2	08/22/2021 - Present
The National Society of Leadership and Success Foundations of Leadership Certificate 1	06/03/2021 - Present
NRCME CDL Examiner	01/08/2019 - 01/08/2029
American Nurses Credentialing Center Gerontological Nursing (RN-BC)	06/02/2012 - Present
National Alliance of Wound Care & Ostomy® (NAWCO®) Wound Care Certified	03/13/2011 - 03/13/2026
American Academy of Nurse Practitioners Certification Board (AANPCB) FNP-C	06/04/2014 - 06/03/2024
Yale New Haven Hospital BLS Instructor	04/01/2013 - 03/31/2023
Infinitus LLC Sharp Debridement	03/01/2015 - Present
Advanced Practice Education Services, LLC Joint and Trigger Point Injections	01/01/2018 - Present
Suboxone	01/01/2018 - Present
American Nurses Credentialing Center Pain Management	08/26/2019 - 08/25/2024
American Society of Pain Management Nurses Advanced Practice Competency in Pain Management Nursing	06/2020 - 06/2025

Qualified nurses may be recognized as having achieved Advanced Practice Competency in Pain Management Nursing by fulfilling the activity requirements of the Advanced Practice portfolio (AP). Advanced Practice Registered Nurses (NP, CNS, CRNA and CNM) that carry a current Pain Management nursing certification can apply for AP recognition via portfolio. Successful applicants earn the credential AP-PMN and can use the distinction to highlight their competency of this focused practice designation.

Honors & Awards

Stone Academy President 2020-01

Commitment to Excellence Award

- I was selected as an instructor committed to excellence in my teaching of PN students.
-

Stone Academy Student 2019-10

Best Nursing Instructor Award

- The students voted me as the best instructor of the cohort.
-

Gateway Community College Students 2019-05

Pinning Keynote Ceremony Speaker

- I was selected as the keynote speaker for the 2019 graduating class of RN students.
-

Engineering & Science University Magnet School 2019-02

Honorable Keynote Speaker- Cancer and Families Roundtable

Publications and Presentations

CT APRN Society (Resilience in Healthcare) 02/08/2022

Invited Abstract Presentation: Implementation of an Opiate Use Disorder

(OUD) Screening Tool to Reduce Opioid Abuse in a Pain Management Clinic

AHRQ Online Journal and Forum on Patient Safety and Health Care 2011-02-23

Quality

Neglect of the Morbid Obese Population in Long Term Care

Contemporary Forums (Emerging Technologies in Nursing 2011-07

Education)

Invited Abstract Presentation: Articulating Theory to Clinical

Membership Organizations

- CT APRN Society
- National League for Nursing
- American Nurses Association
- Connecticut Nurses Association
- American Association of Nurse Practitioners
- National Black Nurse Practitioner Association
- American Society for Pain Management Nursing
- American Professional Wound Care Association

Skills

Leadership

Management

Nursing

Hospitals

Gerontology

Wound Care

Clinical Research

Medical/Surgical

Nursing Education

Wound Care Certified by National Alliance of Wound Care Board

Basic Life Support Instructor by American Heart Association

Teaching Statement

My philosophy of nursing education is that all nursing students deserve a quality education and are unique and need an inspiring learning atmosphere where they can grow in their knowledge, values, and skills. I desire to design this kind of environment where students can maximize their full capability. I will provide a protected environment where nursing students can communicate their thoughts and take chances.

I believe that there are vital parts that are helpful to nursing education.

- The educator's responsibility is to act as a leader.
- Learners need access to practical nursing activities.
- Learners need options and allow their inquisitiveness to lead their scholarship.
- Learners crave the prospect of applying skills in clinical practice.
- Innovation must be integrated into the lesson plans.

Courses Taught

Date	Course Number	Course Name	Number of Students	Institution
5/23/2022 12:00:00 AM	SUR 114E-C (E-1)	Medical Surgical Nursing Across the Lifespan IV	27	Stone Academy
5/2/2022 12:00:00 AM	NUR 105	Essentials of Nursing Care: Health Differences	23	Excelsior College
5/2/2022 12:00:00 AM	SEM 111E (E-1)	Seminar II	8	Stone Academy
4/25/2022 12:00:00 AM	SEM 111E (E-1)	Seminar II	7	Stone Academy
4/4/2022 12:00:00 AM	SUR 114D (D-1)	Medical Surgical Nursing Across the Lifespan IV	28	Stone Academy
3/7/2022 12:00:00 AM	NUR 105	Essentials of Nursing Care: Health Differences	22	Excelsior College
11/29/2021 12:00:00 AM	CON 102D (D-1)	Nursing Concepts	36	Stone Academy
11/29/2021 12:00:00 AM	MAT 102D-C (D-1)	Maternity - Child Nursing	36	Stone Academy
11/29/2021 12:00:00 AM	SUR 114D (D-1)	Medical Surgical Nursing Across the Lifespan IV	36	Stone Academy
10/25/2021 12:00:00 AM	SCI 110E (E-1)	Life Science	34	Stone Academy
10/25/2021 12:00:00 AM	SEM 110E (E-1)	Seminar I	38	Stone Academy
8/2/2021 12:00:00 AM	MAT 102D-EA (D-1)	Maternity - Child Nursing (Cont.)	36	Stone Academy
8/2/2021 12:00:00 AM	SUR 112D-C (D-1)	Medical Surgical Nursing Across the Lifespan II	18	Stone Academy
8/2/2021 12:00:00 AM	SUR 113D-C (D-1)	Medical Surgical Nursing Across the Lifespan III	36	Stone Academy
7/26/2021 12:00:00 AM	PHA 112E-C (E-1)	Pharmacology	24	Stone Academy
7/19/2021 12:00:00 AM	CON 102D (D-1)	Nursing Concepts	15	Stone Academy
4/19/2021 12:00:00 AM	PHA 112D (D-1)	Pharmacology	22	Stone Academy
4/19/2021 12:00:00 AM	PHA 112D (D-2)	Pharmacology	23	Stone Academy
4/19/2021 12:00:00 AM	SUR 112D-EA (D-1)	Medical Surgical Nursing Across the Lifespan II (Cont.)	24	Stone Academy
4/12/2021 12:00:00 AM	PHA 112E-EA (E-1)	Pharmacology (Cont.)	24	Stone Academy

4/5/2021 12:00:00 AM	MAT 102D-C (D-1)	Maternity - Child Nursing	21	Stone Academy
4/5/2021 12:00:00 AM	SUR 114D (D-1)	Medical Surgical Nursing Across the Lifespan IV	21	Stone Academy
3/1/2021 12:00:00 AM	SCI 110E (E-1)	Life Science	28	Stone Academy
3/1/2021 12:00:00 AM	SCI 110E (E-2)	Life Science	22	Stone Academy
1/25/2021 12:00:00 AM	CON 102E (E-1)	Nursing Concepts	21	Stone Academy
8/2/2021 12:00:00 AM	SUR 111D (D-1)	Medical Surgical Nursing Across the Lifespan I	35	Stone Academy
7/26/2021 12:00:00 AM	SUR 114E-EA (E-1)	Medical Surgical Nursing Across the Lifespan IV (Cont.)	21	Stone Academy
7/19/2021 12:00:00 AM	SEM 111D (D-1)	Seminar II	23	Stone Academy
4/19/2021 12:00:00 AM	SCI 110E (E-1)	Life Science	27	Stone Academy
4/19/2021 12:00:00 AM	FUN 102E (E-1)	Fundamentals of Nursing	23	Stone Academy
4/19/2021 12:00:00 AM	LAB 101E (E-1)	Clinical Skills Lab	23	Stone Academy
4/12/2021 12:00:00 AM	PHA 112E-EA (E-1)	Pharmacology (Cont.)	23	Stone Academy
4/5/2021 12:00:00 AM	SUR 112D-C (D-1)	Medical Surgical Nursing Across the Lifespan II	34	Stone Academy
4/5/2021 12:00:00 AM	CON 102E (E-1)	Nursing Concepts	36	Stone Academy
3/1/2021 12:00:00 AM	CON 102E (E-1)	Nursing Concepts	36	Stone Academy
3/1/2021 12:00:00 AM	MAT 102E-C (E-2)	Maternity - Child Nursing	20	Stone Academy
1/25/2021 12:00:00 AM	SUR 114E-C (E-2)	Medical Surgical Nursing Across the Lifespan IV	20	Stone Academy
1/22/2020 12:00:00 AM	NUR* I204 01	Pharm Complex Needs	38	Gateway College
1/22/2020 12:00:00 AM	NUR* I204 01	Pharm Complex Needs	50	Gateway College
12/2/2019 12:00:00 AM	CON 102D (D-1)	Nursing Concepts	23	Stone Academy
10/21/2019 12:00:00 AM	SUR 111D (D-1)	Medical Surgical Nursing Across the Lifespan I	36	Stone Academy
10/21/2019 12:00:00 AM	SUR 112D-EA (D-1)	Medical Surgical Nursing Across the Lifespan II (Cont.)	37	Stone Academy
10/21/2019 12:00:00 AM	WEL 110D (D-1)	Wellness Promotion Across the Lifespan	33	Stone Academy
10/7/2019 12:00:00 AM	MAT 102E-EA (E-2)	Maternity - Child Nursing (Cont.)	21	Stone Academy
10/7/2019 12:00:00 AM	SUR 113E-C (E-2)	Medical Surgical Nursing Across the Lifespan III	21	Stone Academy
9/3/2019 12:00:00 AM	CON 101H-D (D-1)	Nursing Concepts	29	Stone Academy

08/27/2019 12:00:00 AM	NUR* I202 01	Pharm Intermed Needs	52	Gateway College
08/27/2019 12:00:00 AM	NUR* I202 01	Pharm Intermed Needs	37	Gateway College
6/10/2019 12:00:00 AM	PHA 112E-EA (E-2)	Pharmacology (Cont.)	22	Stone Academy
6/10/2019 12:00:00 AM	SUR 111E-C (E-2)	Medical Surgical Nursing Across the Lifespan I	22	Stone Academy
6/10/2019 12:00:00 AM	SUR 112E (E-2)	Medical Surgical Nursing Across the Lifespan II	21	Stone Academy
6/10/2019 12:00:00 AM	SUR 113E-EA (E-2)	Medical Surgical Nursing Across the Lifespan III (Cont.)	21	Stone Academy
4/29/2019 12:00:00 AM	SUR 104H-D (D-2)	Medical Surgical Nursing Across the Lifespan IV	26	Stone Academy
2/25/2019 12:00:00 AM	FUN 102E (E-2)	Fundamentals of Nursing	22	Stone Academy
2/25/2019 12:00:00 AM	LAB 101E (E-2)	Clinical Skills Lab	22	Stone Academy
2/25/2019 12:00:00 AM	SUR 111E-EA (E-2)	Medical Surgical Nursing Across the Lifespan I (Cont.)	22	Stone Academy
2/25/2019 12:00:00 AM	WEL 110E-C (E-2)	Wellness Promotion Across the Lifespan	20	Stone Academy
1/24/2019 12:00:00 AM	NUR* I204 01	Pharm Complex Needs	52	Gateway College
1/24/2019 12:00:00 AM	NUR* I204 01	Pharm Complex Needs	50	Gateway College
08/28/2018 12:00:00 AM	NUR* I202 01	Pharm Intermed Needs	43	Gateway College
08/28/2018 12:00:00 AM	NUR* I202 01	Pharm Intermed Needs	52	Gateway College
09/13/2011	AHA	BLS Healthcare Provider	Ongoing	YNHH
9/6/2011 12:00:00 AM	COM 101E (E-1)	Computer Literacy	15	Stone Academy
9/6/2011 12:00:00 AM	SUR 102E (E-1)	Medical Surgical Nursing Across the Lifespan II	22	Stone Academy

CURRICULUM VITAE

Sharon D. Makowski DNP RN CNS
3 Adams Drive
Bethel, CT 06801
(203) 770 5462 (cell)
sharon2646@comcast.net

Education

Case Western Reserve University, Cleveland, OH
2010 Doctorate of Nursing Practice – Educational Leadership

Western Connecticut State University, Danbury, CT
2004 Masters of Science Nursing
2001 Bachelor of Science Nursing

St. Vincent's College, Bridgeport, CT
1997 Associates in Science Degree

Licensure

Registered Nursing State of Connecticut #E59663

Professional Experience

Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825

Adjunct Clinical Instructor – Fall 2018 to present
Responsible for clinical nursing skills instruction in The Center for Health Education,
College of Nursing

Quinnipiac University
275 Mount Carmel Avenue
Hamden, CT 06518

Adjunct Faculty – January 2020 to Summer 2020
Responsible for academic advisement for students enrolled in the RN to BSN
Completion Program. Advisement provided online.

Ridley-Lowell Business & Technical Institute
Shelter Rock Road
Danbury, CT 06810

Adjunct Faculty – January 2017 to April 2018 (School Closed)
Responsible for Clinical, Anatomy & Physiology and Medical Terminology in the
Medical Assisting Program

Stone Academy
Pierpont Road
Waterbury, CT

Adjunct Faculty – Summer 2019
Responsible for the didactic portion of SCI 110 Life Science in the Practical Nurse
Program.
Previously taught at Stone Academy in the Medical Assistant Program.

St. Vincent's College
2800 Main Street
Bridgeport, CT 06606

Founding Chair – RN to BSN Online Completion Program – 2010 to 2016
June 2016 Retired
Responsible for program and curriculum development and successful State and
Regional accreditation of the RN to BSN program. Responsible for course scheduling,
annual program reports, onsite orientations, program and course evaluation, student
outcomes, recruitment, student advising, degree audits, staffing and annual employee
reviews.

Active Online Faculty in RN to BSN Program 2011 to 2016

Faculty Positions – in Associate Degree Nursing Program

Professor	August 2013 to June 30, 2016
Associate Professor	July 2009 to August 2013
Assistant Professor	August 2009 to June 2009
Adjunct Faculty	August 2002 to July 2005

Bridgeport Hospital
Grant Street
Bridgeport, CT 06606

Critical Care Nurse – Burn Unit
August 1998 to August 2003

St. Vincent's College, Nursing Faculty Committee 2005 - 2016
St. Vincent's Medical Center, Ethics Committee 2012 – 2016

Accreditation Experience

State of Connecticut – Department of Higher Education – RN to BSN Online Completion Program - Program Licensure and Accreditation

New England Association of Schools and Colleges (NEASC) – RN to BSN Online Completion Program – Program Accreditation

Accreditation Commission for Education in Nursing (ACEN) – RN to BSN Online Completion Program – Initial Program Accreditation for 5 years

Professional Affiliations

Sigma Theta Tau International Honor Society of Nursing 2000 – current
Phi Theta Kappa Honor Society, St. Vincent's College Chapter Advisor 2006 – 2016
American Holistic Nursing Association 2015 – current
National League for Nursing, NLN Ambassador 2010 – 2013

Awards/Honors

2013 St. Vincent's College Employee of the Year
2011 Nightingale Award for Excellence in Nursing

Community Activities

Bethel, CT Public Health Volunteer Corp
Stony Hill Volunteer Fire Department

Ann Cooper

Ellington, CT 06029 | 860.307.9014 | cooperannm@gmail.com

Education

M.S. MANAGEMENT | 08.2015 | UNIVERSITY OF SAINT JOSEPH

CERT. HEALTHCARE SYSTEMS ADMINISTRATION | 12.2012 | UNIVERSITY OF SAINT JOSEPH

B.S. BUSINESS ADMINISTRATION | 06.2012 | SAINT JOSEPH COLLEGE

Knowledge & Skills

LEADERSHIP	CREATIVITY	SOUND JUDGMENT	TEAM PLAYER
CRITICAL THINKING	ANALYTICAL	COMMUNICATION	TRAINING
PROJECT MANAGEMENT	ORGANIZED	SELF-STARTER	AUDIT
ADAPABILITY	ACCREDITATION	POLICY DEVELOPMENT	BUDGETS
COMPLIANCE	REGULATIONS	FACILITIES MANAGEMENT	HUMAN RESOURCES
STRATEGIC PLANNING	ON-BOARDING	HIGHER EDUCATION	FINANCIAL AID

Experience

CHIEF OF STAFF | STONE ACADEMY | 05.2018 – PRESENT

- Overall work closely with the President with oversight of operations, strategic planning, financial forecasting, enrollment monitoring, financial aid compliance, data management, financial aid compliance, accreditation, general compliance, legal communication and consultation, assist in updating ECAR, PPA, completing applications for new or closing programs and ABHES Accreditation, PEP's and annual reports. Highly involved in the Clock hour to Credit hour transition of the Practical Nursing program, which included the progression of the program to design how Financial Aid would work for students and the company as a whole; in addition the preparation for presentation and applications to the BOEN, submissions to ABHES, CTOHE and USDOE.

CHIEF OF STAFF | PAIER COLLEGE | 09.2019 – 01.2021

- Assisted President in the purchase and acquisition of Paier College of Art; this included Financing/Banking coordination of the entire purchase, Real Estate transaction, Attorney communication, Accreditation application, visits and compliance of data, auditing, coordination for accuracy and completion – as part of purchase, acquisition and site visitations. Transfer and accuracy of data from previous owner to new owners (President is part owner). Involved heavily in new program design and application. Heavily assisted and/or completed ACCSC SER, many aspects in the coordination and application to move the campus from Hamden to Bridgeport, heavy involvement in applications and updates for DOE, ECAR, PPA and ACCSC Accreditation.

COMPLIANCE MANAGER | STONE ACADEMY | 09.2017 – 05.2018

- Documented and audited processes for operations using the “life of a student at Stone Academy” approach. Designed trainings and written policies and procedures for staff to follow, so each campus was conducting same process operations.

ASST PROGRAM MANAGER – PRACTICAL NURSING | STONE ACADEMY | 07.2016– 09.2017

- Assisted the Practical Nursing Program Manager with the department operations, monitored student progress, designed and developed student schedules for each overlapping cohort, monitored teacher hours to ensure alignment of agreed hire terms, conducted proctored exams, tracked attendance and monitored SIS data for

accuracy of student information, maintained student clinical and academic folders, maintained and assisted Clinical Supervisor to assure a 10:1 ratio for Instructor and student Clinical site rotation for successful education progression

CAMPUS DIRECTOR | JOLIE HAIR & BEAUTY ACADEMY | 08.2015 – 07.2016

- Was the Campus Director, who also was solely in charge of Financial Aid and Career Services simultaneously? As Campus Director, Oversight of all campus operations, which included: Hiring/Termination of instructors and other staff, maintaining salon operations and ensuring profits from services, maintained all of financial aid processes, appointments and files. In one year, increased the campus from 15% to 95% incoming funds by cleaning up the files and ensuring students completed all requirements to be timely on their aid and cash payments. Oversight of Career Services included calling/meeting with students to follow up about employment and licensing, as well as contacting and visiting employers for documentation as proof of employment.

REGIONAL FINANCIAL AID COMPLIANCE & TRAINING MANAGER | MARINELLO | 05.2013 – 01.2015

- Worked remotely visiting all 8 New England campuses to train Financial Aid staff and audit files for accuracy. 7 campuses in CT, 1 campus in MA. In addition, traveled approximately twice a year to CA for audits of west coast campuses and trainings at the CA corporate office.

DIRECTOR OF FINANCIAL AID | SANFORD BROWN COLLEGE | 02.2011 – 04.2012

- Oversight of Financial Aid staff members and operations, packaging, compliance and files for the department. Underwent a USDOE Program Review while in this position, of which there were Zero findings!

FINANCIAL AID OFFICER | SANFORD BROWN COLLEGE | 12.2009 – 02.2011

- Met with students and families to ensure understanding of financial aid options and payment plans and completion of necessary applications and paperwork to receive assistance for tuition coverage. When started in this position, the campus files were literally in moving boxes. I built and organized all student files, and developed checklists to ensure file compliance and completion.

FINANCIAL AID OFFICER | POST UNIVERSITY | 7.2009 – 12.2009

- Met with students and families to ensure understanding of financial aid options and payment plans and completion of necessary applications and paperwork to receive assistance for tuition coverage.

SENIOR DATA EXCHANGE MANAGER | SAINT JOSEPH COLLEGE | 04.2008 – 05.2009

- Merged and maintained data from Admissions and Financial Aid to ensure tracking of population, student movement through the enrollment progress and reporting for operational management. In addition, met with students and families to ensure understanding of financial aid options and payment plans and completion of necessary applications and paperwork to receive assistance for tuition coverage. As well as, monitored packaging to use up SEOG and other funds that needed to be maxed out each year.

MARKETING MANAGER | CONNECTICUT STUDENT LOAN FOUNDATION | 10.2006 – 02.2008

- Assigned specific higher education institutions in the state of MA and all higher education institutions in the state of NY. Visited Directors of Financial, Presidents and other key stakeholders to discuss CSLF loan products and software for loan processing. Attended Financial Aid conferences in state of CT and NY, ran booth as a vendor to market products and held trainings on the software offered.

STUDENT LOAN COORDINATOR, CLIENT SERVICES | CT STUDENT LOAN FOUNDATION | 01.2000 – 10.2006

- Processed student loans for schools all over U.S. whom used CSLF as a Guarantor and Servicer. Answered incoming calls from students, parents, schools, lenders and other servicers to coordinate, resolve and ensure understanding of borrower responsibilities, needs of schools and resolution of issues with other entities. Full understanding of student loan life from Application through Default.

**STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH**

In re: Jacquelyn O'Connor, L.P.N

Petition No. 2020-845

STATEMENT OF CHARGES

Pursuant to the General Statutes of Connecticut, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Jacquelyn O'Connor, L.P.N.:

1. Jacquelyn O'Connor of Milford, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut practical nurse license number 040670.
2. From on or about May 16, 2018 to on or about November 25, 2019 respondent practiced nursing at the Center for Discovery (hereinafter "the Center"), a facility specializing in the treatment of eating disorders, located in Fairfield, Connecticut. During the course of her employment, respondent provided care and treatment to Patient #1, a then 19-year old female patient with multiple behavioral, emotional, and/or physical impairments.
3. Throughout 2020, respondent provided care for Patient #1 from respondent's home in Milford, Connecticut. Respondent's care for Patient #1 failed to conform to the accepted standards of the nursing profession when she:
 - a. maintained an improper personal relationship with Patient #1;
 - b. provided nursing care to Patient #1 while also acting as her healthcare representative;
 - c. allowed Patient #1 to reside with her and her family;
 - d. slept in the same bed as Patient #1;
 - e. spoke to Patient #1 in a loud, hostile, and/or threatening nature;
 - f. forcefully and/or violently removed Patient #1 from their shared residence; and/or
 - g. used threatening language to coerce Patient #1 into taking unprescribed medication.
4. On various occasions in 2020, respondent's care for Patient #1 exceeded the scope of her practical nurse license when she:
 - a. provided care without the direction of a registered nurse;
 - b. administered medication over the prescribed dose;
 - c. improperly withheld prescribed medication; and/or
 - d. administered prescription medication without authorization from a physician.

5. On or about July 31, 2020, respondent falsified one or more medical records.
6. The above facts constitute grounds for disciplinary action pursuant to the General Statutes of Connecticut, §20-99(b), including but not limited to §20-99(b)(2) and/or §20-99(b)(6).

THEREFORE, the Department prays that:

The Connecticut Board of Examiners for Nursing, as authorized by the General Statutes of Connecticut, §§20-99(b) and 19a-17, revoke or order other disciplinary action against the license of Jacquelyn O'Connor as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 15th day of March 2022.



Christian D. Andresen, MPH, CPH, Section Chief
Practitioner Licensing & Investigations Section
Healthcare Quality and Safety Branch

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH
HEALTHCARE QUALITY AND SAFETY BRANCH

In re: Liza Paulsen, R.N.

Petition No. 2019-1389

STATEMENT OF CHARGES

Pursuant to the General Statutes of Connecticut, §§19a-10 and 19a-14, the Department of Public Health (hereinafter "the Department") brings the following charges against Liza Paulsen:

1. Liza Paulsen of Monroe, Connecticut (hereinafter "respondent") is, and has been at all times referenced in this Statement of Charges, the holder of Connecticut registered nursing license number R34939.
2. At all relevant times, respondent was employed as a nurse at The Kennedy Center in Trumbull, Connecticut.
3. On various occasions during the course of approximately 2016 through 2019, while working as a nurse at The Kennedy Center, respondent:
 - a. illegally and/or inappropriately provided controlled substances, including Oxycontin, Percocet, and/or Adderall, to a coworker;
 - b. diverted one or more controlled substances when she, without authorization, removed controlled substances from the facility; and/or
 - c. reported to work under the influence of one or more controlled substances which may impair her ability to practice nursing safely.
4. During the course of approximately August 2019 through December 2019, while working as a nurse at The Kennedy Center, respondent sold controlled substances, including Oxycontin, to a coworker.
5. The above describe facts constitute grounds for disciplinary action pursuant to the General Statutes of Connecticut, §20-99(b), including but not limited to:
 - a. §20-99(b)(2); and/or
 - b. §20-99(b)(6).

THEREFORE, the Department prays that:

The Connecticut Board of Examiners for Nursing, as authorized by the General Statutes of Connecticut, §§20-99(b) and 19a-17, revoke or order other disciplinary action against the license of Liza Paulsen as it deems appropriate and consistent with law.

Dated at Hartford, Connecticut this 10th day of August 2021.



Christian D. Andresen, MPH, Section Chief
Practitioner Licensing and Investigations Section
Healthcare Quality and Safety Branch