



Department of Nursing

Self-Study Report

Submitted to
The Commission on Collegiate Nursing Education
for
Accreditation of the Master of Science in Nursing Program,
Doctor of Nursing Practice Program, and Post-Graduate
APRN Certificate

December 2021

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**LEHMAN COLLEGE
DEPARTMENT OF NURSING
COMMITTEE MEMBERS
FALL 2021-2022**

The Department of Nursing faculty members participated in the development of this Self-Study through the departmental committees currently in place and in the responses to information for our Self-Study. Each of the committees reviewed the Essentials for graduate and DNP programs and the CCNE Standards. The Self-Study reflects the input of the following committees:

CURRICULUM

Committee of the Whole Chair:

C. Baraldi

Graduate Sub-Committee:

Chair: E. Campbell

- M. Whetsell
- Robinson
- B. Baldwin
- M. Tesoro
- S. Maldonado
- S. Hankin
- C. Bues
- D. Dickson
- W. Johnson

STUDENT AFFAIRS

Chair: T. Lundy

- I. Robinson
- M. Joseph
- M. Tesoro
- W. Johnson
- M. Mathew
- J. Barnett (*Student representatives*)

FACULTY AFFAIRS

Chair: N. Nurse-Clarke

- E. Campbell
- B. Baldwin
- K. Scott
- S. Maldonado
- S. Hankin

P/B COMMITTEE

Chair: C. A. Georges

E. Campbell

C. Gordon

M. Whetsell

C. Dobson

(*Student*): J. Barnett

ADMISSIONS

Ad-Hoc Graduate:

Chair: E. Campbell

- S. Maldonado

- B. Baldwin

- G. Lancaster

- S. Hankin

- W. Johnson

- J. Dyer

AD-HOC EVALUATION

- C. Dobson

- C. Gordon

- M. Tesoro

- C. Bues

- J. Dyer

ACRONYMS

<i>AACN</i>	American Association of Colleges of Nursing
<i>AAUP</i>	American Association of University Professors
<i>Bb</i>	Blackboard (<i>CUNY-wide resource for online learning</i>)
<i>CAC</i>	Community Advisory Committee
<i>COACHE</i>	Collaborative on Academic Careers in Higher Education
<i>CUNY</i>	City University of New York
<i>DON</i>	Department of Nursing
<i>EMP</i>	Evaluation Master Plan
<i>EOAAI</i>	Equal Opportunity and Affirmative Action Institution
<i>ESOs</i>	Expected Student Outcomes
<i>HEO</i>	Higher Education Officer
<i>HESI</i>	Health Education Systems Incorporated
<i>HS2N</i>	School of Health Sciences, Human Services and Nursing
<i>HSI</i>	Hispanic-Serving Institution
<i>LC</i>	Lehman College
<i>MSCHE</i>	Middle States Commission on Higher Education
<i>NYSED</i>	New York State Education Department
<i>NERPC</i>	Nursing Education, Research and Practice Center
<i>ORSP</i>	Office of Research and Sponsored Programs
<i>P&B</i>	Personnel and Budget (committee)
<i>PGC</i>	Post-Graduate Certificate (program)
<i>PSC</i>	Professional Staff Congress (collective bargaining)
<i>SETL</i>	Student Evaluation of Teaching and Learning
<i>SPSS</i>	Statistical Package for the Social Sciences
<i>SPP</i>	Scholarly Project Proposal

OVERVIEW OF THE INSTITUTION AND MS, POST GRADUATE APRN CERTIFICATE AND DNP PROGRAMS

College

Lehman College, founded in 1968, is the City University of New York's only four-year college in the northwest Bronx, serving the borough and surrounding region as an intellectual, economic, and cultural center. A 37-acre campus, Lehman is a **federally designated Hispanic-serving institution** (HSI) which provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment. With a diverse student body of more than 14,000 students and more than 81,000 alumni, Lehman offers more than 90 undergraduate and graduate programs.

Lehman College is accredited by the **Middle States Commission on Higher Education** (MSCHE) of Colleges and School; and degree programs are registered by the New York State Education Department (NYSED). Lehman comprises five schools: School of Arts and Humanities; School of Natural and Social Sciences; School of Education; School of Health Sciences, Human Services and Nursing (HS2N); and the School of Continuing and Professional Studies. Lehman offers 80 undergraduate majors and programs, three undergraduate certificates, 65 master's degrees, 33 graduate certificates and one doctoral nursing program with tracks in Family Nurse Practitioner (FNP) and Pediatric Nurse Practitioner (PNP).

In 2017, Lehman College launched the **90x30** challenge, a bold initiative designed to increase educational attainment in the Bronx by awarding 90,000 or more degrees and credentials from the beginning of the initiative through 2030. The "90x30" is a call to action to help boost educational attainment rates in the Bronx. The Bronx ranks 62 of 62 in the County Health rankings of counties in New York State. Only 27.7 percent of Bronx residents have an associate's degree or higher. The 90x30 challenge has been supported by funds that support faculty and staff, spur innovation in pedagogical modalities, enhanced student support services and ongoing enhancement of online technologies, strengthen student recruitment, increase retention and graduation rates, and develop and deploy best-of-class data analytics tools. In 2021, Lehman College was the recipient of 30 million dollars from philanthropist Mackenzie Scott. Those funds are being used for student success program.

In particular, Lehman College's graduate studies programs, which nursing is the focus of this self-study, are dedicated to dynamic research, diversity, and the active engagement of students in their academic, personal, and professional development. Class schedules are arranged to accommodate working professionals, reasonably priced tuition enables scholars to work toward the future affordably, and extensive resources are available to enhance learning. Lehman is home to over 2,300 graduate students.

Lehman is a proud catalyst for economic and social mobility for its students—almost half of whom are first generation college students. It has been ranked as having the fourth highest mobility rate in the nation by the National Bureau of Economic Research and the Equality of Opportunity Project. This year, ranking at No.15, Lehman College has once again been named to *Washington Monthly's* annual list of Best Bang for the Buck Colleges in the Northeast. Other publications have recently acknowledged Lehman's success in providing a high-quality, affordable education or its reputation as a social mobility engine in the Bronx. The *Chronicle of Higher Education* ranked Lehman No. 3 in social mobility nationally among 4-year public institutions, and *U.S. News and World Report* last year ranked Lehman No. 13 in its *Top Public Schools* among regional northern universities.¹

As Lehman College fourth president, Dr. Fernando Delgado has assumed his role on July 1, 2021. With more than 20 years of public college administrative experience in the Midwest and Arizona, including five years as executive vice chancellor for academic affairs at the University of Minnesota, Duluth, Dr. Delgado fully embraces Lehman College's mission of access and student success.

Department of Nursing

The Department of Nursing (DON) program admitted its first students in 1971. The Department of Nursing at Lehman College is now part of the School of Health Sciences, Human Services and Nursing, which was established in 2013. The DON offers undergraduate and graduate nursing programs to a culturally diverse student body. The

¹ <https://lehman.edu/news/2021/Lehman-Climbs-to-No-15.php>

undergraduate nursing program has both a **generic program**—with an accelerated option for second degree students, completed in one year of full-time study, and a traditional option, completed in two years; and a **registered nurse completion program** with both traditional and online options.

The Master of Science degree in nursing program was launched in 1976, which currently offers two specialization tracks: pediatric nurse practitioner (PNP) and family nurse practitioner (FNP) programs. The PNP program started in 1995; and FNP program, the only one in the City University of New York, was approved in fall of 2009 and accepted its first students in the spring of 2010.

DON also offers the Post-Graduate APRN Certificate (PGC) in pediatric nurse practitioner (PNP) and family nurse practitioner (FNP) concentration areas. The PGC program enrolls nurses who currently have an advanced practice graduate degree in nursing who wish to specialize in the FNP and PNP population foci other than previously obtained/certified. The DON program is designed to broaden the **clinical knowledge** in the new role change as well as respond to the growing demand for nurse leaders.

The Lehman College Bachelor of Science to Doctorate of Nursing Practice (BS-DNP) program was accredited by the New York State Board of Regents - Office of the Professions in August 2019. The program began in the Fall 2020 semester with nine advanced standing students (MS-FNP board certified) and two BS-DNP students. Its design includes two specialty areas, Family Nurse Practitioner and Pediatric Nurse Practitioner, and four pathways: BS to DNP, Post-Graduate to DNP, PNP to DNP, and FNP to DNP. **Currently, there are 17 students enrolled in the BS-DNP program:** eight are BS-DNP students and nine are advanced standing students (nine FNP-DNPs and one PNP-DNP). Based on sequencing of the courses, the first graduates of the DNP program are slated for fall 2022.

The Department of Nursing 2020-2025 Strategic Plan incorporates the recommendations of the 2020-2030 Institute of Medicine Future of Nursing Initiatives, which charts a path for the nursing profession to help our nation create a culture of health, reduce health disparities, and improve the health and well-being of the U.S. population in the 21st century²; and the Lehman College 2020-2025 Strategic Plan: Roadmap to the Future³.

As a culturally responsive nursing program, DON's faculty members come from backgrounds as those of its students. In all of its present and future endeavors, DON's faculty is committed to excellence in teaching, scholarship, and community service. Members of the Department have served, and will continue to serve, as leaders in professional nursing organizations, national and international organizations, and as mentors to current students and alumni.

DON's students come primarily from the Tri-State area, with the highest concentration from the Bronx. They are a heterogeneous, multicultural, dynamic group of students. Because most have family and community ties, they have roots in the area and have a sustained history of remaining in the community and working locally after graduation. This is precisely the kind of Lehman students who become ideal clinical nursing experts to deliver primary health care to a diverse family population with varied life styles and a broad range of historical, social, economic, and ethnic differences.

The DON salutes its graduates and students for their great contributions to the field of nursing. In 2020, at the height of the COVID-19 pandemic, many of DON's alumni and students were frontline workers at the various hospitals in New York Tri-State areas, and other areas of the country where needed.

² https://nam.edu/wp-content/uploads/2021/05/Report-Highlights_Future-of-Nursing.pdf

³ <https://www.lehman.edu/documents/2021/Strategic-Plan-2021.pdf>

Standard I Program Quality: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

I-A. The mission, goals, and expected program outcomes are:

- congruent with those of the parent institution; and
- reviewed periodically and revised as appropriate.

Elaboration: The program’s mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. The mission may relate to all nursing programs offered by the nursing unit, or specific programs may have separate missions. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.

There is a defined process for periodic review and revision of program mission, goals, and expected program outcomes that has been implemented, as appropriate.

Program Response:

STANDARD I- PROGRAM QUALITY: MISSION AND GOVERNANCE

I-A.: The Mission, Goals, and Expected Program Outcomes

Mission & Goals

The Department of Nursing (DON) mission, goals, and expected program outcomes are congruent with those of the City University of New York (CUNY)⁴ and its parent institution, Lehman College (LC). All nursing programs implemented by the DON share a single mission statement that is congruent with the mission statements of CUNY and Lehman College (see *Table 1-A.1*). The DON goals are developed from its mission statement and are congruent with Lehman College goals, outlined in the LC **2021-2025 Strategic Plan**⁵ (**E-Resource Room I-A.1**). The College’s mission, vision and goals reflect the evolution of the principles associated with a public institution as it integrates the needs of the multicultural community in the borough of the Bronx. DON’s mission, goals and expected program outcomes are reviewed and revised as needed for ongoing congruency (*Appendix I-A.3: Meeting Minutes 5/18/21- DON’s Mission Updated*); and they are written and accessible to current and prospective students, faculty, and other constituents via both LC and DON’s⁶ websites.

Table 1-A.1: Congruence of the University, College and DON Mission Statements

City University of New York Mission	Lehman College Mission	Department of Nursing Mission
We conduct high-quality research and build innovative data infrastructures to strengthen equity-focused educational programs and inform policy.	Lehman College (LEH), an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.	To prepare nursing professionals at the undergraduate and graduate levels who are able to engage humanistically, think critically, act ethically, and pursue life-long learning. Graduates of the program are prepared to be competent professional nurses who will contribute to the health needs of diverse cultural groups and promote social justice and

⁴ <https://www.cuny.edu/about/administration/offices/evaluation/about-us/our-mission-vision-core-values-2/>

⁵ <https://www.lehman.edu/documents/2021/Strategic-Plan-2021.pdf>

⁶ <https://www.lehman.edu/academics/health-human-services-nursing/nursing/program-goals-mission.php>

		equity in New York City, the region, and the world.
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The **DON goals are congruent with LC Goals** (see *Appendix I-A.2 for Strategic Plan*). The Lehman College 2020 -2025 Strategic Plan aligns its mission, values, and goals. Lehman’s goals outline four initiatives: 1) educate, empower, and engage students to participate in a global society and enhance career advancement; 2) enhance faculty and staff success; 3) sustain growth, vitality, and institutional effectiveness; 4) embrace the spirit of community engagement. Each of DON’s goals is aligned to the corresponding goal of the parent institution, which establishes clear direction, purpose, and benchmarks for success (see *Table 1-A.2*).

The Lehman strategic plan is available to faculty, students, and other stakeholders on its website (see footnote #5). The DON mission and goals are located on its website <https://www.lehman.edu/academics/health-human-services-nursing/nursing/>.

Table I-A.2: Congruence between LC and DON Goals

Lehman College Goals	Department of Nursing Goals
Goal 1: Educate, empower, and engage students to participate in a global society and enhance career advancement	Goal 1: Develop graduates with excellence in practice, research, scholarship and teaching
Goal 2: Enhance faculty and staff success	Goal 2: Optimize the university and college’s resources for faculty and staff development in support of student learning and advancement.
Goal 3: Sustain growth, vitality and institutional effectiveness	Goal 3: Recruit, retain and graduate a highly qualified, diverse student body prepared for successful professional practice; Goal 4: Prepare alumnae who are engaged in continuous improvement and lifelong learning with a commitment to the college and the profession.
Goal 4: Embrace the spirit of community engagement	Goal 5: Engage in collaborative efforts with multiple stakeholders in improving the health and wellness of diverse populations and a commitment to community service.

Expected Program Outcomes

Expected program outcomes for the Graduate Program—including the Master of Science degree (MS), in addition to a Post-Graduate Certificate (PGC), and the Baccalaureate to Doctor of Nursing Practitioner (BS-DNP)—are expressed as objectives, competencies, and benchmarks congruent with the College and DON’s missions and goals. The DON program outcomes comprise of student learning outcomes (SLOs), faculty outcomes, and program achievement outcomes, outlined in CCNE Standard IV (see *Appendix I-A.1: 2020-23 Evaluation Master Plan*). The DON student learning outcomes for the MS and DNP programs incorporate the 2011 and 2006 AACN Essentials, respectfully (see *Table 1-B.2*), and additional professional nursing standards and guidelines, listed in *Table 1-B.1*, and specific student learning outcomes defined by the College for graduate programs⁷. The graduate student learning outcomes for the MS and DNP programs are listed in the Nursing students Handbooks located on DON’s website (<https://www.lehman.edu/academics/health-human-services-nursing/nursing/grad-docs-forms.php>).

Competencies are measured at the course level (*Appendix III-A.1: Content Map for MS & BS-DNP Programs*), and the program level (*Appendix I-A.1: 2020-23 Graduate Evaluation Master Plan [EMP]*). The measurement of the nursing competency structure is fully discussed in Standard IV of this report.

⁷ <http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies>

Table I-A.3: Congruency of LC and DON’s Goals with Expected Program Outcomes

Lehman College Goals	Department of Nursing Goals	MS & Post-Graduate Program Outcomes	DNP Program Outcomes
Educate, empower, and engage students to participate in a global society and enhance career advancement	<ul style="list-style-type: none"> Develop graduates with excellence in practice, research, scholarship and teaching. 	<ul style="list-style-type: none"> Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach. Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices. 	<ul style="list-style-type: none"> Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations. Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system.
Enhance faculty and staff success	Optimize the university and college’s resources for faculty and staff development in support of student learning and advancement	<ul style="list-style-type: none"> Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care. 	<ul style="list-style-type: none"> Analyze the scientific, social, ethical, economic, political, legal, and policy components of health care systems which impact health care planning, access, and delivery. Access, utilize, and manage information system technology and health care informatics systems for care delivery, systems operations and quality improvement. Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes.
Sustain growth, vitality and institutional effectiveness	<ul style="list-style-type: none"> Recruit, retain and graduate a highly qualified, diverse student body prepared for successful professional practice. Prepare alumnae who are engaged in continuous improvement and lifelong learning with a commitment to the college and the profession. 	<ul style="list-style-type: none"> Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge. 	<ul style="list-style-type: none"> Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings.
Embrace the spirit of community engagement	Engage in collaborative efforts with multiple stakeholders in improving the health and wellness of diverse populations and a	<ul style="list-style-type: none"> Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in 	<ul style="list-style-type: none"> Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care to create change in

Lehman College Goals	Department of Nursing Goals	MS & Post-Graduate Program Outcomes	DNP Program Outcomes
	commitment to community service.	health care practices, research, and policies. <ul style="list-style-type: none"> • Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders. • Demonstrate leadership role development through clinical expertise, and negotiation and collaboration with multiple stakeholders that influence advanced nursing practice. 	complex health care delivery systems. <ul style="list-style-type: none"> • Design, implement, and evaluate care delivery models and strategies to improve population health.

Program outcomes include student learning outcomes, which are clearly differentiated by the MS and DNP degrees being offered; faculty outcomes; and other outcomes, identified by DON, are written and available to all stakeholders. Faculty outcomes are clearly identified in [E-Resource Room I-D.1: DON Faculty Handbook](#). The DON program achievement outcomes are completion rates, certificate pass rates, employment rates and other program outcomes including 1) faculty satisfaction, 2) alumni satisfaction with the nursing program, 3) exit survey—students' perceived confidence in achieving the SLOs, and 4) preceptor/advisor and clinical site effectiveness in educating NP students (see 2020-23 EMP).

I-B.: The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals

I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

Elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:

- The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];
- The Essentials of Master's Education in Nursing (AACN, 2011);
- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and
- Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016].

A program may select additional standards and guidelines that are current and relevant to program offerings.

A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.

An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).

Program Response:

The DON's mission, goals, and expected program outcomes are consistent with the professional nursing standards and guidelines for the preparation of the FNP and PNP nursing professionals at the master's degree and the DNP levels. The DON has incorporated Professional Nursing Standards and Guidelines into the MS and DNP

programs, Post-graduate APRN certificate. Table I.B.1 lists all professional nursing standards and guidelines used for the preparation of nursing professionals. The MSN program is organized into areas of concentration that comprise of Family Nurse Practitioner (FNP), and Pediatric Nurse Practitioner (PNP). The Doctor of Nursing Practice (DNP) program is organized into similar areas of concentration as the MS program.

Table I-B.1: Professional Standards, Competencies, and Guidelines

MS & Post-Graduate Certificate Programs	DNP Program
(Areas of specialty for all programs: FNP & PNP)	
Essentials of Master's Education in Nursing (AACN, 2011)	Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)
Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education [NTF], 2016)	Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education [NTF], 2016)
Nurse Practitioner Core Competencies Content (NONPF 2017)	Nurse Practitioner Core Competencies Content (NONPF 2017)
<i>Nursing's Social Policy Statement: The Essence of the Profession</i> (American Nurses' Association (ANA), 2015)	<i>Nursing's Social Policy Statement: The Essence of the Profession</i> (American Nurses' Association (ANA), 2015)
<i>Nursing: Scope and Standards of Practice</i> , (ANA, 2021)	<i>Nursing: Scope and Standards of Practice</i> , (ANA, 2021)
<i>Code of Ethics for Nurses: Interpretation and Application</i> (ANA, 2015)	<i>Code of Ethics for Nurses: Interpretation and Application</i> (ANA, 2015)
Post-Graduate Certificate Program (Additional)	
Consensus Model for APRN: Licensure, Accreditation, Certification and Education (NCSBN, 2008)	

From 2020 to present, the graduate faculty curriculum committee has been conducting a review of the MS and DNP curricula to verify that the student learning outcomes include the AACN Essentials and other specified professional standards and guidelines (see Appendix III-A.1: Content Map).

Noted in Table 1-B.1, students are expected to adhere to the American Nurses' Association (ANA) Code of Ethics for Nurses as evidence in academic policies ([E-Resource Room I-B.1a and I-B.1b: MS and DNP course syllabi](#)). In accordance with the American Nurses Association (ANA), the nursing code of ethics is used as a guide for students to "carry out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession." The ANA *Nursing's Social Policy Statement: The Essence of the Profession*, which provides a framework on the social roots and relationships of the nursing profession and nursing practice, and *Nursing: Scope and Standards of Practice* describes the art and science of nursing and the details associated with specialty nursing practice—in our case, it applies to the FNP and PNP areas (all listed in Table I-B.1).

In addition, the National Organization of Nurse Practitioner Faculties (NONPF) core competencies (amended in 2017), used in the preparation of nurse practitioner students, are incorporated in the MS/PGC and DNP curricula (see Table I-B.2).

Table 1-B.2: Associations of AACN Essentials and NONPF Core Competencies to MS/ PGC and DNP Student Learning Outcomes (SLOs)

AACN DNP Essentials (2006)	DNP Program SLOs	AACN MS Essentials (2011)	MS/ PGC Program SLOs	NONPF Competency Area (2017)
Scientific Underpinnings for practice (<i>Essential 1</i>)	Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.	Background for Practice from Sciences and Humanities (<i>Essential 1</i>)	Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach.	• Scientific Foundation Competencies

AACN DNP Essentials (2006)	DNP Program SLOs	AACN MS Essentials (2011)	MS/ PGC Program SLOs	NONPF Competency Area (2017)
			Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices.	
Organizational and Systems Leadership for Quality Improvement and Systems Thinking (<i>Essential II</i>)	Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings; Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes.	Organizational and Systems Leadership (<i>Essential II</i>) Quality Improvement and Safety (<i>Essential III</i>)	Demonstrate leadership role development through clinical expertise, and negotiation and collaboration with multiple stakeholders that influence advanced nursing practice. Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies.	<ul style="list-style-type: none"> • Leadership Competencies • Quality Competencies
Clinical Scholarship and Analytical Methods for Evidence-Based Practice (<i>Essential III</i>)	Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system.	Translating and Integrating Scholarship into Practice (<i>Essential IV</i>)	Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach to professional practice.	<ul style="list-style-type: none"> • Scientific Foundation Competencies
Information Systems/ Technology and Patient Care Technology for the Improvement and Transformation of Health Care (<i>Essential IV</i>)	Access, utilize, and manage information system technology and health care informatics systems for care delivery, systems operations and quality improvement.	Informatics and Healthcare Technologies (<i>Essential V</i>)	Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care.	<ul style="list-style-type: none"> • Technology & information literacy Competencies • Health Delivery System Competencies
Health care policy for advocacy in health care (<i>Essential V</i>)	Analyze the scientific, social, ethical, economic, political, legal, and policy components of health care systems which impact health care planning, access, and delivery.	Health Policy and Advocacy (<i>Essential VI</i>)	Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders.	<ul style="list-style-type: none"> • Policy Competencies • Ethics Competencies

AACN DNP Essentials (2006)	DNP Program SLOs	AACN MS Essentials (2011)	MS/ PGC Program SLOs	NONPF Competency Area (2017)
Inter-professional Collaboration for Improving Patient and Population Health Outcomes (<i>Essential VI</i>)	Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care to create change in complex health care delivery systems.	Inter-professional Collaboration for Improving Patient and Population Health Outcomes (<i>Essential VII</i>)	Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies.	• Health Delivery System Competencies
Clinical prevention and population health for improving the nation's health (<i>Essential VII</i>)	Design, implement, and evaluate care delivery models and strategies to improve population health.	Clinical Prevention and Population Health for Improving Health (<i>Essential VIII</i>)	Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge.	• Practice Inquiry Competencies
Advanced nursing practice (<i>Essential VIII</i>)	Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations.	Master's-Level Nursing Practice (<i>Essentials IX</i>)	Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care.	• Independent Practice Competencies • Leadership Competencies

I-C.: The Mission, Goals, and Expected Program Outcomes Reflect the Needs and Expectations of the Community of Interest

I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.

Elaboration: The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are considered in the periodic review of the mission, goals, and expected program outcomes.

Program Response:

The DON's community of interest comprises of internal and external constituents. Its internal community of interest includes the City University of New York, the overall Lehman community including administration, staff, faculty, students and alumni. The DON's external community of interest includes individuals and groups that participate in the nursing education program to ensure the achievement of its expected results. Its external constituents also include a community advisory committee, comprising of clinical partners and employers, and prospective students.

The DON mission, goals, and expected program outcomes reflect the needs and expectations of its community of interest. The DON regularly reviews and revises its mission, goals, and expected outcomes of the program. Its mission and goals are revised when CUNY and Lehman College revise their mission and goal statements. Review and revision of the mission, goals and expected outcomes occur within the DON committee structure (*see p.4*) originating in the Graduate Curriculum Committees, with final discussions occurring in full faculty meetings. These discussions include student representatives as a community of interest. Those eligible to vote in curricula matters are outlined in the Department's Bylaws.

As part of a complete review of the DON graduate program, the Master of Science degree in nursing program SLOs were revised September 2019 (see *Graduate Nursing Handbook 2019-2021*) to reflect revisions in the Essentials of Master's Education document (AACN, 2011). The DNP SLOs were also reviewed to determine congruence with the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006), but no adjustment had been made as the DNP program is in its third semester. The DON ensures that the student learning outcomes reflect professional nursing standards and competencies by utilizing key foundational nurse education guidelines as guiding documents (see Tables I-B.1 & I-B.2).

As these guiding documents are revised, the student learning outcomes are also reviewed and revised accordingly. For example, the proposed revisions to course objectives for the three clinical courses (NUR 774, 775 & 776) were approved at the April 5th Curriculum of the Whole meeting. These changes were further discussed and included in the attachment of the 4/12/21 Graduate Curriculum Committee Meeting Minutes (see *Appendix I-C.1*). The revised course objectives have become in effect for the fall 2021 semester. Another example of the review of SLOs is noted in the 11/15/21 Graduate Curriculum Committee Meeting Minutes, which highlights the discussion on the alignment of assignments in DNP courses NUR 801 and 802 to support students' development of their project proposals in the NUR 809 course (see *Appendix I-C.2*).

The Community Advisory Committee (CAC) that DON associates with serves as a key community of interest. Collaboration, program evaluation, and networking with outside agencies are ongoing. The CAC includes nurse leaders from hospitals, and other local health care agencies, and DON faculty, to facilitate dialog with major stakeholders. The CAC meets annually with DON. This committee provides feedback regarding student learning outcomes, student preparation and job requirements, important and realistic data for evaluating outcome measures for the DON's graduate and DNP programs and graduates. The DON Chair provides program updates, and the committee members keep faculty abreast of critical changes in service settings that may impact nursing curricular demands. The DON Chair maintains minutes of each meeting and reports to faculty at full faculty meetings (see *Appendix I-C.3: Listing of Health Care Affiliations of the CAC members*).

The DON alumni are viewed as an important community of interest as they provide feedback about their perspective of the effectiveness of the graduate programs through the online alumni survey. Alumni have the opportunity to communicate their perspectives of their educational preparation for nursing practice. Alumni also participate via the telephone survey, conducted at least 6 months following graduation, to inform DON of employment status. Alumni are also invited to current classes as guest speakers to inform current students about their past experiences in the DON program as well as changes within the nursing practice and various challenges.

Prospective students are also considered a community of interest. They inform DON of the training demands. For example, in 2017, DON sent out a survey to its graduates, both BS and MS, employees of clinical affiliates, and individuals inquiring about DON's graduate program to determine the need for a DNP program. The feedback was quite positive. As a result, the DON launched its DNP program in the fall 2020 semester.

I-D.: The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectation

I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.

Elaboration: Expectations for faculty are congruent with those of the parent institution. The nursing unit's expectations for faculty, whether in teaching, scholarship, service, practice, or other areas, may vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other).

Program Response:

The DON expectations for its faculty are written and communicated to the faculty, and are congruent with institutional expectations. The CUNY Bylaws define faculty roles and expectations⁸ (Appendix I-D.1: CUNY Bylaws). The Lehman College Faculty handbook (<https://lehman.edu/academic-personnel/faculty-handbook.php>) and the DON Faculty Handbook (*located in the E-Resource Room: I-D.1*) clearly state the College's position on Teaching, Scholarship, and Service. These expectations are in accordance with the Collective Bargaining Agreement between the City University of New York and the Professional Staff Congress (PSC).

Faculty members' expectations regarding teaching, scholarship and service, vary according to their instructional/professorial titles. For Example, in the last negotiated PSC CUNY contract (2017; https://psc-cuny.org/sites/default/files/2010-2017_PSC-CUNY_Collective_Bargaining_Agreement_upload.pdf):

- Full-time tenure track (professorial rank) faculty in the College and DON are **required to teach 18 credit hours/per academic year.**
- All tenure track faculty are now given 24 credit hours of release time in the first five years of employment for scholarship and research.
- Substitute professorial rank faculty must teach a total of 24 credit hours
- Substitute lecturers teach a total of 30 credit hours
- Full-time lecturers or lecturers with a Certificate of Continuous Employment (CCE) are required to teach 27 credit hours.

These hours are negotiated each semester between faculty members and the Chair of the department. Teaching assignments are made by the Chair in consultation with the directors of the graduate and DNP programs. Teaching assignments are made based on faculty expertise as evidenced by their credentials and practice experience along with input from peer and student evaluations. All faculty members, except tenured CCE faculty and adjunct/part-time faculty teaching consistently for 10 semesters, are required to have a peer evaluation each semester. Each full-time faculty member, except for tenured full professors, are required to have an annual evaluation done by the chairperson or a member of DON's Personnel and Budget (P&B) committee designated by the Chair.

Expectations for workload, faculty meeting attendance, committee participation, and student advising are documented in the *DON Faculty Handbook*. All nursing faculty can access this handbook electronically through the *Nursing Department Organization* on Blackboard.

The Lehman College Faculty Personnel Policy and Procedures further defines the faculty role in relation to retention, tenure, and promotion which is located on the Office of Academic Personnel website <https://lehman.edu/academic-personnel/tenure-promotion.php>.

Teaching effectiveness, scholarship and service are the three primary categories specified for faculty outcomes. Teaching is the central mission to the CUNY system. Effective teaching is a major criterion in the review process for all faculty members. Tenure, Promotion and Certificate of Continuous Employment decisions are made on the basis of the candidate's record of performance in teaching, scholarship (for those in the professorial series) and service (<https://lehman.edu/academic-personnel/tenure-promotion.php#continuous>). **Peer evaluations, the Chair's annual review, student course reviews are ways in which faculty instructional performance is measured.** The aim for high-quality, innovative teaching practices are being cultivated by LC and CUNY through the many workshops being provided for faculty.

Lehman views Scholarship as the quality of peer reviewed journal article publications, the quality of book publishing houses, peer reviewed grant support and particularly support by national agencies, reviews of performances or exhibits, and reviews of the candidate's body of work by faculty external to the university who are experts in the candidate's field of scholarship, and professional meeting presentations. Scholarship is considered a major component of professional growth and achievement and requires that faculty demonstrate an ongoing commitment in scholarly activity.

The College/ DON consider service conducted at the level of the department, college or university, professional organizations or community. Service is evaluated by the level of work and commitment required in

⁸ <https://policy.cuny.edu/bylaws/>

providing the particular service. Evidence of faculty compliance with this key element can be located in [Appendix I-D.2: Faculty CVs](#).

I-E.: Faculty and Students Participate in Program Governance

I-E. Faculty and students participate in program governance.

Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.

Program Response:

Faculty Participation

Roles of the faculty in the governance of the program are clearly defined within the Bylaws of the City University of New York (See [Appendix I-D1](#)). The Chair of the Department of Nursing, faculty and students are involved in the College decision-making through their participation on College committees.

The Chair is responsible for the overall operation of the department and reports to the Dean of the HS2N (see [Appendix I-E.1: DON Organizational Chart](#) & [Appendix I-E.2: HS2N Organizational Chart](#)). According to **Article IX: Section 9.3**, Duties of the Department Chairperson of **CUNY Bylaws**, the department chairperson is the executive officer of the department and carries out the department's policies, as well as those of the faculty and the board which are related to it. The Chair serves on the College Personnel and Budget Committee and has been elected by peer chairperson's group to the tenure and promotion committee a number of times in the past 18 years. (An organization chart of the College is located [in E-Resource Room 1-E.1](#).)

Nursing faculty members serve on department, college, and university committees. All DON's full-time faculty members are assigned to standing committees and are assigned to either the undergraduate subcommittee or the graduate subcommittee of the curriculum committee. This allows all members of the faculty to actively participate in the evaluation, revision, and recommendations for changes in curriculum. Ad Hoc committees and task forces are formed as necessary to accomplish a time-limited goal. Faculty governance also occurs via six standing committees: Personnel and Budget, Curriculum, Admissions, Evaluation, Faculty Affairs, and Student Affairs (see [p.4](#)). Faculty members are expected to be active participants on the committees. Committee participation is evaluated on the annual evaluation of faculty as service to the department.

Full faculty meetings are held once per month, on the first Monday of each month, during the spring and fall semesters. All full-time faculty members are required to attend and part-time faculty members are strongly encouraged to attend. A zoom link and phone number for call-ins are provided for those unable to attend the meetings in person. **All faculty members are integral in the development, review, and revision of academic program policies.** Full-time faculty vote on all curricular issues, admission and progression policies within the Department. Faculty meeting minutes are distributed to all members via e-mail communication for review and subsequent approval at the following meeting and are posted on the DON Nursing Organization Blackboard site. Also, all members of the faculty have access to minutes of all standing committees.

Student Participation

Nursing students have the opportunity to serve on college and departmental committees in accordance with the College and Department of Nursing Bylaws. Students' membership on the college committees is defined in the governance documents of the college senate. However, student participation in DON's faculty meeting has been inconsistent over the past few years.

I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:

- fair and equitable;

- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs, and revisions are made as needed.

Program Response:

I-F.: Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes

The academic policies of DON graduate programs are congruent with Lehman College⁹ and the University, which support the achievement of the mission, goals, and expected program outcomes. Policies are reviewed by the relevant committees and revisions are made and approved by the faculty as necessary. All College and University policies, which include the rights and responsibilities of students, are available in the graduate bulletins on the Lehman College website <http://lehman.smartcatalogiq.com/en/2019-2021/Graduate-Bulletin>.

The Lehman College academic policies are deemed fair and equitable. It is considered an Equal Opportunity and Affirmative Action Institution (EOAAI). The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, marital status, disability, genetic predisposition or carrier status, alienage or citizenship, military or veteran status, or status as victim of domestic violence in its student admissions, employment, access to programs, and administration of educational policies (visit <https://lehman-graduate.catalog.cuny.edu/>).

The faculty and students' ongoing input help to assure academic policies are consistent with the goals of the College and University. DON faculty is involved in the development, review, revision, and approval to foster program improvement. The graduate programs academic policies are available in the DON MS and DNP Nursing Handbooks, which are consistent with the College¹⁰ and University policies. These handbooks outline the admission requirements, progression, grading policies, academic probation, clinical policies and procedures and academic integrity.

In areas where there are some differences between the nursing program policies and those of the College, they have been duly approved through the College and University governance process. These policies have been developed for the DON to achieve its program objectives. **An example of the difference between a College policy and a DON policy is graduate nursing students must achieve a 3.0 GPA to graduate.** Policies for graduate students can be found in the Nursing Handbooks for each program on DON's website (<http://lehman.edu/academics/health-human-services-nursing/nursing/>). Policies are written and implemented consistently, and communicated to relevant constituencies.

All admission policies including application information and requirements are provided on the Graduate Studies¹¹ and the DON¹² Websites. These policies are reviewed periodically by the Graduate Faculty Committee and changes brought to the full faculty meetings for a vote. Revisions are made as needed to admission policies.

I-G. The program defines and reviews formal complaints according to established policies.

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student

⁹ <https://www.lehman.edu/graduate-studies/policies-procedures.php>

¹⁰ <http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies>

¹¹ <https://www.lehman.edu/graduate-studies/general-instructions.php>

¹² <https://www.lehman.edu/academics/health-human-services-nursing/nursing/grad-docs-forms.php>

complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

Program Response:

I-G.: The Program Defines and Reviews Formal Complaints According to Established Policies

The DON complaint policy is congruent with the formal complaint procedure of the University¹³ and the College. Grievances related to grades, academic policies and instructional staff, and allegations of misconduct are resolved using the Student Grievance Procedures, as referred to in the College Student Handbook (<https://www.lehman.edu/student-affairs/documents/Student-Handbook-Lehman-College-8-31-2020.pdf>), and the CUNY Bylaws, Article XV: Students—Section 15.4: Student Disciplinary Procedures/ Complaint Procedures. The procedure for filing a formal complaint is available on the College website and in the Graduate Bulletin¹⁴. Students in the Department of Nursing have a well-defined process for communicating their issues and concerns.

The Department has a specific process for appealing grades (Graduate Nursing Student Handbook located on DON's Website <http://lehman.edu/academics/health-human-services-nursing/nursing/>), which is congruent with the College policy on grade appeals. For each appeal, the Chair convenes an appeal committee, with faculty members and students, who follow the College's policy and procedure in hearing students' appeals.

A graduate student dissatisfied with a course grade must first discuss the situation with the instructor who assigned the grade. If the student remains dissatisfied that the grade is fair, he/she must consult with the DON graduate program director. If still dissatisfied, the student then submits an official written appeal to the Chair, who then appoints a Graduate Grade Appeal Committee consisting of three faculty members teaching graduate courses. The committee examines all materials relevant to the appeal, submitted by both the instructor and the student, and then prepares a written report of its findings, either sustaining the original grade or recommending a change. The Chair then notifies the student, the instructor, and the Office of Graduate Studies of the Committee's decision. If the Committee recommends a grade change, the chair will forward that recommendation using the electronic grade correction form in Lehman Connect with the decision. Grade appeals must be initiated in the semester following the entry of a permanent grade, and no grades can be changed after the date of graduation. The decision of the Graduate Grade Appeal Committee is binding on all parties (see *2019-2021 Graduate Bulletin: Grade Appeals*¹⁵).

Complaints relating to a course, an instructor, or a department policy require that the student first consult with the faculty member involved. If the issue is unresolved, or the student is dissatisfied with the resolution, the student then completes a complaint form (example in Graduate Nursing Handbook) and submits it to the director of the graduate program. If the student is still dissatisfied with the resolution, the student then files a written complaint with the DON Chair. If the Director of the Program is the instructor in question, the student should write to the Department Chair. If the Chair of the Department is the instructor in question, the senior member of the Department Personnel and Budget Committee will act for the Chair. If the issue cannot be resolved within the Department of Nursing the student will be referred to other resources within the College (see CUNY Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings at: <https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Student-Complaints-About-Faculty-Conduct-in-Academic-Settings.pdf>).

The Department Chair reviews students' complaints about instructional performance and then meets with the faculty members. The Chair and the P and B committee develop remediation plans with the faculty member, which might include observing the faculty member in the classroom according to the Professional Staff Congress contractual agreement. The faculty member is monitored over the ensuing semester and special attention is paid to the Students Evaluations of Teaching and Learning (SETL's) effectiveness.

¹³ <https://policy.cuny.edu/bylaws/article-xv/>

¹⁴ <http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Academic-Probation/Grade-Appeals>

¹⁵ <http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Academic-Probation/Grade-Appeals>

The College's definition of formal complaints also consists of allegations of misconduct brought against students. The formal complaint must include a personal description of what the complainant knows, including date, time, and place, and a description of any exchange with the accused (student) regarding the alleged violation. The procedure for submitting a complaint is detailed in the 2019-2021 Student Handbook (<https://www.lehman.edu/student-affairs/documents/Student-Handbook-Lehman-College-8-31-2020.pdf>) (see Section II Student Disciplinary—A & D; & Section III Campus Safety & Security).

I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

Elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.^{16,17}

If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:

"The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>)."

"The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791."

Program Response:

I-H.: Documents and Publications are Accurate.

The DON strives to ensure that documents and publications relating to the MS and DNP programs, and Post-Graduate Certificate are accurate. These publications include documents such as recruitment and admission policies, transfer of credit policies, program offerings, curriculum patterns, program objectives, grading policies, certification examinations for graduates, and degree completion requirements are published in the DON Nursing Student Handbooks, and are posted on the Department's Website (<http://lehman.edu/academics/health-human-services-nursing/nursing/>). These documents and publications are reviewed annually, as described in the 2020-23 Graduate Evaluation Master Plan, and as needed. In addition, chair, directors, program coordinators, faculty and staff work closely with appropriate departments (e.g. Graduate Studies, etc.) and Information Technology (IT) to make necessary revisions on the DON and College's Websites.

The admission, retention and progression criteria for the graduate programs are also published in the nursing student handbooks, posted on DON's website, and in the College's Graduate Bulletin. The graduate faculty admission committee reviews the published documents for accuracy and consistency, refer to the 2020-23 Graduate Evaluation Master Plan.

¹⁶ *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (July 2008).

¹⁷ *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016).

Due to COVID-19 social distancing guidelines, faculty advisement schedules, indicating dates and times, are made available to students to continue meeting with faculty using Zoom links. These schedules are posted on DON's website each semester following the spring 2020 shutdown of the campus.

In addition, program objectives are reflected in course outlines which are posted on the Department's nursing organization Blackboard site for easy access for faculty and staff. Syllabi incorporating student learning outcomes, course topical areas, outline and program policies are posted online on each course on Bb. Any changes in policies during the school year are made public to students by announcements in classes and on course Blackboard sites as well as by posting the changes on the Department's website. Students have access to the handbooks on DON's website.

The academic calendar and tuition fees are located on the Lehman College website at www.lehman.cuny.edu.

DON offers a Master of Science degree in nursing program in FNP and PNP specialty areas, a BS-DNP program in FNP and PNP specialty areas through four pathways: BS to DNP, Post-Graduate to DNP, PNP to DNP, and FNP to DNP, and a Post-Graduate Certificate in two specialty areas, FNP and PNP. For the DON APRN program, transcripts specify the courses for the specialty areas (*see I-H.1: Sample Transcripts in E-Resource Room*). Also, the Typhon Student Tracking System indicates the population focus of the students as it captures their clinical practice.

Information regarding certification examinations for which graduates will be eligible is accurate. The 2019-2021 Graduate Bulletin¹⁸ on the College website indicates that students must achieve a 3.0 GPA.

The process to notify constituents of updated information includes dissemination through the College and DON's website, course announcements, emails, DON's faculty meetings, Community Advisory Committee meetings and DON's publications (e.g., Student handbooks, faculty handbook, etc.).

Analysis: Standard I

Strengths of the Program

1. The DON's mission and goals are congruent with those of the College and University, while reflecting the standards of the nursing profession.
2. The DON has clear guidelines for faculty outcomes that are congruent with the University and College expectations, outlined in the CUNY Bylaws and the nursing faculty handbook.
3. There is faculty participation on critical College and University committees.
4. Adjunct Faculty members in the MS program participate in program development and changes.
5. There are clearly defined student policies.
6. Publications and policy changes are regularly updated, accessible, and fair.
7. The interests of the community are assured through active community advisory committee input and student participation in committees.
8. The DON students are reflective of the racial and ethnic populations of the Bronx.

Areas of Concern

1. The DON program changes are not updated to the College Website in a timely manner.
2. Graduate students do not consistently participate in program governance. (*However, there are consistent class representatives for the NUR 776 course and Student Affairs Committee.*)

Strategies for Improvement

1. DON to employ the talents of its faculty and staff, and resources of the College and University to achieve program effectiveness in all CCNE standards.
2. DON to assign staff to monitor updates to the College and department Websites.
3. DON faculty will explore ways to increase graduate nursing students' involvement in governance.

¹⁸ <http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Academic-Programs-and-Courses/Nursing/Family-Nurse-Practitioner-Post-Masters-Certificate>

4. Part-time faculty participation in governance will continue to be encouraged. Zoom links have been provided as an option to attend full faculty meetings; and designated part-time faculty meetings have been implemented for each semester.

Resources:

Standard/ Section	Evidence	Location
I-A	Lehman College Strategic Plan: Roadmap to the Future 2021-2025	E-Resource Room I-A.1 https://www.lehman.edu/documents/2021/Strategic-Plan-2021.pdf
I-A	2020-2023 Graduate Evaluation Master Plan	Appendix 1-A.1
I-A	2020-2025 Lehman College Department of Nursing Strategic Plan	Appendix I-A.2
I-A	Meeting Minutes (5/18/21): Review and Revision of DON's Mission	Appendix 1-A.3
I-B	MS & DNP course syllabi	E-Resource Room: I-B.1.a (MS); I-B.1.b (DNP)
I-C	Graduate Nursing Student Handbook 2021-2023	https://www.lehman.edu/academics/health-human-services-nursing/nursing/
I-C	DNP Student Handbook 2021-2023	https://www.lehman.edu/academics/health-human-services-nursing/nursing/
I-C	Graduate Curriculum Committee Meeting Minutes (4/12/21): Review and Revision of Course Objectives	Appendix 1-C.1
I-C	Graduate Curriculum Committee Meeting Minutes 11/15/21	Appendix 1-C.2
I-C	Listing of healthcare affiliates of the Community Advisory Committee	Appendix 1-C.3
I-D	CUNY Bylaws	Appendix I-D.1 https://policy.cuny.edu/bylaws/
I-D	College Faculty Handbook	https://lehman.edu/academic-personnel/faculty-handbook.php
I-D	DON Faculty Handbook	E-Resource Room: I-D.1
I-D	2017 PSC-CUNY Contract	https://psc-cuny.org/sites/default/files/2010-2017_PSC-CUNY_Collective_Bargaining_Agreement_upload.pdf
I-D	Office of Academic Personnel/ Tenure & Promotion	https://lehman.edu/academic-personnel/tenure-promotion.php
I-D	Faculty CVs	Appendix I-D.2; E-Resource Room: I-D.2
I-E	DON Organizational Chart	Appendix I-E.1
I-E	HS2N Organizational Chart	Appendix I-E.2
I-E	Lehman College Organizational Chart	E-Resource Room 1-E.1
I-H	Sample Transcripts	E-Resource Room I-H.1

Standard II Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.

Elaboration: The budget enables achievement of the program’s mission, goals, and expected outcomes. The budget supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of faculty and staff.

A defined process is used for regular review of the adequacy of the program’s fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate.

Program Response:

STANDARD II- PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

II-A.: Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes

Fiscal Resources

A defined process is used for regular review of the adequacy of the program’s fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate. Monies are allocated to the Department of Nursing’s budget through the office of the Dean of Health Sciences, Human Services and Nursing (HS2N). This is the procedure used by the College. The budget is dependent on the allocation from the State budget to the City University of New York and then to the individual colleges.

The College makes resources available to the Department of Nursing to enable DON to achieve its mission, goals, and expected outcomes. Each semester the DON is given a budget that covers all personnel costs and other non-personnel services, including supplies and equipment (see Table II-A.1: DON’s Last 3-year Budget). Currently, the CUNY budget, and subsequently the College’s budget, has been decreased 20% because of the looming fiscal crisis in New York related to the COVID-19 pandemic which still continues. Because of its fiscal management, Lehman will not be as adversely impacted as other CUNY colleges.

Table II-A.1 shows DON’s budget allocations for the last four fiscal years 2018-2022. The DON Personnel and Budget (P&B) committee discusses its needs for the upcoming fiscal year each fall and submits its request to the Dean of the School of Health Sciences, Human Services, and Nursing (HS2N) for the next fiscal year. Departments’ budget allocations are impacted by their program earnings from summer and winter course offerings. This revenue is divided between the college and the department and may appear in its OTPS line. This procedure started in spring 2012 and continues today.

Table II-A.1: DON Departmental Budget for Three Most Recent Academic Years

Budget Line	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022
Personnel Services				
Full-time	\$2,218,554	*** \$2,403,019	\$2,307,080	2,473.967
Part-time/ Adjunct	\$1,414,794.12	\$1,414,794.12	1,167,097.55	758,363.23
Temporary Services	\$92,792	\$81,508	*\$26,187.72	39,969.26
Other Than Personnel Services (OTPS)	\$114,723.05	\$130,384	\$156,233.53	179,537.50

Total	\$3,840,773.17	\$4,029,705.12	**\$3656598.80	****3,451,826.99
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*Allocated on a monthly basis because of budget cuts

**Does not reflect the academic excellence fees to be collected or material fees

***Includes the new hires for DNP program

****Reflects the hiring freeze and decreased staff during pandemic

DON also has available funds from the **Academic Excellence fee**: \$50 per credit/ per student for all graduate nursing courses. These funds support a:

- HEO associate,
- Part-time office assistant
- Part-time office assistant
- Clinical placement coordinator,
- Test fees for the HESI, and
- Review course for the Family Nurse Practitioner program.

By allowing this fee, the University has demonstrated its commitment to Nursing in CUNY. The Department of Nursing has been able to offset the impact of cuts by using funds earned from courses taught in summer and winter intersessions. On occasion, additional funds have been made available through the University. In December 2020, the College was the recipient of \$30 million dollars from philanthropist McKenzie Scott. Not yet allocated, it is anticipated it will be used to improve students' success. The overall budget is expected to support the development, implementation, and evaluation of the graduate nursing programs.

Faculty Salaries

Compensation of the nursing unit personnel supports recruitment and retention of faculty and staff. Faculty salaries are determined by the contractual agreement between the Professional Staff Congress (PSC) and the City University of New York. The DON Chairperson has negotiated beginning salaries for faculty hired during her tenure as chairperson. In hiring of a substitute assistant professor for the nurse practitioner program, and later her selection as a tenure-track assistant professor, **the chairperson was able to negotiate a salary above the beginning levels because of the faculty member's experience and the need for a coordinator for the nurse practitioner program.** Faculty appointments are for the academic year, but full-time faculty are paid throughout the calendar year. The chairperson is required to work for a period of time during the summer recess and is paid at the hourly rate for that rank. The number of hours for which the chairperson is compensated is based on the number of student credit hours for the prior summer. Faculty members have the opportunity to increase their salaries by teaching during the winter and summer sessions or through grants they have received.

The mean salaries for all ranks in the Department of Nursing (see *Table II-A.2*) are higher for all professorial ranks and lecturers than the reported mean salaries of the American Association of University Professors (AAUP) and the American Association of Colleges of Nursing (AACN). This is a reflection of the University/ College's commitment to fair compensations for faculty through the 2017- 2022 PSC contract with the City University of New York (see *Appendix II-A.1: PSC-CUNY Salary Schedules*). With the support of the College, the Chair is able to negotiate beginning salaries for all ranks of the nursing unit.

Table II-A.2: Mean Faculty Salaries with Comparison Data

<i>Rank</i>	<i>Lehman College Nursing (PSC-CUNY: 2017-2022)</i>	<i>AAUP¹⁹ 2020-2021</i>	<i>AACN 2019-20*</i>
Professor	\$119,816	\$102,450	\$110,000
Associate Professor	\$ 103,604	\$83,613	\$---
Assistant Professor	\$86,865	\$73,699	\$79,444
Lecturer (non-doctorate)	\$83,626	\$58,934	\$---

*Source: <https://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf>

With the available resources of the program, faculty members and staff are able to achieve the mission, goals, and expected program outcomes. Committed to the hiring of additional doctorally-prepared faculty in 2019

¹⁹ <https://www.aaup.org/sites/default/files/AAUP-2021-SurveyTables.pdf>

and in fall of 2020, the College hired two faculty with DNPs—one a Certified Nurse Midwife (CNM) and one a nationally certified Family Nurse Practitioner (FNP)—along with a nationally certified FNP with a doctorate in nursing education EdD.

II-B.: Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes

II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.

Elaboration: Physical space and facilities (e.g., faculty and staff work space, classrooms, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program's mission, goals, and expected outcomes. The program is responsible for ensuring adequate physical resources and clinical sites. Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes.

A defined process is used to determine currency, availability, accessibility, and adequacy of resources (e.g., clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate.

Program Response:

Physical Resources And Clinical Sites

Physical Space and Facilities

The current physical resources of the Department of Nursing have supported the achievement of its mission, goals, and expected program outcomes. The Nursing Department is located in the T-3 building. On the **second floor** of the building, the DON offices are located in Room 201, the main office suite. The chairperson and the program directors' offices are housed in this area. There is also a small conference room and staff offices in this area. The faculty offices are located in rooms 215 to 228. All faculty members have a private space with a desk and a conference area shared with two other faculty members. Each faculty has a computer, access to two high speed printers located in room #201 and the first floor, and telephone. Room 213 is used as a student lounge. There is a large conference room, # 230, which is used for meetings and, when necessary, as a classroom. Two classrooms on this floor, accommodating approximately 30 students each, and the conference room are equipped with audiovisual equipment.

The relocation of the Student Health Center from the **first floor**, Room 118, has made available space for use as DON's physical assessment areas and also classroom space. Room 117 also on the first floor is now being used as DON's debriefing lab space and also as a classroom. The T-3 building, in addition to Wired Internet access, also has Wireless access. The first floor has one classroom, also equipped with audiovisual equipment. This classroom, room 109, is the largest classroom in the T-3 building and accommodates 40-45 students. Although priority for use of the classrooms is given to DON, the classrooms are assigned centrally by the office of the Registrar. In addition, classrooms in other buildings on the campus are assigned for large nursing classes. The largest space on the first floor of T-3 building houses DON's computer center with 38 individual workstations and a Teacher's Station. The computer center is equipped for distance learning and for controlled instructions. DON also occupies other computer labs on campus for testing.

Simulation Lab

The plans for simulation have already taken into account advanced practice nursing education needs. The requisite equipment is already in place at the Nursing Arts and Simulation lab, which contains health care equipment for simulated clinical practice and is used by students to practice selected nursing skills. It is equipped with five (5) Laerdal Vital Signs Simulators, one (1) Sim Man 3G, and one (1) "Harvey" Cardiopulmonary Patient Simulator. One (1) Meti Man, one (1) Meti Child and one (1) Meti Baby, along with Laerdal's Sim NewB are available to students.

Most recently, DON purchased the PELVIC Mentor Simbionix Simulator to be used to augment the clinical experience of its graduate students. This PELVIC Mentor currently includes two modules, a physical mannequin with virtual reality to provide the user with an optimal training tool. There is a separate physical assessment/ treatment room equipped for our advanced health assessment course and use by the nurse practitioner faculty and students.

Clinical Sites

Since the DNP is a baccalaureate (BS) to Doctor of Nursing Practice (DNP) the clinical sites used for the current clinical courses in the FNP program are being used as well as the approved preceptors. The Department currently has affiliation agreements with the major health care systems in the five boroughs of NYC along with over 500 nationally certified preceptors for the graduate program ([E-Resource Room II-B.1: 2021-22 Preceptor Listing](#); Typhon for complete list)

The Nursing Education, Research and Practice Center

Though the pandemic has halted a number of capital projects in NYC, groundbreaking on the site for the Nursing Education, Research and Practice Center (NERPC) has begun. New York State, through the City University of New York capital improvement program, has appropriated \$73 million for the construction of a new 50,000 gross square foot facility, a center dedicated to nursing education, research and practice. The new building will be sited on the southwest side of campus between Carman Hall, our largest classroom building that includes lecture halls, and Davis Hall. The proposed site may also house other departments in the School of Health Sciences, Human Services and Nursing. The design process, which is administered by the CUNY Office of Facilities Planning, Management and Construction, Department of Design, Construction and Management (DDCM) staff, has been an inclusive process with the Lehman Office of Campus Planning and Facilities and the Department of Nursing. Completion is expected in 2023 barring unforeseen circumstances.

The new building will have a state-of-the-art simulation center, classrooms equipped with the latest technology to enhance teaching and learning, and supplies for the simulation and nursing arts laboratories. Each year the Department of Nursing's department OTPS budget covers supplies and upgrading of equipment to facilitate the achievement of the expected outcomes of the program.

Detailed information on the new building project:

Facility design based upon Nursing 2021 Projected Students Full-Time Enrollment (FTE)

- Total 598
- Undergraduate – 378
- Graduate - 220

Net assignable square feet (NASF) dedicated to the Nursing Department as follows:

Basement Level

- 2210 sf, twenty (20) beds nursing skills lab (2 @ 1,100 sf, 10 beds)
- 957 sf, eight (8) exam tables, physical assessment lab
- 2566 sf simulation suite with 4 @ med surgical rooms, 1 @ ICU, 1 @ maternity & pediatric, and 2 @ debriefing rooms
- 664 sf ADL simulating a typical one-bedroom NYC apartment
- 157 sf student lounge
- 121 sf administrative space

First Floor

- 2467 sf classrooms – 3 @ 35 seats
- 1,044 sf learning and testing: 35-seat computer lab
- 774 sf, 24-seat computer lab
- 671 sf student lounge
- 120 sf administrative space (staff)

Second Floor

- 3199 sf, 6 @ 24 seat classrooms
- 580 sf graduate student research/workstations
- 1,735 sf administrative space (11 faculty offices, staff, storage and workrooms)

Third Floor

- 5488 sf administrative space (24 faculty offices, staff, departmental office, and workrooms)
- 587 sf conference room/lounge

The growth of the department is only one factor in the need for the new building, there are many more. The existing facility is a metal Butler-type temporary building, first occupied in 1973, and has exceeded its life expectancy and has not adapted well to modern teaching methods in nursing. The current facility labs are small and can only serve a limited number of students, necessitating multiple lab sessions for one class. However, the nursing faculty has developed schedules that accommodate all students.

II-C.: Academic Support Services Are Sufficient to Meet Program and Student Needs And Are Evaluated On a Regular Basis

II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.

Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission and advising services, foster achievement of program outcomes. A defined process is used for regular review of academic support services, and improvements are made as appropriate.

Program Response:

Academic Support Services

The DON has been able to meet program and students needs even in the unusual circumstances of the COVID-19 pandemic. The Department of Nursing, like all other departments in the College and the University, has been working remotely since March 14 of 2020. Remote teaching continued through spring of 2021. For fall, additional services are being provided to assist students in adapting to the remote learning environment since the closing of the campus. Of note is the establishment of virtual Support Services and the opportunity for students to have a live chat Monday through Saturday with various business units on the campus.

The Office of Academic Advisement and the Office of Graduate Studies provide support to students from admission through to graduation. Admission advisement includes the evaluation of transcripts and transfer credits. All nursing students must see a faculty advisor each semester for permission to register for nursing courses. There are common advising days scheduled in the summer months and the winter intersession where advisement is done for graduate students. **Since the pandemic, advisement has been done by Zoom: dates and times when faculty and staff in the College and the Department of Nursing are available on the college and department's websites.**

The Office of Graduate Admissions uses the same *ApplyYourself* online application and processes used for all graduate admissions decisions. The Department of Nursing anticipates enrollment of 10-20 students per year for the next four consecutive years for the BS-DNP program. These additional students at the new degree level will not affect the resource needs of Admissions.

The following are enhanced support services for students:

Technical Support

Instructional Support Services Program:

The Lehman College Instructional Support Services Program (ISSP) is the home of the Academic Center for Excellence (ACE) and Science Learning Center (SLC). The ISSP provides Lehman students with the opportunity

to achieve academic success through the guidance and encouragement of peer tutors and professional staff members. The ISSP offers online writing tutoring, allowing students to submit papers online and receive helpful comments from some of the most experienced writing tutors (<http://www.lehman.edu/academics/instructional-support-services/index.php>). In addition, students may click the ONLINE INFO Tab in Blackboard to obtain additional instructional support services from Lehman College and Online Learning.

Online Student Blackboard, Technology and Library Sessions:

The Office of Online Education, in collaboration with the Information Technology Division and the Leonard Lief Library, hosts Online Student Blackboard, Technology and Library Orientation Sessions for students prior to the beginning and/or at the start of each semester.

Electronic Systems:

Currently, the DON uses Blackboard for the master's and DNP programs for students to upload their work in Turnitin and/ or SafeAssign, and participate in discussion for the hybrid and asynchronous courses. Students' assignments are electronically held on the Blackboard learning management system. The new Digication e-portfolio is being introduced for the BS-DNP students. This ePortfolio allows the students to share their work online with the faculty and eventually potential employers. Students will have the capacity to show development of their scholarly proposal project from proposal to the complete project documented over time. Digitization allows data to be shared and accessed. Using the Digication ePortfolio, faculty will be able to evaluate students' portfolios using technology, which may include videos, animation or audio. It has all the connectivity, file sharing and online publishing tools that faculty and students will utilize.

Information Technology (IT) Center (Help Desk in the Academic IT Center):

The IT Help Desk is available to the Lehman College community (on campus and online) seeking information and assistance with campus technology issues. Additional student online assistance is also available by submitting an online form requesting assistance via Lehman Connect at <http://www.lehman.edu/itr/helpdesk-form.html?iframe=true&height=650&width=760>.

Library

Library Support (Lehman College Library Tab): The **College Library Tab** is located on the Lehman College Blackboard Homepage. It allows students to access the resources of the Lehman College Library while working in Blackboard. Students now have the ability to download the Lehman College Mobile App in the App Store and in the Google Play Store for FREE. Blackboard Mobile Learn is available for Apple or Android Devices. Students can download the Application for their iPhone, iPad or Android smartphone (access further information at <http://www.lehman.edu/itr/blackboard.php>).

The online **Research Guides for Nursing** introduces students to Lehman Library resources for Nursing. Resources available include statistics, media sources, and databases on New York City, boroughs and communities and, professional journals. There is a subject expert assigned to the nursing program. Students can email her directly (information located on the subject homepage: <http://libguides.lehman.edu/nursing>).

Subscription Ebooks: The library also offers substantial resources in electronic format that may be used for research support. These resources are available online to all students.

- **Ebrary** features a growing selection of more than 36,000 titles from more than 200 leading academic, scientific, technical, medical, and professional publishers.
- **BSCO eBook Academic Collection:** More than 121,000 eBooks including titles from leading university presses such as Oxford University Press, State University of New York Press, Cambridge University Press, University of California Press, MIT Press, Harvard University Press and many others.
- **Ingram MyiLibrary:** Contains presently 4500 ebooks in many disciplines. These ebooks may be downloaded or printed up to 10% at a time. These ebooks are also available by using OneSearch.
- **Springer e-books:** The Springer e-book collection includes books in science, technology, and mathematics. All books in the collection were published between 2009 and 2011 and are available on an unlimited basis so many users can use the same book at the same time.

24/7 Chat

Students can chat with a librarian online 24/7 by visiting Live Chat (<http://www.lehman.edu/library/ask-us.php>). Librarians from Lehman, CUNY or a library network will respond 24/7. Students access this site for advice about how to begin researching a topic, suggestions about databases, eBooks and other resources to use, help searching databases, the library catalog or the web, to check whether the library has a copy of a book or journal, and to ask about library services and borrowing policies. Students can e-mail the librarian using the e-mail form (<http://www.lehman.edu/library/ask-us.php>) to send the librarian a question. Responses to questions are generally received within 48 hours, when the library is open.

IT Help Desk in the Lehman Library: In addition to its main help desk, Information Technology also operates a Help Desk in the Leonard Lief Library.

Tutorials: The library has created tutorials to help students navigate the library system (<http://www.lehman.edu/library/tutorials.php>). Tutorial videos and mobile library tours, using a smartphone or tablet computer or from any desktop computer, are available to online students.

Other Support Services

Simulation Lab (for APRN Students): The simulation component of the program takes into account nursing students' education needs. The equipment in place at the Nursing Arts and Simulation lab contains health care equipment for simulated clinical practice and is used by students to practice selected nursing skills. There is a separate physical assessment/treatment room equipped for advanced health assessment courses and use by the nurse practitioner faculty and students.

II-D.: The Chief Nurse Administrator of the Nursing Unit

II-D. The chief nurse administrator of the nursing unit:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is an effective leader of the nursing unit.

Program Response:

Catherine Alicia Georges, EdD, RN, FAAN, is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes. Dr. Georges is professor and chairperson of the Department of Nursing and a professor in the current PhD program at the Graduate Center of the City University of New York. As per the CUNY Bylaws **Article IX section 9.3, Duties of Department Chairperson**, Dr. Georges is the chief executive officer of the department of nursing and carries out the department's policies as well as those of the faculty and board which are related to it (Appendix I-D.1: CUNY Bylaws - **Article IX**).

Dr. Georges chairs the Department of Nursing Personnel and Budget (P and B) and is a member of the College's Personnel and Budget Committee. She currently serves on the College's Tenure and Promotion Committee, the Library Executive Committee. Dr. Georges has been a member of the faculty at Lehman College since 1975 and has served in the College Senate, on the Strategic Planning Task Force, and numerous other committees in the College and University.

Dr Georges has worked with clinical agencies and other community groups to assure that the curriculum offered meets the needs of those in practice and have built solid relationships so that students in all the programs in the Department of Nursing have the opportunity to participate in clinical practice areas that meet the criteria for program outcomes.

Dr. Georges serves as a mentor to faculty in the Department of Nursing and faculty in other departments in the College. She has mentored and supported graduates of the programs as they sought graduate degrees and leadership positions in nursing and health care.

Dr. Georges' leadership extends beyond academia. She has served in various leadership roles in nursing and health care organizations. She was the National Volunteer President of AARP from 2018-2020, currently the Chairperson of the National Board of Easterseals, and a member of the National Clinician Scholars Advisory Board. She serves on the Diversity Committee for the American Association of Colleges of Nursing.

Dr. Georges received her BS in Nursing from Seton Hall University College of Nursing, an MA in Nursing from NY University in Community Health Nursing Administration and Supervision and a doctorate in educational administration and policy studies from the University of Vermont.

II-E.: Faculty

II-E. Faculty are:

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

Elaboration: The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. The program defines faculty workloads. Faculty-to-student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a justification for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.

Program Response:

The DON faculty members are sufficient in number to accomplish the department's mission, goals, and expected program outcomes. **As of fall 2021, there are 22 full-time faculty teaching nursing courses.** Of whom, **10 teach in the MS and DNP programs, and post-graduate certificate.** (All qualified faculty members teach in both the baccalaureate and graduate programs.) Included in this count are the Chair, and two program directors and an FNP coordinator. There are two NP lecturers, with doctorate, assigned to graduate programs. In addition, **of the 43 adjunct/ part-time faculty members in the department, 10 have taught in the MS and DNP programs for the spring and fall 2021 semesters** (see Table II-E.1). An additional lecturer is assigned as the simulation/nursing skills instructor to support the nursing department. Based on this count, adequate faculty allow for an

average faculty-student ratio of 1:30 lecture portion of course, 1:25 for online and 1:7 to 1:8 in the clinical areas for the graduate; and DNP program 1:1 clinical advisor/ 1:9 to 1 to 12 lecture.

The Department of Nursing calculates its faculty Workload by adding faculty teaching hours per semester and dividing them by .5 of the (contractual) workload hours assigned for the year. Total Faculty Workload Teaching Hours by Instructional Title is .5 of the workload hours assigned per semester by (contractual) instructional title (21hrs for professorial ranks, 27hrs for lecturers; the 0.5 calculation estimates the distribution in one semester; 1 FTEF = 21hr/AY for professional ranks, 1 FTEL = 27hr/ AY for lecturers). Adjuncts teach a maximum of 9 credits a semester for lecture courses and for clinical courses, a maximum of 12 credits a semester which is a waiver of the contractual agreement with the collective bargaining unit of the City University of New York.

In fall 2018, per the most recent PSC-CUNY contract, the annual teaching load for tenured or tenure-track faculty members was reduced to 18 credit hours. One goal of the reduction of the teaching load is to enable faculty to place a stronger emphasis on student mentoring and advisement and to facilitate faculty/student collaborative research. New tenure track faculty members receive a total of 24 credit hours reassigned time in the first five years, which must be used to advance their research careers (<http://www.psc-cuny.org/contract/article-15-workload>).

Even though the time commitment for teaching a full load, including course preparation, is considerable during the semesters, it leaves faculty with enough time to pursue their research, participate in institutional governance, and carry out other essential non-teaching duties.

The policies of the College allow full-time and part time faculty members to teach both baccalaureate and master's level courses if they are appropriately credentialed and qualified in that subject area (see *attachment Appendix II-E.1: 2021 Schedule of Classes*). Graduate FTEs are computed by dividing course load by 12 for graduate students. The Department of Nursing calculates its FTEs at 34.15% and 33.8 for spring and fall of 2020; student-to-faculty ratio 1:20 for the Department. The college's last (2020) available student to faculty ratio was 1:16.

Table II.E.1 describes the composition of faculty teaching in the MS and DNP programs and PGC. The academic and experiential preparation of the faculty in the Department of Nursing, with their diverse backgrounds, enables the DON to fulfill its mission and goals (see *Appendix I-D.2: Faculty CVs*). Faculty members (full-time and part-time) teaching **in both the undergraduate and graduate programs** hold, at a minimum, a master's degree in nursing with clinical experience appropriate to their teaching responsibilities. All faculty members **teaching required theory courses** in the graduate program hold, at a minimum, a master's degree in nursing and are doctorally prepared in nursing or a related field. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach.

Table II-E.1: 2021 (Spring & Fall) Faculty Ranking and Numbers for Graduate Programs

Rank	N=20	Master's Prepared	Doctorally Prepared	Nurse Practitioner
Full Professor	2	0	2	0
Associate Professor	2	0	2	0
Assistant Professor	3	0	3	2
Clinical Assistant Professor	1	0	1	1
Adjunct Clinical Assistant Professor	6	0	6	6
Substitute Clinical Assistant Professor	1	1	0	1
Lecturer (with Doctorate)	2	0	2	2
Adjunct Full Professor	1	0	1	0
Adjunct Associate Professor	1	0	1	0
Adjunct lecturer*	1	1	0	0
Total	20	2	18	12

*

Teaching assignments are made based on faculty expertise as evidenced by their credentials and practice experience along with input from peer and student evaluations. For example, the faculty member teaching advanced pharmacology is doctorally prepared in pharmacology. In the Family Nurse Practitioner Program (FNP) and Pediatric Nurse Practitioner Program (PNP), **all faculty members teaching the advanced practice**

clinical courses are nationally board certified as nurse practitioners in their specialty area (see *Appendix II-E.2: Faculty Qualifications and Course Assignments*). To meet regulatory requirements, the APRN faculty members maintain active clinical practice sufficient to meet requirements of respective certifying bodies.

II-F.: Preceptors, if used by the program as an extension of faculty, are academically and experientially qualified for their role

II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.

This key element is not applicable to a degree or certificate program that does not use preceptors.

Elaboration: The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are:

- *clearly defined and communicated to preceptors;*
- *congruent with the mission, goals, and expected student outcomes;*
- *congruent with relevant professional nursing standards and guidelines; and*
- *reviewed periodically and revised as appropriate.*

Preceptors have the expertise to support student achievement of expected outcomes. The program ensures that preceptor performance meets expectations.

Program Response:

The role of preceptors in regard to clinical supervision and student evaluation is clearly defined and is congruent with program mission, goals, and expected student outcomes. Preceptors are required to evaluate and maintain ongoing records of student performance in the clinical setting. Prior to beginning their preceptorship of students, all preceptors receive a copy of the course syllabi and clinical evaluation criteria, which are *congruent with relevant professional nursing standards and guidelines*. Expectations of the preceptor are delineated in the letter and forms that are part of the packet shared with preceptors. **Clinical guidelines/ orientation packages for the MS program and DNP programs, including student clinical evaluation forms, are located in E-Resource Room: II-F.1 and II-F.2.** Faculty members teaching the clinical courses visit the clinical sites at least once and communicate with the preceptors by email and/or telephone.

The preceptors, utilized by DON, have the expertise to support student achievement of expected outcomes. The program ensures that preceptor performance meets expectations. Preceptors/ advisors for the graduate and DNP programs are academically and experientially qualified for their role. All preceptors for the MS/ PGC programs have at least a master's degree in nursing. In the practitioner programs, all nurse preceptors are nationally board certified in their specialty area and all physician preceptors are duly credentialed (see List of preceptors/ resumes in the **E-Resource Room II-B.1**).

MS & PGC (FNP & PNP)

A preceptor is required for each student enrolled in clinical courses. Students have the option to locate the preceptors with whom they will work or submit a preceptor request form to the placement coordinator for clinical assignments. The preceptors must be a nurse practitioner or physician and must meet certain criteria, including applicable specialty, a minimum of one year of clinical experience, and an unencumbered license verified at the primary source, either the state nursing or medical board. Students are not allowed to begin clinical until the preceptor application, an updated Curriculum Vita, and proof of board certification have been submitted and verified by the clinical placement coordinator. These documents are uploaded to DON's Typhon system by the clinical placement coordinator and approved by the Program Director.

The roles and performance expectations of the preceptors are reviewed periodically and revised as appropriate. At the conclusion of each of their 200-clinical-hour experience, all students enrolled in clinical courses

(FNP—NURs 774/ 775/ 776 or PNP—NURs 770/ 771/ 772) are required to complete an evaluation of their preceptor (see examples of preceptor evaluations in [E-Resource Room II-F.3](#) / and complete evaluations in *Typhon*). The feedback gathered from students is reviewed by the Ad-hoc Graduate Clinical Faculty Committee, including the Graduate Director, to get students' perspectives of their clinical experience. In addition, clinical course faculty members are expected to visit each site where students are placed, at least once to evaluate the preceptor as well as the site. Ongoing communications during the semester between the faculty and the preceptor are conducted via email or telephone. **Preceptor adjustments may be made if students are not achieving expectations.** Clinical course faculty members are ultimately responsible for evaluation of all nursing students but share clinical teaching responsibilities with qualified preceptors.

BS-Doctor of Nursing Practice

The faculty for the BS-DNP students are doctorally-prepared or educationally prepared at a level appropriate with their clinical role and are an expert in the student's scholarly project field of interest. The clinical advisor helps the student to accomplish clinical practice/program objectives and/or completion of the scholarly project. Before beginning clinical practicum experiences (in DNP courses *NUR 809, NUR 810, and NUR 811*), students must: (1) Identify a clinical advisor who is willing to serve as the student's clinical advisor and meet clinical advisor expectations, and (2) ensure that an Affiliation Agreement is in place. Prior to engaging in clinical practicum experiences, both the **clinical agency approval form** and the **clinical advisor agreement form must be completed** (see examples in [E-Resource Room II-F.4](#)). The DNP clinical advisor is evaluated by the student and faculty each semester using the Clinical Site Evaluation Form.

Change to the faculty teaching in the DNP program requires faculty to be doctorally prepared. Faculty teaching practicum 1 and who will teach practicum 2 and 3 are nationally certified as nurse practitioners (FNP and PNP). The faculty-lead is a doctorally prepared full-time faculty and has expertise in the project field of interest. The clinical mentor is chosen by the student depending on the project interest.

II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and in support of the mission, goals, and expected faculty outcomes.

- Faculty have opportunities for ongoing development in teaching.
- If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.
- If service is an expected faculty outcome, expected service is clearly defined and supported.
- If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence.
- Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.

Program Response:

II-G.: The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice

Faculty role expectations are clearly delineated by the Board of Trustees Bylaws of The City University of New York, which defines the responsibilities of faculty regarding teaching, research, and scholarship, and the City University of New York Agreement between CUNY and the Professional Staff Congress (PSC/CUNY) dictates

faculty workload/ practice. The College and DON adhere to the specifications of these two documents—refer to the CUNY By-Laws (*Appendix I-D.1*) and PSC/CUNY contact²⁰.

Teaching

Faculty members have ongoing opportunities to develop expertise in teaching. Both the College and DON support faculty in their role as teachers. The College has an extensive training program for all faculty members on the technological resources available for use in instruction. Blackboard (Bb) is the online course management system used at Lehman College and CUNY for distance/online instruction. The Office of Online Education (OOE) assists faculty in the creation, design and development of innovative, effective and accessible learning experiences. The OOE advises on the use of instructional technology, guided by best practices in online, hybrid and face-to-face teaching. It consults with faculty on learner-centered course design, and on the development and delivery of online courses and programs. Multiple opportunities for faculty development are made available through Lehman College as well as the City University of New York (CUNY). Faculty in the Department of Nursing can attend any university wide workshops related to pedagogy and student success among many more related to specific disciplines. The following are workshops attended:

Faculty Workshops

- **Essentials for Online Teaching: Planning Your Online Course Workshop**
(Hands-on, interactive real-time online workshop led by the Office of Online Education).
- **Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty**
(A two-week, asynchronous, instructor-facilitated workshop offered several times a year).
- **Enhancing Your (Online or Hybrid) Course through the Use of Open Educational Resources (OER) Workshop**
(A two-week, asynchronous, instructor-facilitated workshop)
- **Professional Development Best Practices Workshops and Webinars Series.** A series of workshops and webinars delivered by Lehman College faculty, for Lehman College faculty, sponsored by the Office of Online Education.

Workshops and Webinars in this Series:

- Lessons Learned from Teaching During COVID: Combining Synchronous and Asynchronous Teaching Strategies
- Collaborative Online International Learning (COIL) - Collaborate, Design, Engage in a Global World
- Incorporating Group Work and Games to Engage Your Students Online
- Creating an Engaged and Investigative Learning Environment - Even Online!
- Accessibility and Universal Design for Learning (UDL) Workshop for CUNY Faculty.

The Faculty Writing Development Program

The Faculty Writing Development Program is a year-long initiative led by the Writing Across the Curriculum (WAC) Coordinators with support from Writing Fellows. It is designed to

- Provide in-depth support to a core group of faculty implementing WI courses across a range of disciplines;
- Disseminate teaching practices developed in the initiative to other Lehman faculty.

(<https://www.lehman.edu/institute-literacy-studies/wac/faculty-writing-program.php>)

The DON encourages the sharing of teaching strategies, research on learning styles, and test construction among nursing faculty. Teaching assignments consider faculty expertise and research interests. The DON provides professional development opportunities throughout the academic year utilizing the expertise of faculty/staff on the campus. Workshops for all faculty members using teaching aides such as high-fidelity child, and adult mannequins, Shadow Health virtual software, Proctor-U for monitoring HESI tests during the pandemic and using Blackboard have been offered by DON. During the resent COVID-19 pandemic shutdown of the campus, DON utilized one of

²⁰ https://psc-cuny.org/sites/default/files/2010-2017_PSC-CUNY_Collective_Bargaining_Agreement_upload.pdf

its instructors as a faculty mentor for other faculty needing assistance with teaching online including help with setting up and using Blackboard for online courses.

Scholarship

Faculty scholarly endeavors, including research, publication, creative works, and the development of instructional materials, are supported and rewarded by both the College and DON. The Office of Research and Sponsored Programs (ORSP) at Lehman College is committed to cultivating an atmosphere of research and scholarship that facilitates and supports Lehman faculty and others in the pursuit of extramural funding that lends itself to enhancing excellence in teaching, research, and learning that continues to promote community service and engagement in the Bronx and beyond.

The College requires evidence of scholarship as one of the requirements for tenure and for promotion of faculty on professorial lines. The College supports scholarly research through a variety of incentives such as intramural grants. The Office of Academic Affairs at Lehman College supports research by its full-time faculty and teaching staff by allocating a portion of recovered indirect costs to support intramural research opportunities.

The PSC/CUNY Research Awards is a program negotiated by the union to provide grant support to CUNY faculty. The program is structured to give preference to junior faculty. Grants of up to \$3,600 annually are available to support research, scholarship, work in the creative arts and curriculum development related to faculty's academic interests (*see Article 25 in PSC-CUNY Contract*). Grant recipients are selected by a faculty committee, appointed by the Chancellor, and are administered by the CUNY Research Foundation. Many active scholars apply for and receive grants every year, especially as they work toward tenure.

Untenured faculty members have participated in university-wide workshops that assist them in increasing their publication record. The Office of Research and Sponsored Programs disseminates information to faculty based on areas of their research interest and assists with proposals and grant writing. The PSC/CUNY Research Award Program offers annual grants which nursing faculty have received. Sabbaticals for research or other scholarly pursuits are other ways in which nursing faculty can be supported in their pursuit of scholarship.

The university has developed workshops for faculty to enhance the publication of their ongoing research. CUNY provides many resources in support of faculty development. These resources include internal funding and professional development. For example, it brings together scholars from within and outside CUNY and CUNY doctoral students to focus on key areas of intellectual and public policy concern through its fellowships, e.g., the Advanced Research Collaborative. Its Proposal Pre-Submission Peer Review Program is offered by the Research Foundation of CUNY's Office of Award Pre-Proposal Support and many more ([see https://www.cuny.edu/academics/faculty-affairs/funding-opportunities/](https://www.cuny.edu/academics/faculty-affairs/funding-opportunities/)).

The Dean of the School of Health Sciences, Human Services and Nursing (HS2N) has developed learning and research collaboratives where faculty from the various departments can work together on various projects. The Dean's Office staff already has begun to meet with nursing and other faculty from across the School to match their research interests and expertise with publicly available datasets. Faculty members in the Department of Nursing have also engaged in joint research projects with departments and institutes outside of HS2N. At the start of the fall semester, a DON faculty member, who received IRB approval to conduct a study that examines resiliency among nurse educators during the COVID-19 pandemic, has sent out an invitation to nursing faculty to participate in the study.

Using an adaptation of the American Association of College of Nursing (AACN) Defining Scholarship for Academic Nursing Task Force Consensus Position Statement (March 26, 2018), DON has developed the following scholarship guidelines for its faculty members:

Department of Nursing Scholarship Statement

The Scholarship of Discovery or Scientific Inquiry

- Primary empirical research
- Analysis of large data sets
- Theory development and testing
- Methodological studies
- Health services research

<ul style="list-style-type: none"> • Philosophical inquiry and analysis
<p>The Scholarship of Practice</p> <ul style="list-style-type: none"> • Applies evidence to practice • Incorporates implementation and translation science • Applies and integrates evidence to and from clinical practice • Conducts quality improvement using methodologies to improve care processes.
<p>The Scholarship of Teaching</p> <ul style="list-style-type: none"> • Focuses on the transmission, transformation, and extension of knowledge (Boyer, 1999). • Develops, evaluates, and improves nursing curricula, student learning, and teaching methodologies. • Focuses on the understanding, describing, and teaching of learning endeavors as well as controlling, predicting, and disseminating outcomes of teaching-learning processes.
<p>(Adapted from: American Association of College of Nursing Defining Scholarship for Academic Nursing Task Force Consensus Position Statement, March 26, 2018) CAG/ 4/2020</p>

Service

Faculty service to the University, the College and DON is accomplished through participation in committees, special projects and contributions of expertise, and other projects. Faculty service is an item addressed on faculty annual evaluation and in consideration for tenure and promotion in professorial lines and for Certificate of Continuous Employment (CCE). The nursing faculty has been serving on College committees through participation on University and Department committees (*refer to p. 4*). The DON faculty members consistently participate in such College events as the Open House for new students and major education and career fairs. Nursing faculty members also provide service to communities outside of the College through participation in many professional, social, and cultural activities (see [Appendix I-D.2: Faculty CVs](#)).

Practice

Several nursing faculty members are engaged in clinical practice which keeps them current in their specialty area. The nurse practitioner faculty members, both full-time and part-time, are actively involved in clinical practice in their specialty areas as is required for their continued certification. The majority of the adjunct/part time faculty members are employed in clinical areas. Teaching assignments, when possible, take into consideration the need to allow the flexibility necessary for participation in clinical practice. The current contractual agreement allows for faculty to work at least one day a week outside of their college teaching requirement. It does not specifically address the area of practice for the tenure or tenure track practitioner faculty but has been accepted, supported, and defended by the DON Chairperson and the Personnel and Budget committee.

Summary of Standard II

Strengths

1. Fiscal resources are sufficient to fulfill the mission, goals and outcomes.
2. Academic support services are sufficient to ensure quality and to meet student and program mission, goals and expected outcomes.
3. The DON Chief nurse administrator exceeds the minimum requirements of the position and is academically and experientially qualified to accomplish the mission, goals and expected outcomes.
4. Faculty members are sufficient in number to accomplish the mission, goals and expected outcomes.
5. Faculty are experienced, qualified and have been approved for areas in which they are assigned to teach and are sufficient in number to meet program needs.
6. Preceptors/advisors, when used, are academically and experientially qualified to accomplish the mission, goals and expected outcomes.
7. Faculty members have access to a variety of university and college support services that promote development in teaching, scholarship, and service. Support services are sufficient to meet expected faculty outcomes

Challenges

1. Limited number of full-time faculty actively engaged in clinical practice and research
2. University wide decrease in funding for full-time faculty lines
3. Paucity of primary investigator grant funding

Plans for Improvement

1. Encourage and provide support for faculty practice and clinical research
2. Continue to request full-time tenure track lines and additional clinical faculty (DNP)
3. Increase grant writing activity with support from the Office of Research and Sponsored Programs

Resources:

Standard/ Section	Evidence	Location
II-A	PSC-CUNY Salary Schedules	Appendix II-A.1
II-B	2021-22 Preceptor Listing/ Resumes	E-Resource Room II-B.1
II-D	Department Chair's Handbook (August 2017)	E-Resource Room II-D.1 https://www.lehman.cuny.edu/academic-personnel/documents/Department-Chair-Handbook.pdf
II-E	2021 Schedule of Classes	Appendix II-E.1
II-E	Faculty Qualifications and Course Assignments	Appendix II-E.2
II-F	Preceptor Orientation Packages	E-Resource Room: II-F.1 (MS/ PGC) E-Resource Room: II-F.2 (DNP)
II-F	Examples of Preceptor Evaluations	E-Resource Room II-F.3
II-F	Examples of Completed DNP Clinical agency approval form/ clinical advisor agreement form	E-Resource Room II-F.4

Standard III

Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:

- are congruent with the program's mission and goals;
- are congruent with the roles for which the program is preparing its graduates; and
- consider the needs of the program-identified community of interest.

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

Program Response:

STANDARD III- PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

III-A.: The Curriculum Developed, Implemented, and Revised Reflecting Clear Statements of ESOs

The DON graduate curricula are developed in accordance with the programs' mission, goals, and expected student outcomes (ESOs). The mission of the Department of Nursing is to prepare nursing professionals at the undergraduate (*not included in this self-study*) and MS and DNP levels, capable of relating humanistically, think critically, act ethically, and pursue life-long learning. The nursing faculty at Lehman College believes that professional nursing education programs should prepare the master's-prepared nurses to possess a mastery level of understanding of nursing theory, science and practice. In line with this, student learning outcomes are congruent with DON's mission, the goals of the master's and DNP programs, and expected student outcomes (see *Table 1-A.3*). Both the MS and the BS-DNP curricula build upon the undergraduate practice competencies (delineated in the *Essentials of Baccalaureate Education for Professional Nursing Practice*; AACN, 2008) by providing specialized knowledge and skills to meet the current health care needs of clients and the challenges of an evolving health care delivery system.

The MS and DNP curricula progress logically to ensure the achievement of program outcomes. The E-Resource Room contains all course syllabi (*I-B.1a and I-B.1b*) including student guidelines for the MS and DNP programs. Curriculum and graduate committee meeting minutes provide evidence of development and revisions of expected student learning outcomes (*see Appendix 1-C.1 for example*).

MS in Nursing Curriculum

The DON's MS curriculum reflects professional nursing standards and guidelines as well as the needs and expectations of the community of interest. The MS program prepares nurse practitioners in the FNP and PNP specialty areas. The MS program curriculum reflects clear statements of student learning outcomes (SLOs) consistent with professional nursing standards and guidelines adopted by the program (see *Table 1-B.1*). Professional nursing standards that guide the MS curriculum are the AACN *Essentials for Master's Education in Nursing* (AACN, 2011), which includes the practice-focused outcomes for all master's-prepared nurses, and *Nurse Practitioner Core Competencies* content (NONPF 2017). Guidelines also included are the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2016), *Nursing's Social Policy Statement: The Essence of the Profession* (American Nurses' Association [ANA], 2015), *Nursing: Scope and Standards of Practice*, (ANA, 2021), and *Code of Ethics for Nurses: Interpretation and Application* (ANA, 2015). In addition to the above, the *Consensus Model for APRN: Licensure, Accreditation, Certification and Education* (NCSBN, 2008) is being utilized to guide the APRN education.

The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals. The Graduate Curriculum, and Curriculum of the Whole Committees are responsible for establishing, implementing, reviewing the SLOs. Courses are evaluated every semester to determine that expected learning outcomes are congruent with program mission, goals and professional nursing guidelines for the graduate programs (see *Appendix I-C.1: Graduate Curriculum Community Meeting Minutes 4-12-21 [addendum]*). The curriculum is organized around core courses and specialty option courses in nurse practitioner roles. Each course has its own expected student learning outcomes (see *Appendix III-A.1: Content Map*). Core courses contain student learning outcomes that are expected for all students prepared at the graduate level in nursing. The direct care core includes the three Ps—advanced pathophysiology, advanced pharmacology, and advanced physical assessment—used for the APRN students who are being prepared for direct-care roles.

All course objectives are formulated with the goal of helping students meet the SLOs. Course objectives can be viewed by examining MS course syllabi. The MS nursing student handbook lists the end-of-program student learning outcomes/ program objectives. The following are the MS/ PGC program objectives:

MS Program Objectives

The Lehman College MS nursing curriculum prepares its graduates to:

1. Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach to professional practice.
2. Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices.
3. Demonstrate leadership role development through clinical expertise, negotiation and collaboration with multiple stakeholders.
4. Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders.
5. Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge.
6. Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies.
7. Demonstrate specialized strategies and skills, including the use of technology, in facilitating complex decision making in the delivery of quality care.

DNP

The LC BS-DNP program is accredited by the New York State Board of Regents - Office of the Professions and is registered for professional purposes under Subchapter A of the Regulations of the Commissioner of Education (Chapter II of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York).

The BS-DNP curriculum builds on the baccalaureate level competencies required for professional nursing practice. It provides students with the opportunity to acquire the competencies required for entry to advanced nursing practice while also completing the requirements for the DNP degree. The curriculum builds on both the AACN Essentials of Baccalaureate (2008) and Master's (2011) Education in Nursing. The framework for practice emerges from interrelationships of theory, practice, and research. Primary roles of the DNP graduate embody dimensions of clinical expertise, evidence-based practice, consultation, collaboration, management, leadership, and teaching.

DNP Program Objectives

1. Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.
2. Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings.

3. Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes.
4. Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system.
5. Access, utilize, and manage information system technology and health care informatics systems for care delivery, systems operations and quality improvement.
6. Analyze the scientific, social, ethical, economic, political, legal, and policy components of health care systems which impact health care planning, access, and delivery.
7. Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care to create change in complex health care delivery systems.
8. Design, implement, and evaluate care delivery models and strategies to improve population health.
9. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations.

Incorporated into DON's DNP curriculum are the NONPF (2017) core competencies in support of the nurse practitioner (NP) role. They represent the entry into practice competencies upon graduation from the DNP program (see *Appendix III-A.1: Content Map*). Course objectives are included in each course syllabus and are designed to develop knowledge, skills and attitudes in the graduate core (research translation), advanced practice core (leadership), and selected clinical specialty area (clinical knowledge).

III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

This key element is not applicable if the baccalaureate degree program is not under review for accreditation.

Elaboration: The baccalaureate degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.

Program Response:

N/A

III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

1. Master's program curricula incorporate professional standards and guidelines as appropriate.
 1. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
 2. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
- Graduate-entry master's program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

This key element is not applicable if the master's degree program is not under review for accreditation.

Elaboration: The master’s degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

Master’s degree APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

1. *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
2. *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
3. *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Master’s degree programs that have a direct care focus but are not APRN education programs (e.g., nurse educator and clinical nurse leader) incorporate graduate-level content addressing the APRN core. These programs are not required to offer this content as three separate courses.

Program Response:

III-C.: Master’s curricula developed, implemented, and revised to reflect professional nursing standards & guidelines

DON’s MS curricula are developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards are clearly defined within the expected student learning outcomes (individual and aggregate) and are evident throughout the curricula. Table III.C.1 shows an example of the alignment of MSN Program Objectives (SLOs), course objectives, MS Essentials (AACN, 2011) and NONPF core competencies (2017). The congruency of all these elements is found in the [Appendix III-A.1: Content Map for MS & BS-DNP Programs](#).

Table III.C.1: Example of Alignment of MSN Program Objectives and Course Objectives to MS Essentials & NONPF Core Competencies

Course Number	Program Objectives	Course Objectives	Course Evaluation	AACN Essentials (2011)	NONPF Core Competencies
<p>NUR 726- Health Planning & Policy Making: Leadership Issues (3Cr) Pre-requisite: NUR721</p> <p>An identification and critical analysis of the major issues in leadership, health planning, and policy making that</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Professional Integrity 	<ol style="list-style-type: none"> 1. Critically evaluate current issues in nursing and health care 2. Assess social, political, and economic subsystems in relation to nursing and health care. 3. Synthesize information to research positions on selected nursing and health care issues 4. Analyze the process of planning and policy development in health care. 5. Demonstrate knowledge of political subsystem as it relates to and influences legislation. 	<ul style="list-style-type: none"> • Blog Responses – 15% • Op Ed Paper – 20% • Discussion Board – 30% • Policy Paper – 35% 	<p>Essential IV – Health Policy and Advocacy</p>	<ul style="list-style-type: none"> • Policy Competencies • Leadership Competencies

Course Number	Program Objectives	Course Objectives	Course Evaluation	AACN Essentials (2011)	NONPF Core Competencies
		6. Critically analyze the purposes, positions, and accountability of the ANA (2015) and other nursing and health related groups as organizational subsystems affecting health care. 7. Articulate a plan for personal involvement in the political system as it relates to nursing practice.			

Table III-C.2 shows the alignment of the MS essentials with the courses in the MS/ PGC curriculum plan.

III-C.2: Alignment of AACN Essentials of Master’s Education and DON’s MS Curriculum Plan

AACN Essentials (2011)	DON’s MS Degree in Nursing Curriculum Plan
<i>Graduate Core Curriculum</i>	
I. Background for Practice from Sciences and Humanities IV. Translating and Integrating Scholarship into Practice	NUR 600: Biostatistics in Health Research NUR 720: Concepts and Theories for Advanced Nursing Practice NUR 721: Essentials of Clinical Research NUR 769: Family Developmental Theory NUR 787: Advanced Professional Seminar
II Organizational and Systems Leadership III Quality Improvement and Safety VI Health Policy and Advocacy	NUR 723 Strategies for Advanced Nursing Practice NUR 726: Health Planning and Policy Making: Leadership Issues
V Informatics and Healthcare Technologies VII Interprofessional Collaboration for Improving Patient and Population Health Outcomes VIII Clinical Prevention and Population Health for Improving Health IX Master’s Level Nursing Practice	NUR 723: Strategies for Advanced Nursing Practice NUR 770: NUR 771, NUR 772 (PNP Clinical Courses) NUR 774: NUR 775, NUR 776 (FNP Clinical Courses) NUR 773: Advanced Health Assessment
<i>Advanced Practice Registered Nurse Core Curriculum</i>	
I. Advanced Health/Physical Assessment	NUR 773: Advanced Health Assessment
II. Advanced Physiology and Pathophysiology	NUR 766: Advanced Pathophysiology.
III. Advanced Pharmacology	NUR 767: Advanced Pharmacology.

III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- DNP program curricula incorporate professional standards and guidelines as appropriate.
 - a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
 - b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

- Graduate-entry DNP program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

This key element is not applicable if the DNP program is not under review for accreditation.

Elaboration: The DNP program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

DNP APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

4. Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
5. Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and
6. Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master’s DNP programs who hold current national certification as advanced practice nurses, unless the program deems this necessary.

Program Response:

III-D.: DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines

The BS-DNP program curriculum was developed, implemented, and revised to reflect the DNP Essentials (2006). Incorporation of the DNP Essentials into the DNP curriculum is regularly reviewed in accordance with the Evaluation Master Plan (see Appendix I-A.1). The DNP Essentials (AACN, 2006) are integrated into all DNP courses. Congruency between the DNP Essentials (AACN, 2006), DNP Program Goals, SLOs, and course objectives for all courses can be found in the Appendix III-A.1: Content Map. An example of the integration of the DNP Essentials and the NONPF Core Competencies into DNP Program Objectives (SLOs), and Courses/and Course Objectives is provided in Table III.D.1

Table III-D.1: Example of Alignment of DNP Program Objectives and Course Objectives to MS Essentials and NONPF Core Competencies

Course	Course Objectives	Program Objectives	DNP Essentials	NONPF Core Competencies	Evaluation Methods
<p>NUR 800 Leadership In Complex Health Care Systems (3 Credits) Pre/Co-req.: NUR 801</p> <p>This course addresses the leadership role of the advanced practice nurse within healthcare organizations to</p>	<ul style="list-style-type: none"> • Analyze theories of leadership and management relevant to advanced practice nursing including organizational, financial and regulatory forces that impact patient care. • Evaluate the impact of organizational and management theories and nursing care delivery models on 	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis Professional Integrity 	<p>Scientific Underpinnings for Practice</p>	<ul style="list-style-type: none"> •Scientific Foundation Competencies •Leadership Competencies 	<ul style="list-style-type: none"> • Leadership Analysis Action Plan– 40% • Regulatory Practice Change Assignment – 25% • Reflections on assigned readings (healthcare policies, laws, institutional,

Course	Course Objectives	Program Objectives	DNP Essentials	NONPF Core Competencies	Evaluation Methods
<p>affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations.</p>	<p>healthcare organizations.</p> <ul style="list-style-type: none"> • Evaluate the role of teamwork to promote interprofessional collaboration for improving healthcare outcomes. • Analyze patient safety goals and the advanced practice nurse’s role in developing and implementing initiatives to promote quality outcomes. • Evaluate frameworks for quality improvement in healthcare including theories of quality management and the principles of risk management. • Discuss legal, regulatory, advocacy and ethical issues in the workplace as they relate to advanced practice nursing. • Analyze the impact that cultural and generational gaps play in leadership style. • Analyze social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable. 				<p>government, international regulations, ethics and healthcare policies) – 35%</p>

The DNP Essentials and the program objectives were used to develop the course objectives. Specific teaching-learning activities and assignments were developed to assess if the individual student achieved the course objectives (individual SLOs). Advanced pathophysiology, pharmacology, and health assessment courses were incorporated into the BS-DNP curriculum as students are being educationally prepared for certification as an APRN. The BS-DNP program curriculum has been developed to include pathways for post-baccalaureate registered nurses and master’s-prepared advanced practice registered nurses (APRNs) (see [Table III-F.4: DNP Curriculum including Specialty Areas and Pathways](#)).

The DNP program started in the fall of 2020. Currently, faculty has discussed alignment of pre-requisite courses and assignments to support development of capstone project proposal (see Graduate Curriculum minutes of 11/15/21). The program has received support from the Instructional Support Services Program (ISSP) and HS2N librarian to assist students with scholarly writing (see notes from October 2021 DNP student cohort, faculty meeting).

III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

This key element is not applicable if the post-graduate APRN certificate program is not under review for accreditation.

Elaboration: The post-graduate APRN certificate program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- 7. Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- 8. Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- 9. Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role- and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for certificate students who have already completed such courses, unless the program deems this necessary.

Program Response:

III-E.: Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines

The post-graduate APRN certificate program is organized around the MS Essentials, the Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016), and Family Nurse Practitioner, and Pediatric Nurse Practitioner professional standards and guidelines. Curricula are evaluated and revised to ensure relevant and current professional nursing standards and guidelines are reflected in the post-graduate certificate curricula and within the expected SLOs (individual and aggregate). **The post-graduate students follow the same curricula as the Master of Science degree NP students. Advanced Physical Assessment, Pathophysiology, and Pharmacology are offered at the graduate level in three separate comprehensive courses as a requirement for each NP student regardless of concentration.** Post-graduate students follow a prepared plan of study based on individualized gap analysis (see examples in [E-Resource Room III-E.1: Gap Analysis](#)). All students who complete the post-graduate certificate nurse practitioner program are eligible to take national certification examinations. Table III-E.1 shows the inclusion of professional standards and guidelines namely MS Essentials (2011); NTF Criteria (2016); NONPF NP Core Competencies (2017), and others into the post-graduate certificate nurse practitioner concentration courses.

Table III-E.1: Alignment of Post-Graduate APRN Certificate Courses with Professional Standards/ Guidelines

Professional Standard/ Guideline	Non-Clinical Courses				Clinical Courses				
	3Ps				PNP			FNP	
	NUR 766	NUR 767	NUR 773	NUR 769	NUR 770	NUR 771	NUR 772	NUR 774	NUR 775

The Essentials of Master's Education in Nursing (AACN, 2011)	x	x	x	x	x	x	x	x	x	x
Standards of Practice for Nurse Practitioners (AANP, 2019)	x	x	x	x	x	x	x	x	x	x
Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016)	x	x	x	x	x	x	x	x	x	x
Consensus Model for APRN: Licensure, Accreditation, Certification and Education (NCSBN, 2008)	x	x	x	x	x	x	x	x	x	x
Code of Ethics for Nurses: Interpretation and Application (ANA, 2015)	x	x	x	x	x	x	x	x	x	x
Nursing: Scope and Standards of Practice, 4th Edition (ANA, 2021)				x	x	x	x	x	x	x
Nursing's Social Policy Statement: The Essence of the Profession (ANA, 2015)				x	x	x	x	x	x	x
NONPF NP Core Competencies (2017)	x	x	x	x	x	x	x	x	x	x

Professional Organizations: American Association of Colleges of Nursing (AACN); American Association of Nurse Practitioners (AANP); National Task Force on Quality Nurse Practitioner Education (NTF); National Council of State Boards of Nursing (NCSBN); American Nurses Association (ANA); National Organization of Nurse Practitioner Faculties (NONPF)

The incorporation and alignment of the MS Essentials (AACN, 2011) and NONPF NP Core Competencies (2017) into the post-graduate certificate curriculum are noted in the Concept Map (Appendix III-A.1). The Map also includes course content, program objectives, course objectives, learning activities, and evaluation of SLOs, as specify by the professional guidelines.

III-F. The curriculum is logically structured to achieve expected student outcomes.

- **Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.**
- **Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge.**
- **DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.**
- **Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.**

Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced nursing knowledge.

Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire the baccalaureate-level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.

DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire the doctoral-level knowledge and competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). If the program awards the master's degree as part of the DNP program, the program demonstrates how students acquire the master's-level knowledge and competencies delineated in The Essentials of Master's Education in Nursing (AACN, 2011) and, if applicable, Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).

The program provides a rationale for the sequence of the curriculum for each program.

Program Response:

III-F.: The Curriculum is Logically Structured to Achieve Expected Student Outcomes

MS in Nursing Curriculum (FNP & PNP)

The DON Master's curricula clearly build on a foundation comparable to baccalaureate-level nursing knowledge. The curricula provide the nursing student an expanded understanding of the art and science of nursing, promoting higher level (advanced) nursing practice and leadership in various healthcare settings. The master's program curricula also prepare MS graduates to pursue the doctorate level education.

The Curriculum plan for the 45-49 credit Master of Science in Family Nurse Practitioner and Pediatric Nurse Practitioner allows students to attend full- or part-time. The graduate-level statistics course, *Biostatistics in Healthcare* (NUR 600; 4 credits), is a prerequisite course for all MS students. The curriculum for each of the Master of Science degree in nursing program consists of 12 courses of 3-6 credits. The curriculum is logically and consistently organized to include nursing core courses, support courses, and specialty courses. A master's research project is completed at the end of the program. All core courses are offered every semester and at least two sections of the clinical courses NUR 774, 775 and 776 each semester. Students have up to five years after matriculation to complete the program. Refer to course listings below:

Basic Core Courses required for all the master's degree programs in nursing:

Basic Core Courses—Credits (15)

NUR 720	Concepts and Theories for Advanced Nursing Practice	3 credits
NUR 721	Essentials of Clinical Research	3 credits
NUR 723	Strategies for Advanced Nursing Practice	3 credits
NUR 726	Health Planning and Policy Making: Leadership Issues	3 credits
NUR 787	Advanced Professional Seminar (<i>Master's Project</i>)	3 credits

Curriculum Plan for M.S. in Family Nurse Practitioner (45 Credits)

(15 basic core credits / 30 major credits)

Credits (30)

NUR 766	Advanced Pathophysiology	3 credits
NUR 767	Advanced Pharmacology	3 credits
NUR 769	Family Development Theory	3 credits
NUR 773	Advanced Health Assessment	3 credits
NUR 774	Advanced Family Nursing Practice I	6 credits
NUR 775	Advanced Family Nursing Practice II	6 credits
NUR 776	Advanced Family Nursing Practice III	6 credits

Curriculum Plan for M.S. in Pediatric Nurse Practitioner (45 Credits)

(15 basic core credits / 30 major credits)

Credits (30)

NUR 767	Advanced Pharmacology	3 credits
NUR 766	Advanced Pathophysiology	3 credits
NUR 769	Family Development Theory	3 credits
NUR 773	Advanced Health Assessment	3 credits
NUR 770	Advanced Clinical Practice I	6 credits
NUR 771	Advanced Clinical Practice II	6 credits
NUR 772	Advanced Clinical Practice III	6 credits

Post-Graduate APRN Certificate Curriculum Plan

Both the Post-Graduate APRN Certificate in Pediatric Nurse Practitioner and Family Nurse Practitioner are a 30-credit program. A **gap analysis** is completed on **student transcripts** to determine which graduate courses are transferable and those that need to be taken as part of the post graduate certificate program (examples are located in *E-Resource Room III-E.1*). The **three Ps**—Advanced Pathophysiology, Advanced Pharmacology, and

Advanced Physical/ Health Assessment—are prerequisite courses to be completed as part of the certification program of study. The Post-graduate APRN certificate graduates are educated to take the national certification exam in their specialty areas.

Curriculum Plan for Post Graduate APRN Certificate in Family Nurse Practitioner (30 Crs)

The certificate in Family Nurse Practitioner program consists of a sequence of seven courses for a total of 30 credits as listed below:

NUR 766	Advanced Pathophysiology	3 hours, 3 credits
NUR 767	Advanced Pharmacology	3 hours, 3 credits
NUR 769	Family Development Theory	3 hours, 3 credits
NUR 773	Advanced Health Assessment	3 hours, 3 credits
NUR 774	Advance Family Nursing Practice I	6 credits, 200 clinical hours
NUR 775	Advance Family Nursing Practice II	6 credits, 200 clinical hours
NUR 776	Advance Family Nursing Practice III	6 credits, 200 clinical hours

Curriculum Plan for Post Master's Certificate in Pediatric Nurse Practitioner (30 Crs)

The certificate in Pediatric Nurse Practitioner program consists of a sequence of seven courses for a total of 30 credits as listed below:

NUR 766	Advanced Pathophysiology	3 hours, 3 credits
NUR 767	Advanced Pharmacology	3 hours, 3 credits
NUR 769	Family Development Theory	3 hours, 3 credits
NUR 773	Advanced Health Assessment	3 hours, 3 credits
NUR 770	Advanced Clinical Practice I	6 credits, 200 clinical hours
NUR 771	Advanced Clinical Practice II	6 credits, 200 clinical hours
NUR 772	Advanced Clinical Practice III	6 credits, 200 clinical hours

The Graduate Curricular Model

The curricular model used to sequence courses reflects the philosophy that there are three general domains of knowledge in graduate education: core knowledge that is the foundation for all master's education; support knowledge that is necessary for all students seeking preparation as advanced practice nurses; and courses specific to the specialization. The focus of the master's program in nursing is the development of advanced knowledge of nursing theories, research, leadership and health policy and the application of each knowledge area to advanced nursing practice. **Nursing theories and research provide the foundation for the program and are required prior to the clinical courses.** Leadership and health policy are viewed as complementary to the clinical courses and are taken with them concurrently. The master's project/seminar is the culmination of the program. This is consistent with the AACN Essentials of Master's Education for Advanced Practice Nursing (2011). All course syllabi are available in the *E-Resource Room (I-B.1a [MS])*.

Core Courses

The following courses provide foundation knowledge and learning in nursing theories, research, and leadership.

- In the first course, **NUR 720—Concepts & Theories of Advanced Nursing Practice**: Students examine the philosophical basis for knowledge development and analyze extant nursing theories for their contributions to nursing science and nursing practice. Teaching-learning strategies include lectures, small group discussions, web-based course work, group presentations, videos, and a written examination.
- NUR 600: *Biostatistics in Health Research* is required before taking the research course, NUR 721. The emphasis in NUR 600 is on analysis and interpretation of data rather than mathematical computations. Teaching-learning strategies include utilization of SPSS (*statistical package for the social sciences*), group exercises, lecture, web-based course work and supplemental exercises. (For FNP and PNP students, a graduate statistics course is a prerequisite. Many of our students prefer to take this course at Lehman.)

- NUR 721 (*Essentials of Clinical Research*): Builds on NUR 600 and NUR 720. An understanding of nursing theory development is needed as the basis for understanding nursing knowledge development through research. During the course, students develop a research proposal and continue the development of their computer/technological skills through literature searches. *Teaching-learning strategies are lecture, web-based course content, small group discussions, development of a research proposal and, in some semesters, poster presentations.* Students polish their abilities to critique research reports and apply their knowledge of the research process for qualitative or quantitative studies.
- NUR 723 (*Strategies for Advanced Practice*): is designed to introduce students to the various roles that they may assume in practice. They discuss the roles of consultant, educator, case manager, committee leader and member, expert clinician, collaborator, and entrepreneur. This course provides the foundation for the functional role development necessary for all specializations.
- NUR 726 (*Health Planning and Policy Making: Leadership Issues*): students learn to critically appraise the methods and factors related to policy development. Students must demonstrate their understanding of the role of advanced practice nurses in planning health care for groups and communities.

Specialty Courses

Students are assigned to preceptors to guide and facilitate their achievement of their practicum objectives. Students write a clinical master plan derived from the course objectives, keep logs and present their clinical concerns during the seminar. Each specialty course has a theory and a practicum component.

Pediatric Nurse Practitioner

These specialty courses are sequenced utilizing a wellness-illness continuum, moving from assessment of the well child to interventions of common, minor, episodic and chronic health problems of infants, children and adolescents. Students learn during their practicum to refine their abilities in sophisticated techniques of assessment and to differentiate deviations from normal, incorporating cultural and developmental variations and needs of clients. The PNP students complete 600 supervised clinical practicum hours.

- NUR 770—Advanced Nursing Practice I: the PNP students work with preceptors in schools and clinics to assess health status, and guide and counsel parents. Seminars are used to learn the beginning development of the nurse practitioner role as a primary care provider.
- NUR 771—Advanced Nursing Practice II: focus on management of episodic health problems. Seminars focus on presentations of assigned case studies, assigned reading, and group discussions.
- NUR 772—Advanced Nursing Practice III: focuses on theories and methods of comprehensive assessment of chronically ill children.

Family Nurse Practitioner

- NUR 774 (*Advanced Practice I*): Within a nursing science and family/community systems framework, the focus of this course is upon delivery of primary care to culturally diverse families during the childbearing years. Development from conception through young adulthood is being viewed from the perspective of urban family life. Concepts from epidemiology, community health, nursing and family theories are being incorporated throughout. Clinical experiences provide opportunities for students to promote health and prevent illness, diagnose, treat, and manage children's health. Implementation of clinical decision making, interventions and health care protocols emphasizing early detection, control and/or resolution of the acute phase of children's health problems in a variety of ambulatory care settings.
- NUR 775 (*Advanced Practice II*): Within a nursing science and family/community systems framework, discussions and clinical experiences, covering treatment and symptom management of adults and older adults' health promotion, maintenance, and prevention of illness. Implementation of clinical decision making, interventions and health care protocols, emphasize early detection, control and/or resolution of the acute phase of adults and older adults' health problems in a variety of ambulatory and acute care settings.
- NUR 776 (*Advanced Practice III*): Within a nursing science and family/community systems framework, discussions and clinical experiences, covering treatment and symptom management of all family member's acute, chronic and/or rehabilitation health care requirements. Implementation of clinical decision making, interventions and health care protocols, emphasize care management strategies of children/adults/older adults

within the context of the family nurse practitioner's role. Total number of clinical hours required for the Family Nurse Practitioner program is 600 preceptor/ supervised hours.

The Project Course

The culmination of the master’s degree is accomplished in NUR 787: Advanced Professional Seminar. Students utilize this 3-credit course to complete and refine their work initiated in earlier courses. A student may focus on an assessment or an intervention project (work started in the clinical concentration courses), or on the project which began in the research course. Thus, they are involved in improving their review of the literature, adding more cases to their database, enhancing their statistical analyses and/or discussion of findings. Students then must submit a report of their project. In the seminar, common concerns about areas such as statistical analyses are addressed. Individual sessions with the faculty teaching the course provide students with an opportunity to discuss their unique issues and evaluate their progress.

The following Table III- F.1 shows an example of the progression from baccalaureate nursing education to the master’s level focusing on knowledge, and role development.

Table III-F.1: Progression from BS to MS Program of Selected Competencies, Knowledge, and Role Development

Essentials Competency Category of BS & MS Programs	Baccalaureate Program	Master’s Program
Critical thinking	NUR 406: Clinical Decision Making: Practice the skill of critical thinking in the classroom.	NUR 769: Family Theory Development: reviewing theory model as foundation; analyzing family as an adaptive system for family intervention.
Ethics	NUR 300: Nursing as a Human Science: Apply ethical principles to selected nursing situations. Apply legal concepts related to selected nursing situations.	NUR 726: Health Planning and Policy Development: Leadership Issues: Identify and critically evaluate current issues in Nursing and health care.
Research	NUR 302: Ways of Knowing in Nursing: Apply critical thinking skills to understanding of the nursing profession and nursing practice.	NUR 721: Essentials of Clinical Research: Analyze the role of research in the development of nursing’s body of knowledge
Nursing Theory	NUR 301: Therapeutic Nursing Interventions I: Formulate a plan of care that integrates human science concepts and the nursing process.	NUR 720: Concepts and Theories for Advanced Nursing Practice: critically compare selected conceptual frameworks for nursing.
Professional Role Development	NUR 410: Describe the nurse’s leadership role as it relates to patient care, delegation, professional issues and political systems	NUR 723: Strategies for Advanced Nursing Practice: Evaluate the impact of group process in the implementation of change
Health Policy/ Issues	NUR 408: Trends and Issues in Nursing and Health Care: Utilize a variety of sources and methods for staying current with nursing issues and trends in nursing and health care.	NUR 726: Health Planning and Policy Development: Leadership Issues: Analyze the process of planning and policy development in health care.

Doctor of Nursing Practice Curriculum

The BS-DNP program curriculum is logically structured to achieve the program’s objectives (SLOs) and is built on the baccalaureate level competencies (AACN 2018) and the foundation of master’s nursing education (AACN 2011) required for professional nursing practice with experiential professional knowledge and skills. Table III.F.3 below shows *an example* of the alignment of the AACN DNP Essentials to the DNP, MS and BS program objectives (*see Appendix III-F.1 for complete alignment*).

Table III-F.2: Example of the Alignment of AACN DNP Essentials with the DNP, MS and BS Program Objectives

AACN DNP Essentials (2006)	DNP Program Objectives	Graduate Program Objectives	Undergraduate Program Objectives
10. Scientific Underpinnings for practice	Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.	<ul style="list-style-type: none"> Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices. AACN Essentials I & V Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach. AACN Essentials I & V 	<ul style="list-style-type: none"> Demonstrate an understanding of the basic research process and evaluate nursing research outcomes in terms of applicability to professional nursing practice. AACN Essential III Demonstrate competency in the practice of nursing by applying knowledge from nursing science, the physical and human sciences, and the humanities to promote, protect, maintain and restore optimal health. AACN Essential I

The BS-DNP program consists of **total credits ranging from 39 to 85, including 500 to 1100 internship and capstone clinical hours**, depending on the pathway (see Table III-F.3). Its design includes two specialty areas and four pathways: BS to DNP, Post-Graduate to DNP, PNP to DNP, and FNP to DNP. The two specialty areas are Family Nurse Practitioner and Pediatric Nurse Practitioner. The BS-DNP program offers both a full-time (minimum of 9 credits per semester), and part-time (less than 9 credits per semester) basis. Students enrolled as full-time are placed in cohorts to facilitate academic progression and program completion, course offerings, and tracking of students. At program completion, DNP graduates will acquire doctoral level competencies as delineated in the DNP Essentials (AACN, 2006), and are thus eligible to take the certification exam to become nationally board certified. **Table III-F.3 also shows the sequencing of the BS-DNP and MS courses.**

Table III-F.3: DNP Curriculum including Specialty Areas and Pathways

Course Number	Course Description & Credits	Family Nurse Practitioner Specialty Area			Pediatric Nurse Practitioner Specialty Area		
		BS to DNP	Advanced Standing		BS to DNP	Advanced Standing	
			Post-Graduate to DNP	FNP to DNP		Post-Graduate to DNP	PNP to DNP
NUR 600	Biostatistics in Healthcare (4crs)	Prerequisite			Prerequisite		
NUR 720	Concepts and Theories for Advanced Nursing Practice (3crs)	Basic Core			Basic Core		
NUR 721	Essentials of Clinical Research (3crs)	Basic Core			Basic Core		
NUR 723	Strategies for Advanced Nursing Practice (3crs.)	Basic Core			Basic Core		
NUR 726	Health Planning and Policy Making: Leadership Issues (3crs)	Basic Core			Basic Core		
NUR 766	Advanced Pathophysiology (3crs)	APRN Core	APRN Core		APRN Core	APRN Core	
NUR 767	Advanced Pharmacology (3crs)	APRN Core	APRN Core		APRN Core	APRN Core	
NUR 769	Family Development Theory (3crs)	Support Course	Support Course		Support Course	Support Course	
NUR 773	Advanced Health Assessment (3CrS)	APRN Core	APRN Core		APRN Core	APRN Core	
NUR 774	Advanced Family Nursing Practice I (6CrS)	FNP Direct Practice	FNP Direct Practice				

NUR 775	Advanced Family Nursing Practice II (6CrS)	FNP Direct Practice	FNP Direct Practice				
NUR 776	Advanced Family Nursing Practice III (6CrS)	FNP Direct Practice	FNP Direct Practice				
NUR 770	Advanced Clinical Practice I (6CrS)				PNP Direct Practice	PNP Direct Practice	
NUR 771	Advanced Clinical Practice II (6CrS)				PNP Direct Practice	PNP Direct Practice	
NUR 772	Advanced Clinical Practice III (6CrS)				PNP Direct Practice	PNP Direct Practice	
NUR 800	Leadership in Complex Health Care Systems (3crs)	DNP-level Didactic/C					
NUR 801	Evidence Based Practice I: Methods (3crs)	DNP-level Didactic/C					
NUR 802	Evidence Based Practice II: Implementation and Evaluation (3crs)	DNP-level Didactic/C					
NUR 803	Theories in Transcultural Nursing and Health (3crs)	DNP-level Didactic/C					
NUR 805	Epidemiology (3crs)	DNP-level Didactic/C					
NUR 806	Genomics (3crs)	DNP-level Didactic/C					
NUR 807	Financial Management and Budget Planning (3crs)	DNP-level Didactic/C					
NUR 808	Health Policy (3crs)	DNP-level Didactic/C					
NUR 809	Practicum I (3crs)	DNP Practice					
NUR 810	Practicum II & Capstone (6crs)	DNP Practice					
NUR 811	Practicum III & Capstone (6crs)	DNP Practice					
Total Credits		85 Credits	69 Credits	39 Credits	85 Credits	69 Credits	39 Credits

The DNP graduates are prepared for the FNP or PNP specialty practice through the core clinical nursing practice competencies and didactic learning experiences. During initial program development (*program started fall 2020*), faculty used course descriptions and congruency tables to facilitate creation of course objectives. DNP course objectives were developed, reviewed, and revised by Graduate Curriculum Faculty Committee. The numerous reviews and edits of curriculum content, courses, course objectives and teaching-learning modalities ensured that the DNP curriculum was logically sequenced, and clearly demonstrated a pathway for DNP students to acquire doctoral level competencies. The DON BS-DNP program curriculum is built on requisite competencies and logically sequenced to achieve program-specific expected student outcomes. It provides students with the opportunity to acquire the competencies required for entry into advanced nursing practice, while also completing the requirements for the DNP degree.

Clinical Practice

The BS-DNP program includes 500 to 1100 internship and capstone clinical hours, depending on the pathway. This practice-focused doctoral program provides integrative practice experiences and a practice immersion experience that focuses on evidenced-based practice. The culminating capstone project, which utilizes clinical experience to provide an application-oriented project bringing new scientific knowledge to the practice setting and systems of care, is usually conducted at students' place of work with the approval of their employers to do their practicum or at a health care facility of their choice. The following are curriculum highlights:

- The curriculum emphasizes advanced clinical care, health systems improvement, and leadership and the translation of research into direct patient care.
- The DNP curriculum is designed to admit baccalaureate and master's-prepared registered nurses (including both APRNs and non-APRNs) in New York State and other areas.

Student portfolio:

Each student will develop a portfolio that serves as a repository for evidence of completion of program learning outcomes. One project in the portfolio may illustrate the completion of multiple required outcomes. Students identify at the beginning of the project/ course (NUR 809) the outcomes that are to be met and their alignment with the *Essentials of Doctoral Education for Advanced Nursing Practice*. Review of this portfolio is conducted by the DNP Executive Team at the completion of the first academic year of DNP courses. The DNP Executive Team will review the portfolio again prior to graduation. **The portfolio is electronically held on the Blackboard learning management system, which will be replaced with Digitcation eportfolio. Its organization will be based on the AACN DNP Essentials which coincide with the DNP outcomes.**

Master's Level Practicum Courses

FNP Specialty

Using a nursing science framework, BS-DNP and advanced standing (post-graduate-DNP) students will complete three *Advanced Family Nursing practicum courses* (NURs 774, 775, & 776; totally **600 clinical hours, and 135 lecture hours**), which focus on primary care for all family members. Content of each course emphasizes acute, chronic and/or rehabilitation interventions, care management strategies, and protocols for selected health problems of children/adults/older adults in families, groups, and communities. Each preceptor-supervised practicum, emphasizing case management, provides for experiences in clinical decision making, intervention, and management strategies within the context of the advanced practice nursing role.

PNP Specialty

The BS-DNP and advanced standing (post-graduate-DNP) students completes *three advanced pediatric nursing practicum courses* (NURs 770, 771, & 772; totally **600 clinical hours, and 135 lecture hours**), which focus on health assessment and management of primary healthcare of infants, children, and adolescents. Each preceptor supervised clinical laboratory emphasizes primary health care maintenance and assessment skills for advanced practice nursing, management of common acute health problems, utilizing advanced practice nursing skills. Legal, ethical, and health policy issues related to the role of the pediatric nurse practitioner are emphasized.

DNP Practicum Courses

All BS-DNP and advanced standing DNP students will complete the *three practicum courses (NUR 809; NUR 810; and NUR 811)*, which offer mentored opportunities to identify, develop, implement, evaluate, and disseminate the independent, analytical scholarly project. Each course assumes the synthesis of knowledge gleaned from subsequent and concurrent DNP courses and the unique practice expertise of the DNP student. Although these courses are separate entities, course objectives and student's individual objectives may transition into a subsequent practicum course reflecting the student's progress with the project in collaboration with the Committee Chair and course faculty. During these three courses, the student is expected to practice **(engage in a clinical practice setting) a total of 500 hours** in a specialty area (FNP or PNP) related to her/his practice inquiry.

DNP Practicum I (100 Hrs.)

- Commencement of project development
- Selection of Committee Chair/Faculty Lead and Clinical Mentor
- Successful completion of written proposal
- Successful defense of the project proposal
- Submission of approved DNP Scholarly Project Proposal form
- Preparation of Institutional Review Board (IRB) documents
- Documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio

DNP Practicum II and Capstone (200 Hrs.)

- Submission and approval of Institutional Review Board form
- Implementation of scholarly project
- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio

DNP Practicum III and Capstone (200 Hrs.)

- Successful completion of final paper

- Successful defense of Scholarly Project
- Submission of signed DNP Scholarly Project Defense Evaluation Form to the DNP Program Director.
- Documentation of meeting DNP competencies and practice hours

Project Progression

Students are expected to meet the requirements for completing the scholarly project in conjunction with the practicum courses. The AACN DNP Essentials, threaded throughout the curriculum, will allow students to apply analytic methods and analysis in the three practicum/capstone courses. These three courses provide a mechanism for formal grading of progress through the scholarly project.

III-G. Teaching-Learning Practices

III-G. Teaching-learning practices:

- support the achievement of expected student outcomes;
- consider the needs and expectations of the identified community of interest; and
- expose students to individuals with diverse life experiences, perspectives, and backgrounds.

Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives.

Teaching-learning practices are appropriate to the student population (e.g., adult learners, second-language students, students in a post-graduate APRN certificate program), consider the needs of the program-identified community of interest, and broaden student perspectives.

Program Response:

MS Program

A variety of teaching-learning practices are utilized in the MS program and post-graduate certificate to support the achievement of expected student learning outcomes. It is used to attain course and program outcomes of the nursing programs via lectures, discussions, case presentations and others. Course objectives and teaching-learning strategies are described in each course syllabus. Table III-G.1 provides examples of the relationship of the MS program objectives, course objectives, course content, teaching-learning practices, and expected student outcomes (see *Appendix III-A.1: Course Content Map*). Simulation is used in NUR 773 (*Advanced Health Assessment*) and NUR 774 (*Advance Family Nursing Practice I*) courses. Assignments and evaluation methods are structured to stimulate, for example, critical thinking, communication, and professional growth. The teaching modality for the MS courses is performed both in person and online. The MS program teaching-learning practices are appropriate for baccalaureate-prepared registered nurses (MS) or master's-prepared nurses (*advanced graduate APRN certificate*). Course syllabi will be available to review the detailed teaching-learning practices in each course (see *E-Resource Room III-B.1a: Course syllabi*).

Table III-G.1: Ex. MS Program Objectives, Course Objectives, Teaching-Learning Practice, Etc.

Course Number/ Course Content	Program Objectives	Course Objectives	Teaching-Learning/ Evaluation	Essentials	NONPF Core Competencies
<p>NUR 720: Concepts & Theories for Advanced Nursing Practice (3Crns)/ Pre-req. or Co-req. Nur 600</p> <p>This course provides a base for graduate Nursing students by analyzing selected conceptual frameworks and theories. By utilizing these concepts and building on knowledge of the nursing process, the student explores a view of human beings, health, and health care. Emphasis on development of those concepts that have particular relevance for research and nursing practice.</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Professional Integrity 	<ul style="list-style-type: none"> • Identify purpose of a conceptual framework for nursing practice and research. • Analyze major components of selected conceptual frameworks. • Evaluate selected conceptual frameworks according to establish criteria for internal and external analysis. • Critically compare selected conceptual frameworks for nursing. • Utilize a particular conceptual framework to assess and develop intervention strategies for nursing practice. 	<p><u>Teaching/Learning</u> Lecture, discussion, student-led seminars, written and oral presentations, selected readings,</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Process Analysis 15% (5% presentation and 10% written paper) • Class Participation – 5% (5-written responses to class discussion questions) • Analysis of a Theory Paper 25% • PowerPoint Presentation of a Theory –20% • Application of a Theory Paper (Case Study and Diagram) 35% 	<p>Essential I- Background for Practice Science & Humanities</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies

Clinical

Additionally, DON strive to provide students access to a variety of quality clinical learning environments to obtain clinical practice experiences that facilitate achievement of specific MS Essentials (AACN, 2011), NONPF competencies (2017), course objectives and student learning objectives. Clinical environments include a variety of patient care settings (profit and not-for-profit hospitals, federally funded health care agencies, community health, urgent care, outpatient clinics and others). In the clinical courses (NURs 774, 775, & 776/ 770, 771, & 772), students have opportunities to interact with healthcare personnel with diverse backgrounds and perspectives.

Online Learning Environments

Other ways that faculty support students’ achievement of expected outcomes include the use of a variety of teaching-learning practices and learning environments. Didactic content is delivered through the CUNY Blackboard web-based learning management system, which provides instructors with tools for organizing and designing virtual classroom space. This allows students to have an online site containing course content, activities, and assessments so that their class can be maintained whether it is in-class, hybrid, fully online, or off-campus, for example during the recent COVID-19 shutdown of the Campus. Class sessions were held virtually due to restrictions. In particular, Blackboard Collaborate Ultra (BCU) is the built-in web conferencing tool supported by Bd. It allows faculty to share video, audio, their screen, whiteboard, and files (PDFs, images, and PowerPoints) with their students live. Faculty members also use BCU to record their lectures for students to view at a later date.

Information technology services and support are provided to students. Some of the online services provided include E-library, Lehman 360, Blackboard (Bb), and other applications. Teaching-learning practices specific to each course are described in each course syllabus (see [E-Resource Room III-F.2](#)).

Post-Graduate APRN Certificate

The same teaching-learning practices and environments described for the MS students are used for post-graduate students. The teaching-learning practices support student outcomes which are described in each course syllabus ([E-Resource Room I-B.1a](#)). The post graduate APRN certificate program parallels the MS curriculum for the concentrations of Family Nurse Practitioner, and Pediatric Nurse Practitioner.

DNP Program

The BS-DNP program teaching-learning practices are appropriate for **baccalaureate-prepared** registered nurses, and **advanced standing** master’s-prepared (non-NP) or advanced-practice registered nurses. A variety of teaching and learning practices are utilized within the BS-DNP program to support the achievement of expected student outcomes, increase healthcare knowledge through interprofessional learning and diverse patient care experience. Aligned with the DNP Essentials (AACN, 2006) and NONPF competencies (2017), the DNP program outcomes parallel with course objectives and course content, as documented in BS-DNP course Content Map (see [Appendix III-A.1](#)). Course objectives are achieved through teaching-learning strategies as demonstrated in the course syllabi ([E-Resource Room I-B.1b](#)).

The DON strives to provide access to a variety of quality clinical learning environments for students to obtain practice experiences that facilitate achievement of specific DNP Essentials (AACN, 2006), NONPF competencies (2017), and course objectives. Practicum learning environments include a variety of patient care settings such as hospitals, community health, long term care, and outpatient clinics that allow students opportunities to interact with individuals with diverse backgrounds, professions, and perspectives. Students rate their perceived DNP competency level, including interprofessional collaboration through journaling, and by completing both a clinical site and a preceptor/Advisor survey. Each semester, practicum experience and hours are documented in Typhon system to efficiently log, track, and manage student clinical activity data and competency achievement (***sample of a student’s redacted records from Typhon will be provided in E-Resource Room III-G.1***). Additional examples of teaching-learning practices that support achievement of student learning outcomes are listed in Table III-G.2 below.

Table III-G.2: Example of BS-DNP Program Objectives, Course Objectives, Teaching-Learning Practices & SLOs

Course Number/ Content	Course Objectives	Teaching- Learning/ Evaluation	DNP Essentials	NONPF Core Competencies	Program Objectives
<p>NUR 801 Evidence Based Practice I: Methods (3-credits)</p> <p>The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to</p>	<ul style="list-style-type: none"> • Critically appraise existing literature, research studies, clinical guidelines, and protocols for translation to clinical practice. • Analyze epidemiological, biostatistical, environmental and other appropriate data related to individual, aggregate, and population health • Distinguish between quality improvement, research, and evidence-based practice approaches to improve health outcomes • Conduct a comprehensive and systematic assessment of health and illness 	<p>Teaching/ Learning lecture, discussion, group work, peer feedback, and use of information technology</p> <p>Evaluation • EBP Application Paper– Systematic ROL 40%</p>	<p>Scientific Underpinnings for Practice</p>	<p>1-Scientific Foundation Competencies</p> <p>2-Ethics Competencies</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis

Course Number/ Content	Course Objectives	Teaching- Learning/ Evaluation	DNP Essentials	NONPF Core Competencies	Program Objectives
meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes.	parameters in complex situations • Evaluate research designs for congruence and merit to generate sound evidence for clinical practice. • Synthesize relevant theory and research on a relevant clinical practice issue for application to practice.	• Scholarly Participation – 25% • Reflections on Research Articles (e-Journal) – 35%			

Teaching and Learning Webinar Series

Throughout each year, the College provides **Teaching and Learning Webinar Series** to faculty. They are offered monthly, hour-long, lunchtime webinars on **essential topics in online, hybrid, and innovative teaching**. These fully online webinars are facilitated by the department of **Online Education** staff and each features a presentation by a faculty cohort with expertise in the topic. Webinar topics range from Online Office Hours and Online Meetings, Communication Strategies for Student Engagement, Online Tests and Quizzes, Creating More Engaging Assignments with VoiceThread, Designing and Implementing Successful Group Work. A text summary, a video recording and presentation slides are available on the webinar webpage <https://www.lehman.edu/online/teaching-learning-webinar-series/index.php>.

The DON graduate programs (MS, post graduate APRN certificate, & DNP) use teaching-learning practices that support the achievement of expected student outcomes, expose students to diverse patient populations in the NY Tri-state area, and provide interprofessional collaborative experiences in clinical learning environments.

III-H. The curriculum includes planned clinical practice experiences that:

- enable students to integrate new knowledge and demonstrate attainment of program outcomes;
- foster interprofessional collaborative practice; and
- are evaluated by faculty.

Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.

Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.

Program Response:

III-H.: The Curriculum includes Planned Clinical Practice experiences

MS / Post-Graduate Certificate (PGC)

The MS/ post graduate curriculum incorporates planned clinical practice experiences that enable students to integrate new knowledge while demonstrating attainment of program outcomes, foster interprofessional collaborative practice, and regularly be evaluated by faculty.

The MS and post-graduate APRN certificate students are prepared in both direct care and indirect patient care. Clinical practice experiences are aligned with student learning outcomes and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function within interprofessional teams. All MS/post graduate students must complete supervised, practice hours to demonstrate mastery of the MS Essentials (AACN, 2011). **MS and post-graduate students are required to complete 600 supervised, direct care practice hours, for the FNP and PNP concentrations.** Clinical practice hours are obtained in the population-specific area of the NP students' clinical concentration and align with program outcomes. For example, FNP students are required to have supervised clinical hours across the lifespan with individuals and families. FNP students complete clinical hours in delivering care to infants, children and adolescents with acute, critical and complex health conditions.

Clinical practice learning expectations are clearly defined. Clinical courses are logically sequenced and provide supervised clinical experiences to ensure applied learning outcomes. In the clinical learning environment, students integrate didactic and cognitive learning with affective and psychomotor learning. The MS and post-graduate students' development of interprofessional competencies, as part of the learning process, is necessary for them to be ready, upon entering the workforce, to practice effective teamwork and team-based care. The programs prepare graduates in *direct care practice* roles to employ collaborative strategies in the design, coordination, and evaluation of patient-centered care. Students are required to submit clinical narratives, SOAP notes, and give examples of how they incorporate interprofessional collaboration in the patient care setting. Clinical learning experiences, or supervised direct clinical practice experiences, occur in various clinical environments. MS and post-graduate faculty to student ratios in clinical practice environments are **1:8**. In addition, clinical learning assignments, involving *indirect patient care*, reinforce the student's role as a member of the interprofessional healthcare teams, for example through role play, group presentations, and simulation scenarios, including Shadow Health digital clinical experience.

Student clinical performance is evaluated by course faculty with input from preceptors. Student's clinical performance evaluations, both formative and summative, are reviewed with students each semester by the course faculty. Clinical performance evaluations are completed and signed by the preceptor and stored in Typhon. The preceptor provides instruction as the student observes and then gradually becomes responsible for assessment, diagnosis, treatment, health care evaluation and monitoring, health promotion and counseling that form the basis of FNP/PNP practice. Although preceptors aid in the clinical learning, supervision and evaluation of students, course faculty assumes all responsibility for the didactic and clinical components of the course. Faculty review student clinical logs, which include clinical hours, patient summaries, SOAP notes, etc.

The MS and post-graduate students and faculty evaluate clinical sites and preceptors each semester using the clinical site and preceptor evaluation forms (*completed forms located in Typhon; blank Clinical Evaluation Forms located on the DON website*). Faculty members evaluate the clinical site, preceptors, and student performance in the clinical setting at least once a semester. Preceptors communicate with course faculty via telephone or email to discuss student learning and performance. Although a preceptor's evaluation of student performance is required, faculty members are ultimately responsible for grading student clinical performance and all written assignments. This process assures that every nurse practitioner student has been thoroughly evaluated by a full-time faculty member.

BS-DNP

The DNP Program curriculum incorporates planned clinical practices that enable students to integrate new knowledge and demonstrate attainment of program outcomes, foster interprofessional collaborative practice, and are evaluated by faculty.

During BS-DNP program progression, students engage in planned clinical practice experiences. By students completing planned clinical practice experiences, they integrate new knowledge while attaining program outcomes. All BS-DNP students must complete 1100 clinical hours for competency development. For **advanced**

standing MS (NP and Non-NP), upon program admission, the graduate program director evaluates each student's clinical hours from the previous MS program to confirm acquired clinical hours and verify needed clinical hours. The performed gap analysis, including achieved and outstanding clinical hours, is kept in an electronic file accessible by key personnel of the department. In DegreeWorks (the system of record used to monitor student progress toward a degree) earned as well as outstanding courses are listed.

Clinical practicum experiences may be acquired through a variety of methods, such as direct or indirect practice hours, completing specified procedures, and demonstrating experiential competencies (AACN, 2006). During the clinical course series, students work toward attaining core competencies, established by the DNP Essentials (AACN, 2006), SLOs, and course objectives. The first clinical course (NUR 809: 100 clinical hours) requires students to identify a clinical problem, develop a feasibility study, and design a strategic plan within the context of the organization. The emphasis is on application. The second practicum course (NUR 810: 200 clinical hours) provides the student with continued opportunities for direct practice experiences with healthcare experts in the FNP or PNP specialty area. The student builds upon advanced specialty knowledge and skills at increasing levels of complexity. Practicum clinical hours can be achieved through a wide variety of methods in the context of the final DNP scholarly project development, in clinical course NUR 811 (200 clinical hours), that involves the translation of evidence into practice.

The clinical learning experiences are immersion experiences with experts from nursing, as well as other disciplines, and provide opportunities for meaningful student engagement within practice environments while fostering interprofessional collaborative practice. These practicum experiences allow students opportunities for synthesis of program learning, often occurring in a collaborative manner with clinical agencies.

DNP students document attainment of clinical practicum objectives and clinical hours in their E-portfolio. The E-portfolio is composed of three sections: 1) Overview of professional accomplishments; 2) Portfolio evaluations and summaries, both formative and summative; and 3) Clinical hour documentation. The portfolio also contains reflections of personal and professional scholarly growth. In addition to faculty evaluation of the clinical practice experiences, clinical mentors provide feedback to program faculty as outlined in the clinical advisor/ mentor expectations (see [E-Resource Room III-H.1: Sample documents from students' E-portfolio](#)).

III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

Program Response:

III-I.: Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes

Faculty members are responsible for evaluation of MS, post graduate APRN certificate, and DNP students in both didactic courses and clinical practicum. Qualified nurse preceptors work in collaboration with faculty members to evaluate graduate students' clinical performance. Evaluation of student performance is consistent with expected individual student learning outcomes.

MS & Post-Graduate

Grading criteria are clearly defined and communicated to students via course syllabi (**E-Resource Room I-B.1.a: MS Program Syllabi**). Course syllabi are accessible to students on Blackboard. Didactic course assignments are evaluated using papers, project presentations, objective tests, case studies, and poster presentations. The DON standardized grading scale, including letter grades and corresponding numerical grades, for the MS courses as follows: **A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76), and F (72-0)**. Grading criteria are consistently applied in didactic and clinical courses through the use of grading rubrics. Rubrics are consistently used by faculty and preceptors to inform and evaluate students' didactic and clinical performance. See Table III-I.1 for example of the NUR 774 clinical course rubric.

Table III-I.1: Example: Evaluation Rubric for Clinical Course NUR 774*

Assignment	% of Grade
Clinical Evaluation completed by preceptor	Pass/Fail
Typhon: Clinical Attendance (200-hours)	Pass/Fail
Immunization Exam	Pass/Fail
Exam 1*	15%
Exam 2*	15%
Exam 3*	15%
FINAL Exam*	30%
Case Study Presentations/Class Participation (5/5)	10%
Documentation using SOAP Notes* (6) (see course outline)	15%
6 Developmental age groups:	
Well Child Visits and Episodic Visits	

*All submitted paperwork must be typewritten in APA format.

*Supported by evidence-based literature within the past 5 years

*All EXAMS will be given online in Blackboard

Grading policies are published in the Lehman College Bulletin, the Department of Nursing Graduate Student Handbook, and in each course syllabus which is posted on the Blackboard site for each course. Policies include withdrawal and retention policies. Student grades are posted in the electronic Blackboard grade book and final course grades are available on Blackboard and CUNYfirst. Students may appeal a grade on the basis of unfairness. The grievance procedure is described in the graduate student handbook posted online at <https://www.lehman.edu/academics/health-human-services-nursing/nursing/grad-docs-forms.php>.

Faculty communicate feedback on individual student performance via posting of grades and feedback on written assignments, SafeAssign tool on Bb, clinical evaluation tools, feedback on clinical performance uploaded to Typhon and emails. Students have access to course grades through Blackboard and CUNYFirst and to clinical evaluations through their Typhon accounts. Student clinical performance is evaluated by a combination of preceptor input and faculty evaluation. Communication with preceptors is maintained via email and/or phone. Preceptors provide input regarding student clinical performance at mid-term and near the end of each semester.

Clinical Evaluations

In the clinical courses, the faculty member teaching the course evaluates clinical performance in collaboration with the preceptor. The evaluation is process oriented and based upon course objectives, and individual student project objectives. Each student is assigned to a preceptor who completes a clinical evaluation form with the student's performance. The final grade is determined based upon faculty utilization of written papers detailing clinical projects, clinical reflections, SOAP notes, presentations, summary of patients seen (clinical logs) and recorded in the Typhon, and examinations to calculate final grades. Throughout the semester, the faculty member collects evaluation data through:

2. Telephone contacts with the student,
3. Telephone contacts with the preceptor,
4. Visits to the student and the preceptor at the clinical site,
5. Reviews of student logs of their objectives and specific actions taken to meet the objectives,
6. Student participation in weekly seminars to discuss progress on their project and, for the practitioner students, cases seen and issues and challenges that arise, and

7. Meetings with the student to discuss their progress in meeting the course objectives, and the student’s self-evaluation of their progress in meeting project objectives and, for the practitioner students, their clinical goals.

The clinical preceptor reviews all patient interventions with the student, and the faculty member observes the student during at least one patient encounter during the semester. The student maintains a log of client encounters and the faculty member discusses the student’s progress in clinical practice with the student and the clinical preceptor. Students are required to post their clinical encounters in the Typhon program. **A clinical evaluation tool is used for the three clinical courses in each concentration.** The evaluation tool is leveled for each course so that students and preceptors can monitor the student’s progress and learning needs. The evaluation is kept in the student’s file.

For the nurse practitioner students, all clinical preceptors are required to be nationally board-certified practitioner in the specialty area (e.g., PNP and FNP) hold at a minimum a master’s degree in nursing, or be a credentialed physician who is a pediatrician, family practice physician, internist or obstetrician/gynecologist with two years of clinical practice.

Faculty conducts student performance evaluations for NP students at least once per semester through face-to-face site visits. If the faculty deems the student’s clinical performance unsatisfactory, the NP coordinator and/or graduate director is notified, and an additional clinical performance evaluation is conducted by the coordinator/ full-time faculty and plans for remediation are developed. The student must have a satisfactory log and clinical site evaluation each semester to progress to the next clinical level. If a student does not have a satisfactory performance evaluation, despite remediation efforts, options for program continuation are discussed.

DNP

The DNP program faculty consistently evaluates individual student performance via clearly defined policies and procedures, to reflect student outcome attainment. The faculty members clearly communicate the program’s grading scale, individual course grading and evaluation methods, and the course final grade distribution via the course syllabus (**E-Resource Room I-B.1.b: DNP Program Syllabi**). The grading scale for the DNP clinical courses is graded pass/fail. The course faculty evaluates students’ seminar participation. **The decision to accept the DNP portfolio as satisfactory is made by a committee consisting of the course faculty, the clinical practicum mentor, and the student’s faculty-lead for the practicum and doctoral project.** Two of the three evaluators must agree the portfolio is satisfactory. At the beginning of class, each course syllabus is posted on Blackboard and contains the grading scale, course evaluation methods, and final grade distribution.

Faculty uses grading rubrics to evaluate individual student performance on completed assignments. Examples of rubrics used to assess DNP assignments (see **Table III-I.2**), the DNP scholarly project paper and DNP Scholarly Project oral defense are provided in the **E-Resource Room III-I.1: DNP Portfolio Evaluation**. The DNP faculty grades students’ assignments, submitted via SafeAssign or Turnitin, and provides written feedback. The student can immediately see the written comments from faculty in Blackboard.

Table III-I.2: Example of DNP Grading Criteria & Percentage of Total Grade

SPP Course (NUR 809) Course Evaluation Method	Percentage of Total Grade
Reflection (E-portfolio)	15%
Article critiques	15%
Final project (proposal)	60%
Presentation of final project	10%
Total	100%

During enrollment in the Scholarly Project Proposal (SPP) course series (NUR 809, 810, and 811), the DNP student’s assigned clinical mentor and advisor complete all clinical practicum evaluations. In the first SPP course (NUR 809), students are engaged in the DNP scholarly project development. **They must successfully complete a written proposal and submit approved DNP Scholarly Project Proposal form signed by the Committee Chair and members to the Department of Nursing to progress to the next SPP courses (NUR 810 & 811).** DNP students document clinical practicum experiences, and how they met the DNP Essentials (AACN, 2006).

Students are expected to be prepared to analyze, synthesize, and integrate the written and electronic clinical literature as it relates to DNP practice for scholarly participation in clinical seminar.

The SPP is a scholarly quantitative and qualitative document, which in its entirety presents evidence of mastery of the DNP program objectives. The student provides a brief synopsis with each item, detailing the achievement of the specific program objective. **The portfolio is considered a comprehensive, yet unique reflection of a student's mastery of the DNP program objectives.** The student is to consult his/her advising faculty and clinical mentor in the selection and choice of portfolio documents. Only DNP students' clinical mentors and advisors are responsible for verifying students' completed scholarly project practicum hours. The student clinical mentor and advisor for the practicum and doctoral project are responsible for evaluating the SPP Portfolio at least twice during each SPP course, to provide formative and summative feedback, using the SPP Portfolio Evaluation Review Rubric (see [2020-2022 DNP Student Handbook on DON's Website](#)).

Individual student performance is evaluated by the faculty to determine achievement of expected student outcomes, using defined grading and evaluation policies for student performance that are consistently applied. Each faculty completes a **semester course report** which indicates if expected outcomes for individual student performances are achieved during completion of course assignments, subsequently aligning with course objectives ([E-Resource Room III-I.2: Examples of DNP Course Report](#)). Each course objective is aligned to a specific DNP program student learning outcome and DNP Essentials (AACN, 2006) competency ([see Appendix III-A.1: Course Content Map](#)). Examples of individual student's performance on course assignments are located in the [E-Resource Room III-I.3: Examples of DNP Students' Graded Assignments](#).

III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.

Program Response:

III-J.: The curriculum & teaching-learning practices are evaluated at regularly scheduled intervals; evaluation data are used to foster ongoing improvement

Program curricula and teaching-learning practices are evaluated as delineated in the DON's 2020-2023 Evaluation Master Plan (see Appendix 1-A.1), which is the composite contribution of varied Departmental committees and the faculty. The evaluation data are used to foster ongoing improvement. Teaching-learning practices and evaluation methods utilized to meet each course objective are evaluated within each course and documented in the end-of-semester course report. Faculty review evaluation results and make recommendations for changes in course teaching-learning practices. Recommendations are discussed in curriculum meetings, and full faculty monthly meetings. Changes made to the curriculum and teaching-learning practices are based on achievement of program specific student learning outcomes that are appropriate to each student population

Evaluation of teaching-learning practices are conducted regularly to inform the program of SLOs and to foster ongoing improvement. For example, data from MS and post-graduate student HESI exams, which evaluate achievement of student learning outcomes, revealed that students' scores had been improving but aggregate data for all courses had still been below the 850 benchmark. (Data is available through Elsevier website for Lehman College using faculty accounts.) Faculty determined that scheduling HESI tests one week before the final exam did not allow sufficient time for student remediation and faculty feedback. Students with an aggregate score below 850 or fail a portion of the exam are provided with a *HESI Remediation Plan*. To facilitate student improvement, HESI tests are now scheduled at least 2-weeks prior to the course final exam beginning fall 2021 ([see Appendix IV-D.1: Meeting Minutes 2/22/21: HESI \[under old business # 6 & new business #4\]](#)). Faculty has continued to emphasize the use of review questions, FNP Certification Intensive Review (Codina-Leik, 2018) recommended textbook, and the review of areas of weakness identified by test data for cohorts.

Faculty uses data from student learning outcomes to inform decisions that facilitate the achievement of student outcomes. For example, clinical students' incorrect documentation of SOAP notes was an ongoing issue. Review of the situation revealed that there was a need for consistent instructions. The MS faculty met and decided that students needed clear and concise instructions to improve student performance. As a result, SOAP Note Rubrics are now posted on course Blackboard for all clinical courses. SOAP Notes are itemized in Typhon (# 6) for easy submission and grading (see [Appendix IV-D.1: Meeting Minutes 2/22/21: HESI](#) [under new business # 1 & #3]). In this instance, review of student learning practices helped to facilitate ongoing improvement.

Evaluation data are used to foster ongoing improvement in the MS and BS-DNP programs and Post-graduate Certificate. Faculty voted unanimously at the 2/22/21 Graduate Curriculum Faculty meeting ([Appendix IV-D1 attachment](#)) to change the policy on academic progression to reflect students must maintain a B (3.0) average in each term while enrolled in the graduate nursing program. A student may be on probation **only once during their course of study**. Students whose cumulative GPA falls below 3.0 more than once will not be allowed to progress in the Graduate Nursing program. This change in policy was based on the fact that a **3.0 cumulative GPA is required for degree conferral**. History of past students with less than a 3.0 GPA indicated delayed degree conferral due to taking non-nursing graduate level courses to elevate the GPA, and poor outcomes on the nursing certification exams.

In addition, students earning a grade of "F" in any courses in the Master's and Doctor of Nursing Practice programs, and the Post-Graduate Certificate will be dismissed from the program. The rationale for this policy change is as a result of past students earning "F" grades and subsequently unable to successfully progress through other nursing courses (earning less than a B grade), experiencing delayed degree conferral due to having to take non-nursing graduate level courses to elevate the GPA to the required 3.0, and ultimately performing poorly on the nursing certification exams.

Further, students formally evaluate teaching-learning practices at the end of each semester via the College's administered *Student Evaluations of Teaching and Learning* (SETL) survey. Each semester students evaluate their learning experiences, including their course faculty performance and program effectiveness. Based on student feedback, DON's full faculty meets to discuss survey outcomes and ways to address items listed below benchmark. For example, the full-faculty meeting minutes, dated 4/5/21 ([Appendix III-J.1](#)), indicated that the mean results of the SETLS decreased as many students did not respond to the survey. However, it was noted that attention must be paid to students' responses. Faculty was assigned to review and make proposals for improvements as indicated. The Department Chair and the Chair of the *Curriculum of the Whole* met to review overall results in the context of curriculum. To date, assistive workshops have been scheduled for faculty, for example online teaching, evaluation/rubrics, CCNE self-study and others.

Effects of COVID-19 Pandemic on Teaching-Learning Practices

For spring and fall 2020, the campus and many clinical sites were closed due to the COVID-19 pandemic. Alternate clinical assignments were reviewed by faculty using the approved guidelines of NONPF and CCNE for clinical assignments for spring term courses. Based on the National FNP program webinar on alternate clinical assignments, there was no consensus on accepting digital format as a substitute for clinical practicum. Therefore, the NUR 776 students (final clinical course) were required to complete a minimum of 100 clinical hours to qualify for ANCC certification. (All students were required to upload clinical case logs into Typhon software program for archiving.) In addition, the DON had to wait on NYSDOE approval for the MS degrees and Post MS certificates programs to implement this change as well as the approval from its accreditors for alternate clinical assignments for program completion (see [Appendix III-J.2: Meeting Minutes 4/20/20: COVID-19 Adjustments to Teaching-Learning](#)).

To address the teaching-learning practices in the time of COVID-19, faculty shared many strategies with each other, for example YouTube videos and video-taped physical assessment competencies. Faculty members have an ongoing study to determine teaching effectiveness and usefulness of this strategy in clinical practice. Teaching strategies, synchronous and asynchronous, included digital clinical simulations (available at low or no cost to students) to support absence/ reduction of clinical experiences for the spring 2020 semester. As clinical practica are **organized to ensure a progression of clinical training experiences that correspond with the sequence of the course curriculum**, students were required to conduct physical assessment using their own videos to capture their skill competency level. Students were exposed to multiple teaching strategies while clinical practica were on hold/ limited. However, for fall 2020, courses were conducted online or hybrid format.

In addition, the role of adjunct clinical faculty was adjusted when students were not in clinical practicum. The adjunct faculty conducted classes via Zoom. They continued to evaluate students' clinical case reports and clinical attendance logs and met with students via zoom (*See Appendix III-J.3: Expectations of Adjunct Faculty*).

To address students experiencing signs of stress from job assignment overload, family illness/death, and anxiety regarding clinical/course grades, Town Hall meetings via Zoom were scheduled with the nursing department Chair, graduate nursing director, faculty, and FNP students to discuss clinical nursing course and program completion concerns. Students were allowed to call specific faculty members directly as well as were directed to websites such the National Black Nurses Association –Reset 1800 number given to students (that information kept confidential by the service provider).

Resources:

Standard/ Section	Evidence	Location
III-A	Content Map for MS & BS-DNP Programs	Appendix III-A.1
III-E	Gap Analysis	E-Resource Room III-E.1
III-F	Alignment of BS Essentials, MS Program Objectives, & MS Courses	Appendix III-F.1
III-F	Course Syllabi	E-Resource Room III-F.2
III-F	Alignment of DNP Essentials with the DNP, MS and BS Program Objectives	Appendix III-F.2
III-G	<i>sample of a student's redacted records from Typhon will be provided in</i>	E-Resource Room III-G.1
III-H	Sample documents from students' E-portfolio	E-Resource Room III-H.1
III-I	DNP Portfolio Evaluation	E-Resource Room III-I.1:
III-I	Examples of DNP Course Report	E-Resource Room III-I.2
III-I	Examples of DNP Students' Graded Assignments	E-Resource Room III-I.3
III-I	2020-2022 DNP Student Handbook	https://www.lehman.edu/academics/health-human-services-nursing/nursing/
III-J	Expectations of Adjunct Faculty	Appendix III-J.1

Standard IV

Program Effectiveness: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

IV-A. A systematic process is used to determine program effectiveness.

Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process:

- *is written, is ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for data collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

Program Response:

STANDARD IV- PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

IV-A.: A Systematic Process is used to Determine Program Effectiveness

The DON has consistently and systematically collected and analyzed data using all the components of the standards as designated by the Commission on Collegiate Nursing Education (CCNE) to evaluate program effectiveness. The DON has a comprehensive written assessment plan, the *Evaluation Master Plan (EMP)*, to guide the collection, review, and analysis of data pertinent to maintaining a quality nursing program (Appendix I.A.1, EMP). The assessment plan has been periodically reviewed and revised to reflect concurrent standards as well as projected dates for completion of plan elements. The plan addresses data to be collected for the MS, PGC and DNP programs. Faculty meets each semester to examine available data and address needed program or curricular changes. Meeting minutes from faculty meetings and committee meetings reflect the review of data as a part of the systematic process for evaluation. The following methodologies are used to collect assessment data: a) student retention and graduation rates, b) certification examination pass rates, c) course and program satisfaction data collected from Student Evaluation of Teaching and Learning (SELT [end-of-course]) surveys, exit survey (graduating students), and alumni (graduates), and d) employment rate.

Aggregate data is compared to prior year and data trend, selected-established benchmarks and, when available, state and national standards or norms. Table IV-A.1 below outlines components of the evaluation plan used to determine program effectiveness.

Table IV-A.1: Methods and Sources Used to Evaluate Program Effectiveness

Method	Person Providing Data	Source of Data
Graduation Rates	Office of Institutional Research, Planning and Assessment	Lehman College Data Book
Certification Exam Pass Rates	ANCC, AANP, PNCB	Reports from respective organizations
Satisfaction Rates (program & faculty)	Current Students	Student Survey (fall & spring semesters) (SETLs)
Student Evaluation of their achievement of program outcomes	Graduating Students	Exit Surveys
Alumni evaluation of their ability to implement program outcomes	Alumni	Alumni (Follow-Up) Surveys
Evaluation of graduates' employment status	Alumni	Employment Surveys

Graduation Rates/ On-time Completion Rates

Students in the graduate nursing programs have a maximum of five years from first matriculation to graduation. The Office of Institutional Research, Planning and Assessment (OIRPA) produces the College's Data Book using CUNYfirst and calculates these rates annually for the MS/ PGC and DNP programs. The DON then compares the results to State and National data. DON maintains reports on student attrition for the graduate programs, which may be used for calculation of completion rates. Graduation rates are expressed as the percentage of admitted students, within a specific year, who complete their program within five years. The average graduation time is calculated for each year's graduating class.

Certification Exam Pass Rates

Data for certification rates are obtained annually from certification organization reports (e.g., ANCC, AANP, & PNCB).

Student Survey (SETL)

The Lehman College Office of Institutional Research, Planning and Assessment (OIRPA) has primary responsibility for collecting and analyzing aggregate data on student outcomes, satisfaction, and faculty performance. The OIRPA provides the course evaluation questionnaire and faculty evaluation questionnaire for all course sections during the fall and spring semesters. Graduate students receive an email from the OIRPA encouraging them to respond to the online survey. At the completion of the semester, quantitative results (individual item means and summative scale means) of the course evaluations are provided to the department chair, program directors, and faculty members teaching the course. Open-ended student comments on the faculty evaluations are provided to individual faculty members teaching the courses and the department chair. If student comments warrant further action, the department chair, the P and B committee, and the faculty members work together to design a plan to address concerns. Results are delivered to faculty members within two weeks of receipt. At the end of each academic year, a report is prepared on the number of courses evaluated during each term and the summative results for the various degree programs. Two summative scales (course and faculty) are calculated. This report is reviewed by the Dean, Chair, P and B Committee, and each curriculum committee—action is taken if necessary. The latest reports are reviewed at the P and B committee meeting each semester and used in the reappointment of adjuncts and non-tenured faculty. **Since student ratings of the course evaluation and faculty evaluation were above the DON benchmarks, no action items were identified.**

Exit Survey

Upon program completion, all graduating MS, DNP and PGC students are given the appropriate link to DON's Student Exit Survey (SES) website in their last semester to complete. Each survey has two questions to identify student groups within the program, two questions to assess aspects of program satisfaction, and one global question to elicit further responses. Areas of program satisfaction addressed are: 1) curricula effectiveness—at the course level to determine adequacy of preparation, and 2) competency attainment. The global question, which is open-ended, assesses overall satisfaction with the program.²¹

Alumni Survey

Alumni, at least one-year post-graduation, are surveyed **every three years** by the DON. This year (2021), alumni will be surveyed. The online survey is maintained, and data retrieved by the OIRPA. The ad hoc faculty evaluation committee analyzes, synthesizes, identifies data trends, and compares outcomes to national data. Alumni complete the online survey, accessible on the Department's website at <https://snap.lehman.edu/snapwebhost/s.asp?k=152943929385>. Alumni are asked to respond to eight questions related to 1) adequacy of training—satisfaction with their preparedness to provide quality nursing care, 2) current job status, 3) professional achievements, including continued career development, and 4) a global question to draw further information.

Employment Rate

Job Placement data is gathered using mainly alumni surveys. An email, with a link to a survey in Survey Monkey, is sent out to graduates **one-year** post-graduation to elicit their participation in completing the online survey. In fall 2021, the Office of the Dean sent out a survey to 228 graduates. In addition, informal feedback is obtained from the Community Advisory Committee, which includes agencies that employ DON's graduates.

²¹ <https://snap.lehman.edu/snapwebhost/s.asp?k=154040052061>

The Ad hoc Faculty Evaluation committee and Curriculum of the Whole committee, including sub committees, oversee collection of program evaluation data based on the timelines identified in the EMP. The individual committee, responsible for certain aspect of the review, presents the data initially to the Chair and program directors, and then to the full faculty. The committees are responsible for the review, analysis, and implementation of follow-up actions. Program recommendations and revisions are then made in response to input from program faculty and brought to full faculty for a consensus vote. Recommendations for changes are then forwarded to the HS2N Dean's Office.

IV-B.: Program Completion Rates Demonstrate Program Effectiveness

IV-B. Program completion rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcomes regarding completion in any one of the following ways:

- *the completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher;*
- *the completion rate is 70% or higher over the three most recent calendar years;*
- *the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education; or*
- *the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*

The program identifies the cohort(s), specifies the entry point, and defines the time period to completion, each of which may vary by track; however, the program provides the completion rate for the overall degree/certificate program. The program describes the formula it uses to calculate the completion rate. The program identifies the factors used and the number of students excluded if some students are excluded from the calculation.

Program Response:

The completion rate for the MS and PGC programs is calculated by dividing the number of students in the cohort (year of entry) that completed the program, within the five-year limit, by the total number of students in the cohort. Students in the MS/ DNP programs and PGC have a maximum of five years from first matriculation to graduation. The DON uses the CCNE benchmark of 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education for the MS and PGC programs. The DON reporting period for this report is from 2018 to 2020.

Note: there are no completion rates to report on the DNP program as it is currently in its third semester of operation. To date, all 17 DNP students are progressing in the program.

MS Program

The 2018 enrollees in the MS nursing program are on schedule to achieve above the 70% completion rate within the five-year graduation limit. A total of 106 students enrolled in the MS program for 2018, of which 54 (51%) graduated, and 36 (34%) completed the fall 2021 semester successfully (22 of which were enrolled in their last clinical course NUR 776).

The 2019 tally, before adjustments were made, totaled 46 enrollees in the MS program. Nine of the 2019 cohort left the program in 2020 at the height of the COVID-19 pandemic. Students who left the program also indicated via

the department's Town Hall meetings that they would return when Lehman College MS nursing program becomes accredited. With this adjustment, the progression of the remaining 37 students was reviewed. **Seventy-eight percent (29 of 37) of the 2019 cohort continued in the program in the fall 2021 semester.**

Of the 75 enrollees in the program for the calendar year 2020, 39 (52%) left the program, with good academic standing, to return to LC graduate program when the pandemic eases and LC MS program becomes accredited. **Approximately 40 students requested LOA (leave of absence) for spring 2021 term. This has impacted enrollment to the clinical courses NUR 774 and 775 as well as other courses** (see Appendix IV-D.4: FNP Clinical Faculty Meeting Minutes 1-20-21). To date 32 of the remaining 36 (89%) students are progressing satisfactorily in the MS nursing program.

For 2021, enrollment for the MS program and the post-graduate certificate were suspended until fall 2022. During this pause, the DON will work with the LC Graduate Office to recruit students for the MS program, as well as partner with the College's Institutional Advancement Division to identify sources for scholarships for students (see DON's Strategic Plan).

In addition, DON will conduct an outreach to students who have exited the program to determine if they have a continued interest in the program. Faculty members will be assigned to MS students as mentors to help facilitate students' advancement in the program.

Post-Graduate Certificate (PGC)

The post-graduate certificate has achieved the 70% CCNE benchmark for 2018. For the 2018 cohort, 82% (9 of 11) enrollees graduated from the program. For 2019 enrollees, 43% (3 of 7) have graduated and an additional two students (28%) are enrolled in the clinical course NUR 776 this fall 2021 semester. None of the four students who entered the PGC program in 2020 have graduated.

In terms of progression of **previous cohorts, in 2020, eight PGC students left the program** – *two* withdrew fall 2020 from the NUR 773 course without a grade, and *three* stopped out after completing their courses successfully (two students in NUR 773 and one in NUR 774 courses); *three* stopped out in spring 2020 after completing the NUR 773 course successfully. **In 2020, at the height of the COVID-19 pandemic, many of DON's students were frontline workers at the various hospitals in the Bronx and New York Tri-State areas.**

The BS-DNP

The Lehman College BS-DNP program began in fall 2020. **Currently, there are 17 students enrolled in the BS-DNP program:** eight BS-DNP students and nine advanced standing students (eight FNP-DNPs and one PNP-DNP). Based on sequencing of the courses, the first graduates of the DNP program are slated for fall 2022.

IV-C. Licensure pass rates demonstrate program effectiveness.

This key element is not applicable to a program that does not prepare individuals for licensure examinations or does not yet have individuals who have taken licensure examinations.

Elaboration: Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways:

- *the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- *the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- *the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or*

- *the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

For each campus/site and track, identify which of the above options was used to calculate the pass rate.

Program Response:

N/A

IV-D. Certification pass rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not prepare individuals for certification examinations or does not yet have individuals who have taken certification examinations.

Elaboration: The master's, DNP, and post-graduate APRN certificate programs demonstrate achievement of required program outcomes regarding certification. For programs that prepare students for certification, certification pass rates are obtained and reported for those completers taking each examination, even when national certification is not required to practice in a particular state.

For programs that prepare students for certification, data are provided regarding the number of completers taking each certification examination and the number that passed. A program is required to provide these data regardless of the number of test takers.

A program that prepares students for certification demonstrates that it meets the certification pass rate of 80%, for each examination, in any one of the following ways:

- 8. the pass rate for each certification examination is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- 9. the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- 10. the pass rate for each certification examination is 80% or higher for all first-time takers over the three most recent calendar years; or*
- 11. the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

The program identifies which of the above options was used to calculate the pass rate. The program provides certification pass rate data for each examination but, when calculating the pass rate described above, may combine certification pass rate data for multiple examinations relating to the same role and population.

Program Response:

IV-D.: Certification Pass Rates Demonstrate Program Effectiveness

MS/ Post-Graduate Certificate (PGC)

The DON MS program and the post-graduate certificate prepare students for certification. **The pass rate for each certification examination for first-time takers for the calendar year 2021 is pending.** Students pursuing the FNP specialty area take the American Nurses Credentialing Center (ANCC) exam and those pursuing PNP take the Pediatric Nursing Certification Board (PNCB). In some instances, FNP students take both the ANCC and the American Academy of Nurse Practitioners Certification Board (AANPCB).

The following are strategies being used to prepare students to take the certification exam:

APRN Core: Assessment of students' core competencies (i.e.: 3Ps -pharmacology, pathophysiology, and physical assessment) using HESI exams (see [Appendix IV-D.1: Meeting Minutes 2-22-21](#)).

The testing of students' knowledge of the 3Ps, using the HESI exams for **formative evaluation**, allows DON to conduct analyses of student performance and implement a remediation mandate to improve student progression, promote clinical judgment, and graduation. To improve their nursing core competencies and knowledge level, students are required to remediate prior to the course final exam. Students are expected to submit proof of remediation to course faculty for exam scores below 850. Course faculty members then go online to the HESI site, choose course and class, and review areas that were accessed by their students. The HESI exams help students to master key nursing concepts and develop the clinical judgment skills needed to succeed in the program, and ultimately in their careers.

The HESI results:

- Provide valuable student competency data that allow faculty to address student knowledge gaps with remediation and clinical experiences.
- Provide essential information for curriculum evaluation; and
- Measure nursing core competencies and clinical knowledge in preparation for national board certification.

Role Core: Emphasis of the role and scope of practice of the Family Nurse Practitioner/ Pediatric Nurse Practitioner

Students' understanding of the nurse practitioner role is being emphasized by faculty. At LC, the nurse practitioner role is being taught, consistent with the APRN consensus model practice, with the population foci of family and pediatrics. Students are aware that the **scope of practice** may involve not setting specific but based on the needs of the patient (NONPF, 2017; APRN Consensus Model, 2008). Students are to:

- Envision their role as an FNP through **role plays** and **case studies**).
- Understand that quality patient care is a shared goal (communication skills are central to safe, quality care);
- Understand that the NP role involves working with collaborating provider, and what it entails.

Former students, now faculty, are invited to share their personal student experiences with current students — focusing on career goals and plans to achieve program completion and certification.

Population Core Competencies

DON uses both the NP core competencies and population-focused competencies to guide curriculum development (see Content Map). NONPF's nine core competency areas provide the framework for the population-focused competencies that delineate the essential behaviors of all NPs (Nurse Practitioners). The NP Core Competencies (NONPF, 2017) integrate and build upon existing Master's and DNP core competencies and are guidelines for educational programs preparing NPs to implement the full scope of practice as a licensed independent practitioner. Students are expected to meet both the NP core competencies and the population-focused competencies in the FNP or PNP area of preparation.

Evaluation of Learning and Clinical Placement include ongoing **review of student's clinical encounters**, and **formative and summative evaluation of assignments**. **Clinical faculty members continue to review the number of patient encounters required for students; quality and variety of patient encounters valued over quantity of encounters** (see [Appendix IV-D.4 FNP Clinical Faculty Meeting Minutes 1-20-21](#)).

Review

The DON has provided student full access to the Fitzgerald and the Leik certification review course (see [Appendix IV-D.1: Meeting Minutes 2-22-21](#)). The department's insistence that students take the review course is for students to become familiar with the design of the questions, which will build confidence, as well as identify strengths and weaknesses. The costs of the review are covered by the Department of Nursing.

BS-DNP

DON anticipates its first DNP graduates will complete the program at the end of the fall 2022 semester and are already nationally certified. **Therefore, it is anticipated that the certification pass rate for each of the certification examination taken by the BS-DNP students will not be reported for first-time takers for the calendar year 2023.** The fact that the DNP program started fall 2020, there are no students who completed the program to sit for the certification exam. Currently, the most advanced standing students are completing the first scholarly project proposal course (NUR 809) and are already nationally certified as FNP's or PNP's. The BS-DNP graduates upon completion of the program in 2024-2025 will take the certification examination. Those certification results will be obtained and reported in the aggregate at those times

IV-E. Employment rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.

- *The employment rate is provided separately for each degree program (baccalaureate, master's, and DNP) and the post-graduate APRN certificate program.*
- *Data are collected within 12 months of program completion. Specifically, employment data are collected at the time of program completion or at any time within 12 months of program completion.*
- *The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

Program Response:

IV-E.: Employment rates demonstrate program effectiveness

MS Program

Evidence of program achievement regarding employment rates was collected using an employment survey that was made available on SurveyMonkey for alumni. This method of collection has been implemented as the participation rate of employers provided limited data that was too small to be usable. In response, the Office of the Dean of HS2N has been making the employment survey available to graduates on SurveyMonkey.

In response to the recent employment survey made available to graduates (11/6/21), DON received a 39% (89 of 228) return rate. The survey consisted of seven questions relating to employment status, certification, and program satisfaction. Question #1 below elicited responses that show 94% (84 of 89) respondents were employed.

Q1: Are you currently employed?

ANSWER CHOICES	RESPONSES	
Yes	94.38%	84
No	5.62%	5
TOTAL		89

Question #2 asked the graduates to specify whether their job required an FNP degree. This information is useful to the program as it shows graduates are being hired in their specialty area. Seventy-eight percent (69 of 89) indicated needing an FNP degree for employment.

Q2: Does your job require an FNP degree?

ANSWER CHOICES	RESPONSES	
No, but my job requires a Masters degree	2.25%	2
Yes	77.53%	69
No	16.85%	15
Other (please specify)	3.37%	3
TOTAL		89

To determine whether a correlation existed between employment and certification, respondents were asked their certification status. Of the 89 participants, 94% (84) indicated having FNP certification. There is insufficient evidence to explain the 16% who are certified, but not employed as an FNP. Typically, the MS graduates return to their employers post-graduation in order to retain their positions and maintain their salaries. A graduate wanting to transition into an FNP position, which may not be a collective bargaining position, stays in his/her current position until an opening becomes available.

Q5: Are you certified as an FNP?

ANSWER CHOICES	RESPONSES	
Yes	94.38%	84
No	5.62%	5
TOTAL		89

Employment satisfaction is a measurement of program effectiveness. As such, in the absence of direct responses from employers, respondents were asked to give their perspective about the extent to which they consider themselves prepared for the NP role. The weighted average of the five questions relating to respondents perceived competency level, following graduation, ranged from 1.61 – 2.50. The question receiving the highest average (2.50) asked respondents to rate their ability to “provide leadership within health organizations and the community in management of client care.” Only 18% (16 of 89) responded; of which 31% (5 of 16) indicated that they were not well prepared. DON will further review the outcome data to determine whether the five respondents were some of those who were not employed as an FNP or were employed in the role, but still not confident. Question #7 below provides respondents’ feedback on their preparation as an FNP (See E-Resource Room IV-E.1: Employment Survey Report).

Q7: To what extent do you consider yourself prepared to do the following?

	VERY WELL PREPARED	WELL PREPARED	NOT WELL PREPARED	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
Predict potential changes in health status based on level of wellness identified in the assessment of client systems.	57.14% 16	25.00% 7	17.86% 5	0.00% 0	0.00% 0	28	1.61
Synthesize knowledge of macro-level issues that impact health care in order to inform practice	27.78% 5	38.89% 7	11.11% 2	16.67% 3	5.56% 1	18	2.33
Perform client advisory functions on a local and global level in health organizations, communities, and the legislature.	30.43% 7	43.48% 10	21.74% 5	0.00% 0	4.35% 1	23	2.04
Provide leadership within health organizations and the community in management of client care.	12.50% 2	43.75% 7	31.25% 5	6.25% 1	6.25% 1	16	2.50
Demonstrate advance nursing practice within the standards of the American Nurses Association.	44.44% 24	44.44% 24	11.11% 6	0.00% 0	0.00% 0	54	1.67

BS-DNP

At this point, there are no graduates of the BS-DNP program. Therefore, there are no employment data to report.

IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.

This key element is applicable if one or more of the following key elements is applicable: Key Element IV-B (completion), Key Element IV-C (licensure), Key Element IV-D (certification), and Key Element IV-E (employment).

Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.

- *Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 70%) inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Program Response:

IV-F.: Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement

The DON faculty members are dedicated to a continuous improvement process as outlined in the Evaluation Master Plan and the 2020 -2025 Strategic Plan. The faculty ad-hoc Evaluation Committee and the Curriculum Committee of the Whole review completion rates, certification pass rates, and employment rates to foster ongoing improvement. If discrepancies exist between actual outcomes and CCNE expected outcomes the evaluation committee completes data analysis and submits to the Chair, program directors, and the chair of the Curriculum Committee of the Whole for further review and recommendations for improvement to be forwarded to the full faculty for discussion and consensus on program adjustments, if needed. Additionally, the appropriate committees – curriculum committees, NP clinical faculty committee, and evaluation committee – continue to meet even if the expected outcomes are achieved. Although no discrepancies were found between CCNE expected outcomes and the programs' actual outcomes, the following are examples of ongoing improvements made by each program based on analysis of program outcomes.

MS Program:

Although the MS program is on schedule to meet the CCNE benchmark of 70% for the three recent years (a five-year limit to graduate), about 50% of the students who entered the program in 2020 exited the same year, which is being attributed to the COVID-19 pandemic and the LC graduate programs not being currently accredited. The employment results from the alumni survey were quite favorable (see IV-E). However, certification pass rates for the calendar year 2021 for the MS and PGC programs are pending. To retain the students in the graduate program and to prepare them for success on the certification exams, DON has employed several strategies to foster ongoing program improvement. The following outlines adjustments being made:

- DON has provided student full access to the Fitzgerald and the Leik certification review courses for students to become familiar with the design of the questions, which will build confidence, as well as identify strengths and weaknesses.
- Faculty conducted review of course objectives for the MS clinical courses (NUR 774, 775, and 776) to level the SLOs.
- The HESI tests for the three Ps (advanced health assessment, advanced pathophysiology, and advanced pharmacology) are now scheduled at least 2-weeks prior to the course final exam beginning fall 2021 to allow sufficient time for student remediation and faculty feedback. Previously, exams were scheduled one week before the final exam.
- All students must have a secured clinical placement at the start of their clinical course. As such, a clinical placement coordinator has been hired to ensure placements for students (see [Appendix IV-F.1: Job Description for Clinical Placement Coordinator](#))

- DON to strengthen faculty-student relationship: a) Adjunct faculty given an additional contractual hour that's being used for advisement of their students, b) teachers have been given personal zoom accounts in order to meet with students, c) particular faculty members are mentors for students.
- Full-time faculty is responsible for all course syllabi.
- DON to cultivate external relationships with research-one organizations for students and faculty to collaborate in research project focusing on health disparity, social justice, and more (listed in DON's 2020 -2025 Strategic Plan).

Post-Graduate Certificate (PGC):

The PGC program has met the expected outcome for completion for 2018; on target to achieving 2019 expected outcome at the end of this fall semester; and the 2020 enrollees progressing satisfactorily in the program. Employment data was unavailable for the PGC students. Of the 89 students who responded to the employment survey, no PGC students completed the survey. In addition, the certification pass rate for the PGC students are pending for 2021.

To foster ongoing program improvement, faculty members are to begin educating their students about the importance of them giving feedback on surveys during their enrollment in the program as well as after graduation. In addition, at Town Hall meetings via zoom, upcoming surveys will be mentioned. Making this an ongoing discussion with students, the DON hopes, would allow them to understand the importance of their involvement in program improvement.

As the PGC students follow the MS curricula, as the specialty areas are FNP and PNP, the ongoing program improvement for the certification rate was addressed under the MS program.

DNP Program:

As the BS-DNP program is in its third semester of being launched, there is no existing information on completion, certification, and employment rates. However, to foster ongoing program improvement, several adjustments have been made to the DNP program to ensure students are able to complete the program in a timely manner:

- The Graduate Curriculum Committee has begun to align the assignments in the previous courses (NUR 801 & 802) to support scholarly proposal development in the NUR 809 course (Appendix I-C.2: Meeting Minutes 11-15-21). This is as a result of DNP students having difficulties in narrow their topic. Also, the alignment of assignments for NUR 807 (Financial Management & Budgeting) with NUR 809 is being put into effect.
- Students' writing skills and time management issues are foremost in DON's ongoing improvement plan. Mandatory meetings were scheduled with Instructional Support Services program (ISSP) and FNP/PNP-DNP students to review writing style and APA format in October. All advanced standing PNP/FNP-DNP cohort students had private meetings with the ISSP Writing Coordinator.
- The graduate faculty members are implementing a mandatory onboarding for all DNP students prior to taking DNP level courses.
- All DNP students must select a faculty member as a faculty-lead mentor according to the faculty's expertise, including population focus. The DNP faculty lead/ mentor will work with the DNP faculty team facilitate the student learning and development during the three SPP courses (NURs 809, 810, and 811).
- To maintain consistency, faculty members teaching doctoral level courses have updated their syllabi to include the grading, attendance, and academic integrity policies to reflect similar policies posted in the LC Graduate Bulletin.
- The DON to partner with the College's Institutional Advancement Division to identify sources for scholarships and grants for DNP students (see DON's Strategic Plan: 2020-2025).

IV-G. Aggregate faculty outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of expected faculty outcomes. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program's mission and goals and are congruent with institution and program expectations. Expected faculty outcomes:

- *are identified for the faculty as a group;*
- *specify expected levels of achievement for the faculty as a group; and*
- *reflect expectations of faculty in their roles.*

Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty.

Program Response:

IV-G.: Aggregate faculty outcomes demonstrate program effectiveness

Faculty outcomes are consistent with and contribute to the achievement of Lehman College/CUNY and the Department of Nursing's mission, goals and expected outcomes through ***excellence in teaching, scholarship, services, and practice***. Faculty expectations and evaluation processes are based on CUNY and the College's mission in these three areas (fourth if required). CUNY Bylaws define faculty roles and expected outcomes. The Lehman College Faculty and the Lehman College Department of Nursing Faculty Handbook clearly state the College's position on faculty expectations. These expectations are congruent with the Professional Staff Congress contract with CUNY and reflect the mission, objectives and expected outcomes of the program. All faculty members, without exception, are expected to achieve satisfactory ratings during each year of employment.

Annual Review of Faculty

Teaching assignments are made by the chairperson of the department in consultation with the director of the graduate program and are based on faculty expertise as evidenced by their credentials and practice experience along with input from *peer and student evaluations*. All faculty members, except tenured *Certification of Continuous Employment* (CCE) faculty and adjunct/part-time faculty teaching consistently for 6 semesters (excluding summers), are required to have a peer evaluation each semester. Each full-time faculty member, except for tenured full professors, are required to have an annual evaluation done by the chairperson or a member of the department's Personnel and Budget (P&B) committee designated by the chairperson.

Part-time faculty outcome is measured using peer evaluations. Aggregate data for adjunct faculty for 2020-2021 met the department's expected outcome of 90%. All ten part-time faculty members met the requirements—90% received an outstanding /excellent rating and 10% received satisfactory. After 6 consecutive semesters (excluding summers), adjunct/part time faculty are not required to have peer observations as per the collective bargaining agreement. During the 3-year appointment, adjunct faculty members are evaluated. As part of the evaluation, at least one (1) 50-minute teaching observation will be conducted during the 3-year period, and the adjunct must follow existing departmental policies regarding student evaluations. The department chair may also conduct annual evaluations consistent with Sections 18.3 (a) and (c).

Excellence in Teaching ***Graduate Program***

All faculty members who teach required theory courses in the graduate program hold, at a minimum, a master's degree in nursing and are doctorally prepared in nursing or a related field. For the FNP and PNP specialty areas in the graduate program, all faculty members teaching the clinical courses are nationally board certified as nurse practitioners in their specialty area. (In addition, all full-time and part-time faculty members teaching in the undergraduate programs hold, at a minimum, a master's degree in nursing with clinical experience appropriate to their teaching responsibilities.) The academic and experiential preparation of nursing faculty, including their diverse backgrounds, enables the Department to fulfill its mission.

Student Evaluation of Teaching and Learning (SETLs) (Faculty Course Questionnaires)

The SETLs provide an opportunity for students to give timely feedback on both course and instructor quality for each course that is taken each semester. The SETLs are comprised of a set of questions that are used for all Lehman courses. It is emailed to all current Lehman students before the end of each semester. SETL results for individual courses are aggregated to allow for comparison to the Department's mean scores. The program aggregate benchmark for Course Overall and Instructor Overall ratings is expected to be below a 2.5 on a 1.0 to 5.0 scale (a score of 1 being excellent and 5 being poor). The SETLs reports are emailed to the faculty and nursing department chair who reviews the performance data. Based upon the feedback received from the SETLs, changes to individual courses as well as curricular changes are made by recommendations put forth by the graduate sub-curriculum committee to the Curriculum Committee of the Whole, then the full-faculty committee for final decisions. These data are used for reappointment of adjunct faculty and in the annual evaluation of full-time faculty.

The mean scores on the SETL for students' rating of faculty's teaching in the graduate program from 2019 – 2021, including the MS, post-graduate certification, and DNP programs met the benchmark of the expected outcome of below a 2.5, on a scale of 1.0 to 5.0 (a score of 1 being excellent and 5 being poor). **Table IV-G.1** shows the mean scores for the SETLs for the MS program as 1.74, 1.59 and 2.29 (spring 2020 SETLs scores were not collected due to the COVID-19 pandemic).

Table IV-G.1: 2019-21 SETLs for MS Courses

	Section # of SETL Survey	Fall 2019 N=29 (Course Sections)	Spring 2020 N=0 (Course Section)	Fall 2020 N=11 (Course Sections)	Spring 2021 N=6 (Course Sections)
		Mean Score	Mean Score	Mean Score	Mean Score
Overall rating of Instructor's teaching	5.1	1.74*	No SETLs**	1.59*	2.29*
Overall rating of courses	5.2	2.50*		1.71*	2.02*

* With 5 being poor and 1 excellent

**No SETLs because of the pandemic

Table IV-G.2 shows the SETL mean scores for **Instructor's teaching** for the DNP program as 1.47 and 1.33 for fall 2020 and spring 2021, respectively.

Table IV-G.2: 2020-21 SETLs for DNP Courses

	Section of SETL	Fall 2020 N=3 (Course Sections)	Spring 2021 N=4 (Course Sections)
		Mean Score	Mean Score
Overall rating of Instructor's teaching	5.1	1.47*	1.33*
Overall rating of courses	5.2	1.39*	1.33*

* With 5 being poor and 1 excellent

**No SETLs because of the pandemic

In addition, the overall **ratings of courses** for the MS and DNP programs were measured using the SETL survey. The expected outcomes of below a 2.5, on a scale of 1.0 to 5.0, have been achieved for all programs (see Tables IV-G.1 and IV-G.2). Instructors play a vital role in motivating students to respond to the surveys. Higher response rates seem to result from instructors reminding students of the opportunity to provide their course evaluation. Students now have the option of completing their SETL Surveys on Lehman Student Connect.

Scholarship

Scholarship is highly valued by the College and Department. Nursing faculty members have increasingly been participating in scholarship in the department. A greater emphasis on collaboration within the department has facilitated greater participation by the nursing faculty.

For the period 2019 to 2021, faculty published seven articles in peer reviewed journals such as Journal of Healthcare and Nursing Research, Journal of the American Association of Nurse Practitioners, Journal of the National Association of Nurse Practitioners in Women’s Health (NPWH), and others. Two faculty members published a chapter each in peer-reviewed books: *Philosophies and Theories for Advanced Nursing Practice* (2020), Barlett and Jones; and *Policy & Politics in Nursing and Health Care* (see [Appendix I-D.2 for faculty CVs](#)).

During this reporting period, an aggregate of eleven peer-reviewed presentations were conducted locally. In addition, many faculty members participated in other non-peer-reviewed presentations. During the COVID-19 pandemic, faculty presented their research to local gatherings via zoom (see [Appendix I-D.2](#) and [E-Resource Room I-D.2](#) for additional details).

Lehman College uses a data-management software package called **Digital Measures (DM)** for the creation and maintenance of faculty CVs. This allows for faculty teaching, research and service activities to be tracked. The data in DM is also used for the generation of annual reports, reappointment, promotion, and tenure reviews. Aggregate faculty publications and presentations are indicated in Table IV-G.3 below.

Table IV-G.3: Scholarship of Full-Time Faculty Teaching in Graduate Program

Reporting Year	Number of Peer-Reviewed Books & Book Chapters	Number Peer-Reviewed Journal Articles	Peer Reviewed Presentations
2019	0	3	4
2020	2	2	3
2021	0	2	4
Total	2	7	11

(See Appendix I-D.2 for faculty CVs)

Services

The DON faculty members contribute substantively to activities that support the mission and goals of the nursing department. They all actively serve on the various committees (see list attached) to ensure program effectiveness. Committee meeting minutes reflect faculty ongoing commitment to program effectiveness through their contributions to curricula changes, student support, clinical site review and revisions, and more (see [Appendices: I-C.1, I-C.2, III-J.1, III-J.2, & III-J.3 for minutes](#)).

Faculty members’ contributions extend beyond the Department of Nursing to the College and University. Faculty involvements include membership in the Senate, co-host for the *2019-2020 Teaching and Learning* webinar series (opened to CUNY faculty and staff); faculty mentor (one of the eleven HS2N faculty members), college undergraduate curriculum and graduate studies committees, diversity committee, and assessment council.

Faculty members have served in leadership positions for national and international professional organizations, such as the Co-founder and Treasurer of *Haven Midwifery Birthing Center* (a 501c Organization to raise money for the first midwifery owned and operated not-for-profit birthing center in NYC); Executive Board member (first Vice President) of Queens Sickle Cell Advocacy Network (QSCAN); National & State Committees /Councils: National Volunteer President AARP 2018-2020, and others ([Appendix I-D.2 for additional information](#)).

Faculty members provide opportunities for students to develop their leadership skills. The Department’s leadership segment of the nursing program focuses on developing competent individuals capable of assuming key roles in the nursing profession. Students have the opportunity to work with a faculty member on a specific nursing research project in the course NUR 759 Independent Study: Extra-Clinical Research.

Practice:

Aggregate practice results of full-time and part-time faculty members, who are nationally board certified nurse practitioner, showed are currently practicing, with the exception of three faculty members— two suspended their practice at the start of the COVID-19 pandemic, and one scheduled to retire at the end of this fall 2021 semester).

Table IV-G.4, a segment of the NTF Documentation Relative to Criterion V.A.1-Part C (see [Appendix IV-G.1](#)), show faculty practice experiences including population foci that cross all age groups across the life span in varied settings,

such as primary care, pediatric mental health, collaborative practice with MD, clinical ICU, family practice, and more. Their hours range from 10 – 40 hours per week.

Table IV-G.4: Nurse Practitioner Faculty Profile (NTF: Documentation Relative to Criterion V.A.1-Part C)

Y/N Practicing/ Course #	Setting	Patient Population	Practice	Approx. Current # hrs./wk. or Mth. / or Yr.	Approx. # hrs. last year per./wk. or month.
N <i>(Stopped at start of pandemic)</i>	Primary Care and Pediatric Mental Health	Ages 0-21 years	Pediatric Care of the Hudson Valley		Worked in 2019 approximately 10-20 hours per month
Y	Private Practice	Women (GYN/IUI/ Midwifery care) and Newborn care	Midwifery Care NYC (MCYNC) Home Birth Private Practice (Co-founder)	7 hrs. /week	7 hrs. /week
N (NUR 773)	N/A	N/A	N/A	N/A	N/A
Y	Pediatric Residential Facility	5 years – 21+ year olds	JCCA – Jewish Child Care Association	7 hrs. /week	7 hrs. /week
Y	Collaborative Practice with MD.	Infants thru the Elderly	Doctor's office	500 yr.	500 yr.
Y	Clinical ICU Primary Care settings	Pediatrics Pediatrics	<ul style="list-style-type: none"> • Maimonides Medical Center • Montefiore School Based Clinic 	<ul style="list-style-type: none"> • ~40+hrs per week • 9hrs per week 	<ul style="list-style-type: none"> • 2,100+hrs per year • 250hrs+ per year
Y	Family Practice	Spanish speaking vulnerable population in community setting of Boston Road in the Bronx	Family and Women's Health	32 hours/week	32 hours/week
Y	Primary Care Clinic (<i>busy urban environment</i>)	Chronic disease management, Transgender, LGBTQ+, Pre-surgical, Acute, and Follow up visits	Northwell Health Physicians partners	40 per week	40 per week
Y	Employee Health Services	Bx VA Employees	BX- VA Medical Center	40hrs/week	40hrs/week
N <i>(Retiring at end of fall 2021 semester)</i>	N/A	N/A	N/A	N/A	N/A
Y	Hospital	Adult	Ambulatory Medicine	40 hours per week	40 hours per week
Y	Hospital	Adult	Family Practice	37.5 hours	37.5 /week

Aggregated results for the full-time faculty groups are presented in Table IV.G.5. The DON met the expected levels of achievement (ELA) for full-time faculty aggregate outcomes for teaching effectiveness, academic preparedness, service, and practice. However, full-time faculty did not meet the ELA in scholarship. Of the 10 full-time faculty members teaching in the MS and DNP programs for 2020-2021, two lecturers with a doctorate were excluded from the scholarship requirement of at least one publication per year, as they are not held to the CUNY contract. Therefore, the actual outcome for scholarship was 62% (5 of 8).

Table IV.G.5 Aggregated Full-Time Faculty Outcomes

Measure	ELA 2020-21	Actual Outcome
Teaching Effectiveness (SETLs)	≤ 2.5	1.94*
Scholarship	At least one per year	62%**
Service (to DON)	100%	100%
Practice (<i>NP faculty teaching clinicals</i>)	100%	100%

*Mean score of 2020 & 2021

**Two lecturers with a doctorate were excluded from the tally as they are not held by contract to publish.

IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.

Elaboration: The program uses faculty outcome data for improvement.

- Faculty outcome data are used to promote ongoing program improvement.
- Discrepancies between actual and expected outcomes inform areas for improvement.
- Changes to foster achievement of faculty outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.
- Faculty are engaged in the program improvement process.

Program Response:

IV-H.: Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement

Aggregate faculty outcome data are analyzed and used to foster ongoing program improvement. Of the five areas of faculty measurement—*teaching, academic preparedness, scholarship and professional activities, service, and practice*—only *scholarship* was below expectation.

Scholarship

The pandemic decreased the faculty’s opportunity to present at national and international conferences, even though their abstracts were accepted. Aggregate faculty outcome for scholarship and professional activities was 62%. To assist its faculty improvement in scholarship, Lehman College has provided **“Writing Tuesdays”** - writing for publication sessions for faculty. Faculty from across the campus, who are interested in publication, are encouraged to write alongside other faculty in a quiet and comfortable space at the College’s Leonard Lief Library on Tuesdays at specific times. Participants reported that dedicated writing time has enhanced their scholarly productivity (see *Appendix IV-H.1: Writing Tuesdays Announcement*). Many of DON’s faculty members have responded to this opportunity now conducted via zoom during the COVID-19 pandemic restrictions.

In addition, to increase faculty capacity in the area of publication, four faculty members have been participants in the University’s Faculty Fellowship Publication Program (FFPP), sponsored by the Office of the Dean for Recruitment and Diversity, which aims at advancing CUNY’s institutional goal of a diverse professoriate. The University-wide initiative assists full-time untenured faculty in the design and execution of writing projects essential to progress toward tenure.

Faculty enhances the quality of their teaching through scholarship. Therefore, DON held its first annual C. Alicia Georges Nursing Research Conference at the College in November, 2019. This conference provided individuals with an opportunity to share their research, practice experience, and professional insights relating to nursing care. DON faculty members presented their work alongside other researchers from seven local colleges, including LC, and five international colleges—from Columbia, El Salvador, Mexico, Panama, and Switzerland (**E-Resource Room IV-H.1: Conference Research Listing- written in both English & Spanish**). Lehman College nursing faculty presented 12 posters. The 2020 and 2021 planned conferences were canceled due to the COVID-19

pandemic. The DON plans to resume its annual conference to provide its faculty a platform to present their work as well as to support their professional development.

Teaching

Although the actual outcome for teaching effectiveness met the standard, DON has had its faculty participating in learning new ways of enhancing their online teaching since the beginning of the COVID-19 pandemic (e.g. Workshop: Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty <https://lehman.edu/online/prepare-teaching-online.php>). In addition, DON selected one of its faculty as a mentor during the pandemic to work with other faculty members to transition their classes to online learning. In addition, Lehman College provided workshops and webinar series in support of faculty online teaching (see <https://www.lehman.edu/online/workshops.php>).

In addition, to improve teaching effectiveness, six faculty members participated in a college sponsored assessment workshop for nursing faculty, Creating Effective Assessment, to enhance their assessment of their teaching and outcomes and to make recommended changes in curriculum. The workshop, a week in length, was conducted by the Online Learning Consortium Professional Development's Learning Management System. These faculty members each received a certificate and will have access to the course for one year from September 15, 2021 (**E-Resource Room VI-H.2: Sample of Certificate**).

Service

Faculty service certainly impacts various communities, such as their participation on the department and college committees; contributions to the community and nursing field, such as professional memberships and membership on boards or committees of local, state, national and international organizations. These opportunities give the faculty evidence to use in identification of needs of these respective groups in revision and planning of programs. Faculty service to the department supports the mission and goals of DON. Full faculty engagement in program outcomes is clearly evidenced by the quality of committee involvement within the DON. The nursing faculty's commitment to service is solely to improve the program and student outcomes.

All full-time faculty members are required to participate in at least one department committee. These committees include Curriculum, Admissions, Student Affairs, Faculty Affairs, Ad hoc Evaluation (see 2021-2022 Committee Member list). With their ongoing commitment to the department, faculty have consistently met the benchmark for service rendered to the DON. However, full-time faculty members are encouraged to be on College committees, which they must be elected by the majority vote of other faculty. Faculty members have been elected to the College Senate, which is the governance body of the college comprised of faculty, students and administration. **Faculty also serve on the School of Health Science, Human Services and Nursing, and Lehman College committees, such as Online Teaching Committee, College Search Committee for Dean of Health Science, CUNY Institute for Health Equity, the College Tenure and Promotion Committee, Faculty Personnel and Budget Committee, and College Research Committee, and more.** Adjuncts are invited to participate on college committees as well, but are not obligated to take part.

Practice

Faculty members bring their expertise to the learning and development experiences of the NP students. All faculty members teaching clinical courses (e.g. NUR 770, 771, 772, 774, 775, 776) are nationally board certified NPs. These faculty maintain their certification by engaging in practice settings for their specialties as required by the certification boards. The PSC- CUNY contractual agreement also allows for full-time faculty to work at least one day a week in their practice settings. The adjunct faculty work part time or full time in a variety of primary care settings.

Besides guiding the educational development of students, faculty members are positive mentors, facilitators, and motivators. Faculty members utilize their office hours to meet weekly with student groups after lectures and also as needed to facilitate students' clinical progress (see [Appendix IV-D.4: FNP Clinical Faculty Meeting Minutes 1-20-21](#)). As a result of the COVID-19 pandemic classroom restrictions, faculty members use Blackboard Collaborate and Zoom for most meetings. Students are encouraged to seek a faculty advisor from among faculty.

IV-I. Program outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G).

Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes. Program outcomes are appropriate and relevant to the degree and certificate programs offered.

Program Response:

IV-I.: Program Outcomes Demonstrate Program Effectiveness

Data are regularly and systematically collected and analyzed to evaluate program effectiveness. The MS and DNP programs and post-graduate certificate have a comprehensive written plan, and the Evaluation Master Plan to guide the collection, review, and analysis of data in order to maintain a quality nursing program. Other program outcomes used by the DON include: (1) **student satisfaction**, (2) **alumni satisfaction**, and (3) **preceptor/clinical site satisfaction**. However, omitted from this report is the **Alumni Survey Data**, as it is scheduled to be sent out to alumni at the end of this fall 2021 semester. Noted in the DON's Evaluation Master Plan, the alumni survey is conducted every three years; the prior evaluation was carried out in fall 2018. Therefore no current information is available. In lieu, responses from both the Exit (IV-I) and the Employment surveys (IV-E) have provided much valuable information to support ongoing program improvement.

Exit Survey

Student satisfaction is measured using the Exit Survey. All graduating MS and post-graduate certificate (PGC) students are given the link to the DON website at <https://snap.lehman.edu/snapwebhost/s.asp?k=154040052061> to complete the *Master's Student Exit Survey* in their last semester. This survey has two questions to identify student groups within the program, and two questions to assess aspects of program satisfaction, and one global question to elicit further responses. Program satisfaction includes: 1) curricula effectiveness—to determine adequacy of preparation at the course level, and 2) competency attainment. The global question, which is open-ended, assesses overall satisfaction with the program.

Student satisfaction data are analyzed using descriptive statistics (i.e. percentages). Responses to open-ended questions are reviewed using content analysis and raw data in reporting key statements. Survey outcomes are reported to the Chair for dissemination to faculty. Outcomes are reviewed at faculty assemblies and assigned committee meetings and workshops.

For 2021, a total of 22 usable responses were received. The data included: January graduates (91%; n=20/22); June graduates (9%: n=2/22); and September graduates (n=0). All 22 students graduated from the MS program in the family nurse practitioner specialty area. No respondents from the post-graduate certificate program participated in the survey.

Using a 5-point Likert scale (1= excellent, 2= very good, 3= good, 4= fair, 5= poor), a summary of the respondents' perspectives about the effectiveness of student learning in each of the nursing courses is noted in Table IV-I.1 below.

Table IV-I.1: Graduates' Perception of the Quality of each of the Nursing Courses

Course N=22	% students' responses: E, VG, G	Course	% students' responses: E, VG, G
NUR 600	60% (12/20)	NUR 774	95% (21/22)
NUR 720	76% (16/21)	NUR 775	86% (19/22)
NUR 721	62% (13/21)	NUR 776	91% (20/22)
NUR 723	81% (17/21)	NUR 787	90% (18/20)
NUR 726	80% (16/20)		
NUR 766	95% (21/22)		

NUR 767	91% (20/22)		
NUR 769	71% (15/21)		
NUR 773	95% (20/21)		

E: excellent; VG: very good; G: good

Sixty Percent (12 of 20) of the MS students indicated satisfaction with their learning experience for the NUR 600 (Biostatistics in Healthcare) **prerequisite** graduate-level statistics course. This course is taught by the LC math department. In addition, two of the **basic core courses**, NUR 720 (Concepts and Theories for Advanced Nursing Practice) and NUR 721 (Essentials of Clinical Research) received satisfaction rates below the benchmark—76% (16/21) and 62% (13/21), respectively. The graduate curriculum sub-committee will begin the review of the syllabi for these two graduate courses to determine further action.

The respondents rated the **APRN core courses** above benchmark: 95% for NUR 766 (Advanced Pathophysiology), 91% for NUR 767 (Advanced Pharmacology), and 95% for NUR 773 (Advanced Health Assessment). In addition, all clinical courses were rated above the expected level (see Table IV-I.1 for rating of each course).

The mean score for DON's preparation of students in specific core concept areas/competencies was 79%, which did not meet the 80% benchmark. Faculty has noted consistency between the students' feedback on NUR 721 course, essentials of clinical research—rated below standard (see Table IV-I.1), and ways of knowing through research as a challenge in Table IV-I.2, under critical thinking. In its **2020-2025 Strategic Plan (Appendix: I-A.2)**, DON states its aim to cultivate external relationships with research one organizations for students and faculty to collaborate in research project focusing on health disparity, social justice, and more. The intent is to broaden students' involvement in research.

Another competency area respondents rated below the 80% target was role development—at 71%. Clinical faculty has already begun reinforcing the student's role as a member of the interprofessional healthcare teams, for example through role play, group presentations, and simulation scenarios, including Shadow Health digital clinical experience. In addition, Faculty members are using their office hours to meet weekly with student groups after lectures and also as needed to facilitate students' clinical progress.

Table IV-I.2: Graduate Nursing Student Learning Objective

Core Concept	Competencies/ MS Learning Objectives	% student responses: VG, G
<i>Knowledge</i>	Synthesize knowledge from nursing and natural and social and human sciences as the foundation for beginning level expertise in advanced practice nursing.	81% (17/21)
<i>Critical Thinking</i>	Demonstrate ways of knowing through research, analysis, and evaluation of nursing theory and reflective practice.	71% (15/21)
<i>Role Development</i>	Demonstrate role development through clinical expertise, negotiation and collaboration.	71% (15/21)
<i>Interpersonal Skills</i>	Expand inter-subjective awareness of diversity.	81% (17/21)
<i>Systems Analysis</i>	Develop skill in contextual analysis, moving from micro- to macro levels or the reverse, with complex client systems.	86% (18/21)
<i>Professional Integrity</i>	Apply moral theory to ethical-legal issues in advanced practice nursing.	86% (18/21)
<i>Nursing Interventions</i>	Demonstrate specialized strategies and skills in meeting health needs for an unpredictable future.	76% (16/21)

The Department of Nursing has been consistently engaged in continuous improvement progress of its nursing programs. Student exit survey outcomes are reported to the Chair for dissemination to faculty. Outcomes are reviewed at faculty assemblies and assigned workshops where plans of improvement are devised and

subsequently transferred to full faculty meetings for consideration. In addition, with a low student participation in the graduate student exit survey, the evaluation ad hoc committee has increased their efforts to improve student involvement.

Preceptor and Clinical Site Evaluations:

Preceptorships are being used to ensure the professional development of students (preceptees) and to facilitate their learning in the clinical setting, with the goal of developing competent and independent nurses. The preceptor/ clinical site evaluation form is completed by the student towards the end of their clinical experience. The students evaluate their preceptor experience using a 10-item tool created for the clinical courses (see **E-Resource Room IV-I.1: Samples of completed preceptor/ clinical evaluation forms from Typhon**). The questions are aligned with the following core competencies in Table IV-I.3. In addition, **Clinical Site and Preceptor documentations relating to the NTF Criterion IV.B are located in E-Resource Room IV-I.2).**

Table IV-I.3: Alignment of Questions on Preceptor Evaluation Form & Core Competencies

Core Competencies	Preceptor Evaluation
Knowledge Integration: <i>The preceptor effectively coaches students in integrating knowledge in practice.</i>	Q1. What types of patients attended the site: Children, Adults, and Women Only? Q2. For which types of health problems or needs were patients seen at this site: Primary/preventive care; Episodic/Acute Care; Health Maintenance; Chronic Care.
Communication: <i>The preceptor exhibits professional communication skills that facilitate learning/ effective collaboration in interdisciplinary teams.</i>	Q4. Were you given sufficient introduction to the health care facility and team?
Critical Thinking: <i>The preceptor role models strong clinical reasoning skills, and demonstrates effective problem solving skills.</i>	Q9. Did your preceptor provide with you relevant and high quality input related to your clinical experience?
Human Caring: <i>The preceptor role models compassion and care in professional practice.</i>	Q6. What type of health assessment did you perform on patients? Total head to toe; focused assessment. Q10. During your clinical practicum were the following areas adequately covered: • Health History & Physical Assessment • Laboratory Data and Analysis • Diagnosis and Plan of Care • Documentation / EHR • Referrals
Management/ Leadership: <i>The preceptor facilitates development of organizational and leadership traits.</i>	Q5. Did the preceptor explain their role within the facility?
Teaching: <i>The preceptor exhibits a positive attitude for coaching students, and demonstrates ability to teach others individually.</i>	Q7. Did you do any health teaching for the patients and families?
Schedule: <i>The preceptor was available for clinical experiences • Communicates schedule and participates in student scheduled development.</i>	Q3 Did your preceptor have a general orientation planned? Q8. Was your preceptor available when you needed him/her?

Clinical Site and Preceptor Evaluation Findings:

Review of students' evaluations of clinical sites from 2019-2021 indicates 80-90% positive responses. Comments regarding having limited hours at some clinical sites are common, which causes students to require more than one clinical site to complete the required clinical hours. Few comments regarding limited ability to practice head-to-toe physical assessment skills also noted. Generally, the sites fulfill clinical course objectives. In addition, students experience challenges locating clinical sites for pediatric and gynecology patients.

Typically, preceptors receive positive ratings from students. However, faculty's review of students clinical experiences at some locations revealed that more physicians than nurse practitioners preceptor students, thus limiting students' role development. In addition, some students' feedback indicated that a few preceptors were not

offering comprehensive clinical experiences due to the clinical sites' voluntary relationship with the LC nursing program.

To foster ongoing program improvement in the preceptorship of the NP students,

- DON has begun to build a better relationship with preceptors and clinical sites, using its clinical placement coordinator (faculty) to cultivate stronger working relationships with the preceptors/sites. Communication has begun to be more fluid.
- The department Chair is to discuss at the next Community Advisory Committee meeting ways of providing more support to preceptors at their facilities where DON students are preceptored. Preceptors being prepared for and being able to navigate the precepting experience would allow students to develop the knowledge and competencies needed to assume responsibility for their nursing practice.
- DON has been in discussion with pediatric and gynecology clinical sites to secure clinical placements for its students. Although simulation scenarios are used, they do not replace clinical hours but enhance students' learning experience.

IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.

Elaboration: For program outcomes defined by the program:

- *Actual program outcomes are used to promote program improvement.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Program Response:

IV-J.: Program Outcome Data are used, as Appropriate, to Foster Ongoing Program Improvement

Graduation Rates: Although the DON's MS and PGC students are progressing steadily and in a timely manner, a five-year period to complete, students' withdrawal or stop-out from the programs remains a concern for the MS program. As a result of the COVID-19 pandemic classroom restrictions, faculty members use Blackboard Collaborate and Zoom to continue meeting with students. Students are encouraged to seek a faculty advisor from among faculty.

In addition, since the closing of the campus during the heights of the COVID-19 pandemic in spring 2020, the DON has implemented regular Town Hall meetings via Zoom for master's students, including post-graduate certificate, and doctoral students (from fall 2020) to discuss their concerns, clinical, site visit, progression, and more. The chair and graduate director preside over the meetings. Faculty members are encouraged to attend. In addition, the role of adjunct clinical faculty came into question during the shutdown when students attended limited clinical practica. Clinical adjunct faculty members maintained the evaluation of student's clinical case reports, clinical attendance logs, and monitored students' progression. Outstanding spring-2020 clinical hours were completed in the fall term

The clinical course objectives for the NUR 774, 775, and 776 courses were reviewed and revised in spring 2021 and implemented this fall. Additional changes were made to the student clinical evaluation forms for evidence of leveling and student progression of knowledge and skills throughout the clinical courses; and identify required skills that must be achieved with a satisfactory ranking and those acceptable as needs improvement or not observed for each clinical course. Faculty members who teach these clinical courses continue to analyze and review the effectiveness of the latest changes to the SLOs.

The 2021 MS **employment outcome** exceeds the 70 % goal. The data include 2020 and 2021 graduates. The Ad hoc evaluation committee will review and update the employment survey for 2022 to include additional questions that would help to identify the semester and year of graduation.

Student Exit Satisfaction survey probes students' perspectives of their overall learning, overall program effectiveness, and whether they were effectively prepared to assume the role of an NP. The mean score for student overall satisfaction of the quality of the nursing courses was 83%, which met the benchmark. However, faculty concluded that although many of the respondents felt that Lehman College MS nursing program's professors were skilled and caring and that the program was affordable, many expressed their dissatisfaction about the policy change that required them to take the ANCC certification for graduation. As certification is not a requirement for practice in New York State, students felt that the policy change forced them to take the boards. The policy decision was made as a result of students not taking the certification exam within six months of graduation. Typically, graduates took the exam between two to six years following graduation. To close this assessment loop, DON has addressed the respondents' concerns by focusing more on students' preparation for the certification exam. **Some increased efforts involve the DON communicating more consistently with graduate students via town hall meetings, using Zoom, to disseminate information and to allow students to voice their concerns, utilizing faculty members more as mentors, and introducing the Codina Leik intensive NP review courses, in addition to the Fitzgerald review.**

Students also complained about having to find their own clinical placement, which was, in some instances, difficult to procure. As a result, there was a delay in students starting their clinical practicum and completing their required hours. In response, the DON has appointed a faculty member to manage clinical placements for clinical courses.

MS Alumni Survey (Conducted every 3 years: last administered in 2018; scheduled to be released in December 2021). The 2018 graduate alumni satisfaction rate has met the program expected outcome of 85%. Thirteen respondents completed the online alumni survey at <https://snap.lehman.edu/snapwebhost/s.asp?k=152943929385>. However, alumni are also targeted by the College, **at least one-year post-graduation, to gather employment data.** Alumni are asked to respond to other questions relating to students' perception of the quality of their education at Lehman College. For 2021, 89 MS graduates responded to the employment survey. Of which, 16 (18%) responded to the question that asked graduates their perception about their ability to "*provide leadership within health organizations and the community in management of client care.*" Fifty-six percent (9 of 16) responded as being prepared Leadership development is a key component in the MS curricula. Therefore, faculty has reviewed and revised the course objectives in the three MS clinical courses, and the clinical evaluation forms for evidence of leveling, and student progression of knowledge and skills throughout the clinical courses. Required skills were Identified that must be achieved with a satisfactory ranking, need improvement, or not observed for each clinical course.

The Department's Personnel and Budget Committee along with the Directors of the Graduate and DNP Programs and the Chair of the Curriculum-of-the-Whole Committee will meet once a semester to review and analyze data to foster ongoing improvement. Specific responsibilities will then be given to the appropriate committees.

DNP Program

The DNP program started only in fall 2020, and therefore has no graduation/ completion rates, employment data, and exit and alumni data to report. However, faculty has reviewed the DNP program in order to foster ongoing program improvement (see Appendix I-C.2 for example of meeting minutes).

- DON will be planning and scheduling mandatory onboarding for all DNP students prior to taking DNP level courses.
- Faculty has met to discuss the alignment of assignments in previous courses, NUR 801 and 802, and NUR 807 Financial Management and Budgeting to support students' scholarly project proposal development in NUR 809 as some students are experiencing difficulties.
- Advanced standing DNP students who have issues with time management and writing skills were scheduled to attend mandatory meetings in October with the Instructional Support Services program (ISSP) for assistance with writing style, APA format. All PNP/FNP-DNP cohort students had private meetings with Writing Coordinator (ISSP).
- Doctoral level course syllabi were corrected to include the grading, attendance, and academic integrity policies as posted in the Graduate Bulletin.

The Department of Nursing has developed its roadmap to guide the department to the year 2025 (see [Appendix I-A.2: 2020-2025 Strategic Plan](#)). This strategic plan is aligned with the strategic plan of the College and HS2N. It also takes into account the lessons learned in the 2020 global pandemic, the inequities that were highlighted and the National Academy of Medicine *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*.

Resources:

Standard/ Section	Evidence	Location
IV-D	Graduate Curriculum Committee Meeting Minutes 2-22-21	Appendix IV-D.1
IV-D	FNP Clinical Faculty Meeting Minutes 5-4-21	Appendix IV-D.2
IV-D	Curriculum as a Whole Meeting Minutes 4-26-21	Appendix IV-D.3
IV-D	FNP Clinical Faculty Meeting Minutes 1-20-21	Appendix IV-D.4
IV-E	Employment Survey Report	E-Resource Room IV-E.1
IV-F	Job Description for Clinical Placement Coordinator	Appendix IV-F.1
IV-G	NTF Documentation Relative to Criterion V.A.1- Parts A, B, & C	Appendix IV-G.1
IV-H	Writing Tuesdays Announcement	Appendix IV-H.1
IV-H	C. Alicia Georges Conference Research Listing	E-Resource Room IV-H.1
IV-H	Sample of Certificate	E-Resource Room VI-H.2
IV-I	Samples of Completed Preceptor/ Clinical Evaluation Forms from Typhon	E-Resource Room IV-I.1
IV.I	Clinical Site and Preceptor Documentations relating to the NTF (2016) Criterion IV.B	E-Resource Room IV-I.2



APPENDICES

LEHMAN COLLEGE GRADUATE NURSING PROGRAM

**SELF STUDY
FALL 2021**

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STANDARD I: PROGRAM QUALITY: MISSION AND GOVERNANCE

Appendix I-A.1: 2020-2023 Graduate Evaluation Master Plan

STANDARD I – PROGRAM QUALITY: MISSION AND GOVERNANCE

Key Element	Data Source	Responsibility of	Methods/ Instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations /Resolutions
I-A. The mission, goals, and expected program outcomes are: • congruent with those of the parent institution; and • reviewed periodically and revised as appropriate.	<ul style="list-style-type: none"> • Lehman College Website; • DON Website; • MS & DNP nursing student handbooks • College Student Bulletin. 	<ul style="list-style-type: none"> • Chair • Program Directors • Curriculum of the Whole Committee 	<p>Review Lehman College Policies, Mission and goals.</p> <p>Review the DON Mission, Philosophy and Goals.</p>	<p>Every 5 years (2020);</p> <p>Yearly; and as required</p>	Fully Congruent	Mission, Goals, and MS & DNP program objectives were examined and revised to be congruent with the College's <i>2020-2025 Strategic Plan: Roadmap to the Future.</i>
I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	<ul style="list-style-type: none"> • Minutes of DON's graduate curriculum committee meetings; • Full faculty meeting minutes • Professional Nursing Standards 	<ul style="list-style-type: none"> • Graduate Curriculum sub-committee • Program directors • Full faculty 	<ul style="list-style-type: none"> • Essentials of Master's Education in Nursing (AACN, 2011) • Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) • Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education [NTF], 2016) • Nurse Practitioner Core Competencies Content (NONPF 2017) • Nursing's Social Policy Statement: The Essence of the 	Yearly	Fully Congruent	Review of expected program outcomes and SLOs to determine alignment with relevant professional nursing standards and guidelines were conducted recently and the Concept Map for the MS and DNP programs updated.

Key Element	Data Source	Responsibility of	Methods/ Instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations /Resolutions
			Profession (American Nurses' Association (ANA, 2015)) <ul style="list-style-type: none"> • Nursing: Scope and Standards of Practice, (ANA, 2021) • Code of Ethics for Nurses: Interpretation and Application (ANA, 2015) • Consensus Model for APRN: Licensure, Accreditation, Certification and Education (NCSBN, 2008) 			
I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.	<ul style="list-style-type: none"> • Graduate Student Bulletin • Student Handbooks • Clinical Orientation Packages (MS & DNP) • Community Advisory Meeting Minutes 	<ul style="list-style-type: none"> • Chair • Program directors 	<ul style="list-style-type: none"> • Strategic Plan 	Yearly	Fully Congruent	Review and revision of the mission, goals and expected outcomes occur within the DON committee structure originating in the Graduate Curriculum Committees, with final discussions occurring in full faculty meetings. These discussions include student representatives as a community of interest. DON's collaboration, program evaluation, and networking with outside agencies are ongoing. The Community Advisory

Key Element	Data Source	Responsibility of	Methods/ Instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations /Resolutions
						Committee serves as a key community of interest.
I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.	<ul style="list-style-type: none"> • CUNY Tenure and Promotion Guidelines; • Faculty Development Standards (Office of the Provost – Website); • Faculty Handbook • PSC-CUNY 2017 contract. • Scholarship Statement (2021) 	<ul style="list-style-type: none"> • Provost • Dean of HS2N • Chair • Personnel and Budget Committee 	<ul style="list-style-type: none"> • Annual evaluations; • Peer observations; • Student evaluations • Pre-Tenure Decanal reviews 	Yearly; and each semester; 3 rd year appointment	Fully Congruent	<p>Scholarship teaching effectiveness, and service are the three primary categories specified for faculty outcomes.</p> <p>Annual evaluations, peer observations and student evaluations used</p>
I-E. Faculty and students participate in program governance.	<ul style="list-style-type: none"> • Minutes of DON faculty meetings; • CUNY Bylaws 	<ul style="list-style-type: none"> • Student Affairs Committee • Faculty 	Participation on standing committees	Yearly	<ul style="list-style-type: none"> • Increased student participation in program governance; • Faculty assigned to student committees participate in at least 80% of meetings 	<p>DON has implemented regular Town Hall meetings via zoom as a platform to disseminate information to students, which allow them to get involved in key discussions relevant to their program.</p> <p>The NUR 776 class representative attends graduate curriculum committee meetings regularly. However, there is great effort by faculty to have class representatives from other clinical courses attend.</p>

Key Element	Data Source	Responsibility of	Methods/ Instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations /Resolutions
I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: <ul style="list-style-type: none"> • fair and equitable; • published and accessible; and • reviewed and revised as necessary to foster program improvement. 	<ul style="list-style-type: none"> • CUNY Website • Lehman College Website • DON Website • MS & DNP Student Handbooks • LC smart catalog • Minutes of Curriculum Committee 	<ul style="list-style-type: none"> • Chair • Student Affairs Committee • Curriculum Committee • Program directors 	Review all data source to determine congruency between LC and DON that support achievement of the mission, goals, and expected program outcomes	Yearly	Fully Congruent	Areas where some differences exist between the nursing program policies and those of the College have been approved through the College and University governance process. These policies have been developed for the DON to achieve its program objectives.
I-G. The program defines and reviews formal complaints according to established policies	<ul style="list-style-type: none"> • DON Website • LC Website • Student Handbooks 	<ul style="list-style-type: none"> • Chair • Faculty • Students 	Analyze formal complaints using College/ CUNY grievance guidelines	Ongoing	All complaints to be addressed in a timely manner.	Full adherence to student complaint policy and procedures. All formal complaints submitted to the Department received formal resolution.
I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	<ul style="list-style-type: none"> • DON Website • LC Website • Course syllabi • Blackboard • Town Hall Meetings 	<ul style="list-style-type: none"> • Chair • Program directors • Information Technology Division 	<p>DON informs IT of all changes to be made to its website and LC's.</p> <p>DON updates its handbooks and disseminates to the appropriate recipients.</p>	Ongoing	Fully Congruent	<p>DON continues to work with IT and Media Relations to update its website as well as the College's to reflect recent program and policy changes.</p> <p>DON Chief Laboratory Technician interfaces with those departments to make immediate changes</p>

STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
<p>II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.</p>	<ul style="list-style-type: none"> • Annual and ongoing budget; • Adequacy– reviewed by the P & B (reflected in minutes of P&B meetings) 	<ul style="list-style-type: none"> • Budget Director • Dean (HS2N) • Chair • Personnel and Budget Committee 	<p>Budget request</p>	<p>Yearly and each semester</p>	<p>Fully Congruent</p> <ul style="list-style-type: none"> • Faculty salaries are equal to or exceed the average salaries identified by AACN for comparable schools. • 80% of faculty respondents agree or strongly agree that resources are adequate in the following areas: physical space (<i>but could be updated</i>); equipment and supplies; office space; and professional development • 80% of student respondents agree or strongly agree that resources are adequate in the following areas: physical facilities; classroom technology; learning resources 	<p>Adequate budget for current enrollment</p> <p>The future Nursing Education, Research and Practice Center (NERPC) at Lehman College, will support the expansion of the nursing programs and provide state-of-the-art simulation centers and health assessment facilities, separate from DNP spaces and updated classrooms</p>

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
II-B.: Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes	<ul style="list-style-type: none"> • Schedule of classes • Clinical placement forms 	<ul style="list-style-type: none"> • Chair • Program directors • Program coordinator • Clinical placement coordinator 	<ul style="list-style-type: none"> • Room utilization • Student evaluations • Affiliation agreements • Clinical site evaluations 	Yearly, and by semester	Physical space and clinical facilities sufficient to achieve program outcomes.	The clinical placement coordinator is a recent hire to ensure that all clinical students have timely and appropriate placements, whether they identify their sites or the support of DON.
II-C.: Academic Support Services Are Sufficient to Meet Program and Student Needs And Are Evaluated On a Regular Basis	<ul style="list-style-type: none"> • Curriculum Committee Minutes • Faculty • Student surveys 	<ul style="list-style-type: none"> • Chair • Program directors • Program coordinator • College 	<ul style="list-style-type: none"> • Students and faculty surveys • Student progression 	Yearly	Fully Congruent 80% of respondents agree or strongly agree that academic support services are adequate.	Currently, the LC Instructional Support Services Program (ISSP) is working with DNP students in developing their SPP proposals. Test-taking strategies offered by ISSP to enhance students' outcomes in tests
II-D.: The Chief Nurse Administrator of the Nursing Unit	<ul style="list-style-type: none"> • Office of the Dean of HS2N • CV of Chair • CUNY Bylaws • DON & HS2N organizational charts 	<ul style="list-style-type: none"> • Provost • Dean HS2N • Faculty (vote-every 3 years) 	Performance appraisal	Yearly	Fully Congruent The nurse administrator meets all criteria.	Election 3 years as per CUNY Bylaws

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
II-E. Faculty are: • sufficient in number to accomplish the mission, goals, and expected program outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach.	<ul style="list-style-type: none"> • Budget • Semester schedule of classes • Teaching assignments • Faculty's CVs (in Digital Measures) 	<ul style="list-style-type: none"> • Provost • Dean • Chair • P and B Committee 	<ul style="list-style-type: none"> • Budget allocation • Workload policy • Faculty-to-student ratio • Faculty CVs 	Yearly	<p>Fully Congruent</p> <p>Sufficient number of full-time and adjunct faculty for student demand/ enrollment</p> <p>All faculty members are academically and experientially prepared for teaching /clinical assignments</p>	Teaching assignments are made based on faculty expertise as evidenced by their credentials and practice experience along with input from peer and student evaluations.
II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.	<ul style="list-style-type: none"> • Preceptor CVs • Recommendations • Certifications • Typhon system 	<ul style="list-style-type: none"> • Program directors • Program coordinator 	<ul style="list-style-type: none"> • Resume review • Course faculty observations • Preceptor evaluations 	Each semester	<p>Fully Congruent</p> <p>Academically and experientially qualified for teaching assignments</p>	<p>DON ensures that preceptors meet expectations of the programs</p> <p>Preceptor CVs are reviewed and uploaded in Typhon by the graduate director. Evaluation of preceptor and site by faculty and students</p>

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
<p>II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p>	<ul style="list-style-type: none"> • Digital Measures (e.g. CVs) • Faculty annual evaluations • Class schedules • Faculty development workshops • Faculty Handbook (as resource) • COACHE 	<ul style="list-style-type: none"> • Provost • Dean of HS2N • Chair • P and B Committee • College 	<ul style="list-style-type: none"> • Peer evaluation • Annual evaluation • Meetings with Chair 	<p>Ongoing</p> <p>Yearly</p>	<p>Fully Congruent</p>	<p>Multiple opportunities for faculty development are made available through LC and CUNY. DON's Faculty members attend university wide workshops related to pedagogy and student success among many more related to their specific discipline.</p> <p>Faculty service is an item addressed on faculty annual evaluation and in consideration for tenure and promotion in professorial lines and for Certificate of Continuous Employment. The nursing faculty has been serving on College committees through participation on University and Department committees.</p>

STANDARD III PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: ● are congruent with the program’s mission and goals; ●are congruent with the roles for which the program is preparing its graduates; and ●consider the needs of the program–identified community of interest.	<ul style="list-style-type: none"> ● Curriculum Sub-committee meeting minutes ● Course syllabi ● Community advisory committee meeting minutes 	<ul style="list-style-type: none"> ● Program director ● Program coordinator ● Graduate Curriculum Subcommittee 	Examine consistency among curriculum, terminal outcomes, and course and program objectives content mapping.	Yearly	Fully Congruent	Examine and revise curriculum and course objectives to meet current standards of practice and needs of community of interest.
III-B.	N/A	N/A	N/A	N/A	N/A	N/A
III-C. Master’s curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). ● Master’s program curricula incorporate	<ul style="list-style-type: none"> ● Graduate curriculum sub-committee meeting minutes ● Content Map (<i>including SLOs, course objectives, and professional standards</i>) ● Course syllabi ● MS curricula 	<ul style="list-style-type: none"> ● Program director ● Program coordinator ● Graduate curriculum sub-committee ● Curriculum of the Whole Committee 	MS Curricula— developed, implemented, and revised to reflect professional nursing standards and guidelines relevant to the program and each track.	Yearly, and as needed	Fully Congruent	<p>Currently, clinical course objectives for NURs 774, 775, and 776 were reviewed and revised to establish the leveling of SLOs. The revisions to course objectives were approved at the April 5th Curriculum of the Whole meeting.</p> <p>Student clinical evaluation forms have also been</p>

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
<p>professional standards and guidelines as appropriate. 1) All master's degree programs incorporate <i>The Essentials of Master's Education in Nursing</i> (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. 2) All master's degree programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016). • Graduate-entry master's program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines.</p>						<p>reviewed and updated to reflect relevant professional nursing standards and guidelines.</p>

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
<p>III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). • DNP program curricula incorporate professional standards and guidelines as appropriate. (a) All DNP programs incorporate <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program. (b) All DNP programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016). • Graduate-entry DNP program curricula</p>	<ul style="list-style-type: none"> • Graduate curriculum sub-committee meeting minutes • Content Map (<i>including SLOs, course objectives, and professional standards</i>) • Course syllabi • DNP curricula 	<ul style="list-style-type: none"> • DNP program director • Graduate curriculum sub-committee • Curriculum of the Whole Committee 	<ul style="list-style-type: none"> • DNP curricula are developed, implemented and revised to reflect professional standards and guidelines. 	Yearly, and as needed	Fully Congruent	<p>The DNP SLOs were reviewed to determine congruence with the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006), but no adjustments were made as the DNP program is in its third semester.</p> <p>Both BS -DNP and Advanced Standing Students progress are monitored by the program directors.</p> <p>DNP courses, NUR 801 and NUR 802, were also reviewed for the alignment of course assignments to facilitate students' development of their SPP proposals in the NUR 809 course.</p> <p>E-Portfolio used by both BS-DNP students and Advanced Standing students in DNP program.</p>

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines.						
III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016).	<ul style="list-style-type: none"> • MS curricula • Course syllabi • Transcripts (<i>for Gap Analysis</i>) 	<ul style="list-style-type: none"> • Graduate Director • Program Coordinator • Graduate curriculum sub-committee • Curriculum of the Whole Committee 	<ul style="list-style-type: none"> • APRN professional standards and guidelines • Curriculum pattern • Gap analysis 	Yearly, and as needed	Fully Congruent	<p>The NP curricula (embedded in MS curricula) incorporate separate comprehensive graduate level courses to address the APRN core: advanced pharmacology, advanced pathophysiology and advanced health assessment.</p> <p>HESI exams, for the three-Ps, implemented to measure SLOs</p>
III-F. The curriculum is logically structured to achieve expected student outcomes.	<ul style="list-style-type: none"> • Curriculum Map • Essentials • Course syllabi 	Graduate Curriculum Subcommittees	<ul style="list-style-type: none"> • Review changes in college curriculum • Review DON's course syllabi 	Every Semester and Yearly	Full compliance	Master's and DNP Essentials in education are

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
<ul style="list-style-type: none"> •Baccalaureate curricula build on a foundation of the arts, sciences, and humanities. • Master’s curricula build on a foundation comparable to baccalaureate-level nursing knowledge. • DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student. • Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base. 						<p>reflected in the curricula</p> <p>Courses are designed to promote learning of core content first, and then specialty courses.</p> <ul style="list-style-type: none"> - Continue to examine the logic of content and experience progression; - Continue to examine implementation of the Master’s and DNP Essentials in education.
<p>III-G. Teaching-learning practices:</p> <ul style="list-style-type: none"> • support the achievement of expected student outcomes; • consider the needs and expectations of the identified community of interest; and • expose students to individuals with diverse life experiences, perspectives, and backgrounds. 	<ul style="list-style-type: none"> • Student evaluation of instructors • Peer evaluations of instructors • Standardized tests • Curriculum Committee minutes • Course syllabi 	<ul style="list-style-type: none"> • Chair of DON • Faculty • Curriculum Committees 	<ul style="list-style-type: none"> • Review student survey results regarding the effectiveness of teaching/learning practices • Review results of student learning outcome assessments • Periodically review all courses for alignment with program and course objectives, course content/ 	<p>Every semester</p> <p><u>Every 3 years</u> (individual courses are reviewed)</p>	<ul style="list-style-type: none"> • 80% of student will rate teaching effectiveness at a 1 or 2 on a 1- 5 scale (1- exceptional; 5- poor); • 80% of students will meet the specified learning benchmark; • Full alignment between course objectives, content, and 	<ul style="list-style-type: none"> • Monitor teaching practices. • Change teaching assignments as needed.

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
			assignments and exams. <ul style="list-style-type: none"> • Clinical site evaluations • Preceptor evaluations 		assignments/ exams	
III-H. The curriculum includes planned clinical practice experiences that: <ul style="list-style-type: none"> •enable students to integrate new knowledge and demonstrate attainment of program outcomes; •foster interprofessional collaborative practice; and •are evaluated by faculty. 	<ul style="list-style-type: none"> • Clinical evaluation forms • Student exit survey • Course Syllabi • Typhon (electronic student tracking system— includes clinical skill logs, SOAP notes, etc.) 	<ul style="list-style-type: none"> • Chair • Graduate Curriculum Committee • Programs directors; • MS coordinator • Faculty 	<u>Review:</u> <ul style="list-style-type: none"> • Student evaluations • Clinical evaluations (including DNP rubrics for scholarly project proposal [SPP]) • Exams • Papers 	Every semester Yearly	<ul style="list-style-type: none"> • 100% of students achieve clinical-level objectives for each course; • 100% clinical evaluation, signed by faculty; • 80% of student agree or strongly agree to the effectiveness of their clinical experience; • 100% of NP programs have documented site visits. 	Clinical facilities currently adequate. Clear evaluation methods included in all course syllabi Clinical evaluation rubrics/ evaluation tools for MS clinical courses (NURs 774, 775, & 776) were recently updated
III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	<ul style="list-style-type: none"> • Course Syllabi, including Rubrics • Clinical evaluation • MS & DNP program objectives • Course syllabi 	<ul style="list-style-type: none"> • Curriculum Committee • Directors of MS & DNP programs • FT and PT Faculty 	<ul style="list-style-type: none"> • Curriculum committee review courses for alignment between course objectives, and methods of evaluation 	Yearly (data collected/ analyzed) Three years (review of individual courses)	Full alignment of course objectives and evaluation methods	Evaluation policies and procedures for student performance are defined and consistently applied.

Key Element	Data Source	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
<p>III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.</p>	<ul style="list-style-type: none"> • Curriculum Committee minutes • Student evaluations • Annual evaluations • Peer evaluation 	<ul style="list-style-type: none"> • Chair • Program directors • Office of Assessment 	<ul style="list-style-type: none"> • Peer evaluation • Student evaluations (e.g. SETLs, exit surveys, preceptor evaluations) • Annual evaluations 	<p>Every semester, and as needed</p>	<ul style="list-style-type: none"> • 80% of respondents rate faculty effectiveness as satisfactory 	<p>The mean results of the SETLS decreased as many students failed to respond to the survey. However, attention has been paid to students' responses. Faculty has been assigned to review and make proposals for improvements as indicated in the surveys (full-faculty meeting minutes: 4/5/21).</p>

STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
IV-A. A systematic process is used to determine program effectiveness.	<ul style="list-style-type: none"> • Student course evaluations (SETLs) • Student exit surveys • Completion rate • Certification pass rate • Employment survey • Alumni exit surveys • Faculty outcomes 	<ul style="list-style-type: none"> • DON Chair • Graduate and DNP program directors, and MS coordinator • Ad Hoc evaluation committee 	<ul style="list-style-type: none"> • Review of all data sources, benchmark achievements. 	Every Semester Yearly (employer survey) 3 Years (alumni survey – 2021; 2024)	<ul style="list-style-type: none"> • Full achievement of program goals 	Evaluation Master Plan is written, ongoing and used to determine achievement of program outcomes
IV-B. Program completion rates demonstrate program effectiveness.	<ul style="list-style-type: none"> • Lehman College Dashboard (LCD) • CUNYFirst system 	<ul style="list-style-type: none"> • DON Chair • Program Directors • Institutional Research Department 	<ul style="list-style-type: none"> • Student enrollment and graduation data • Program record of students exiting/ withdrawing from the programs 	Yearly	<ul style="list-style-type: none"> • Program completion rate for each program is 70% or higher as specified by CCNE. (students have a 5-year limit to graduate) 	The DNP program began fall 2020 and has not graduated any students at this time.
IV-C. Licensure pass rates demonstrate program effectiveness	N/A	N/A	N/A	N/A	N/A	N/A
IV-D. Certification pass rates demonstrate program effectiveness	<ul style="list-style-type: none"> • Certification exam results (ANCC, AANP, PNCB) 	<ul style="list-style-type: none"> • DON Chair • Graduate and DNP program directors, • MS Coordinator • Ad Hoc evaluation committee 	Reports from certification boards	Yearly	<ul style="list-style-type: none"> • 80% pass rate for certification examination 	The pass rate for each certification examination for first-time takers for the calendar year 2021 is pending

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
IV-E. Employment rates demonstrate program effectiveness.	<ul style="list-style-type: none"> Alumni surveys Employment survey 	<ul style="list-style-type: none"> Graduate program directors Ad Hoc evaluation committee 	Review survey data	Every 3 years (2021) (yearly: employment survey)	<ul style="list-style-type: none"> Employment rates 70% or higher using CCNE specified methods 	SurveyMonkey is being used to gather employment data of graduates. For 2021, DON received a 39% (89 of 228) return rate. 94% (84) are employed, of which 78% (69) require an NP degree for employment (94% indicated being a certified FNP).
IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.	<ul style="list-style-type: none"> Full faculty meeting minutes Strategic Plan Evaluation Reports 	<ul style="list-style-type: none"> DON Chair Program directors Ad Hoc evaluation committee Faculty 	Review and compare all actual outcome data to expected levels of achievement to determine areas for improvement.	Yearly, and as needed		
IV-G. Aggregate faculty outcomes demonstrate program effectiveness	1. <i>Digital Measures:</i> <ul style="list-style-type: none"> CVs Annual Evaluation Peer Review Grants Publications Service 2. Program goals	<ul style="list-style-type: none"> DON Chair Program directors College Tenure and Promotion Committee 	<ul style="list-style-type: none"> Assess students' evaluation of faculty Review faculty for tenured appointment and tenure-track using criteria such as pattern of research and scholarship, and others. 	Every Semester	<ul style="list-style-type: none"> 90% achieve tenure on time. Within 5 years, faculty without doctorate to receive certificate of continuous employment (CCE) 80% faculty to receive score lower than 2 on student survey (a score of 1 being excellent and 4 being poor) – SETLs 	Student evaluations are being used for teaching-learning assessment as well as faculty development. Scheduled faculty professional growth activities are ongoing. 100% of faculty members put forward have achieved tenure to date. Recently, one faculty member is being considered for promoted to full-

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
					<ul style="list-style-type: none"> • Peer Evaluation of Adjunct faculty (90%) • Teaching Effectiveness (\leq 2.5) • Academically prepared (100%) • Scholarship and professional activities (at least one per year) • Service to Department 100%) • Practice (NP clinical faculty) 100% 	professor and one to an associate professor position; Others progressing on track (7-year track). Pre-tenure reviews done at 3rd year by Dean of HS2N after annual evaluation by Chair.
IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.	<ul style="list-style-type: none"> • Full Faculty Meeting Minutes • CVs • SETLs 	<ul style="list-style-type: none"> • DON Chair • Program directors • Ad Hoc evaluation committee 	Review of Digital Measures and annual evaluations	Yearly	Faculty presentations at local, national and international conferences. Appointments to college committees and participation in professional and specialty organizations	Review of the faculty achievement is gleaned from the annual evaluations and updates sent to Chair and on Digital Measures. The faculty outcome data are used to ascertain if faculty are meeting the professional development, service and scholarship requirements.
	<ul style="list-style-type: none"> • Minutes of full-faculty meeting 	<ul style="list-style-type: none"> • DON Chair • Program directors 	<ul style="list-style-type: none"> • Evaluate alumni satisfaction survey 	Every three years	<ul style="list-style-type: none"> • Alumni satisfaction 80% 	<ul style="list-style-type: none"> • Continue to monitor and utilize survey

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
IV-I. Program outcomes demonstrate program effectiveness.	<ul style="list-style-type: none"> • Alumni surveys • Student exit survey • Preceptor evaluation form • Clinical site evaluation form 	<ul style="list-style-type: none"> • Graduate curriculum sub-committee • Curriculum of the whole committee • Ad Hoc evaluation committee 	<ul style="list-style-type: none"> • Evaluate student satisfaction rates. • Preceptor evaluation • Clinical site evaluation 	Semester	<ul style="list-style-type: none"> • Student satisfaction (Exit Survey) 80%. • Preceptor evaluation (90%) • Clinical site – satisfaction (90%) 	<ul style="list-style-type: none"> • data for program improvement. • Curriculum and program evaluation changes involved broad faculty involvement. • Recommendations and revisions reflected in faculty assembly minutes.
IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.	<ul style="list-style-type: none"> • Program assessment reports. • Program outcome reports • Full-faculty meeting minutes. • Curriculum Committee Minutes • Student Affairs 	<ul style="list-style-type: none"> • DON Chair • Program Directors • Faculty 	<ul style="list-style-type: none"> • Review of exit reports • Review of SETL's • Graduate committees and Curriculum-of-the - Whole review of the reports. • Changes in policies and curricula submitted. • Discrepancies between expected outcomes and actual outcomes are used to foster program improvement 	Yearly	Maintain compliance with all CCNE's standards, and NYSED Office of the Professions Compliance and Assessment	Curriculum committee, directors and chairperson review the data from certification exams, exit survey, and HESI exams of the advanced health assessment, advanced pathophysiology, and advanced pharmacology courses for achievement of the accepted rates. Curriculum changes are made and instituted expeditiously.

Appendix I-A.2: 2020-2025 Lehman College Department of Nursing Strategic Plan

The Department of Nursing (DON) has developed its roadmap to guide the department to the year 2025.

This strategic plan is aligned with the strategic plan of the College and HS2N. It also takes into account the lessons learned in the 2020 global pandemic, the inequities that were highlighted and the National Academy of Medicine The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity.

College Mission	HS2N Mission	DON Mission
<p>Lehman College (LEH), an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.</p>	<p>The mission of the School of Health Sciences, Human Services, and Nursing (HS2N) is to educate the next generation of leaders in the health sciences, human services, and health care professions that promote and improve the health and well-being of individuals, families, groups, and communities in a diverse global society, with special emphasis on urban populations.</p>	<p>To prepare nursing professionals at the undergraduate and graduate levels who are able to engage humanistically, think critically, act ethically, and pursue life-long learning. Graduates of the program are prepared to be competent professional nurses who will contribute to the health needs of diverse cultural groups and promote social justice and equity in New York City, the region, and the world.</p>
LEH Goals & Strategic Directions	HS2N Goals & Strategic Directions	DON Goals & Strategic Directions
<p>Goal 1: Educate, Empower, and Engage Students to Participate in a Global Society and Enhance Career Advancement</p>	<p>Goal 1:</p> <ul style="list-style-type: none"> • Educated...professionals who are confident, ethical and independent thinkers who are culturally sensitive to the needs of the citizens in our local and regional communities. • Empowered as expert thinkers in their discipline, adept at facilitating local, national, and global health-care access. • Engaged as informed and prepared citizens and professionals to work with underserved urban communities and populations, addressing any and all challenges affecting the health and welfare of individuals and communities by using communication tools that speak to our diverse local and urban communities. 	<p>Goal 1: Develop graduates with excellence in practice, research, scholarship and teaching.</p> <p><u>Year 2020-2025</u></p> <ul style="list-style-type: none"> • Leverage technology and best practices in support of academic excellence. <p><u>Year 2020- 2022 MS & DNP</u></p> <ul style="list-style-type: none"> • Accreditation of Master's programs, including Post-graduate certification; • Accreditation of BS- DNP Program; • Implement mentoring program that pairs faculty members to MS & DNP students, based on population focus.

<p>Goal 2: Enhance Faculty and Staff Success</p>	<p>Goal 2: Enhance Faculty and Staff Success</p>	<p>Goal 2: Optimize the university and college’s resources for faculty and staff development in support of student learning and advancement.</p> <p><u>Year 2020-2025</u></p> <ul style="list-style-type: none"> Continued participation of faculty in CUNY/ LC development workshops; Utilize all performance evaluations for faculty and staff to develop strategies for professional growth and development; Continue to use technology to increase participation of all faculty members in DON activities (including adjunct faculty) <p><u>Year 2020- 2025</u></p> <ul style="list-style-type: none"> Recruit more diverse faculty, with history of funded research projects; clinicians; and others
<p>Goal 3: Sustain Growth, Vitality and Institutional Effectiveness</p>	<p>Goal 3: Sustain Growth, Vitality and Institutional Effectiveness</p> <ul style="list-style-type: none"> HS2N 90x30 Pledge 	<p>Goal 3: Recruit, retain and graduate a highly qualified, diverse student body prepared for successful professional practice;</p> <p>Goal 4: Prepare alumnae who are engaged in continuous improvement and lifelong learning with a commitment to the college and the profession.</p> <p><u>Year 2020-2025</u></p> <ul style="list-style-type: none"> Develop clearly defined initiatives that target outreach, recruitment and enrollment. <ul style="list-style-type: none"> Increase by 100% the RN-BS programs; Increase by 50% the second degree/accelerated program; Increase by 100% the BS-DNP program; Partner with the <i>College’s Institutional Advancement Division</i> to identify sources for scholarships for BS, MS, DNP, and post-graduate certificate students as well as develop fundraising initiatives. Procure grants for BS-DNP program. <p><u>Year 2022- 2023</u></p> <ul style="list-style-type: none"> Complete the CCNE Continuous Improvement Progress Report for baccalaureate nursing programs. Submit proposal/ gain approval of Master’s in Nursing Education Program.

<p>Goal 4: Embrace the Spirit of Community Engagement</p>	<p>Goal 4: Embrace the Spirit of Community Engagement.</p> <p><u>Committed to:</u></p> <ul style="list-style-type: none"> • Health equity and wellbeing of the citizens in the Bronx and beyond. • Data-driven advocacy and programs that promote social and environmental justice policies within and across our region, with and for the citizens of the Bronx and beyond • Conduct research designed to further our ability to understand and enhance health and wellness of the community and beyond. 	<p>Goal 4: Engage in collaborative efforts with multiple stakeholders in improving the health and wellness of diverse populations and a commitment to community service.</p> <p><u>Year 2020-2025</u></p> <ul style="list-style-type: none"> • Increase the number of community-based programs used for undergraduate and graduate programs. <p><u>Year 2022-2025</u></p> <ul style="list-style-type: none"> • Cultivate external relationships with research-one organizations for students and faculty to collaborate in research project focusing on health disparity, social justice, and more. • Assess the community of interest needs to develop robust continuing education programs. <p><u>Years 2023-2025</u></p> <ul style="list-style-type: none"> • Develop with community partners models of care delivery to increase access for Bronx communities.
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Appendix I-A.3: Meeting Minutes (5/18/21): Review and Revision of DON's Mission

LEHMAN COLLEGE DEPARTMENT OF NURSING

MINUTES OF MAY 18TH, 2021

Catherine Georges (Chair), Carole Baraldi, Carol Bues, Alex Bux, Eleanor Campbell (Dir. of MS Program), Margaret Clifton, Fatima Contreras (Assistant to the Chair), Cassandra Dobson (Dir. of BS Program), Judith Dyer, Claudette Gordon, Sheila Hankin, Catherine Healy-Sharbaugh, Brenda Hernandez Acevedo, Sandra Johnson, Mary Joseph, Gwendolyn Lancaster, Theresa Lundy, Sandra Maldonado, Mary Mathew, Natasha Nurse-Clarke, Ivreen Robinson, Korto Scott, Mary Tesoro, and Martha Whetsell.

Item	Discussion	Decision	Action
Call to Order			
Report of the Chair	Return to Campus Fall 2021	<ul style="list-style-type: none"> • NUR 301 to return for skills. • Must be fully vaccinated as per CUNY policy 	Must upload vaccination to CUNY site. Info for students coming on campus to be sent to Ms. Clarke
Mission Statement for College and Department	<ul style="list-style-type: none"> • Review of College Strategic Plan • Department's mission discussed needs to be congruent with 	<ul style="list-style-type: none"> • Must have congruence for our mission • Reviewed current mission statement: <ul style="list-style-type: none"> -Changes made to be congruent with College; -Approved unanimously 	Mission statement revised. To be posted on website and shared with faculty.
Faculty Expectations	<p>Scholarship Statement shared with full-time faculty, and originally approved</p> <ul style="list-style-type: none"> -Grant submissions -Presentations -Publications. -Research <p>Some faculty expressed concern re: getting work published.</p> <p>Needed also for adjuncts. They are not held to research, scholarship, publications or presentations or service. Need to work the contracted hours,</p>	<ul style="list-style-type: none"> • Scholarship statement to be used in annual evaluations and for new faculty hires. • Faculty expected to submit at least 1 grant intermural or extramural • Reiteration and support for the 2018 approval of at least 1 publication a year for those on a tenure track line or seeking promotion. 80% of faculty should achieve or have a rationale. • Available to faculty are Writing Tuesdays, Faculty workshops, & Faculty Fellowship for Publication. <p>Approved again by full-time faculty</p>	<p>This practice is used in annual evaluation for full-time faculty</p> <p>Faculty to follow up with the chair about need for further support for publications.</p> <p>Chair to encourage faculty and discuss their scholarship etc. This is ongoing in annual evaluations for all full-time faculty except for full professors.</p> <p>Chair to send out to adjunct faculty expectations for their clinicals and courses.</p>
Online Teaching	Planning for assessment workshop for students. Will	Faculty will receive information from the College	Chair to follow up with Dean for exact date

Item	Discussion	Decision	Action
	be conducted online in the Summer or early fall		
Self-Study Visit and Preparation for February 7 th -9 th -2022	Need for updated CV's, Update Digital Measures, Syllabi for Fall submitted. Review of documents needed for the self-study.	Need to have early Fall Bulletins and handbooks to be reviewed for accuracy	Chair and assistant to chair will follow up. Changes needed to be sent to Sophia in Provost office; Chair and staff to review the Self-Study report before visits
Curriculum Committee Report	Highlights of Minutes from April. Concept based and adaptive quizzes Exit HESI review above national average. Skills checklist reviewed	Very detailed checklist	No action required
Graduate Sub-committee	<ul style="list-style-type: none"> • Changes in objectives for courses • Clinical evaluations have been leveled for all clinical courses 	NURs 770, 771, 772, NURs 773,774,775,776	Changes unanimously approved by voting body
	Formative and Summative evaluations discussed with adjunct faculty by Dr. Campbell. This information available on Blackboard for use of adjunct faculty	Will share with all adjunct faculty and newly hired faculty for Fall and Spring	Dr. Campbell to share with all faculty
Preceptor Evaluation	<ul style="list-style-type: none"> • Dr. Campbell reviewed use of the Typhon for Clinical evaluations. • Clinical faculty to review and also to be in contact with the preceptors as required in expectations 		
Reports Due	End-of-Year report by committees	Legacy reports to be completed	Chair and staff to receive reports
Upcoming Events	Awards to be given	May 28 th , Pinning	Faculty organizes
	College Virtual Commencement	May 27 th	No action
Good and Welfare	Faculty upcoming presentations	See flyers shared	No action

Respectfully submitted.
C A Georges
Fatima Contreras

Appendix I-C.1: Graduate Curriculum Committee Meeting Minutes (4/12/21): Review and Revision of Course Objectives

Present: Barbara Baldwin, Carol Bues, Eleanor Campbell, Sandra Maldonado, Ivreen Robinson, Mary Tesoro, Martha Whetsell.

Topic	Discussion	Recommendation/Action
Old Business 1- Minutes 03-22-21	No corrections or additions	Minutes accepted as written and archived on Blackboard – Nursing Dept Organization- Graduate Program
2- Master of Science and Post Certificate in Nursing Education Proposal	Proposal presented at the April 5 th Nursing Faculty meeting.	Under review for a vote at the May 3 rd Curriculum of the Whole meeting.
3- Webinar - Fitzgerald Preparation for FNP Certification exam	The link for the free webinar was shared with faculty and student reps	Feedback pending follow up with students and clinical faculty.
4- Content Map – FNP course objectives, course evaluation measures (See <i>attachment for updates</i>)	<ul style="list-style-type: none"> • Proposed revisions to course objectives for the 3 clinical courses were approved at the April 5th Curriculum of the Whole meeting. The terms “young adult” and “adult” and “older adult” need to be clarified in NUR 775 and 776 (<i>see attachments</i>). • Updates to required and recommended textbooks made to several courses – <i>see content map</i>. • NUR 766 – class participation – difficult to measure objectively. 	<p>Changes will be effective starting in Fall 2021. See changes on content map for NUR 774, 775, & 776.</p> <p>Latest edition of textbooks listed</p> <p>No points given for class attendance without a related assignment. NUR 766- recommend removing 5% from attendance to the final exam (20% to 25%).</p>
	NUR 773 Adv Health Assessment, a new teaching strategy using YouTube video for evaluation of students’ physical assessment skill competency due to remote classes (see content map).	Continue to use creative teaching strategies and evaluation measures.
	Students continue to have problems with correct citation of references.	All courses to include the 7 th edition of the APA Manual as a required textbook.
5- Other	No further business	Meeting adjourned at 3pm

Eleanor T. Campbell

Secretary Pro Temp

LEHMAN COLLEGE - NURSING DEPARTMENT

Course Objectives, Clinical Nursing Courses Proposed Changes

Current Course Objectives

NUR 774	NUR 775	NUR 776
<ol style="list-style-type: none"> 1. Synthesize knowledge of cultural, legal, and ethical health practices and beliefs in the care of children and childbearing families. 2. Synthesize knowledge from natural//behavioral sciences as a foundation for clinical management of children and childbearing families. 3. Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests. 4. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making. 5. Apply principles of counseling, therapeutic communication, group process and health education in primary care management of children and childbearing families. 6. Establish a collaborative and consultative role with physicians and other health care providers. 7. Identify outcome measures to assess the quality of primary care. 8. Demonstrate knowledge of legal and ethical components of primary care practices. 9. Apply principles of epidemiology and demography in clinical practice. 10. Apply research studies pertinent to primary care management of children and childbearing families. 11. Provide comprehensive and individualized primary health care to children and families throughout the health/illness continuum. 12. Evaluate patient care outcomes to determine the 	<ol style="list-style-type: none"> 1. Synthesize knowledge from the natural/behavioral sciences as a foundation for clinical management of young to older adults in a primary care setting within their communities. 2. Demonstrate knowledge of cultural, legal, and ethical health care practices and beliefs as they relate to the adult and their co1mmunity. 3. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making. 4. Identify outcome measures to assess the quality of primary care on the adult patient within their community 5. Utilize a holistic and humanistic approach to develop an effective treatment plan. 6. Synthesize knowledge of pathophysiology to perform and interpret common laboratory test. 7. Use practice guidelines to order and interpret diagnostic studies to treat and manage acute and chronic illness in the primary care setting. 8. Establish collaborative and consultative relationships to work within the multidisciplinary group to treat the patient holistically. 9. Apply principles of counseling, therapeutic communication, group process and health education in primary care management of adults. 10. Identify outcome measures to assess the quality of primary care for adults. 11. Promote good health and wellness to patients and families within a community as 	<ol style="list-style-type: none"> 1. Synthesize knowledge from the natural/behavioral sciences as a foundation for clinical management of young to older adults in a primary care setting within their communities. 2. Demonstrate knowledge of cultural, legal, and ethical care practices and beliefs as they relate to the adult and older adult in the community. 3. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision-making. 4. Utilize a holistic and humanistic approach to develop an effective treatment plan 5. Identify and diagnose acute and chronic illness within this age demographics and begin treatment within the scope of the nurse practitioner's knowledge. 6. Identify outcome measures to assess the quality of primary care of the older adult patient within their community. 7. Establish collaborative and consultative relationship to work within the multidisciplinary group to treat the patient holistically. 8. Identify outcome measures to assess the quality of primary care for older adults. 9. Demonstrate knowledge of cultural health care practices and beliefs as they relate to adults and their community. 10. Teach and promote good health and wellness to patients and families within a community as a primary care provider.

NUR 774	NUR 775	NUR 776
<p>effectiveness of the treatment plan.</p>	<p>a primary care provider.</p> <p>12. Provide comprehensive and individualized primary care to the adult patient throughout the health/illness continuum.</p> <p>13. Identify and diagnose acute and chronic illness within this age demographics and begin treatment within the scope of the Nurse Practitioners knowledge.</p> <p>14. Use current practice guidelines and evidenced based medicine to manage and treat illness effectively.</p>	<p>11. Provide comprehensive and individualized primary care to the older adult patient throughout the health/illness continuum.</p> <p>12. Use current practice guidelines and evidenced based medicine to manage and treat illness effectively.</p> <p>13. Use practice guidelines to order and interpret diagnostic studies to treat and manage acute and chronic illness in the primary care setting.</p>
<p><u>RECOMMENDED CHANGES</u> <u>Underlined</u></p> <p>1- Synthesize knowledge from natural/behavioral sciences as a foundation for clinical management of children and their families.</p> <p>2- Synthesize knowledge of cultural, legal, and ethical health practices and beliefs in the care of children and their families.</p> <p>3- Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests</p> <p>4- Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making.</p> <p>5- Utilize a holistic patient centered care to develop an effective treatment plan.</p> <p>6- Establish a collaborative and consultative relationships to work within the multidisciplinary group to treat the patient holistically.</p> <p>7- Identify outcome measures to assess the quality of primary care in children and their families.</p> <p>8- <u>Manage acute and chronic illness within this age demographic within the scope of the nurse practitioner's knowledge.</u></p> <p>9- <u>Promote optimal health and wellness to patients and families within a community as a primary care provider.</u></p>	<p><u>RECOMMENDED CHANGES</u> <u>Underlined</u></p> <p>1- Synthesize knowledge from the natural/behavioral sciences as a foundation for clinical management of adults and their communities.</p> <p>2- <u>Synthesize knowledge of cultural, legal and ethical health care practices and beliefs as they relate to the adult and their community.</u></p> <p>3- Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests</p> <p>4- Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making.</p> <p>5- <u>Utilize a holistic patient centered care to develop an effective treatment plan.</u></p> <p>6- Establish collaborative and consultative relationships to work within the multidisciplinary group to treat the patient holistically.</p> <p>7- Identify outcome measures to assess the quality of primary care on the adult patient within their community.</p> <p>8- <u>Manage acute and chronic illness within this age demographic within the scope of the nurse practitioner's knowledge</u></p> <p>9- Promote optimal health and wellness to patients and families within a community as a primary</p>	<p><u>RECOMMENDED CHANGES</u> <u>Underlined</u></p> <p>1- Synthesize knowledge from the natural/behavioral sciences as a foundation for clinical management of young to older adults in their communities.</p> <p>2- <u>Synthesize</u> knowledge of cultural, legal and ethical health care practices and beliefs as they relate to the adults and older adults and their community.</p> <p>3- Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests</p> <p>4- Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making.</p> <p>5- <u>Utilize a holistic patient centered care to develop an effective treatment plan.</u></p> <p>6- Establish collaborative and consultative relationships to work within the multidisciplinary group to treat the patient holistically</p> <p>7- Identify outcome measures to assess the quality of primary care on the adult and older adult patients within their community.</p> <p>8- <u>Manage acute and chronic illness within this age demographic within the scope of the nurse practitioner's knowledge.</u></p>

NUR 774	NUR 775	NUR 776
<p>10-Provide comprehensive and individualized primary health care to children and families throughout the health/illness continuum.</p> <p>11-<u>Use current practice guidelines and evidenced based practice to manage health outcomes effectively</u></p> <p>12-<u>Use current practice guidelines to order and interpret diagnostic studies to treat and manage acute and chronic illness in the primary care setting.</u></p>	<p>care provider.</p> <p>10-Provide comprehensive and individualized primary care to the adult patient throughout the health/illness continuum.</p> <p>11- Use current practice guidelines and evidenced based practice to manage health outcomes effectively</p> <p>12-<u>Use current practice guidelines to order and interpret diagnostic studies to treat and manage health outcomes in the primary care setting.</u></p>	<p>9-<u>Promote optimal</u> health and wellness to patients and families within a community as a primary care provider.</p> <p>10-Provide comprehensive and individualized primary care to the older adult patient throughout the health/illness continuum.</p> <p>11-Use current practice guidelines and evidenced based practice to manage illness effectively.</p> <p>12-<u>Use current practice guidelines to order and interpret diagnostic studies to treat and manage health outcomes in the primary care setting.</u></p>

**LEHMAN COLLEGE DEPARTMENT OF NURSING
CLINICAL EVALUATION FORM – GRADUATE PROGRAM**

Student's Name: _____

EMPLY-ID #: _____

Semester/Year: _____

Final Grade: _____

S = Satisfactory
NI = Needs Improvement
U = Unsatisfactory
NO = Not Observed

**Students must pass each clinical in order to pass the course.*

**Indicates critical elements where students must achieve satisfactory evaluation from preceptor and faculty.*

	1 st				2 nd				3 rd			
	Evaluation (1 st , 2 nd and 3 rd Rotations)											
	S	NI	U	NO	S	NI	U	NO	S	NI	U	NO
1. Communication: Uses therapeutic communication in the interaction with patients across the lifespan and in a variety of primary health care settings.												
*Establishes therapeutic relationships with clients, family members and significant others												
* Utilizes non-verbal communication appropriately to convey meaning												
*Focuses communication on patient-centered goals and concerns												
*Communication is age and gender appropriate and consistent with the patient's level of understanding												
*Demonstrates cultural competence												
*Provides health teaching consistent with patient's level of understanding												
*Records data in a concise, accurate, organized manner												
*Collaborates appropriately with members of the interdisciplinary team												
*2. Analysis of Chart Data and Health Records												
*3. Analyzes presenting symptoms and concerns												
*4. Elicits Complete History												
*5. Performs a systematic age appropriate Physical examination - recognizes abnormal findings												
6. Utilizes appropriate screening tests and current research findings to form database												
*7. Applies concepts of pathophysiology to cases												
*8. Assesses health care maintenance needs												
9. Prioritizes health problems												
Criteria	Evaluation (1st, 2nd and 3rd Rotations)											
	S	NI	U	NO	S	NI	U	NO	S	NI	U	NO
10. Prescribes appropriate pharmacotherapies												

11. Selects appropriate non-pharmacologic strategies of management plan																				
* 12. Provides appropriate client education for health promotion, counseling and anticipatory guidance																				
* 13. Designs a logical plan of care for each problem																				
14. Discriminates between relevant and unnecessary diagnostic tests																				
*15. Presents complex cases to preceptor in a complete and organized manner																				
* 16. Overall clinical competence																				
*17. Self-evaluation is reflective and insightful, and includes plans for modification and improvement.																				
*18. Consistently seeks and assumes responsibility for learning																				

First Rotation: Pass _____ **Fail** _____

Comments:

Clinical Agency: _____

Preceptor's Signature _____ Date _____

Instructor Signature _____ Date _____

Student's Signature: _____ Date: _____

Second Rotation: Pass _____ **Fail** _____

Comments:

Clinical Agency: _____

Preceptor's Signature _____ Date _____

Instructor Signature _____ Date _____

Student's Signature: _____ Date: _____

Third Rotation: Pass _____ **Fail** _____

Comments:

Clinical Agency: _____

Preceptor's Signature _____ Date _____

Instructor Signature _____ Date _____

Student's Signature: _____ Date: _____

Revised: 01/24091/ E. Campbell

Appendix I-C.2: Graduate Curriculum Committee Meeting Minutes (11/15/21)

LEHMAN COLLEGE DEPARTMENT OF NURSING

Present: Eleanor Campbell, Barbara Baldwin, Carol Bues, Darlene Dickson, Sandra Maldonado, Mary Tesoro, Martha Whetsell.

TOPIC	DISCUSSION	RECOMMENDATION/ ACTION
A. Old Business 1-Minutes: <i>09/20/21, 10/25/21</i>	None. No corrections.	Minutes accepted for both dates.
2-Update on Student's Clinical Documents	<ul style="list-style-type: none"> All students are cleared for clinical with required documents. Some FNP students still waiting for a clinical placement—they must be flexible and accept recommended placements. 	
3-Leveling of clinical nursing courses	The clinical evaluation forms were updated with critical elements in October. Forms will be used in Spring 2022 (774, 775, & 776).	Students not meeting critical elements will receive a failing grade.
B. New Business 1-DNP Program	<p>Discussion on student's difficulties with change project proposals in NUR-809. Discussion on assignments in previous courses (NUR 801 & 802) to support project proposal development.</p> <p>Discussed alignment of assignments for NUR 807 Financial Management & Budgeting with NUR 809.</p> <p>Student's writing skills and time management issues discussed. Mandatory meetings with Instructional Support Services program (ISSP) for writing style, APA format was scheduled for FNP/PNP-DNP students in October. All PNP/FNP-DNP cohort students had private meetings with Lisa Estreich, Writing Coordinator (ISSP).</p> <p>Doctoral level course syllabi need to be corrected to include the grading, attendance, and academic integrity policies as posted in the Graduate Bulletin (see page 4). The Nursing Handbook has policies related to the Undergraduate Nursing program which do not pertain to the Graduate program.</p>	<ul style="list-style-type: none"> A meeting will be scheduled with course professors and E. Campbell to discuss alignment of course assignments. E. Campbell will refer recommendation for 807 assignments to faculty. <p>Consider planning mandatory onboarding for all DNP students prior to taking DNP level courses.</p> <p>Faculty teaching doctoral level courses must correct their respective syllabi.</p>
2-Grade change and progression proposal	The proposed changes for academic progression, maintaining a B GPA, were approved by College Graduate Curriculum (see below).	The changes will be posted in the College Graduate bulletin.
3-NUR 773 Symbiotic -GYN model feedback	Discussion tabled on learning outcomes of this new lab equipment.	E. Campbell will follow-up with Dr. Bux, faculty lecturer.
4- Registration Advisement	E. Campbell & M. Tesoro will do advisement beginning 11/18. E. Campbell will give	

Winter & Spring 2022	registration permission for all BS-DNP and FNP/PNP-DNP students. Awaiting updates on course listings by College Registrar	
5- Town Hall meeting 11/19/21	Meeting with master's and doctoral students to discuss concerns, clinical, site visit, etc. Faculty are invited.	
6- Meeting adjourned	No further business discussed.	

Eleanor T. Campbell/ Secretary Pro Temp

Grading Policy

All graduate students, regardless of matriculation status, are expected to make appropriate academic progress and maintain a 3.0 (B) cumulative average or better in their courses. Grades of B-, C+, and C, while considered meeting course completion requirements, are considered marginal progress outcomes. See Graduate Bulletin –Good Academic Standing <http://lehman.smartcatalogiq.com/2015-2017/Graduate-Bulletin/Graduate-Programs-and-Policies/Academic-Probation/Good-Academic-Standing-and-Probation>

A 93-100	B+ 87-89	B- 80-82	C 73-76
A- 90-92	B 83-86	C+ 77-79	

Attendance Policy

Students are expected to attend classes regularly. Instructors, as well as departments or degree programs, may establish specific attendance requirements. It is the student's responsibility to ascertain the effect attendance may have on the grade in a course. Students receiving financial aid must be certified as attending classes regularly to maintain their eligibility.

<http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Attendance-Policy>

Academic Integrity Policy – The most common but not the only forms of academic dishonesty are cheating on examinations and plagiarism, which is the appropriation of the words or ideas of another person, whether taken from print or electronic media, which are then passed off as one's own.

<http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Academic-Probation/Academic-Integrity>

Master of Science & Advanced Certificate in PNP/FNP Program Academic Standing

From: Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 or more graduate credits, those whose G.P.A. falls to or below a ~~2.50 (2.70 or lower in some programs)~~ will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.

To: Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 graduate credits, those whose G.P.A. falls below a 3.0 will not be granted an automatic probation period. Students with a grade of B- or less in any NUR course may be terminated from the program. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.

A College administrative decision to remove the certification examination requirement for graduation was made in December, 2020.

Appendix I-C.3: Healthcare Organizations of the Community Advisory Committee

Health Care Institution	Type of Hospital/ Health Care Services	Areas of Specialties
Rain Home Health Care	Continuum of Care— Home Care	Seniors 60+ years old
Jacobi Medical Center (HHC)	Acute Care Hospital	Pediatrics -Women's Health -Behavioral/ Mental Health Services -LGBTQ Health Care Services -Trauma Center
Bronx VA Medical Center	Inpatient and Outpatient Care	-Primary Care -Mental Health Care -Specialty Care -Social Programs & Services
Lincoln Hospital (HHC)	Acute Care Hospital	-Pediatrics -Women's Health -Behavioral/ Mental Health Services -LGBTQ Health Care Services -Trauma Center
St. Barnabas Hospital (Health System)	Acute Care Hospital	-Wellness Center -Ambulatory Care Hemodialysis Center -Behavioral Health
Bronx Lebanon Hospital/ BronxCare Health System	Primary, Specialty, Dental and Behavioral Health Care Services	-Substance Abuse Services -Psychiatric Services
Mt. Sinai/St. Luke's Medical Center/ Mount Sinai Morningside	Clinical Care and Research	-Geriatrics -Cardiac Care -Physical Rehabilitation -Psychiatric Disorders -Substance Abuse
Montefiore Medical Center	Primary Care Services	-Advanced Specialty & Surgical Care -Research & Education -Comprehensive Care Management - Ambulatory Care Centers -Children's Hospital
Metropolitan Hospital Center (HHC)	Acute Care Hospital	-Pediatrics -Women's Health -Behavioral/ Mental Health Services -LGBTQ Health Care Services -Trauma Center
North Central Bronx Hospital	Acute Care Hospital	-Women's Health -Children's Health -Surgical & Specialty Services -Adult & Geriatric Care -Behavioral & Mental Health Services -Emergency Medicine

Appendix I-D.1: CUNY Bylaws

ARTICLE I MEETINGS OF THE BOARD

SECTION 1.1. REGULAR MEETINGS.

a. Regular meetings of the board of trustees shall be held in accordance with a schedule disseminated no later than August 1 of each year. Regular meetings shall be open to the general public.

b. Notice of the hour, place, and agenda for each regular meeting shall be mailed to the usual address of every trustee of the board by the secretary at least seven days before the meeting. All regular meetings shall be held at such place and time as shall be determined by the chairperson or by the board.

c. Public notice of the hour, place, and agenda of each regular meeting of the board shall be given at least seven days before the meeting to the respective colleges, to the news media, and to such educational and civic organizations as may request the same, as well as to any duly authorized collective negotiation representative. The agendas for such meetings shall be available electronically on the city university of New York website three days prior to the meeting.

d. A summary of resolutions and board actions for each regular meeting shall be electronically available on the city university of New York website no later than seven days after the meeting. The approved minutes, attendance, voting record, and video record for each regular meeting shall be posted on the website no later than seven days following their approval by the board. Information posted on the city university of New York website regarding board of trustees' meetings shall remain on the site as archived data for a minimum of ten years.

SECTION 1.2. SPECIAL MEETINGS.

a. The chairperson, the vice chairperson, or any five trustees acting by petition, may at any time call a special meeting of the board and fix the date, time, and place therefor. Special meetings shall be open to the general public.

b. Notice of the date, hour, and place of every special meeting shall be by written or telephonic notice to each trustee from the secretary or the designee of the secretary at least twenty-four hours before the meeting.

c. Public notice of the date, hour, and place of a special meeting scheduled at least one week prior thereto shall be given to the respective colleges, to the news media, and to such educational and civic organizations as may request the same, as well as to any duly authorized collective negotiation representative, at least seventy-two hours before such meeting. Such notice of a special meeting scheduled less than one week prior thereto shall be given, to the extent practicable, at a reasonable time prior thereto. The agenda for such special meetings shall be available electronically on the city university of New York website twenty-four hours prior to the special meeting.

d. A summary of the resolutions and board actions for any special meeting shall be electronically available on the city university of New York website no later than seven days after the meeting. The approved minutes, attendance, voting record, and video record for each special meeting shall be posted on the website no later than seven days following their approval by the board.

SECTION 1.3. EXECUTIVE SESSIONS.

The board may conduct executive sessions, with attendance limited to members and invitees, as follows: Upon a vote taken at a regular or special meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered, the board may conduct an executive session for the below enumerated purposes either forthwith or at a date, time, and place to be determined by the chairperson of which the board members shall be notified in advance unless such notice be waived in writing:

1. Matters which will imperil the public safety if disclosed;
2. Any matter which may disclose the identity of a law enforcement agent or informer;
3. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
4. Discussions regarding proposed, pending, or current litigation;
5. Collective negotiations pursuant to article fourteen of the civil service law;
6. The medical, financial, credit, or employment history of any person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline suspension, dismissal, or removal of any person;
7. The preparation, grading, or administration of examinations;
8. The proposed acquisition, sale, or lease of real property, but only when publicity would substantially affect the value of the property.

SECTION 1.4. MINUTES.

- a. Minutes shall be taken at all regular and special meetings of the board, which shall consist of a record or summary of all motions, proposals, resolutions, and any other matters formally voted upon, and the vote thereon.
- b. Minutes shall be taken at executive sessions of any action that is taken by formal vote which shall consist of a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary shall not include any matter which is not required to be made public by the freedom of information law of the State of New York.
- c. Minutes of executive sessions shall be made available for inspection and copying within one week from the date of the executive session.

SECTION 1.5. QUORUM OF THE BOARD.

Nine trustees of the board shall constitute a quorum.

SECTION 1.6. PRESIDING OFFICER.

If the chairperson does not attend a meeting at which a quorum is present, the vice chairperson may call the meeting to order and preside. In the event that neither the chairperson nor the vice chairperson will be present, the chairperson shall designate another trustee to call the meeting to order and preside.

SECTION 1.7. ORDER OF BUSINESS.

The calendar of the board shall be prepared in such form as the board may determine from time to time. The order of business may be determined by resolution of the board.

SECTION 1.8. PARLIAMENTARY PROCEDURE.

Except as herein otherwise specifically provided, the board shall be governed in its procedure by parliamentary rules and usage as set forth in the most recent edition of Robert's Rules of Order.

SECTION 1.9. PUBLIC HEARINGS.

a. The board shall schedule public hearings on the adoption of its expense budget, capital budget, and master plan. The board in the exercise of its judgment may schedule such other hearings as it may determine.

b. The board shall hold a public hearing on the agenda of a regular meeting no less than three days before the meeting. Upon notification received by the secretary one day in advance of the hearing, persons will be permitted to speak to items on the agenda and to submit written statements relating thereto. The chairperson, or the vice chairperson in the chairperson's absence, shall assign one or more board trustees to conduct such hearing. A substantive summary of written statements received at such hearings shall be distributed to the trustees of the board prior to the regular meeting.

SECTION 1.10. BOROUGH PUBLIC HEARINGS.

a. The board shall hold at least one public hearing each year in each of the five boroughs of the city of New York to receive testimony and statements from concerned individuals about City University issues.

b. The time, place, duration, and format of each hearing shall be determined by the board.

c. Notice of the hearing shall be given by the chairperson of the board, not less than thirty days before each hearing, to all the trustees, to all presidents of educational units, to the chairpersons of faculty senate bodies of educational units, to all student government presidents of educational units, to the borough presidents, to the members of the city council, to the local community boards of the borough where the hearing is to be held, and to the news media. The notice shall contain the time, place, and date of the public hearing.

d. At least three trustees shall attend each hearing.

ARTICLE II OFFICERS OF THE BOARD

SECTION 2.1. OFFICERS.

The officers of the board shall be the chairperson, the vice chairperson, the general counsel, and the secretary.

SECTION 2.2. TERM OF OFFICE.

- a. The term and manner of selection of the trustees of the board shall be as provided for in section 6204 of the education law.
- b. A chairperson and a vice chairperson shall be appointed and shall serve as provided for in section 6204(2)(d) of the education law.
- c. The general counsel and the secretary shall serve at the pleasure of the board.

SECTION 2.3. DUTIES OF THE CHAIRPERSON.

- a. The chairperson shall preside at all meetings of the board, shall be a member ex officio of all committees, and shall be entitled to vote at all meetings of the board and of all its committees. Unless otherwise provided herein or otherwise determined by the board, the chairperson shall name the members and designate the chairperson of all standing and special committees. The chairperson is hereby empowered to execute all documents, receipts, releases, or other instruments requiring the signature of an authorized representative of the board.
- b. By virtue of his/her office, the chairperson is the spokesperson through whom the board announces and publicizes board actions or decisions primarily within the board's statutory fields of governance and policy-making; and within those fields he/she has the principal (but not exclusive) responsibility for board communications and board dealings with the mayor of the city, the governor of the state, the executive department of the United States, legislators, and governmental departments of the city, state, and nation.
- c. In his/her capacity as chairperson he/she will receive and may answer communications addressed to the board or to himself/herself in his/her official capacity.
- d. Where a board committee has in hand matters connected with a governmental department, the committee's chairperson may, for the purposes of the committee, confer with such department, after first notifying the chairperson of the board of the circumstances.

SECTION 2.4. DUTIES OF THE VICE CHAIRPERSON.

The vice chairperson shall preside, in the absence of the chairperson of the board, at all meetings of the board; shall be a member ex officio of all standing committees of the board; and shall be entitled to vote at all meetings of all such standing committees unless the chairperson of the board be present and voting. If the position of chairperson of the board is vacant, the vice chairperson shall exercise all the duties of the chairperson.

SECTION 2.5. DUTIES OF THE GENERAL COUNSEL.

The general counsel shall direct a centralized legal office, with an appropriate staff under the general counsel's supervision, rendering legal services to the board and to the City University of New York. The general counsel shall report to the chairperson of the board and to the chancellor of the university. The general counsel and his/her designees are authorized to verify pleadings and to sign affidavits and other documents in connection with legal proceedings in which the board and its interests are involved. The general counsel is also authorized and empowered to execute all contracts and agreements on behalf of the board.

SECTION 2.6. DUTIES OF THE SECRETARY.

The secretary of the board shall prepare the agenda of all meetings of the board, attend the meetings thereof and prepare the minutes of such meetings. The secretary shall have charge of all board records, files, minutes, official documents, and the seal of the board. The secretary shall cause a copy of the minutes of each meeting of the board to be forwarded promptly to its members and shall certify the same as a true copy when necessary. The secretary shall notify appropriate agencies and persons of the board's actions and shall send notices of board and committee meetings to the members of the board; shall maintain a central calendar for meetings; and shall perform related duties assigned to him/her by the chairperson of the board. The secretary is authorized and empowered to sign communications, receipts, or other instruments requiring the signature of an authorized representative of the board, and to affix the seal of the board thereto, which documents reflect or effectuate prior action adopted or authorized by the board. In the event of the illness or absence of the secretary, the chairperson of the board is authorized to designate a member of the board's staff to serve as acting secretary of the board.

ARTICLE III COMMITTEES OF THE BOARD

SECTION 3.1. STANDING AND SPECIAL COMMITTEES.

a. The board shall have standing committees on academic policy, programs and research, faculty staff and administration, fiscal affairs, audit, facilities planning and management, and student affairs and special programs, as well as any other special committees and subcommittees that the board may establish by resolution. The membership of standing and special committees of the board shall be determined by the chairperson.

b. The procedures for providing notice of the meetings of all standing and special committees and subcommittees, and for making the agenda, summary of resolutions and minutes for such meetings available on the city university of New York website, shall be the same as they are for regular board meetings.

SECTION 3.2. EXECUTIVE COMMITTEE.

a. The board shall also have an executive committee, which shall consist of the chair of the board, the vice chair of the board, the chair of the committee on academic policy, program, and research, the chair of the committee on faculty, staff and administration, the chair of the committee on fiscal affairs, the chair of the committee on audit, the chair of the committee on facilities planning, and management and the chair of the committee on student affairs and special programs. A majority of the individual members shall constitute a quorum for the transaction of business.

b. The executive committee may meet in intervals between meetings of the board and at such times that the chairperson of the board may convene it, upon the request of the chancellor or his/her designee. The agenda for any executive committee meeting must be made available electronically on the city university of New York website twenty-four hours in advance. The executive committee may take any actions that could have been taken by the board of trustees, except to grant degrees, to make removals from office or to amend these bylaws, upon the determination that it would be detrimental to the University to delay the advancement of the matter until the next regularly scheduled meeting of the Board of Trustees.

c. Certification of such determination and all actions of the executive committee shall be reported to all members of the board no later than the next scheduled meeting. Notice of such actions shall also be placed on the agenda of the next scheduled meeting of the board.

d. A summary of the resolutions for any executive committee meeting shall be electronically available on the city university of New York website no later than seven days after the meeting. The approved minutes, attendance, voting record, and video record for each executive meeting shall be posted on the website no later than seven days following their approval by the board.

e. Notice of executive committee meetings shall be given in the same manner as it is given for special meetings of the board.

ARTICLE IV THE COUNCIL OF PRESIDENTS

SECTION 4.1. THE COUNCIL OF PRESIDENTS.

There shall be a council of presidents composed of the chancellor, as its permanent chairperson, the presidents, and such senior university staff as the chancellor may designate.

SECTION 4.2. FUNCTIONS OF THE COUNCIL OF PRESIDENTS.

To ensure unified and cooperative leadership in the city university, it shall be the function of the council:

- a. To advise the chancellor with respect to the formulation and periodic revision of a coordinated master plan for a system of public higher education for the city of New York and to indicate for each constituent institution its specific functions in this plan.
- b. To recommend to the chancellor procedures and policies that affect more than one of the constituent colleges.
- c. To recommend to the chancellor plans for the development of physical properties which will further the general educational program of the university.
- d. To advise the chancellor concerning the operating and capital budgets of the entire university system. The presidents are specifically charged with the administration of their respective institutions and in this capacity they are responsible directly to the chancellor and through the chancellor to the board.

ARTICLE V MISCELLANEOUS PROVISIONS

SECTION 5.1. AMENDMENTS TO BYLAWS.

An amendment to the bylaws may be adopted at any regular or special meeting of the board succeeding the regular or special meeting at which it was proposed. Copies of the proposed amendment must be mailed to each trustee of the board at least ten days before it is voted upon, together with a statement of the name of the introducer and of the meeting at which it is to be acted upon. Copies of the proposed amendments shall be delivered to the collective negotiation representative if required by a contract entered into with such representative. No proposed amendment shall be adopted except upon the affirmative vote of nine trustees of the board.

The above provision insofar as it requires that amendments to the bylaws be proposed at a meeting preceding the meeting at which a vote is taken may be waived by the unanimous consent of the trustees of the board present.

SECTION 5.2. WAIVER OF THE BYLAWS.

Any other provision of these bylaws may be waived for a particular purpose at any meeting of the board by the affirmative vote of nine trustees of the board.

ARTICLE VI INSTRUCTIONAL STAFF

SECTION 6.1. INSTRUCTIONAL STAFF.

The board hereby establishes the following instructional staff titles:

Chancellor
Chancellor emeritus
Executive vice chancellor
Chief operating officer
Senior vice chancellor
Vice chancellor
Associate vice chancellor
University provost
Secretary of the board
University administrator
University associate administrator
University assistant administrator
President
Dean of the City University School of Law
Dean of the Graduate School of Journalism
Dean of the Sophie Davis School of Biomedical Education
Senior vice president
Vice president
Assistant vice president
Senior university dean
University dean
University associate dean
University assistant dean
Dean
Associate dean
Assistant dean
Administrator
Associate administrator
Assistant administrator
Distinguished professor
University professor
Professor
Associate professor
Assistant professor
Research professor
Research associate professor
Research assistant professor
Einstein professor
Visiting distinguished professor
Clinical Professor
Distinguished lecturer
Distinguished lecturer – medical series
Distinguished lecturer – law school series
Medical professor (basic sciences)

Associate medical professor (basic sciences)
Assistant medical professor (basic sciences)
Medical lecturer
Adjunct medical professor (basic sciences)
Adjunct associate medical professor (basic sciences)
Adjunct assistant medical professor (basic sciences)
Adjunct medical lecturer
Medical professor (clinical)
Associate medical professor (clinical)
Assistant medical professor (clinical)
Adjunct medical professor (clinical)
Adjunct associate medical professor (clinical)
Adjunct assistant medical professor (clinical)
Law school distinguished professor
Law school university professor
Law school non-teaching adjunct
Law school professor
Law school associate professor
Law school assistant professor
Law school instructor
Law school library professor
Law school library associate professor
Law school library assistant professor
Law school adjunct professor
Law school adjunct associate professor
Law school adjunct assistant professor
Law school adjunct instructor
Law school lecturer
Visiting professor
Visiting associate professor
Visiting assistant professor
Adjunct professor
Adjunct associate professor
Adjunct assistant professor
Adjunct lecturer
Adjunct lecturer (doctoral student)
Lecturer (full-time)
Lecturer (part-time)
Visiting lecturer
Instructor
Instructor (nursing science)
Research associate
Research assistant
Graduate assistant (a-d)
Senior registrar
Associate registrar
Chief college laboratory technician
Adjunct chief college laboratory technician
Senior college laboratory technician
Adjunct senior college laboratory technician
College laboratory technician

Adjunct college laboratory technician
College physician
Higher education officer
Higher education associate
Higher education assistant
Assistant to higher education officer
Continuing education teacher
Non-teaching adjunct (I-V)
Non-teaching adjunct (doctoral student)
Affiliated professional
Professor of Military Science
Affiliated medical professor
Associate affiliated medical professor
Assistant affiliated medical professor
Affiliated medical lecturer
Affiliated medical teacher
Clinical professor—medical series
CLIP instructor
CUNY Start instructor

and in the Hunter College Elementary School and Hunter College High School

Principal
Chairperson of department
Assistant principal
Teacher
Assistant Teacher
Temporary teacher
Campus schools college laboratory technician
Campus schools senior college laboratory technician
Guidance counselor
Placement director
Education and vocational counselor
Librarian
Substitute teacher
Occasional per diem substitute teacher

and in the childhood centers

Teacher
Assistant teacher

And in the educational opportunity centers (EOC)

Educational opportunity center adjunct lecturer
Educational opportunity center adjunct college laboratory technician
Educational opportunity center college laboratory technician
Educational opportunity center higher education officer
Educational opportunity center higher education associate
Educational opportunity center higher education assistant
Educational opportunity center assistant to higher education officer

Educational opportunity center lecturer

*and in the School of Journalism and in the Executive MBA Programs of the Zicklin School of Business at Baruch College:

Professional programs adjunct professor
Professional programs adjunct associate professor
Professional programs adjunct assistant professor
Professional programs adjunct lecturer
Professional programs professor (H)
Professional programs associate professor (H)
Professional programs assistant professor (H)
Professional programs lecturer (H)
Professional programs Non-Teaching Adjunct 1
Professional programs Non-Teaching Adjunct 2
Professional programs Non-Teaching Adjunct 3

SECTION 6.2. PERMANENT INSTRUCTIONAL STAFF -TENURE.

The permanent instructional staff shall consist of those persons who have been granted tenure under any of the provisions enumerated in subds. a through e below.

a. (1) Appointments before September 1, 2006 – A person employed before September 1, 2006 full-time on an annual salary in the title of professor, associate professor, assistant professor, medical professor (basic sciences), associate medical professor (basic sciences), assistant medical professor (basic sciences), medical professor (clinical), associate medical professor (clinical), assistant medical professor (clinical), law school professor, law school associate professor, law school assistant professor, law school library professor, law school library associate professor, law school library assistant professor, instructor (nursing science), senior registrar, registrar, associate registrar, assistant registrar, chief college laboratory technician, senior college laboratory technician, college laboratory technician, and in the hunter college high school and hunter college elementary school (but not in the early childhood center program), principal, chairperson of department, teacher, guidance counselor, and librarian, or in any grade or position which the board in its discretion may add hereto, who after serving on an annual salary in any of the above titles for five full years continuously, has been appointed or shall be appointed for a sixth full year, shall have tenure effective on the first day of September following his/her reappointment for the sixth full year.

(2) Appointments on or after September 1, 2006

a) A person employed on or after September 1, 2006 full-time on an annual salary in the title of professor, associate professor, assistant professor, medical professor (basic sciences), associate medical professor (basic sciences), assistant medical professor (basic sciences), medical professor (clinical), associate medical professor (clinical), assistant medical professor (clinical), law school professor, law school associate professor, law school assistant professor, law school library professor, law school library associate professor, law school library assistant professor or in any grade or position which the board in its discretion may add hereto, who after serving on an annual salary in any of the above titles for seven full years continuously, has been appointed or shall be appointed for an eighth full year, shall have tenure effective on the first day of September following his/her reappointment for the eighth full year.

b) A person employed on or after September 1, 2006 full-time on an annual salary in the title of chief college laboratory technician, senior college laboratory technician, college laboratory technician, and in the hunter college high school and hunter college elementary school (but not in the early childhood center program), chairperson of department, teacher, guidance counselor, librarian, campus schools college laboratory technician, and campus schools senior college laboratory technician, and in the educational opportunity centers, educational opportunity center college laboratory technician, or in any grade or position which the board in its discretion may add hereto, who after serving on an annual salary in any of the above titles for five full years continuously, has been appointed or shall be appointed for a sixth full year, shall have tenure effective on the first day of September following his/her reappointment for the sixth full year.

b. A distinguished person of proven record appointed to the title of associate professor or the title of professor, who had tenure in another accredited institution of higher learning, may be appointed with immediate tenure by the board in its discretion.

c. (1) Appointments before September 1, 2006 – A person appointed to the title of professor, associate professor, or assistant professor may be granted early tenure by the board in its discretion, under these bylaws, after not less than one nor more than five years of continuous satisfactory service on an annual salary basis, when such service is interrupted by the period of a fellowship deemed by the college valuable to it, when for a very substantial reason the college would be well served by such early grant of tenure or when the person has had tenure in another accredited institution of higher learning.

(2) Appointments on or after September 1, 2006 – A person appointed to the title of professor, associate professor, or assistant professor may be granted early tenure by the board in its discretion, under these bylaws, after not less than one nor more than seven years of continuous satisfactory service on an annual salary basis, when such service is interrupted by the period of a fellowship deemed by the college valuable to it, when for a very substantial reason the college would be well served by such early grant of tenure or when the person has had tenure in another accredited institution of higher learning.

d. A person who has attained tenure under the provisions of section 6.2 of these bylaws in an educational unit under the jurisdiction of the board of trustees, and who is subsequently appointed to a comparable position on an annual salary basis in another education unit under the jurisdiction of the board, shall retain his/her tenure.

e. Where an appointee begins his/her service after September thirtieth the tenure period shall not begin until the succeeding September first, and when an appointment is made during the month of September, the appointment shall date as of September first of that year for the purposes of tenure.

SECTION 6.3. APPOINTMENTS WITHOUT TENURE.

Nothing contained in this article shall be construed as conferring or permitting tenure, or service credit toward the achievement of tenure, in any instructional staff position other than those listed in Section 6.2 above. However, appointment to any non-tenurable position, or removal therefrom, shall not deprive the person so appointed or removed of tenure in the highest position on the staff held with tenure prior to his/her appointment to such office, or conjointly with such office, nor shall such appointment or removal deprive any person of service credit toward the achievement of tenure under the provisions of this article.

SECTION 6.4. APPOINTMENTS TO THE INSTRUCTIONAL STAFF - NOTICES.

- a. All full-time appointments to the instructional staff, except as otherwise provided, shall be made by the board upon the recommendation of the chancellor.
- b. Except for the appointment of persons whose sole educational duties shall be administrative, all original appointments to the instructional staff shall be made to a department. All appointments shall be for one year or less except that the board may, in appropriate instances, make appointments for a period not exceeding two years.
- c. In the case of the appointment or removal of a chancellor, the affirmative vote of a majority of all members of the board shall be required.
- d. Each appointment, other than appointments in the executive compensation plan, shall terminate at the terminal date specified in the appointment. There shall be a university standard letter of appointment. The notice shall state specifically that the appointment is of a temporary nature; that it is subject to financial ability; shall give the terminal date of the appointment, and shall add that services beyond the period indicated in the notice of appointment are possible only if the board takes affirmative action to that effect.
- e. In the position of instructor, there shall be no more than four successive annual reappointments.
- f. Appointments and reappointments to a full-time position on the instructional staff shall be considered final when formally approved by the board.

SECTION 6.5. TRANSFERS, REASSIGNMENTS, PROMOTIONS.

- a. Neither tenure nor the period requisite for the achievement of tenure shall be affected by transfer within the city university or by promotion or change of title, except that a person upon whom tenure has been conferred and who may be transferred or promoted to any position in the city university, or whose title may be changed, shall have tenure in his/her new position, provided such position is on the permanent instructional staff, and further provided that the transfer does not involve a change from the administrative staff to the instructional staff.
- b. Nothing herein contained shall be construed to prevent the board from assigning any person having tenure to any appropriate position on the staff, but no such assignment shall carry with it a reduction in rank or a reduction in salary other than the elimination of any additional emolument provided for administrative positions.

ARTICLE VII ACADEMIC DUE PROCESS

SECTION 7.1. DISCIPLINARY PROCEDURE FOR INSTRUCTIONAL STAFF COVERED BY A COLLECTIVE BARGAINING AGREEMENT

All instructional staff members whose employment is governed by a collective bargaining agreement shall be subject to the disciplinary process set forth in that agreement.

SECTION 7.2. DISCIPLINARY PROCEDURE FOR INSTRUCTIONAL STAFF NOT COVERED BY A COLLECTIVE BARGAINING AGREEMENT

All instructional staff members other than members of the executive compensation plan who are not covered by any collective bargaining agreement, or who are represented by a union at such time that an expired collective bargaining agreement has not been continued by operation of law, shall be subject to disciplinary procedures established by chancellor or his/her designee, except that in cases involving the removal of tenured faculty, the procedures shall be those set forth in section 6212(9) of the education law.

ARTICLE VIII ORGANIZATION AND DUTIES OF THE FACULTY

SECTION 8.1. DEFINITION OF FACULTY RANK.

The presidents, vice presidents, deans, associate and assistant deans with underlying professorial appointments, and all persons who are employed full-time on an annual salary basis in titles on the permanent instructional staff, except college laboratory technicians, shall have faculty rank. All persons having faculty rank shall have the right to vote both in the faculty of which they are members and in their respective departments provided, however, that they have not received notice of non-reappointment, or submitted a resignation. A person with faculty rank who is retiring shall retain his/her voting rights during his/her last year of active service, except while on Travia leave. Members with faculty rank in the Hunter College High School and the Hunter College Elementary School shall be subject to the limitations in section 8.3. which refer to them.

SECTION 8.2. DEFINITION OF FACULTY STATUS.

Persons employed full-time in the titles of instructor, lecturer (full time), distinguished lecturer or clinical professor, shall have faculty status. All persons having faculty status shall have such voting rights as they are entitled, provided, however, that they have not received notice of non-reappointment, or submitted a resignation. A person with faculty status who is retiring shall retain his/her voting rights during his/her last year of active service, except while on Travia leave.

SECTION 8.3. THE FACULTY, EXCEPT IN THE GRADUATE SCHOOL.

The faculty (except in the graduate school) shall consist of all persons having faculty rank or faculty status and such other individual members of the instructional staff as the faculty may add based on their educational responsibilities except that members with faculty rank in the Hunter College High School and the Hunter College Elementary School shall have membership in the faculties of their respective schools, and shall have membership in the faculty of hunter college only if they have faculty rank or status concurrently in the faculty of hunter college.

SECTION 8.4. THE FACULTY OF THE GRADUATE SCHOOL.

The faculty of the graduate school shall include the president of the graduate school, the provost or vice president of academic affairs, vice presidents and deans of the graduate school with underlying faculty appointments, and the members of the faculty in each doctoral and master's program, as defined in the governance plan, and such other individual members of the instructional staff as the faculty may add because of their educational responsibilities.

SECTION 8.5. DUTIES OF FACULTY.

The faculty shall meet at least once in each semester, or oftener, upon call by the president or by petition of ten per cent of its members. The faculty shall be responsible, subject to guidelines, if any, as established by the board, for the formulation of policy relating to the admission and retention of students including health and scholarship standards therefor, student attendance including leaves of absence, curriculum, awarding of college credit, granting of degrees. It shall make its own bylaws, consistent with these bylaws, and conduct the educational affairs customarily cared for by a college faculty. The president shall preside at its meetings, or in his/her absence, the dean of faculty or a dean designated by the president.

SECTION 8.6. FACULTY/ACADEMIC COUNCILS.

Each college shall have a faculty or academic council, which shall be the primary body responsible for formulating policy on academic matters. The composition of a college's faculty or academic council shall be set forth in its governance plan approved by the board of trustees.

SECTION 8.7. COMMITTEE ON FACULTY PERSONNEL AND BUDGET.

a. There shall be in each college a committee on faculty personnel and budget or equivalent committee. The chairperson of this committee shall be the president. The members of the committee may include the department chairs, the vice president of academic affairs and one or more deans designated by the president.

b. This committee shall receive from the several departments all recommendations for annual appointments to full-time faculty titles, including annual appointments to the titles distinguished lecturer, clinical professor, lecturer and instructor as well as titles in the college laboratory technician series, reappointments thereto, with or without tenure, and promotions therein, together with compensation; it shall recommend action thereon to the president. The committee may also recommend to the president special salary increments. The president shall consider such recommendations in making his/her recommendations on such matters to the chancellor.

c. Within the period prescribed by the chancellor, the president shall prepare the annual tentative budget and submit it to the committee for its recommendations. The committee shall make its recommendations within the period prescribed by the chancellor and submit them to the president. The president shall submit to the chancellor, within the period prescribed by the chancellor, such tentative annual budget, together with his/her comments and recommendations and any comments and recommendations of the committee.

SECTION 8.8. APPOINTMENTS AND PROMOTIONS IN THE GRADUATE SCHOOL.

a. For faculty positions at the graduate school in a doctoral program, the appointment, reappointment, promotion, and tenure shall be processed in accordance with procedures in the graduate school's governance plan.

b. The president, pursuant to his/her responsibility for conserving and enhancing the educational standards of the graduate school, may recommend an appointment to any professorial rank and upon such appointment may designate such person as executive officer for the program. Before recommending such original appointment or designation, the president shall confer with members of the program.

SECTION 8.9. PROCEDURE FOR COLLEGE COMMITTEES ON FACULTY PERSONNEL AND BUDGET OR THEIR EQUIVALENT.

Each college committee on faculty personnel and budget or its equivalent shall keep minutes of its proceedings conforming insofar as is practicable to the most recent edition of Robert's Rules of Order. The actions of the committee shall be by secret ballot and the results of the balloting shall be duly recorded in its minutes. All records of the proceedings with respect to a candidate shall be filed in the candidate's administration file, available only to the committees and individuals responsible for the

review and recommendation of appointments, reappointments, promotions, and tenure. It shall be the duty and responsibility of the president, or his/her designee, to communicate to the candidate the action of the committee but no reason shall be assigned for the action taken. The affirmative recommendation of the committee shall be submitted to the president. A negative recommendation of the committee shall be final unless an appeal filed by the employee is successful.

SECTION 8.10. UNIVERSITY FACULTY SENATE.

There shall be a university faculty senate, responsible, subject to the board, for the formulation of policy relating to the academic status, role, rights, and freedoms of the faculty, university level educational and instructional matters, and research and scholarly activities of university-wide import. The powers and duties of the university faculty senate shall not extend to areas or interests which fall exclusively within the domain of the faculty councils of the constituent units of the university. Consistent with the powers of the board in accordance with the education law and the bylaws of the board, the university faculty senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures for the election of senators, for its internal administration and for such other matters as is necessary for its continuing operations.

SECTION 8.11. COLLEGE GOVERNANCE PLANS.

The provisions in duly adopted college governance plans shall supersede any inconsistent provisions contained in this article.

ARTICLE IX ORGANIZATION AND DUTIES OF FACULTY DEPARTMENTS

SECTION 9.1. DEPARTMENT ORGANIZATION.

a. Each department, subject to the approval of the faculty or faculty council, where existent, and subject to the provisions of other sections of these bylaws, shall have control of the educational policies of the department through the vote of all of its members who have faculty rank or faculty status; and if it may also choose to permit a vote on departmental matters by persons in visiting professorial titles and other members who have been appointed on an annual salary basis for a first or second year of full-time service. The right to vote for the election of department chairpersons and the departmental committee on personnel and budget, referred to in some colleges as the departmental committee on appointments, shall be reserved to those with faculty rank.

b. The executive officer of the department shall be the department chairperson who shall be a professor, associate professor or assistant professor elected by secret ballot for a term of three years, except as provided below, by a majority vote of all the members of the instructional staff of the department who have faculty rank. Proxy or mail voting shall not be permitted. The department chairperson must be tenured or have been approved by the board for tenure at the time of his/her election, except in departments less than seven years old. Such elections shall be subject to the subsequent approval of the president and the board. The present system of staggered departmental elections shall be continued. The successors of department chairpersons shall be elected during the first full week in May at the expiration of the respective terms of office to take office as of July first of the year in which they are elected and at the three year intervals thereafter. Vacancies shall be filled by election for the unexpired term. Notwithstanding anything in the foregoing to the contrary, in the library department, the president of the college shall from time to time recommend a member of the department to the board for designation as chairperson.

c. In any case where the president does not approve the election of a department chairperson, or at such other time as the interests of the college may require the removal of a chairperson and the appointment of a new one, he/she shall confer with the department and thereafter shall report to the board, through the chancellor any subsequent action by the department with respect thereto, together with his/her own recommendation for a chairperson. The recommendation by the president to the board, through the chancellor, for the designation of the department chairperson should take place only after careful consideration by the president of the qualifications of those selected by the respective departments. The president shall base his/her recommendation on the capacity of the individual selected to act effectively as the departmental administrator and spokesperson and as a participant in the formation, development, and interpretation of college-wide interest and policy.

d. Where there are fewer than three tenured professors, associate professors, and assistant professors in a department, the president may, except where the department has been in existence for less than seven years, after consultation with the departmental faculty, recommend the appointment of a chairperson to the board from among the members of the department holding professorial rank. Where the department chairperson is recommended by the president pursuant to this subdivision, subdivision "c" of this section, or subdivision "a" of section 9.5, the chairperson need not be tenured.

e. Each department shall operate as follows, unless the governance plan provides otherwise: There shall be in each department a department committee on personnel and budget, referred to in some colleges as a department committee on appointments, consisting of the department chairperson and where possible, of four other members who must have faculty rank. The number of members of faculty rank shall not affect provision for student membership, if a college governance plan so provides. Four of

the faculty members of the committee must be tenured, except if the department has fewer than four tenured faculty members. The department chairperson shall be the chairperson of the committee. The four faculty members shall be elected by a majority vote of those persons in the department having faculty rank. Election shall be held at the same time that the department chairperson is elected. A vacancy in the office of the chairperson prior to expiration of his/her term when such vacancy necessitates an election for a new chairperson shall not affect the term of the committee. A president may remove a member of the personnel and budget committee, for good cause, at the request of a majority of the members of such committee. Such request shall be in writing, and the member whose removal is sought shall have an opportunity to respond. If a member of the personnel and budget committee is removed by the President, an election shall be held to fill the vacancy.

In departments with fewer than four tenured faculty members, the president after consultation with the departmental faculty, shall appoint an ad hoc committee to make recommendations on appointments with tenure in lieu of a committee on appointments or a departmental committee on personnel and budget.

f. There shall be a committee on personnel and budget for the Hunter College Elementary School and a committee on personnel and budget for the Hunter College High School. The committee in each school shall consist of the principal, as chairperson, a designee of the provost of hunter college, and three members of the instructional staff of the school who are tenured or will have tenure by the time of service, elected for a term of three years by members of the permanent instructional staff of the school. These committees shall have in each school, insofar as practicable, the same functions as are assigned by these bylaws to a departmental committee on personnel and budget in a college.

g. Each department may name such other committees as it chooses and shall have the fullest measure of autonomy consistent with the maintenance of general educational policy.

SECTION 9.2. PROCEDURES FOR DEPARTMENT COMMITTEES.

Each department committee shall keep minutes of its proceedings conforming insofar as is practicable to the most recent edition of Robert's Rules of Order. It is the responsibility of the department chairperson, except as specified below, to circulate the minutes of each departmental committee to all members of the department.

The actions of the appropriate committee concerned with instructional staff appointments, reappointments, reappointments with tenure, and promotion shall be by secret ballot, and the result of the balloting shall be duly recorded in its minutes. All records of the proceedings with respect to a candidate shall be filed in the candidate's administration file, available only to the committees and individuals responsible for the review and recommendation of appointments, promotion, and tenure. It shall be the duty and responsibility of the department chairperson to communicate to the candidate the action of the committee, but no reason shall be assigned for the action taken. The affirmative recommendations of the committee shall be submitted by the department chairperson to the president and appropriate college committee on personnel and budget in accordance with procedures set forth in the bylaws of the board.

SECTION 9.3. DUTIES OF DEPARTMENT CHAIRPERSON.

a. The department chairperson shall be the executive officer of his/her department and shall carry out the department's policies, as well as those of the faculty and the board which are related to it. He/she shall:

1. Be responsible for departmental records.
2. Assign courses to and arrange programs of instructional staff members of the department.
3. Initiate policy and action concerning the recruitment of faculty and other departmental affairs subject to the powers delegated by these bylaws to the staff of the department in regard to educational policy, and to the appropriate departmental committees in the matter of promotions and appointments.
4. Represent the department before the faculty council or faculty senate, the faculty, and the board.
5. Preside at meetings of the department.
6. Be responsible for the work of the department's committee on appointments or the department's committee on personnel and budget which he/she chairs.
7. Prepare the tentative departmental budget, subject to the approval by the department's committee on appointments or the department's committee on personnel and budget.
8. Transmit the tentative departmental budget with his/her own recommendations to the president or the dean or provost as the president may designate.
9. Arrange for careful observation and guidance of the department's instructional staff members.
10. Make a full report to the president and to the college committee on faculty personnel and budget of the action taken by the department committee on personnel and budget or department committee on appointments when recommending an appointee for tenure on the following, as well as any other criteria set forth in university policies:
 - a. Teaching qualifications and classroom work.
 - b. Relationship of the appointee with his/her students and colleagues.
 - c. Appointee's professional and creative work.
11. Hold an annual evaluation conference with every member of the department after observation and prepare a memorandum thereof.
12. Generally supervise and administer the department.

b. Each library, where size makes it practicable, shall constitute an instructional department of the college. The chairperson thereof shall be designated by the president. Such chairperson, in addition to the duties of department chairperson as enumerated in paragraph "a" of this section, shall be charged with the administration of the library facilities of his/her college and shall perform such other duties as the president may assign. Such chairperson is hereby authorized to use the additional title of "chief librarian."

c. Where student personnel services are constituted an instructional department of the college, the dean of students shall be the department chairperson.

SECTION 9.4. PROGRAM STRUCTURE IN THE GRADUATE SCHOOL AND UNIVERSITY CENTER.

a. The faculty of each doctoral program shall meet at least once each year. A quorum shall consist of 25 people or 50% of the faculty, whichever is smaller. The faculty shall have overall responsibility for establishing policies for the program. It shall make recommendations to the graduate council with respect to curriculum, and to the president with respect to special program requirements for the admission and retention of students and for the granting of doctoral degrees, the awarding of university grants and fellowships, and any other matters affecting the welfare of the program. It shall be responsible for the policies governing the various qualifying examinations for the doctoral degree.

b. Each doctoral program shall have an executive officer responsible for administering the affairs of the program in accordance with the policies established by the program faculty, the graduate council, and the board of trustees. The executive officer shall be appointed by the president for a term not exceeding three years taking into account nominations received from the faculty and students of the program. The executive officer may be reappointed. The executive officer is subject to removal by the president, prior to which the president shall confer with members of the program.

c. There shall be established in each doctoral program an executive committee to be composed of at least five members. The structure and membership of each executive committee is to be determined by the program's faculty subject to approval by the president. It shall include at least one faculty member from each senior college substantially participating in the program ("substantially participating" shall be defined as having six members on the faculty of the program).

The executive committee shall have the authority for the operation of the program between the stated meetings of the program's faculty subject to the policies established by the faculty. It shall meet at least once a semester with the students matriculated in the program.

The executive officer shall serve as chairperson of the executive committee.

d. The students of each doctoral program shall have responsibility through student representatives to the executive committee and the standing committees to make known their views on the policies of the program.

SECTION 9.5. APPOINTMENTS.

a. Recommendations for full-time appointments in a department shall be initiated (1) by the department or (2) to a professorial title by the president pursuant to his/her responsibilities in accordance with section 11.4. of these bylaws. The president may recommend that such appointee be designated as department chairperson. Such recommendation by the president for appointment and designation as department chairperson may be made either at the time of election of department chairperson or at such other time as the educational interests of the college may require. Before recommending such appointment or designation, the president shall confer with the members of the department and with the college committee on faculty personnel and budget.

b. All full-time appointments, reappointments, and reappointments with tenure to a department, except as above specified, shall be recommended to the college committee on faculty personnel and budget or its equivalent by the chairperson of the department after consultation with the president in accordance with the vote of the majority of the members of the department's committee on personnel and budget, save that a minority of any committee on appointments or departmental committee on

personnel and budget shall have power to submit a minority recommendation to the college committee on faculty personnel and budget.

SECTION 9.6. PROMOTIONS.

a. Each college shall select one of the following plans for promotions:

PLAN NO. ONE. Promotions to the rank of associate professor shall be recommended only after an affirmative vote of a majority of all associate professors and professors in the department. In departments where every professorial rank is not represented, recommendations for promotion shall be initiated by the department personnel and budget committee. This plan shall not apply in the case of promotion to a professorship. No faculty member shall vote on his/her own promotion. A minority of any departmental committee on personnel and budget or any committee under this plan shall have the power to submit a minority recommendation to the college committee on faculty personnel and budget.

PLAN NO. TWO. All promotions to the rank of associate professor shall be recommended to the college committee on faculty personnel and budget by the chairperson of the department only after a majority affirmative vote of the departmental committee on personnel and budget; provided, however, that no member of such committee shall vote on his/her own promotion. This plan shall not apply in the case of promotion to a professorship.

b. Promotion to the rank of professor shall be recommended by the faculty committee on personnel and budget only after an affirmative vote of a majority of all associate professors and professors on the committee.

c. The president shall have the power to make an independent recommendation for promotion in any rank to the board, after consultation with the appropriate departmental committee and with the faculty committee on personnel and budget. In all instances no final action of departmental committees with regard to promotions shall be taken without consultation with the president.

SECTION 9.7. TIE VOTES.

A tie vote in a case affecting an appointment, a reappointment, or a promotion shall be considered as a failure of the motion to prevail. Tie votes in the election of a department chairperson or for representation on departmental committees on personnel and budget or committees on appointments or on the faculty council or faculty senate shall be resolved by action of the president.

SECTION 9.8. NEW COLLEGES OR NEW SCHOOLS.

Unless otherwise provided, the provisions of this article, insofar as they specify certain organizational duties and responsibilities of the instructional staff, shall not apply to a newly-created college or a newly-created school in a college until five years after its establishment unless the president, prior thereto, notifies the board of its desire to be governed by these bylaws. However, insofar as practicable, the spirit of these bylaws shall be observed in the organization and operation of such new college or school.

SECTION 9.9. COLLEGE GOVERNANCE PLANS.

The provisions in a duly adopted college governance plan shall supersede any inconsistent provisions contained in this article.

ARTICLE X THE CENTRAL OFFICE

SECTION 10.1. THE CENTRAL OFFICE.

There is hereby established as an educational unit under the board that portion of the city university of New York which is administered centrally by the chancellor, either directly or through staff designated by and directly responsible to him/her. Such educational unit shall be known as the "central office" and shall consist of the central office staff and the staff of such other programs as are not otherwise provided for and which are not part of any of the existing senior or community colleges under the jurisdiction of the board. Persons holding central office positions shall be deemed to hold positions in the city university of New York.

ARTICLE XI DUTIES AND QUALIFICATIONS OF TITLES IN THE INSTRUCTIONAL STAFF

SECTION 11.1. CONDITIONS AND QUALIFICATIONS FOR APPOINTMENT AND PROMOTION.

The minimum qualifications and duties for all titles in the instructional staff (referred to herein as "title descriptions"), other than those of chancellor, senior university staff and president, shall be established by the chancellor or his/her designee. For titles with faculty rank, any revisions to the title descriptions shall be approved by the board as a policy item. The chancellor or his/her designee shall establish a procedure for the approval of waivers of the minimum qualifications for titles in the instructional staff, with the exception of waivers of the minimum qualifications for faculty rank titles, which shall be approved by the board. All instructional staff title descriptions established by the Chancellor or his/her designee shall be deemed board policies for the sole purpose of the grievance procedure contained in the collective bargaining agreement between the university and the union representing the instructional staff and only in grievances brought pursuant to that grievance procedure by or on behalf of an instructional staff member represented by said union and only for the purpose of determining whether the instructional staff member is performing duties substantially different from those stated in the title description for his/her appointed title.

SECTION 11.2. CHANCELLOR.

A. Position Definition:

The chancellor shall be appointed by and report to the board. He/she shall be the chief executive, educational and administrative officer of the city university of New York and the chief educational and administrative officer of the senior and community colleges and other educational units and divisions for which the board acts as trustees. He/she shall be the chief administrative officer for the board and shall implement its policies and be the permanent chairperson of the council of presidents with the right and duty of exercising leadership in the work of the council. The chancellor shall have the following duties and responsibilities:

- a. To initiate, plan, develop and implement institutional strategy and policy on all educational and administrative issues affecting the university, including to prepare a comprehensive overall academic plan for the university, subject to the board's approval; and to supervise a staff to conduct research, coordinate data, and make analyses and reports on a university-wide basis.
- b. To unify and coordinate college educational planning, operating systems, business and financial procedures and management.
- c. As to each educational unit:
 1. To oversee and hold accountable campus leadership, including by setting goals and academic and financial performance standards for each campus.
 2. To recommend to the board the appointment of the college president and senior campus staff.
 3. To recommend directly to the board the underlying academic appointment of any president, with tenure, notwithstanding any other provisions in these Bylaws.

4. Periodically, but no less than every five years, review the performance of each college.
 5. Present to the board all important reports, recommendations, and plans submitted by a college president, faculty or governance body with his/her recommendations, if any.
- d. To prepare, with the advice of the council of presidents, the operating budget and the capital budget for consideration by the board and presentation to the state and the city.
 - e. To act as the representative of the university and its colleges with outside agencies and particularly to promote the interest and welfare of the university and its colleges with city, state and federal officials.
 - f. To promote a positive image of the university and to develop and enhance public and private sources of funding for the university.
 - g. To attend meetings of the board and its committees and to advise on all matters related to his/her duties and responsibilities.
 - h. To live in a residence provided for him/her by the board.
 - i. Nothing in this enumeration shall compromise or detract from the powers and duties of the board of trustees as defined in the state education law.

B. Qualifications:

He/she shall have an outstanding reputation as an educational administrator, executive, and scholar, and such personal qualities as will be conducive to success as a leader of scholars and teachers and as the chief executive officer and public representative of the university.

SECTION 11.3. SENIOR UNIVERSITY STAFF

A.

The senior university staff shall include persons in the titles of executive vice chancellor, chief operating officer, senior vice chancellor, university provost, secretary to the board, vice chancellor, university administrator, university associate administrator, university assistant administrator, university dean, university associate dean, university assistant dean, and such other titles as the chancellor, with the approval of the board, may designate.

B. Position Definition:

The duties and responsibilities of the senior university staff shall be to assist the chancellor in designated areas of university operations and to represent him/her when so authorized.

SECTION 11.4. THE PRESIDENT.

A. Position Definition:

The president, with respect to his/her educational unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction. Such responsibility shall include but not be limited to the duty to recommend to the chancellor for appointment, promotion, and the granting of tenure only those persons who he/she is reasonably certain will contribute to the improvement of academic excellence at the college. These recommendations shall be consistent with the immediate and long range objectives of the college.
- b. Have the power (1) to remove a department chairperson in accordance with section 9.1.c., and (2) to initiate recommendations for appointment in a department to a professorial title in accordance with section 9.5.a.
- c. Be an advisor and executive agent of the chancellor and have the immediate supervision with full discretionary power to carry into effect the bylaws, resolutions, and policies of the board, the lawful resolutions of any board committees, and policies, programs, and lawful resolutions of the several faculties and students where appropriate.
- d. Exercise general superintendence over the facilities, concerns, officers, employees, and students of his/her college; in consultation with the chancellor, prepare and implement the college master plan, which shall be subject to the approval of the chancellor and the board.
- e. Act as chairperson of the faculty, faculty council, and the committee on faculty personnel and budget, or of equivalent bodies as established.
- f. Attend meetings of the board and advise the chancellor and the board on all matters related to educational policy and practice.
- g. Transmit to the chancellor recommendations of his/her faculty or faculty council on matters of curriculum and other matters falling under faculty jurisdiction.
- h. Consult with the appropriate departmental and faculty committees on matters of appointments, reappointments, and promotions; take student evaluations into account in making recommendations thereon; present to the chancellor his/her recommendations thereon; notify the appropriate faculty committees of his/her recommendations to the chancellor.
- i. Recommend to the chancellor an annual college budget.
- j. Consult with and make recommendations to the chancellor concerning all matters of significant academic, administrative or budgetary consequence affecting the college and/or the university.
- k. Present to the chancellor communications from faculties, officers, employees, or students together with any advice or recommendations of his/her own concerning the subject of such recommendations or communications.
- l. Between meetings of the board, be authorized in an emergency to fill temporary vacancies in the instructional staff below the rank of professor in accordance with the method of appointment herein provided and to make such administrative arrangements and appointments as cannot well await the action of the board or its appropriate committees.
- m. Report annually to the chancellor and the board, on or before December thirty-first, concerning the affairs of his/her college during the preceding academic year.

- n. Live in a residence provided for him/her by the board.
- o. Have such additional specific duties as the chancellor shall designate.

B. Qualifications:

He/she shall have an outstanding reputation as an educational administrator; personal qualities conducive to success as a leader of scholars and teachers, and as an executive.

SECTION 11.5. EQUIVALENCIES.

1. a. For appointment as an assistant professor, associate professor, or full professor in a field in which there is a research PhD in general use., no other degree shall be accepted as equivalent to the PhD. unless there is also a professional doctorate in general use available in the field, in which case a college may declare either the PhD. or the relevant professional doctorate to be "preferred" for a specific appointment, or it could designate them as equally acceptable.

b. For appointment as an assistant professor, associate professor, or full professor in fields in which the PhD. is not the terminal degree in the field, the executive vice chancellor and university provost shall prepare and make available to the colleges a list of credentials that may be accepted in lieu of the PhD. degree.

2. In the evaluation and interpretation of equivalencies there must be a direct and specific relationship between the discipline represented and the field in which the candidate is to serve.

ARTICLE XII SALARY SCHEDULE CONDITIONS

SECTION 12.1. SALARY SCHEDULE CONDITIONS.

The salary of the persons employed by the board on the instructional staff shall be not less than those prescribed in the schedules approved in an agreement entered into after collective negotiations. Where a title is not covered by any collective negotiation agreement, but is payable from the city expense budget for the City University of New York, the schedule shall be as approved by the board and consented to by the city office of labor relations and the city office of management and budget. All salaries shall be subject to the following conditions:

- a. The annual increments for all positions on the instructional staff shall be added on January first of each succeeding year following completion of at least ten full months of service, except that in the higher education officer series, the annual increments shall be added on January first or July first of each succeeding year following at least eleven months of service.
- b. In schedules where annual increments are specified, the board nevertheless reserves the right to assign fixed salaries to appointees in special cases, to vote larger increments in special cases, when in its judgment the nature of the duties or the character of the services renders such action just, or to withhold annual increments from any members of the staff whose services for any year are unsatisfactory.
- c. In schedules where no annual increments are specified, the specific salary of an incumbent shall be fixed at the minimum rate, or the maximum rate, or between, by resolution of the board, action being taken with due consideration for the duties to be discharged, prevailing rates of compensation for one discharging such duties, and the qualifications, training and experience of the incumbent.

SECTION 12.2.

Whenever any compensation, in addition to the regular annual salary, is authorized to be paid to a member of any college, university, or board staff from enterprises in any way connected with the college or university, such compensation shall not be paid or accepted unless reported to and specifically authorized by the chancellor, except for compensation being paid to the chancellor, which must be specifically authorized by the board.

SECTION 12.3.

The compensation of temporary and other employees not on the instructional staff shall be fixed at such salaries as the board may determine except that with respect to positions for which salary schedules have heretofore been established by the board, such salaries shall be in accordance with such salary schedules as the board may establish with the approval of the mayor, or in accordance with such salary allocations as are appropriate under the career and salary plan. The board may make appointments to any position on a part-time basis with corresponding fractional salary or compensation except where prohibited by existing collective bargaining agreements.

ARTICLE XIII INSTRUCTIONAL STAFF – MISCELLANEOUS PROVISIONS

SECTION 13.1. TEMPORARY DISABILITY LEAVE.

a. Members of the instructional staff who are absent because of temporary disability for more than five consecutive working days may be required to submit a medical certificate from their personal physician upon their return to work.

Where any absence because of temporary disability exceeds thirty consecutive working days, the absentee shall present a statement from his/her physician explaining the nature or his/her temporary disability and certifying that he/she is fully capable of returning to work. In the case of any such absence the college may also require an examination by a physician in its employ, or appointed by it, who shall be required to certify that the absentee is fully capable of returning to work. In cases where there is a conflict of opinion, a third physician, acceptable to the absentee and to the president of the college, shall be called in and his/her judgment shall be accepted as conclusive. In the event that it is found that the condition of such person is such that he/she is incapable of resuming his/her normal duties, such person shall apply for such additional period of leave of absence as may be necessary. Failure to make such application for an additional period of leave of absence shall be deemed neglect of duty.

b. Leaves of absence without pay for temporary disability for periods of less than one year may be recommended by the board to the appropriate retirement system for credit as service for retirement. Increments may be recommended by the board for the period during which an employee is on leave of absence without pay for temporary disability for periods of less than one year.

SECTION 13.2. RETIREMENT LEAVES.

Members of the New York City teachers' retirement system and members of the permanent instructional staff and lecturers (full-time) with administrative certificates of continuous employment and persons with titles in the higher education officer series who are members of any other retirement system who announce their bona fide intention to retire shall be granted a retirement leave of absence with full pay consisting of one-half of their accumulated unused temporary disability leave up to a maximum of one semester, or the equivalent number of school days. Terms and conditions relating to such retirement leave shall be governed by section 3107 of the state education law.

SECTION 13.3. LEAVES FOR SPECIAL PURPOSES.

a. Special leaves may be granted to members of the instructional staff for personal emergencies of not more than ten working days may be granted with pay by the president at his/her discretion.

b. On the recommendation of the relevant departmental committee concerned with appointments, the relevant college committee and the president, the board may grant to members of the instructional staff special leaves of absence without pay for purposes such as study, writing, research, the carrying out of a creative project or public service of reasonable duration. Where a special leave without pay is for one year or longer, it shall not be credited for purposes of increment, except that increment credit may be granted when the president certifies that the leave is being taken for a project of academic, scholarly or public importance that brings honor and recognition to the college.

ARTICLE XIV THE NON-INSTRUCTIONAL STAFF

SECTION 14.1. NON-INSTRUCTIONAL STAFF - DEFINITION AND DUTIES.

The non-instructional staff shall consist of all positions in the classified civil service of the city university of New York, classified under one of the four jurisdictional classes - exempt, competitive, non-competitive, and labor.

SECTION 14.2. TERMS AND CONDITIONS OF EMPLOYMENT OF NON-INSTRUCTIONAL STAFF.

Hours of employment, vacations, leaves of absence and other terms and conditions of employment for members of the non-instructional staff shall be those established by law or by resolution of the board, or by appropriate collective bargaining agreements or determinations of the comptroller of the city of New York in appropriate cases.

SECTION 14.3. NON-INSTRUCTIONAL STAFF POSITIONS.

The qualification requirements for non-instructional staff positions shall be those established by the appropriate position specification or civil service examination announcement, or standards established by the CUNY civil service commission.

SECTION 14.4. NON-INSTRUCTIONAL STAFF DISCIPLINARY PROCEDURES.

All non-instructional staff members whose employment is governed by a collective bargaining agreement are subject to discipline in accordance with the disciplinary procedures set forth in that agreement, as are members who are represented by a union that has agreed to use those disciplinary procedures. All other non-instructional staff members are subject to discipline in accordance with the provisions in the CUNY Personnel Rules and Regulations.

ARTICLE XV STUDENTS

SECTION 15.0. PREAMBLE.

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination, as set forth in the university's non-discrimination policy.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

SECTION 15.1. CONDUCT STANDARD DEFINED.

Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey (1) the laws of the city, state and nation; (2) the bylaws and resolutions of the board, including the rules and regulations for the maintenance of public order pursuant to article 129-a of the education law ("Henderson rules"); and (3) the governance plan, policies, regulations, and orders of the college.

Such laws, bylaws, resolutions, policies, rules, regulations and orders shall, of course, be limited by the right of students to the freedoms of speech, press, assembly and petition as construed by the courts.

SECTION 15.2. STUDENT ORGANIZATIONS.

a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the chief student affairs officer of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

The board recognizes that students have rights to free expression and association. At the same time, the board strongly believes that respect for all members of the university's diverse community is an essential attribute of a great university.

Each student leader and officer of student organizations recognized by or registered with the institution, as well as those seeking recognition by the institution, must complete training on domestic violence, dating violence, stalking, and sexual assault prevention and on CUNY's Policy on Sexual Misconduct prior to the organization receiving recognition or registration.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of

higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.
2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint.

c.

1. Any person or organization affiliated with the college may file a complaint with the chief student affairs officer if there is reason to believe that a student organization has violated any of the standards of conduct set forth in section 15.1 above. The chief student affairs officer shall promptly notify the affected organization, investigate any complaint and report the results of that investigation along with a recommendation for appropriate action to the complainant and the student government which shall take action as it deems appropriate, except that in the case of a complaint against the student government itself, the chief student affairs officer shall report the results of the investigation and the recommendation for appropriate action directly to the president.
2. The complainant or any student organization adversely affected pursuant to paragraph C (1) above may appeal to the president. The president may take such action as he or she deems appropriate, and such action shall be final.

d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda. Decisions of the student elections review committee may be appealed to the college president, whose decision shall be final. An appeal from the decision of the student elections review committee must be made in writing to the President within ten (10) calendar days of the decision. The President shall consult with the student elections review committee and render a decision as expeditiously as possible which may affirm, reverse, or modify the decision of the student elections review committee.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

SECTION 15.3. THE UNIVERSITY STUDENT SENATE.

There shall be a university student senate responsible, subject to the board of trustees, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and

alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

SECTION 15.4. STUDENT DISCIPLINARY PROCEDURES.

Complaint Procedures:

a. A University student, employee, organization, department or visitor who believes she/he/it is the victim of a student's misconduct (hereinafter "complainant") may make a charge, accusation, or allegation against a student (hereinafter "respondent") which if proved, may subject the respondent to disciplinary action. Such charge, accusation, or allegation must be communicated to the chief student affairs officer of the college the respondent attends.

b. The chief student affairs officer of the college or her or his designee shall conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or her or his designee shall advise the respondent of the allegation against her or him, explain to the respondent and the complainant their rights, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. The preliminary investigation shall be concluded within thirty (30) calendar days of the filing of the complaint, unless: (i) said complaint involves two or more complainants or respondents; or (ii) said complaint involves a matter that is also under investigation by law enforcement authorities. In those cases, the preliminary investigation shall be completed within sixty (60) calendar days. Further, if the matter has been previously investigated pursuant to the CUNY Policy on Sexual Misconduct, the chief student affairs officer shall dispense with a preliminary investigation and rely on the report completed by the Title IX Coordinator. Following the completion of the preliminary investigation, the chief student affairs officer or designee shall take one of the following actions:

1. Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary action. The individuals involved shall be notified that the complaint has been dismissed;
2. Refer the matter to mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or
3. Prefer formal disciplinary charges.

c. In cases involving the CUNY Policy on Sexual Misconduct, both the Complainant and Respondent may be accompanied by an advisor of their choice (including an attorney) who may assist and advise throughout the entire process, including all meetings and hearings. Advisors may represent a party and fully participate at a hearing, but may not give testimony as a witness.

d. In the event that a respondent withdraws from the college after a charge, accusation or allegation against a respondent has been made, and the college prefers formal disciplinary charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. Immediately following the respondent's withdrawal, the college must place a notation on her/his transcript that she/he "withdrew with conduct charges pending." If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation referred to above

Mediation Conference:

e. The college may offer the respondent and the complainant the opportunity to participate in a mediation conference prior to the time the disciplinary hearing takes place in an effort to resolve the matter by mutual agreement (except in cases involving sexual assault, stalking and other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort shall be made to resolve the matter by mutual agreement through such process as the mediator deems most appropriate; provided, however, that the complainant must be notified of her/his right to end the mediation at any time
2. If an agreement is reached, the faculty or staff member conducting the conference shall report her/his recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.
3. If no agreement is reached within a reasonable time, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges, or, if charges have been preferred, proceed to a disciplinary hearing.
4. The faculty or staff member conducting the mediation conference is precluded from testifying at a college hearing regarding information received during the mediation conference, or presenting the case on behalf of the college.

Notice of Charges and Hearing:

f. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered to the respondent, or sent by certified or overnight mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent the charges relate to her/him/it. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment as of right. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the faculty-student disciplinary committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed in absentia, and any decision and sanction shall be binding.

g. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.

2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:

- (i) to present their side of the story;
- (ii) to present witnesses and evidence on their behalf;
- (iii) to cross-examine witnesses presenting evidence;
- (iv) to remain silent without assumption of guilt; and
- (v) to be assisted or represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor.

3. A warning that anything the respondent says may be used against her/him at a non-college hearing.

Pre-Hearing Document Inspection:

h. At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by Family Education Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during, or some time prior to, the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant an adjournment of the hearing as may be necessary in the interest of fairness to permit the requesting party time to review the newly produced evidence.

Admission and Acceptance of Penalty Without Hearing:

i. At any time after receiving the notice of charges and hearing but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. This agreed upon penalty shall be placed on the respondent's transcript consistent with subparagraphs q(19) and (20) herein. Before resolving a complaint in this manner, the chief student affairs officer must first consult with the complainant and provide the complainant an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant's objection, the chief student affairs officer or designee shall provide the complainant with a written statement of the reasons supporting such resolution, and the complainant may appeal the decision to enter into the resolution to the president.

Emergency Suspension:

j. The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing as provided in this bylaw section 15.4. to take place within not more than twelve (12) calendar days, unless the student requests an adjournment. Such suspension shall be for conduct which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral notice

(which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges against her/him and, if she/he denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter. The complainant shall be notified in the event that an emergency suspension is imposed against a student, and/or when the suspension is subsequently lifted to the extent that the suspension involves the complainant in the same manner notice is given to the student.

Faculty-Student Disciplinary Committee Structure:

k. Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

l. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.

m. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO's. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than four (4) consecutive years. Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the president shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the faculty-student disciplinary committee in all such cases.

n. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.

o. Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.

p. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Faculty-Student Disciplinary Committee Procedures:

q. The following procedures shall apply to faculty-student disciplinary proceedings:

Hearing:

1. The chairperson shall preside at the hearing. The chairperson shall inform the respondent of the charges, the hearing procedures and her or his rights.

2. All faculty student disciplinary committee hearings are closed hearings unless the respondent requests an open public hearing. Notwithstanding such requests, the chairperson shall not permit an open hearing in cases involving allegations of sexual assault, stalking, or other forms of sexual violence. Furthermore, the chairperson has the right to deny the request and hold a closed hearing when an open public hearing would adversely affect and be disruptive to the committee's normal operations. In the event of an open hearing, the respondent must sign a written waiver acknowledging that those present will hear the evidence introduced at the hearing

3. After informing the respondent of the charges, the hearing procedures, and her or his rights, the chairperson shall ask the respondent to respond. If the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the committee and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the respondent may move to dismiss the charges. If the motion is denied by the committee, the respondent shall be given an opportunity to present her or his defense.

4. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may rule on the admissibility of the evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. In addition, if any party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

5. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. The college must assign a staff member for each hearing, with the sole responsibility of ensuring that the hearing is recorded in its entirety. No other recording of the proceedings may be permitted. A respondent who has been found to have

committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's representative or attorney. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their representatives or attorneys.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination. In the event the respondent is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.

8. The college, the respondent and the complainant are permitted to have lawyers or other representatives or advisors act on their behalf during the pendency of a disciplinary action, which shall include the calling and examining of witnesses, and presenting other evidence. Any party intending to appear with an attorney shall give the other party 5 (five) calendar days' notice of such representation.

9. The chairperson of the faculty-student disciplinary committee retains discretion to limit the number of witnesses and the time of testimony for the presentations by any party and/or their representative.

10. In the event that the respondent is charged with a sexual assault, stalking or other forms of sexual misconduct, neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they wish to, the respondent and the complainant may cross-examine each other only through a representative. If either or both of them do not have a representative, the college shall work with them to find a representative to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness.

11. In a case involving the CUNY Policy on Sexual Misconduct:

a) Evidence of the mental health diagnosis and/or treatment of a party may not be introduced.

b) Evidence of either party's prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty

Penalty Phase:

12. If the respondent has been found responsible, then all parties may introduce evidence related to the respondent's character including any past findings of a respondents' responsibility for domestic violence, stalking, or sexual assault or any other sexual violence. The College may introduce a copy of the respondent's previous disciplinary record; including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous

disciplinary records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained. The complainant and respondent may also provide or make an impact statement. Such evidence and impact statements shall be used by the committee only for the purpose of determining an appropriate penalty if the charges are sustained.

Decision:

13. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

14. The respondent shall be sent a copy of the faculty-student disciplinary committee's decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the respondent shall be sent a copy of faculty-student disciplinary committee's decision within fourteen (14) calendar days of the conclusion of the hearing. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the respondent. The decision shall be final subject to any appeal. In cases involving a crime of violence or a non-forcible sex offense, as set forth in FERPA, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

15. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

Appeals:

16. A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee. If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.

17. An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party's appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party's appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

18. The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

Notations on Transcripts:

19. In cases in which a respondent has been found responsible for a Clery Act reportable crime of violence, the college must place a notation on her/his transcript stating that she/he was suspended or expelled after a finding of responsibility for a code of conduct violation. In all other cases, the college must place a notation of the findings and penalty on a respondent's transcript unless a mediation agreement under subparagraph e(2) herein, the determination of the chief student affairs officer or designee under subparagraph i herein, the committee's decision under subparagraph q(13) herein, or the decision on any appeal under subparagraphs q(16) - (18) herein expressly indicate otherwise.

20. A notation of expulsion after a respondent has been found responsible for a Clery Act reportable crime of violence shall not be removed. In all other cases, a notation of expulsion, suspension or any lesser disciplinary penalty shall be removed, as a matter of right, upon the request of the respondent to the Chief Student Affairs Officer made, four years after the conclusion of the disciplinary proceeding or one year after the conclusion of any suspension, whichever is longer. If a finding of responsibility for any violation is vacated for any reason, any such notation shall be removed.

SECTION 15.5. ACTION BY THE BOARD OF TRUSTEES.

Notwithstanding the foregoing provisions of this article, the board of trustees reserves full power to suspend or take other appropriate action against a student or a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or units of the university in the use of its facilities or in the achievement of its purposes as an educational institution in accordance with procedures established by the board of trustees.

SECTION 15.6. COLLEGE GOVERNANCE PLANS.

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES

SECTION 16.1. STUDENT ACTIVITY FEE.

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

SECTION 16.2. STUDENT ACTIVITY FEES USE - EXPENDITURE CATEGORIES.

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

SECTION 16.3. STUDENT GOVERNMENT FEE.

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

SECTION 16.4. STUDENT GOVERNMENT ACTIVITY DEFINED.

a. A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

SECTION 16.5. COLLEGE ASSOCIATION.

a. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.

b. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) regular, voting members and up to six (6) alternates, its governing documents are approved by the college president and the below requirements are met. Notwithstanding the foregoing, a college association that is not separately-incorporated may have a governing board of thirteen (13) members consisting of the individuals listed in 1(i) through 1(iv) below, plus one additional administrative member and one additional faculty member, and is not required to have the audit committee referenced in 3 below:

1. The governing board of the college association is composed of:

(i) The college president or his/her designee as chair.

(ii) Two administrative members and one administrative alternate, appointed by the college president.

(iii) Two faculty members and up to two faculty alternates appointed by the college president from a panel whose size is twice the number of seats (including the alternates) to be filled and the panel is elected by the appropriate college faculty governance body.

(iv) Six student members and up to three student alternates comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.

(v) Two independent directors appointed by the college president. An independent director shall be a former employee of the college or the association, a college alum, a community member, or any other individual, who, pursuant to Section 102 of the Not-for-Profit Corporations Law: (A) has not been within three years of his or her appointment to the governing board of the association, an employee of the association, CUNY or the Research Foundation of CUNY; and (B) does not have a relative who is, or has been within three years of the individual's appointment to the governing board, a key employee of the association, CUNY or the Research Foundation of CUNY; and (C) has not received, and does not have a relative who has received, in any of the three fiscal years prior to the individual's appointment to the governing board, more than \$10,000 in direct compensation from the association, CUNY or the Research Foundation of CUNY (other than reimbursement for expenses reasonably incurred as a director or reasonable compensation for service as a director as permitted by the Not-for-Profit Corporations Law); and (D) is not a current employee of or does not have a substantial financial interest in, and does not have relative who is a current officer of or has a substantial financial interest in, any entity that has made payments to, or received payments from, the association, CUNY or the Research Foundation of CUNY for property or services in an amount which, in any of the three fiscal years prior to the individual's appointment to the governing board,

exceeds the lesser of \$25,000 or 2% of such entity's consolidated gross revenues. For purposes of this definition, "payment" does not include charitable contributions.

(vi) The alternates may attend meetings of the governing board, and each shall be entitled to vote on such matters that come before the governing board to the extent that the alternate is substituting for an absent member of the same constituency.

2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

3. Every separately-incorporated college association shall have an audit committee consisting of the two independent directors and one student member elected by the governing board who meets the criteria for independence set forth in 16.5.(b)(1)(v)(A) through (D). The audit committee shall oversee the accounting and financial reporting processes of the association and the audit of the association's financial statements and shall have such other duties as set forth in Section 712-a of the Not-for-Profit Corporations Law.

4. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

SECTION 16.6. MANAGEMENT AND DISBURSEMENT OF FUNDS.

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.

SECTION 16.7. REVENUES.

All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

SECTION 16.8. FISCAL ACCOUNTABILITY HANDBOOK.

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees

and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

SECTION 16.9. COLLEGE PURPOSES FUND.

a. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

b. Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13. of these bylaws.

c. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12. of these bylaws.

SECTION 16.10. AUXILIARY ENTERPRISE CORPORATION.

a. The auxiliary enterprise corporation shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be reviewed by the auxiliary enterprise corporation prior to expenditure or execution.

b. The auxiliary enterprise corporation shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:

1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members, and two independent directors.

2. The administrative members are appointed by the college president.

3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.

5. The independent directors are appointed by the college president. An independent director shall be a former employee of the college or the auxiliary enterprises corporation, a college alum, a community member, or any other individual, who, pursuant to Section 102 of the Not-for-Profit Corporations Law: (A) has not been within three years of his or her appointment to the governing board of the auxiliary enterprises corporation, an employee of the auxiliary enterprises corporation, CUNY or the Research Foundation of CUNY; and (B) does not have a relative who is, or has been within three years of the individual's appointment to the governing board, a key employee of the

auxiliary enterprises corporation, CUNY or the Research Foundation of CUNY; and (C) has not received, and does not have a relative who has received, in any of the three fiscal years prior to the individual's appointment to the governing board, more than \$10,000 in direct compensation from the auxiliary enterprises corporation, CUNY or the Research Foundation of CUNY (other than reimbursement for expenses reasonably incurred as a director or reasonable compensation for service as a director as permitted by the Not-for-Profit Corporations Law); and (D) is not a current employee of or does not have a substantial financial interest in, and does not have relative who is a current officer of or has a substantial financial interest in, any entity that has made payments to, or received payments from, the auxiliary enterprises corporation, CUNY or the Research Foundation of CUNY for property or services in an amount which, in any of the three fiscal years prior to the individual's appointment to the governing board, exceeds the lesser of \$25,000 or 2% of such entity's consolidated gross revenues. For purposes of this definition, "payment" does not include charitable contributions.

6. The auxiliary enterprises corporation shall have an audit committee consisting of the two independent directors and one student member elected by the governing board who meets the criteria for independence set forth in 16.10.(b)(5)(A) through (D) . The audit committee shall oversee the accounting and financial reporting processes of the auxiliary enterprises corporation and the audit of the auxiliary enterprises corporation's financial statements and shall have such other duties as set forth in Section 712-a of the Not-for-Profit Corporations Law.

7. The governing documents of the auxiliary enterprise corporation have been reviewed by the board's general counsel and approved by the board.

SECTION 16.11. THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BODIES AND AUXILIARY ENTERPRISE CORPORATIONS.

a. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2. of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

c. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

d. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

SECTION 16.12. REFERENDA.

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

a. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

c. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

d. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

SECTION 16.13. DISCLOSURE.

a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

c. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

d. The auxiliary enterprise corporation shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.

e. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.

SECTION 16.14. STIPENDS.

The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

ARTICLE XVII DEFINITIONS

SECTION 17.1.

The following definitions shall apply in these bylaws:

- a. "**Board**" means the board of trustees of the city university of New York.
- b. "**Department**" means an instructional department of a college or a Ph.D. program in the graduate school and university center; if the instructional work of the college is organized into divisions or programs, it shall mean a division or program.
- c. "**Department chairperson**" means a department head as such title is used in a community college, a program director as such title is used in the school of professional studies or a community college, or an executive officer as such title is used in the graduate school.
- d. "**Tenure**" is the right of a person to hold his/her position during good behavior and efficient and competent service; and not to be removed therefrom except in accordance with applicable contractual provisions and law.
- e. "**Senior college**" means a four-year college, the graduate school and university center (and all components thereof), and the law school.
- f. "**Community college**" means a two-year college offering associate degrees.
- g. "**College**" or "**Educational unit**" shall mean a senior college or a community college.
- h. "**President**" includes the president of a college, or anyone acting in such capacity as the sense of the provision may be appropriate, including the deans of the law school, the school of professional studies and the graduate school of journalism.
- i. "**Promotion**" is the advancement from a title on the permanent instructional staff to another title on the permanent instructional staff.

Appendix I-D.2: Full-Time Graduate Nursing Faculty CVs

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
Barbara Baldwin	<ul style="list-style-type: none"> • DNP: Pediatric Nursing Practice, <i>Brandman University, Irvine</i> (2015) • Post-Master's PNP: Nursing, CUNY Hunter College(1999) • MS: Nursing, Administration, Pace University (1992) • BS: Nursing, SUNY New Paltz, New Paltz 	<ul style="list-style-type: none"> • Assistant Professor, Department of Nursing (2016 –Present), Lehman College (CUNY) • Visiting Nursing Professor (Lead Teacher), Long Island University (2015-2016) • Primary Care Pediatric Nurse Practitioner, Pediatric Care of the Hudson Valley (2002-2014) • PNP, Family Health Center of Newburgh (1999-2002) 	PNCB Certified Primary Care Pediatric Nurse Practitioner	
Carole Baraldi	<ul style="list-style-type: none"> • EdD Nursing Education Teachers College, Columbia University • Executive Program for Nurses, May 2012 • Master of Science Long Island University, Brooklyn, New York 2003 • Bachelor of Science in Nursing, Herbert H. Lehman College (CUNY) 1979 	<ul style="list-style-type: none"> • Assistant Professor of Lehman College Nursing Program, September 2017 to Present • Assistant Professor of CUNY Graduate Center, Nursing, September 2018 to Present • Assistant Professor of Nursing, Mercy College, 9/ 2013 to 5/2017 • Nursing Education & Quality Assurance Specialist, 9/2008 to 8/2014 • Clinical Safety Expert Pfizer 1998-2008 	ANP	<ul style="list-style-type: none"> • Clapp, R. W, Baraldi, C. A., Grassman, J., Mirer, F., Robe, D., & Schnall, S. (2014). On Agent Orange in Vietnam. <i>American Journal of Public Health</i>, 104(10), 1860-1861 • Baraldi, C. A. (2011). Making technology work in home care. In Truglio-Londrigan, M. & Lewenson, S. B. <i>Public Health Nursing: Practicing Population Based Care</i> (p. 152). Massachusetts: James & Barlett Publishers. • Baraldi, C. A., & Webb, L.R. (1991). Pelvic examination of the older women.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		<ul style="list-style-type: none"> • Public Health Nurse Manager, St Luke's Roosevelt Adult Nurse Practitioner • Preventive Medicine Institute/Strang Clinic, 5/1986 to 9/1992 • Clinical Instructor and Lecture State University of New York Health Science Center (SUNY) Downstate • Margaret Sanger/Planned Parenthood May 1986 to September 1992 • Public Health Nurse, Visiting Nurse Service of New York 6/1979 to 6/1980 & 9/1982 to 5/1986 		
Carol Bues	<ul style="list-style-type: none"> • DNP, SUNY Stony Brook 2019 • Master of Science in Nurse-Midwifery, State University of New York, Downstate Medical Center, Brooklyn • Bachelor of Science in Nursing, Hunter-Bellevue 	<ul style="list-style-type: none"> • Lecturer with Doctorate, Lehman College, 2019 to present • CUNY Hunter Bellevue School of Nursing 8/16-19, Adjunct Faculty 8/17 to 2019 • Midwifery Care NYC (MCYNC) 5/13-current. Home Birth Private Practice • Adjunct Clinical Preceptor, State University of New York Health Science Center Downstate, Midwifery 	<ul style="list-style-type: none"> • Certified Nurse Midwife • Women's Health Nurse Practitioner • Certified Childbirth Educator 	<p><u>Peer Reviewed Presentation</u></p> <p>Bues, C., La Porte, S., Timoney P., (2019) Examining Birth Satisfaction and the Choice of Essential Oils During Labor, Birth and Immediate Postpartum Period in a Home Setting; Presented at Stony Brook University Research Day, Stony Brook, New York</p>

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		Education Program Fall 2017-current <ul style="list-style-type: none"> • Per Diem, Jacobi Medical Center /North Central Bronx Hospital Bronx, NY, 10/13-1/16 • Roosevelt Hospital New York, NY 4/12-5/13 • Private Practice Dr. Paka Group Brookdale University Hospital New York, NY 7/11-11/12 • Planned Parenthood of NYC 9/07-7/11. Well Women GYN • Mount Sinai Hospital New York, NY 12/04-5/07 • Temporary per diem position, Bellevue Hospital New York, NY 8/06-10/06 • Temporary per diem position, Community Healthcare Network New York, NY 2/05-8/05 • Brookdale University Hospital New York, NY 7/01-2/05 		
Eleanor Campbell	<ul style="list-style-type: none"> • EdD: Nursing, Teachers College, Columbia University (1998) • MEd: Nursing, Teachers College, Columbia University (1989) 	<ul style="list-style-type: none"> • Associate Professor /Graduate Program Director, Dept. of Nursing, Lehman College (2004-Present) • Sub-Assistant Professor, Hunter College - Bellevue School of Nursing (2003- 	Graduate Seminar in Transcultural Nursing, Kean University (2002)	<i>Selected Publications Peer Reviewed Book Chapters:</i> <ul style="list-style-type: none"> • Campbell, E., Stellenberg, E., & Nurse-Clarke, N. (2018). A comparison of food choices among urban South African and New York adolescents. <i>Urban Social Work</i>. 21, 17-32

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
	<ul style="list-style-type: none"> • MA: Nursing, Teachers College, Columbia University (1980) • BS: Nursing, Alfred University (1975) 	<ul style="list-style-type: none"> • 2004) • Adjunct Professor, Mount Saint Mary College, Newburgh, NY (2003) • Assistant Professor, Dept. of Nursing, Lehman College (1998 – 2003) 		<ul style="list-style-type: none"> • Campbell, E. (2017). Considerations on camp nursing. <i>CompassPoint</i>. 27, 3. 3-9. • Campbell, E. (2016). Mentoring new leaders: A networking day, Exhibit 16.4 – Jointly sponsored professional association events: Pooling resources and achieving successful outcomes, In Jeffreys, M. R. <i>Teaching cultural competence in nursing and health care: Inquiry, action, and innovation</i>, 3rd Ed., NY: Springer Pub. • Campbell, E. (2016). Nurses networking for human caring, Exhibit 16.5 – Jointly sponsored professional association events: Expanding networks and achieving successful outcomes, In Jeffreys, M. R. <i>Teaching cultural competence in nursing and health care: Inquiry, action, and innovation</i>, 3rd Ed., NY: Springer Publishing <p>Peer Reviewed Journal Articles:</p> <ul style="list-style-type: none"> • Campbell, E., Franks, A., & Joseph, P. (2019). Adolescent obesity in the past decade: A systemic review of genetics and determinants of food choice. Open access. <i>Journal of the American Association of Nurse Practitioners</i>: 31, 6. 344-51. doi: 10.1097/JXX.000000000000154. (Article contribution: • Isasi, C., Florez, Y., Campbell, E., Wylie-Rosett, J. & Whiffen, A. (2011). High school prevalence of obesity among inner city adolescent boys in the Bronx, NY: Forgetting our boys. <i>Preventing Chronic Disease</i>. 8, 1. E-Journal.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
				<ul style="list-style-type: none"> • Campbell, E. T. (2009). Dietary choices of urban minority high school students - Pediatric Nursing. 35, 3, 171-180 • Campbell, E. T. (2009). Teaching Korean RN-BSN students. Nurse Educator. 34, 3, 122-125
Cassandra Dobson	<ul style="list-style-type: none"> • PhD: Nursing/ Research (SCD (pain mgmt.) Columbia University (10/2006) • MS: Nursing, Lehman College (CUNY) – 6/1992 • BS: Nursing, Lehman College (CUNY)- 6/1990 • AAS, Nursing, Flushing Hospital of Nursing, School of Nursing (1/1987) 	<ul style="list-style-type: none"> • Associate Professor (tenured track, full time), Dept. of Nursing, Lehman College (2006-Present) • Administrative Nurse Manager (per-diem), Network Care Mgmt., Montefiore Med. Ctr. (2012-2013) • Admin. Nurse Manager (per-diem), Palliative Care, Montefiore Medical Ctr. (2010-2011) • Research Associate, Dept. of Diabetic Research, Albert Einstein College of Medicine (2010-2011) • Chairperson: Nursing Research Symposium. Montefiore Med. Ctr. (2010-2011) • Asst. Director of Nursing, Nursing Administration, Montefiore Medical Ctr. (2006-2006) • Adjunct Associate Professor, Dept. of Nursing, Lehman College (2003-2006) 	<ul style="list-style-type: none"> • Postdoctoral Certificate (Public health/ Epidemiology) Yeshiva University, Institute for Public Health Science, Albert Einstein College of Medicine (5/2010) • Outstanding Service Award: Sickle Cell Thalassemia Patients Network (2013) • Preceptor Award, NY University: The Steinhardt School of Education (2002) 	<p>Peer Reviewed Journal Articles:</p> <ul style="list-style-type: none"> • Paul, A, Shaparin, N., Dobson, C. (2021). Call System to Increase Compliance with Clinic Visits in Patients with a Diagnosis of Sickle Cell Disease Pain. Journal of Healthcare and Nursing Research. 3(1), 115. • Paul, A., Shaparin, N., Dobson, C., & Saliba, L. (2021). High and Low Dose Hydromorphone via Patient-Controlled Anesthesia (PCA) Pump and Intravenous Push (IVP) in the Control of Pain in Adult Patients with a Diagnosis of Sickle Cell Disease (SCD) with Pain Crisis Journal of Current Trends in Nursing & Health Care ,2(2) 1-4. • Dobson C, & Imegi U (2020). Barriers That Prevent Adolescents with Sickle Cell Disease from Being Compliant with Hydroxyuria: A Systemic Review. Journal of Healthcare and Nursing Research. Vol. 2 Issue 2, 112. • Dobson CE1* and Tsai HM2 (2018) HIV Infection Increases the Risk of Thrombotic thrombocytopenic Purpura, Journal of Thrombosis and Circulation Open Access • Dobson, C. Outcome Measurement of Self-Efficacy when Guided Imagery (GI) is used as an intervention for Sickle Cell Pain

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		<ul style="list-style-type: none"> Administrative Nurse Manager, Dept. of Hospice, Montefiore Medical Ctr. (2002-2006) 		<p>Management in Children age 6-11 (4/2015)</p> <ul style="list-style-type: none"> Dobson, C., & Byrne, M. (2014). Using Guided Imagery to Manage Pain in Young Children with Sickle Cell Disease, American Journal of Nursing. 114 (4) 26-37 Dobson, C. (2013). Sickle Cell Disease and Thalassemia: Finding Community Venues to Manage These Conditions. The National Black Nurses Association Journal. 24(2) 34-37 <p><u>Peer Review Presentations</u></p> <ul style="list-style-type: none"> Dobson, C. Decoding Grief, Therapeutic Grieving/Healing and Support: Panel Discussion: Daughters of Grace, Inc. Virtual Presentation via ZOOM; March, 27, 2021. 6:30pm- 9:30pm. Dobson, C., World Sickle Cell Disease Program: Via ZOOM and FaceBook Live; “ Presented the Data on the initiative for the New Westchester Sickle Cell Outreach program: (WSCO), 10AM- 3PM, June 18, 2020 Dobson, C. Simon, J, Jacobs, C., Via ZOOM. Sickle Cell Disease (SCD) Centers Workshop: American Society of Hematology (ASH): Presented update of the progress of the presentation for Mt Sinai hospital SCD program. May 6, 2020. 11AM-12:15PM Dobson, C. Keynote speaker. The Past, The Present, The Future. The 68th Northeast Regional Conference and Educational Workshops. Advancing Healthcare through Innovation in Nursing Leadership. April 14-19, 2020. Event cancelled due to COVID-19.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
				<ul style="list-style-type: none"> • Dobson, C. Outcome Results of Self-efficacy in Children with Sickle Cell Disease Pain who were trained to use Guided Imagery. (Poster Presentation). The Catherine Alicia Georges Nursing Research Conference. November 22, 2019. • Dobson, C., Overview of Sickle Disease, Diversity and Equity in the treatment and management. Black Heath Matters, The Riverside Church, N. Y. March 2, 2019 • Dobson, C., HIV Infection Increases The Risk of Thrombotic Thromocytopenic Purpura. Nursing Reseach Symposium. Montefiore Medical Center, Bronx NY. October 18, 2019
Catherine Alicia Georges	<ul style="list-style-type: none"> • EdD: Educational Leadership and Policy Studies (2001), University of Vermont • MA: Community Health Nursing (1973), New York University • BS: Nursing (1965), Seton Hall University 	<ul style="list-style-type: none"> • Full Professor / Chair, Dept. of Nursing, Lehman College (CUNY) (2005- present) • Assistant Professor, , Dept. of Nursing, Lehman College (CUNY) (2001- 2004) • Lecturer, Dept. of Nursing, Lehman College (CUNY) (1980-2001) • Instructor, Dept. of Nursing, Lehman College (CUNY) (1975-1980) 	<p><u>National & State Committees /Councils:</u></p> <ul style="list-style-type: none"> • National & State Committees /Councils: National Volunteer President AARP 2018-2020 • Board of Directors, AARP (2010-2020) • Chairperson, Bronx Westchester • Area Health Council (2006 –Present) • Member, Robert Wood Johnson Foundation National Advisory Committee on the New Jersey Nursing Initiative (2008-2012) 	<p><u>Current Research:</u></p> <ul style="list-style-type: none"> • Reducing Health Disparities in Older African Americans <p><u>Peer Reviewed:</u></p> <ul style="list-style-type: none"> • Bolton, L., Georges, C.A., Wray, R.(2020). Taking action: Nurse Leaders in the boardroom in Mason et al. Policy and Politics in Nursing and Health Care. pp 407-410. St. Louis: Elsevier • Jo Ann Jenkins, Catherine Alicia Georges, 2019. AARP: Partnering to Serve People as They Age Nurse Leader Volume 17 Issue Pages 415-419 • Georges, C. A. (2012) Project to expand diversity in the nursing workforce. Nursing Management Vol. 19 2 , pp. 22-26 • Georges, C.A. Honoring black nurses. (2010). American Journal of Nursing, Vol. 110,2 p 7 • Georges, C.A. (2007). Diversity in nursing: A long road ahead. Policy and Politics in

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
			<ul style="list-style-type: none"> • Dartmouth Leadership and Improvement Institute, (2007, 2008, 2009, 2010, 2011, 2012) 	<p>Nursing and Health Care. St. Louis: Saunders /Elsevier p. 559-567</p> <ul style="list-style-type: none"> • Georges, C.A. (2005). Professional nursing organizations: Influencing policy affecting the health status of African American communities Nurse Leader Vol 3 5 • Georges, C. A., Bolton, L, Bennett, C (2004). Test of functional health literacy in African Americans Journal of the National Black Nurses Association Vol. 15 1 • Georges, C. A. (2004). African American nurse leadership: pathways and opportunities. Nursing Administration Quarterly Vol. 28 3 pp. 170-172 • Bolton, L. Giger, J., Georges, C. A. (2004) Structural and racial barriers to health care. Annual Review of Nursing Research. Vol. 22, pp. 39-58 • Georges, C. A., & Bolton, L., (2003). Quality of care in African American communities and the nursing shortage. Journal of National Black Nurses Association Vol. 14, 2 • Bolton, L. Giger, J., & Georges, C. A. (2003). Eliminating structural and racial barriers: A plausible solution to eliminating health disparities. Journal of National Black Nurses Association Vol. 14, 1 <p><u>Peer Review Presentations</u></p> <ul style="list-style-type: none"> • The Chronicity of Racism ICN, Dubai Quadrennial Remote) November, 2021 • Impact of COVID 19 on Black Nurses, Their Families and Communities in New York City and Los Angeles, ICN Dubai Quadrennial (Remote), November 2021

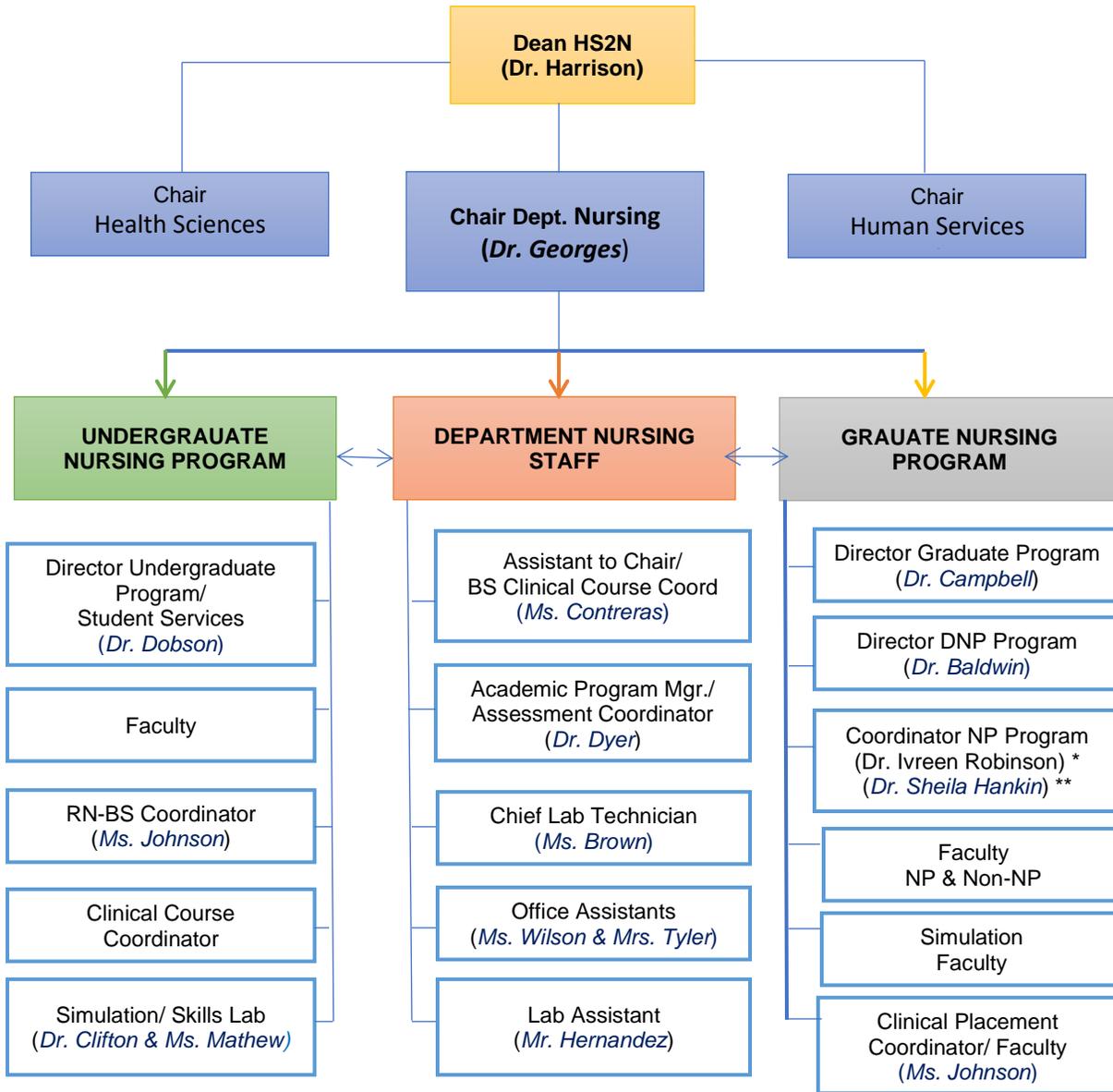
Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
				<ul style="list-style-type: none"> American Academy of Nursing Policy Dialogue: Advancing Policies to Support Family Caregivers, November 17, 2021
Sheila Hankin	<ul style="list-style-type: none"> EdD, Nursing Education, Teachers College, 2006 MSN, Pace Univ. Nurse Practitioner Program 2000 BSN, Molloy College, Nursing, 1994 	<ul style="list-style-type: none"> Assistant Professor Lehman College 2019-present 	<ul style="list-style-type: none"> FNP-BC 	<ul style="list-style-type: none"> Lisa M. Lewis (PhD, RN), Sheila Hankin (MS, APRN, BC), Diane Reynolds (RN, MSN, OCN), Gbenga Ogedegbe (MD, MPH, MS). (2007). African American Spirituality A Process of Honoring God, Others, and Self Journal of Holistic Nursing, Volume 25 Number 1 16-23
Sandra Maldonado	<ul style="list-style-type: none"> EdD- Teacher Leadership & Administration; Walden University- Minneapolis, Minnesota. Post Master's-FNP; College of Mt. Saint Vincent. Post Master's-Nursing Education; College of Mt Saint Vincent. Post Masters-Nurse Midwifery; Rutgers University. Master's in Nursing; Hunter College. BS Nursing; Downstate College of Nursing 	<ul style="list-style-type: none"> Assistant Professor - Lehman College – Nursing Department; Chair RN-BSN program Pacific College of Oriental Medicine; RN-BSN Director - Downstate College of Nursing Primary Care and Women's Health- Boston Road Medical Clinic; Planned Parent Assistant Professor-LIU; Assistant Professor – Downstate College of Nursing Assistant Professor - BMCC Nyack Hospital -Full scope Midwifery Care; Lincoln Hospital Nurse Manager L&D; PP Union Hospital Bronx, NY 	<p>March 2015: Golden Key Honors Award</p> <p>December 15, 2016: FNP-BC certification- ANCC 2017-2022</p> <p>January 28, 2011</p> <p>Rutgers University – 9/15/1994 Certified Nurse Midwife Midwife, State of New York, F000448-1 Certified by ACNM 1994 and Recertified AMCB, 2012</p> <p>Maternal Child Specialist- 1990</p>	<ul style="list-style-type: none"> ProQuest Dissertation- The Effects of Concept Mapping on the Critical Thinking Skill of Baccalaureate Students. NPWH Journal – “I am the Nurse”- 2020 Journal of Education – “Moving Nursing Education forward with the Backward Design” – Pending. 2019- Mercy College- Transcultural Nursing Association- “The Role of the Health Care Provider in Human Trafficking” 2018- Universidad Libre – Columbia, South America – “Care of the Newborn using Calista Roy Theory 2016- Queensborough Community College – “Integrating Holistic Nursing Practices into Nursing Care.” 2014-Pacific College of Oriental Medicine- Faculty Presentation “Teaching strategies for faculty in the classroom setting” 2013- Universidad Europea de Valencia – College of Nursing “Integrating Quality and Quantitative Research into your practice.” 2012- Long Island University College of Nursing- “Making Learning Visible”

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		<ul style="list-style-type: none"> • Lenox Hill- labor and delivery room nurse 	Bachelors of Nursing – 1986 Registered Nurse, State of New York, 360258	<ul style="list-style-type: none"> • 2011- Universidad Europea de Valencia – International Nurses Day – Visiting Professor for the College of Nursing • “Evidence Based Practice in Nursing – The Role of the Clinical Nurse Specialist in the United States Health Care System.
Ivreen Robinson	<ul style="list-style-type: none"> • PhD: Adult Education (2005) Walden University • MS: Nursing (1994), College of New Rochelle • BS: Nursing (1991), College of New Rochelle • Diploma: Family Nurse Practitioner(1984), University of the West Indies, Jamaica • Diploma: Nursing (1975), Kingston School of Nursing, Jamaica 	<ul style="list-style-type: none"> • Assistant Professor, Department of Nursing (2011 –Present)—Lehman College (CUNY) • Adjunct Clinical Instructor (4/2006 – 8/2010) Helen Fuld School of Nursing • Family Nurse Practitioner (8/2000 – 8/ 2010), Bronx Lebanon Hospital, Bronx, NY • Private Nursing (1997 – 2001), Lenox Hill Hospital • Primary Care Provider (1988 – 1991), Franklin Men’s Shelter • Family Nurse Practitioner (1984 – 1985), Christian Pen Health Center, Jamaica, WI 	Nationally Certified Family Nurse Practitioner and Certified Diabetic Educator. Research focuses on the role of spirituality and nursing care.	<p><u>Peer Reviewed Abstract:</u></p> <ul style="list-style-type: none"> • Spirituality: The meaning as experienced by nurses enrolled in graduate nursing programs • First Annual Nursing research: Nursing Research on the Move, Montefiore Medical Center, Bronx, NY, May 16, 2011 Symposium. • Spirituality: The meaning as experienced by nurses enrolled in graduate nursing programs. Research Symposium Queens Black Nurses Chapter of the National Black Nurses Association, York College, April 2007. • Obesity and Children on Psychotropic Drugs, Research Day hosted by Bronx Lebanon Medical Staff, Bronx Lebanon Hospital, Bronx, NY (2003)

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		<ul style="list-style-type: none"> • Staff nurse (1975 – 1978), Annotto Bay Hospital, Jamaica, WI 		
Martha Whetsell	<ul style="list-style-type: none"> • PhD: Educational Psychology (1985); University of South Carolina (USC) • MS: Pediatric Nursing, Nursing Education and Health Nursing (1976); USC School of Nursing • BSN: Nursing (1975); USC School of Nursing 	<ul style="list-style-type: none"> • Full Professor (2007-Present)—CUNY Graduate Center • Associate Professor (2007- Present)—Lehman College • Adjunct Associate Professor (2006-2007)—Lehman College • Visiting Scholar (2009-Present)—Connell School of Nursing • Adjunct Distinguish Professor (2004-Present) Doctoral Program— Universidad de Alicante España • Associate Professor (2001- 2005)—Planning Committee for Development & Implementation of 1st PhD nursing program in Latin America Universidad Autonoma de Nuevo León College of Nursing • Chair Person (1994-1997) Dept. of Family and Community Health Nursing College of Health Sciences— 	<ul style="list-style-type: none"> • Supervised and chaired more than 60 masters' thesis and doctoral dissertations in the United States, Spain, Mexico and Panama • 2008 to Present Supervising, 12 Doctoral Dissertations and Sponsoring 6 dissertations at the CUNY Graduate Center Doctoral Science Nursing Program. Program Started Fall 2008 • Nominated to the Institutional Review Board of CUNY (Lehman) Research Committee (2008-Present) • Member of the Students Affairs Committee Lehman, Department of Nursing (2006-Present) • Nominated ambassador to 	<p><u>Current Research:</u> <u>Application of the Roy Adaptation Model to Clinical Nursing Practice. Book:</u></p> <ul style="list-style-type: none"> • Butts.J., Rich, K (editors). 2020. Philosophies and Theories for Advanced Nursing Practice, Barlett and Jones. Chapter, 11 “Models and Theories focused on a systems approach”. • Whetsell, M. “Overcoming barriers and facing challenges. Book review, 2012. • Whetsell, M. V, Cabora.I M (2012). Effects of Hands-On Containment on the Frequency of Apnea Episodes on the Premature Infants with Respiratory Distress Syndrome. Enfoque Revista Científica de Enfermería. Vol. VII. No 2 Panamá, Rep. de Panamá. 2012. In Print • Caboral, M, Whetsell, M.V. (2012) Review of the Diagnosis and Treatment of Diastolic Heart Failure. Enfoque Revista Científica de Enfermería. Vol. VII. No 2 Panamá, Rep. de Panamá. D 2012. In Print. • Caboral. M, Whetsell, M. V. Hope in Older Adults with Heart Failure: A Concept Analysis (2012) Investigación y Educación en Enfermería. Colombia, SA. • Alarcon, S. Whetsell, M. et al. Experiencias vividas de Madres que tienen un hijo con Labio Leporino y Paladar Hendido. Desarrollo Cientifico de enfermería. 19, N 5 Junio 2011

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		Florida International, University • Assistant Professor/ Director, Pediatric Division and Pediatric Nurse Practitioner Program (1991-1994)— Lehman College	Evaluation Committee Lehman College (2009- Present)	<ul style="list-style-type: none"> • Roy, C., Whetsell, M., Frederickson. K. (2009) The Roy Adaptation Model and Research. Global Perspective. Nursing Science Quarterly, Vol. 22 pp 209-211 • Whetsell, M., (2009) Conceptual clarification of the Development of Courage” as a Central Concept for Adaptation in the Latin Culture. Enfoque Revista Científica de Enfermería. Vol. VI. No 1 Panamá, Rep. de Panamá. December. 2010. PP. 33-40 • Whetsell, M. Roy, Callista. Frederickson, K, Cadena F. (2009) Concept Development of Courage: A study of Elderly Mexicans, Nursing Science Quarterly, (In print)

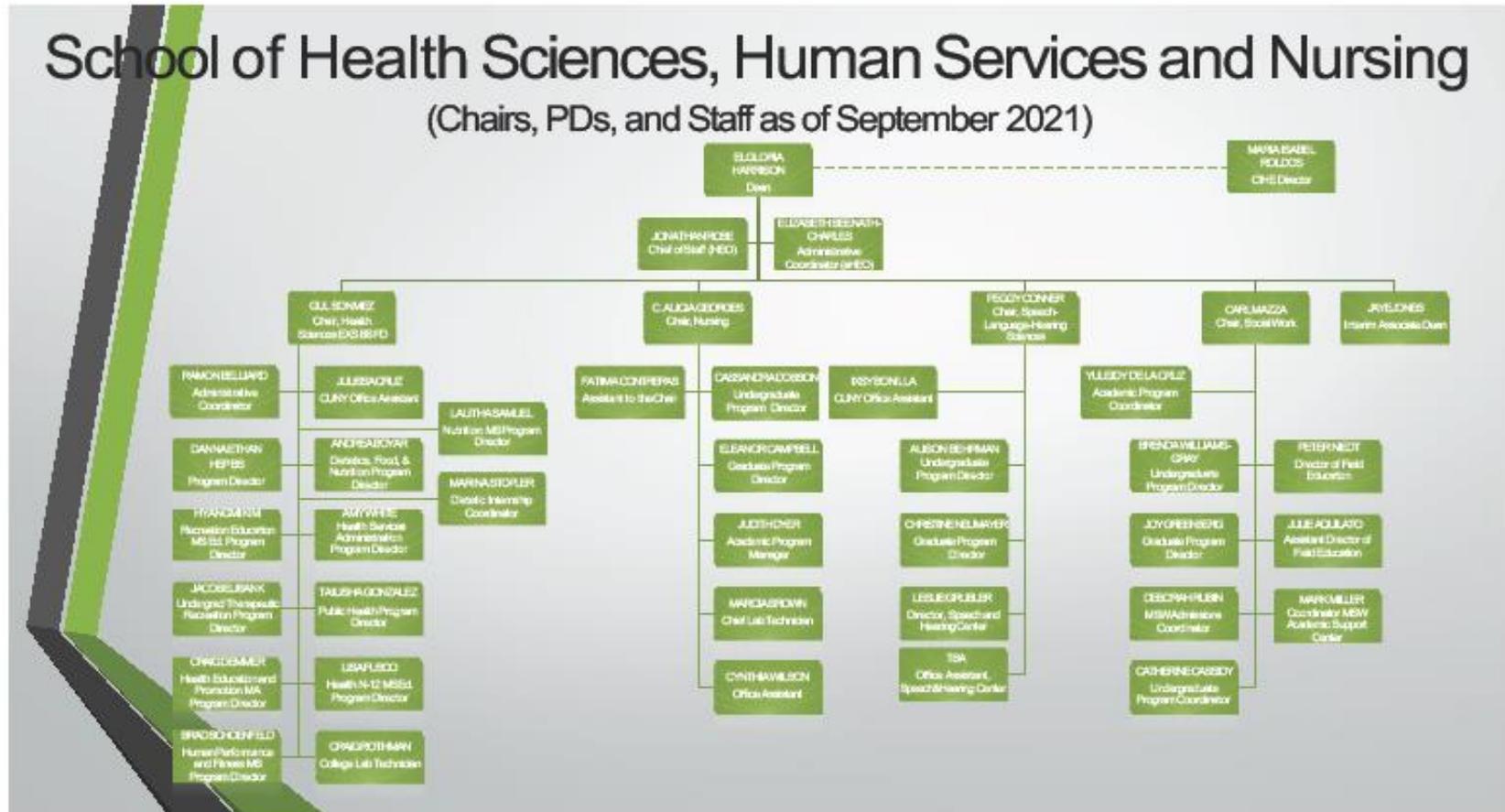
Appendix I-E.1: DON Organizational Chart



*Dr. Robinson to retire January 2022

**Dr Hankin to assume the NP Coordinator position January 2022

Appendix I-E.2: HS2N Organizational Chart



STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

Appendix II-A.1: PSC-CUNY Salary Schedules



Full-Time Faculty and Research Series ^[1]

SALARY SCHEDULES						
2010-2017 PSC/CUNY COLLECTIVE BARGAINING AGREEMENT						
PROFESSOR						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 68,803	\$69,491	\$70,186	\$71,941	\$73,380	\$74,848	\$75,971
\$ 71,521	\$72,236	\$72,958	\$74,782	\$76,278	\$77,804	\$78,971
\$ 74,346	\$75,089	\$75,840	\$77,736	\$79,291	\$80,877	\$82,090
\$ 76,944	\$77,713	\$78,490	\$80,452	\$82,061	\$83,702	\$84,958
\$ 79,242	\$80,034	\$80,834	\$82,855	\$84,512	\$86,202	\$87,495
\$ 82,299	\$83,122	\$83,953	\$86,052	\$87,773	\$89,528	\$90,871
\$ 85,356	\$86,210	\$87,072	\$89,249	\$91,034	\$92,855	\$94,248
\$ 88,418	\$89,302	\$90,195	\$92,450	\$94,299	\$96,185	\$97,628
\$ 91,511	\$92,426	\$93,350	\$95,684	\$97,598	\$99,550	\$101,043
\$ 94,606	\$95,552	\$96,508	\$98,921	\$100,899	\$102,917	\$104,461
\$ 98,431	\$99,415	\$100,409	\$102,919	\$104,977	\$107,077	\$108,683
\$ 102,253	\$103,276	\$104,309	\$106,917	\$109,055	\$111,236	\$112,905
\$ 106,071	\$107,132	\$108,203	\$110,908	\$113,126	\$115,389	\$117,120
\$ 109,087	\$110,178	\$111,280	\$114,062	\$116,343	\$118,670	\$120,450
\$ 116,364	\$117,528	\$118,703	\$121,671	\$124,104	\$126,586	\$128,485
ASSOCIATE PROFESSOR						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 55,602	\$56,158	\$56,720	\$58,138	\$59,301	\$60,487	\$61,394
\$ 57,790	\$58,368	\$58,952	\$60,426	\$61,635	\$62,868	\$63,811
\$ 60,067	\$60,668	\$61,275	\$62,807	\$64,063	\$65,344	\$66,324
\$ 62,665	\$63,292	\$63,925	\$65,523	\$66,833	\$68,170	\$69,193
\$ 64,956	\$65,606	\$66,262	\$67,919	\$69,277	\$70,663	\$71,723
\$ 68,024	\$68,704	\$69,391	\$71,126	\$72,549	\$74,000	\$75,110
\$ 71,073	\$71,784	\$72,502	\$74,315	\$75,801	\$77,317	\$78,477
\$ 74,133	\$74,874	\$75,623	\$77,514	\$79,064	\$80,645	\$81,855
\$ 76,689	\$77,456	\$78,231	\$80,187	\$81,791	\$83,427	\$84,678
\$ 79,242	\$80,034	\$80,834	\$82,855	\$84,512	\$86,202	\$87,495
\$ 82,299	\$83,122	\$83,953	\$86,052	\$87,773	\$89,528	\$90,871
\$ 85,356	\$86,210	\$87,072	\$89,249	\$91,034	\$92,855	\$94,248
\$ 88,418	\$89,302	\$90,195	\$92,450	\$94,299	\$96,185	\$97,628
\$ 90,756	\$91,664	\$92,581	\$94,896	\$96,794	\$98,730	\$100,211
\$ 96,635	\$97,601	\$98,577	\$101,041	\$103,062	\$105,123	\$106,700

ASSISTANT PROFESSOR						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 42,873	\$43,302	\$43,735	\$44,828	\$45,725	\$46,640	\$47,340
\$ 44,552	\$44,998	\$45,448	\$46,584	\$47,516	\$48,466	\$49,193
\$ 46,302	\$46,765	\$47,233	\$48,414	\$49,382	\$50,370	\$51,126
\$ 48,596	\$49,082	\$49,573	\$50,812	\$51,828	\$52,865	\$53,658
\$ 51,195	\$51,707	\$52,224	\$53,530	\$54,601	\$55,693	\$56,528
\$ 53,032	\$53,562	\$54,098	\$55,450	\$56,559	\$57,690	\$58,555
\$ 55,017	\$55,567	\$56,123	\$57,526	\$58,677	\$59,851	\$60,749
\$ 57,616	\$58,192	\$58,774	\$60,243	\$61,448	\$62,677	\$63,617
\$ 59,608	\$60,204	\$60,806	\$62,326	\$63,573	\$64,844	\$65,817
\$ 61,903	\$62,522	\$63,147	\$64,726	\$66,021	\$67,341	\$68,351
\$ 64,956	\$65,606	\$66,262	\$67,919	\$69,277	\$70,663	\$71,723
\$ 68,024	\$68,704	\$69,391	\$71,126	\$72,549	\$74,000	\$75,110
\$ 71,073	\$71,784	\$72,502	\$74,315	\$75,801	\$77,317	\$78,477
\$ 74,133	\$74,874	\$75,623	\$77,514	\$79,064	\$80,645	\$81,855
\$ 76,395	\$77,159	\$77,931	\$79,879	\$81,477	\$83,107	\$84,354
\$ 81,645	\$82,461	\$83,286	\$85,368	\$87,075	\$88,817	\$90,149
INSTRUCTOR AND INSTRUCTOR NURSING SCIENCE						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 39,399	\$39,793	\$40,191	\$41,196	\$42,020	\$42,860	\$43,503
\$ 40,939	\$41,348	\$41,761	\$42,805	\$43,661	\$44,534	\$45,202
\$ 42,541	\$42,966	\$43,396	\$44,481	\$45,371	\$46,278	\$46,972
\$ 45,138	\$45,589	\$46,045	\$47,196	\$48,140	\$49,103	\$49,840
\$ 47,434	\$47,908	\$48,387	\$49,597	\$50,589	\$51,601	\$52,375
\$ 49,267	\$49,760	\$50,258	\$51,514	\$52,544	\$53,595	\$54,399
\$ 51,869	\$52,388	\$52,912	\$54,235	\$55,320	\$56,426	\$57,272
\$ 53,705	\$54,242	\$54,784	\$56,154	\$57,277	\$58,423	\$59,299
\$ 55,541	\$56,096	\$56,657	\$58,073	\$59,234	\$60,419	\$61,325
\$ 57,375	\$57,949	\$58,528	\$59,991	\$61,191	\$62,415	\$63,351
\$ 59,206	\$59,798	\$60,396	\$61,906	\$63,144	\$64,407	\$65,373
\$ 61,043	\$61,653	\$62,270	\$63,827	\$65,104	\$66,406	\$67,402
\$ 65,267	\$65,920	\$66,579	\$68,243	\$69,608	\$71,000	\$72,065
INSTRUCTOR II						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 62,878	\$63,507	\$64,142	\$65,746	\$67,061	\$68,402	\$69,428
\$ 65,466	\$66,121	\$66,782	\$68,452	\$69,821	\$71,217	\$72,285
\$ 70,642	\$71,348	\$72,061	\$73,863	\$75,340	\$76,847	\$78,000
LECTURER						
3/19/2010	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017

\$ 41,435	\$41,849	\$42,267	\$43,324	\$44,190	\$45,074	\$45,750
\$ 43,018	\$43,448	\$43,882	\$44,979	\$45,879	\$46,797	\$47,499
\$ 44,662	\$45,109	\$45,560	\$46,699	\$47,633	\$48,586	\$49,315
\$ 47,328	\$47,801	\$48,279	\$49,486	\$50,476	\$51,486	\$52,258
\$ 49,686	\$50,183	\$50,685	\$51,952	\$52,991	\$54,051	\$54,862
\$ 51,568	\$52,084	\$52,605	\$53,920	\$54,998	\$56,098	\$56,939
\$ 54,241	\$54,783	\$55,331	\$56,714	\$57,848	\$59,005	\$59,890
\$ 56,126	\$56,687	\$57,254	\$58,685	\$59,859	\$61,056	\$61,972
\$ 58,011	\$58,591	\$59,177	\$60,656	\$61,869	\$63,106	\$64,053
\$ 59,893	\$60,492	\$61,097	\$62,624	\$63,876	\$65,154	\$66,131
\$ 61,775	\$62,393	\$63,017	\$64,592	\$65,884	\$67,202	\$68,210
\$ 63,661	\$64,298	\$64,941	\$66,565	\$67,896	\$69,254	\$70,293
\$ 65,545	\$66,200	\$66,862	\$68,534	\$69,905	\$71,303	\$72,373
\$ 67,431	\$68,105	\$68,786	\$70,506	\$71,916	\$73,354	\$74,454
\$ 70,088	\$70,789	\$71,497	\$73,284	\$74,750	\$76,245	\$77,389
\$ 74,907	\$75,656	\$76,413	\$78,323	\$79,889	\$81,487	\$82,709

LECTURER DOCTORAL SCHEDULE

10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 45,329	\$45,782	\$46,240	\$47,396	\$48,344	\$49,311	\$50,051
\$ 47,106	\$47,577	\$48,053	\$49,254	\$50,239	\$51,244	\$52,013
\$ 48,954	\$49,444	\$49,938	\$51,186	\$52,210	\$53,254	\$54,053
\$ 51,622	\$52,138	\$52,659	\$53,975	\$55,055	\$56,156	\$56,998
\$ 53,985	\$54,525	\$55,070	\$56,447	\$57,576	\$58,728	\$59,609
\$ 55,864	\$56,423	\$56,987	\$58,412	\$59,580	\$60,772	\$61,684
\$ 58,537	\$59,122	\$59,713	\$61,206	\$62,430	\$63,679	\$64,634
\$ 60,418	\$61,022	\$61,632	\$63,173	\$64,436	\$65,725	\$66,711
\$ 62,306	\$62,929	\$63,558	\$65,147	\$66,450	\$67,779	\$68,796
\$ 64,186	\$64,828	\$65,476	\$67,113	\$68,455	\$69,824	\$70,871
\$ 66,067	\$66,728	\$67,395	\$69,080	\$70,462	\$71,871	\$72,949
\$ 67,955	\$68,635	\$69,321	\$71,054	\$72,475	\$73,925	\$75,034
\$ 69,838	\$70,536	\$71,241	\$73,022	\$74,482	\$75,972	\$77,112
\$ 71,725	\$72,442	\$73,166	\$74,995	\$76,495	\$78,025	\$79,195
\$ 74,384	\$75,128	\$75,879	\$77,776	\$79,332	\$80,919	\$82,133
\$ 79,360	\$80,154	\$80,956	\$82,980	\$84,640	\$86,333	\$87,628

DISTINGUISHED LECTURER

3/19/2010	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 41,435	\$41,849	\$42,267	\$43,324	\$44,190	\$45,074	\$45,750
to						
\$ 116,364	\$117,528	\$118,703	\$121,671	\$124,104	\$126,586	\$128,485

CLINICAL PROFESSOR

3/19/2010	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 41,435	\$41,849	\$42,267	\$43,324	\$44,190	\$45,074	\$45,750
to						

\$ 116,364	\$117,528	\$118,703	\$121,671	\$124,104	\$126,586	\$128,485
RESEARCH ASSOCIATE						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 44,849	\$45,297	\$45,750	\$46,894	\$47,832	\$48,789	\$49,521
to	to	to	to	to	to	to
\$ 116,364	\$117,528	\$118,703	\$121,671	\$124,104	\$126,586	\$128,485
RESEARCH ASSISTANT						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 35,244	\$35,596	\$35,952	\$36,851	\$37,588	\$38,340	\$38,915
\$ 36,619	\$36,985	\$37,355	\$38,289	\$39,055	\$39,836	\$40,434
\$ 38,050	\$38,431	\$38,815	\$39,785	\$40,581	\$41,393	\$42,014
\$ 40,681	\$41,088	\$41,499	\$42,536	\$43,387	\$44,255	\$44,919
\$ 42,998	\$43,428	\$43,862	\$44,959	\$45,858	\$46,775	\$47,477
\$ 44,849	\$45,297	\$45,750	\$46,894	\$47,832	\$48,789	\$49,521
\$ 45,467	\$45,922	\$46,381	\$47,541	\$48,492	\$49,462	\$50,204
\$ 47,841	\$48,319	\$48,802	\$50,022	\$51,022	\$52,042	\$52,823
COLLEGE PHYSICIAN						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 33,884	\$34,223	\$34,565	\$35,429	\$36,138	\$36,861	\$37,414
\$ 35,205	\$35,557	\$35,913	\$36,811	\$37,547	\$38,298	\$38,872
\$ 36,577	\$36,943	\$37,312	\$38,245	\$39,010	\$39,790	\$40,387
\$ 39,179	\$39,571	\$39,967	\$40,966	\$41,785	\$42,621	\$43,260
\$ 41,471	\$41,886	\$42,305	\$43,363	\$44,230	\$45,115	\$45,792
\$ 43,302	\$43,735	\$44,172	\$45,276	\$46,182	\$47,106	\$47,813
\$ 44,225	\$44,667	\$45,114	\$46,242	\$47,167	\$48,110	\$48,832
\$ 45,138	\$45,589	\$46,045	\$47,196	\$48,140	\$49,103	\$49,840
\$ 46,060	\$46,521	\$46,986	\$48,161	\$49,124	\$50,106	\$50,858
\$ 46,976	\$47,446	\$47,920	\$49,118	\$50,100	\$51,102	\$51,869
\$ 47,892	\$48,371	\$48,855	\$50,076	\$51,078	\$52,100	\$52,882
\$ 50,663	\$51,170	\$51,682	\$52,974	\$54,033	\$55,114	\$55,941

Source URL: <https://psc-cuny.org/contract/full-time-faculty-and-research-series>

Links: [1] <https://psc-cuny.org/contract/full-time-faculty-and-research-series>



Teaching and Non-teaching Adjunct Rate Schedule^[1]

ADJUNCT LECTURER						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 64.84	\$65.49	\$66.14	\$67.79	\$69.15	\$70.53	\$71.59
\$ 67.42	\$68.09	\$68.77	\$70.49	\$71.90	\$73.34	\$74.44
\$ 70.15	\$70.85	\$71.56	\$73.35	\$74.82	\$76.32	\$77.46
\$ 73.28	\$74.01	\$74.75	\$76.62	\$78.15	\$79.71	\$80.91
\$ 80.70	\$81.51	\$82.33	\$84.39	\$86.08	\$87.80	\$89.12

ADJUNCT ASSISTANT PROFESSOR						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 73.53	\$74.27	\$75.01	\$76.89	\$78.43	\$80.00	\$81.20
\$ 76.48	\$77.24	\$78.01	\$79.96	\$81.56	\$83.19	\$84.44
\$ 79.54	\$80.34	\$81.14	\$83.17	\$84.83	\$86.53	\$87.83
\$ 87.29	\$88.16	\$89.04	\$91.27	\$93.10	\$94.96	\$96.38

ADJUNCT ASSOCIATE PROFESSOR						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 79.29	\$80.08	\$80.88	\$82.90	\$84.56	\$86.25	\$87.54
\$ 82.47	\$83.29	\$84.12	\$86.22	\$87.94	\$89.70	\$91.05
\$ 85.78	\$86.64	\$87.51	\$89.70	\$91.49	\$93.32	\$94.72
\$ 88.94	\$89.83	\$90.73	\$93.00	\$94.86	\$96.76	\$98.21
\$ 97.16	\$98.13	\$99.11	\$101.59	\$103.62	\$105.69	\$107.28

ADJUNCT PROFESSOR						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 87.94	\$88.82	\$89.71	\$91.95	\$93.79	\$95.67	\$97.11
\$ 91.46	\$92.37	\$93.29	\$95.62	\$97.53	\$99.48	\$100.97
\$ 95.12	\$96.07	\$97.03	\$99.46	\$101.45	\$103.48	\$105.03
\$ 98.27	\$99.25	\$100.24	\$102.75	\$104.81	\$106.91	\$108.51
\$ 107.04	\$108.11	\$109.19	\$111.92	\$114.16	\$116.44	\$118.19

NON-TEACHING ADJUNCT I AND II						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 38.91	\$39.30	\$39.69	\$40.68	\$41.49	\$42.32	\$42.95
\$ 40.45	\$40.85	\$41.26	\$42.29	\$43.14	\$44.00	\$44.66
\$ 42.09	\$42.51	\$42.94	\$44.01	\$44.89	\$45.79	\$46.48

\$ 43.98	\$44.42	\$44.86	\$45.98	\$46.90	\$47.84	\$48.56
\$ 48.41	\$48.89	\$49.38	\$50.61	\$51.62	\$52.65	\$53.44
NON-TEACHING ADJUNCT III						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 44.12	\$44.56	\$45.01	\$46.14	\$47.06	\$48.00	\$48.72
\$ 45.90	\$46.36	\$46.82	\$47.99	\$48.95	\$49.93	\$50.68
\$ 47.73	\$48.21	\$48.69	\$49.91	\$50.91	\$51.93	\$52.71
\$ 52.37	\$52.89	\$53.42	\$54.76	\$55.86	\$56.98	\$57.83
NON-TEACHING ADJUNCT IV						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 47.58	\$48.06	\$48.54	\$49.75	\$50.75	\$51.77	\$52.55
\$ 49.49	\$49.98	\$50.48	\$51.74	\$52.77	\$53.83	\$54.64
\$ 51.47	\$51.98	\$52.50	\$53.81	\$54.89	\$55.99	\$56.83
\$ 53.36	\$53.89	\$54.43	\$55.79	\$56.91	\$58.05	\$58.92
\$ 58.30	\$58.88	\$59.47	\$60.96	\$62.18	\$63.42	\$64.37
NON-TEACHING ADJUNCT V						
10/20/2009	4/20/2012	4/20/2013	4/20/2014	4/20/2015	4/20/2016	4/20/2017
\$ 52.76	\$53.29	\$53.82	\$55.17	\$56.27	\$57.40	\$58.26
\$ 54.87	\$55.42	\$55.97	\$57.37	\$58.52	\$59.69	\$60.59
\$ 57.07	\$57.64	\$58.22	\$59.68	\$60.87	\$62.09	\$63.02
\$ 58.96	\$59.55	\$60.15	\$61.65	\$62.88	\$64.14	\$65.10
\$ 64.23	\$64.87	\$65.52	\$67.16	\$68.50	\$69.87	\$70.92

Source URL: <https://psc-cuny.org/contract/teaching-and-non-teaching-adjunct-rate-schedule>

Links: [1] <https://psc-cuny.org/contract/teaching-and-non-teaching-adjunct-rate-schedule>

Appendix II-E.1: 2021 Schedule of Classes

SPRING 2021 GRADUATE COURSES											
Term	Class Stat	Subject	Catalog#	Section	Component	Class#	Days	Mtg Start	Mtg End	Room	Name
1212	Active	NUR	721	A01	LEC	59304	Tu	02:00PM	04:40PM	ONLINE-OS	Dobson, Cassandra
1212	Active	NUR	723	A01	LEC	59307	W	02:00PM	04:40PM	ONLINE-OS	Bues, Carol
1212	Active	NUR	726	JA01	LEC	47836				ONLINE-AS	Georges, Catherine A
1212	Active	NUR	759	JA01	IND	65178				ONLINE-AS	Georges, Catherine A
1212	Active	NUR	766	A02	LEC	59313	W	02:00PM	04:40PM	ONLINE-OS	Hankin, Sheila W
1212	Active	NUR	767	A81	LEC	59314	Tu	06:00PM	08:40PM	ONLINE-OS	Dellipizzi-Citardi, Annmarie
1212	Active	NUR	769	A02	LEC	59316	W	09:30AM	12:15PM	ONLINE-OS	Baldwin, Barbara
1212	Active	NUR	773	A2LB	LAB	59320	Th	11:30AM	01:00PM	ONLINE-OS	Robinson, Ivreen
1212	Active	NUR	773	A2LC	LEC	59324	Th	09:30AM	11:25AM	ONLINE-OS	Robinson, Ivreen
1212	Active	NUR	774	A1SM	SEM	59335	Tu	06:00PM	08:40PM	ONLINE-OS	Baldwin, Barbara
1212	Active	NUR	774	H1CL	CLN	59328					Makinde, Christiana
1212	Active	NUR	774	H2CL	CLN	59331					Makinde, Christiana
1212	Active	NUR	774	H3CL	CLN	59332					Dickson, Darlene Marie
1212	Active	NUR	774	H4CL	CLN	59337					Dickson, Darlene Marie
1212	Active	NUR	775	A1SM	SEM	59343	W	06:00PM	08:40PM	ONLINE-OS	Maldonado, Sandra
1212	Active	NUR	775	H1CL	CLN	59339					Warren, Caleen Maria
1212	Active	NUR	775	H2CL	CLN	59341					Sinclair, Beryl Deloris
1212	Active	NUR	775	H3CL	CLN	59342					Sinclair, Beryl Deloris
1212	Active	NUR	775	H4CL	CLN	59344					Warren, Caleen Maria
1212	Active	NUR	775	H5CL	CLN	59912					Martin, Leilanie
1212	Active	NUR	775	H6CL	CLN	59913					Martin, Leilanie
1212	Active	NUR	776	JA1S	SEM	65311	TuW	06:00PM	08:40PM	ONLINE-OS	Robinson, Ivreen
1212	Active	NUR	776	JA2S	SEM	65313	TuW	06:00PM	08:40PM	ONLINE-OS	Maldonado, Sandra

SPRING 2021 GRADUATE COURSES											
Term	Class Stat	Subject	Catalog#	Section	Component	Class#	Days	Mtg Start	Mtg End	Room	Name
1212	Active	NUR	776	JH1C	CLN	65312					Robinson, Ivreen
1212	Active	NUR	776	JH2C	CLN	65314					Maldonado, Sandra
1212	Active	NUR	787	JA01	LEC	65177	M	06:00PM	08:40PM	ONLINE-OS	Whetsell, Martha
1212	Active	NUR	802	A01	LEC	60788	W	06:00PM	08:40PM	ONLINE-OS	Whetsell, Martha
1212	Active	NUR	803	A01	LEC	66027	Th	06:00PM	08:40PM	ONLINE-OS	Campbell, Eleanor
1212	Active	NUR	805	A01	LEC	59914	W	02:00PM	04:40PM	ONLINE-OS	Baraldi, Carole
1212	Active	NUR	806	A01	LEC	59915	W	09:30AM	12:15PM	ONLINE-OS	Whetsell, Martha

FALL 2021 GRADUATE COURSES											
Term	Subject	Catalog#	Section	Component	Class#	Days	Mtg Start	Mtg End	Room	Name	
1219	NUR	600	S01	LEC	64429	Th	09:30AM	01:00PM	ONLINE-OS	Mancu, Petruc	
1219	NUR	720	S01	LEC	64430	Th	02:00PM	04:40PM	ONLINE-OS	Whetsell, Martha	
1219	NUR	721	A01	LEC	57537	Th	06:00PM	08:40PM	ONLINE-OS	Whetsell, Martha	
1219	NUR	723	S81	LEC	48670	W	06:00PM	08:40PM	ONLINE-OS	Bues, Carol	
1219	NUR	726	A01	LEC	48672				ONLINE-AS	Georges, Catherine A	
1219	NUR	767	S81	LEC	48675	W	06:00PM	08:40PM	ONLINE-OS	Dellipizzi-Citardi, Annmarie	
1219	NUR	769	S01	LEC	48677	Tu	02:00PM	04:40PM	ONLINE-OS	Baldwin, Barbara	
1219	NUR	773	A1LB	LAB	48704				ONLINE-AS	Bux, Alex	
1219	NUR	773	S1LC	LEC	48703	Th	05:00PM	08:40PM	ONLINE-OS	Bux, Alex	
1219	NUR	774	H1CL	CLN	48683					Makinde, Christiana	
1219	NUR	774	H2CL	CLN	48684					Makinde, Christiana	
1219	NUR	774	H3CL	CLN	48685					Dickson, Darlene Marie	
1219	NUR	774	H4CL	CLN	48686					Dickson, Darlene Marie	
1219	NUR	774	S1SM	SEM	48682	Tu	06:00PM	08:40PM	ONLINE-OS	Dickson, Darlene Marie	

FALL 2021 GRADUATE COURSES										
Term	Subject	Catalog#	Section	Component	Class#	Days	Mtg Start	Mtg End	Room	Name
1219	NUR	775	H1CL	CLN	48688					Sinclair, Beryl Deloris
1219	NUR	775	H3CL	CLN	48690					Warren, Caleen Maria
1219	NUR	775	H4CL	CLN	48702					Warren, Caleen Maria
1219	NUR	775	S1SM	SEM	48687	W	06:00PM	08:40PM	ONLINE-OS	Maldonado, Sandra
1219	NUR	776	H1CL	CLN	48692					Martin, Leilanie
1219	NUR	776	H2CL	CLN	48693					Robinson, Ivreen
1219	NUR	776	H3CL	CLN	48694					Mendez, Carmen L
1219	NUR	776	H4CL	CLN	48695					Mendez, Carmen L
1219	NUR	776	H5CL	CLN	48696					Martin, Leilanie
1219	NUR	776	S1SM	SEM	48691	Th	06:00PM	08:40PM	ONLINE-OS	Robinson, Ivreen
1219	NUR	803	S01	LEC	48700	Th	06:00PM	08:40PM	ONLINE-OS	Campbell, Eleanor T
1219	NUR	807	S81	LEC	48823	W	06:00PM	08:40PM	ONLINE-OS	Longobardi, Teresa
1219	NUR	808	S01	SEM	48824	W	02:00PM	04:40PM	ONLINE-OS	Georges, Catherine A
1219	NUR	809	S01	PRA	48830	W	09:30AM	12:15PM	ONLINE-OS	Baldwin, Barbara
1219	NUR	809	S01	PRA	48830	W	09:30AM	12:15PM	ONLINE-OS	Hankin, Sheila W

Appendix II-E.2: Faculty Qualifications and Course Assignments

Spring 2021 Courses	Fall 2021 Courses	Faculty	Faculty Rank	NP/ Non-NP	Education
769 774	769 809	Baldwin, Barbara	Clinical Assistant Professor	PNP	Doctorally Prepared
805	809	Baraldi, Carole	Assistant Professor	Non-NP	Doctorally Prepared
723	723	Bues, Carol	Lecturer with Doctorate	CNM, WHP	Doctorally Prepared
--	773	Bux, Alex	Adjunct Clinical Assistant Professor	ANP	Doctorally Prepared
803	803	Campbell, Eleanor T	Associate Professor	Non-NP	Doctorally Prepared
767	767	Dellipizzi-Citardi, Annmarie	Adjunct Associate Professor	Non-NP	Doctorally Prepared
774	774	Dickson, Darlene Marie	Substitute Clinical Assistant Professor	PNP	Master's Prepared
721	--	Dobson, Cassandra	Associate Professor	Non-NP	Doctorally Prepared
726 759	726 808	Georges, Catherine A	Full Professor	Non-NP	Doctorally Prepared
766	809	Hankin, Sheila W	Assistant Professor	FNP	Doctorally Prepared
--	807	Longobardi, Teresa	Adjunct Full Professor	Non-NP	Doctorally Prepared
774	774	Makinde, Christiana	Adjunct clinical assistant professor	PNP	Doctorally Prepared
775 776	775	Maldonado, Sandra	Assistant Professor	FNP	Doctorally Prepared
--	600	Mancu, Petruc	Adjunct lecturer	Non-NP	Master's Prepared
775	776	Martin, Leilanie	Adjunct Clinical assistant professor	FNP	Doctorally prepared
--	776	Mendez, Carmen L	Adjunct Clinical Assistant Professor	FNP	Doctorally Prepared
773 776	776	Robinson, Ivreen	Lecturer Doctoral Schedule	FNP	Doctorally Prepared
775	775	Sinclair, Beryl Deloris	Adjunct clinical assistant professor	FNP	Doctorally prepared
775	775	Warren, Caleen Maria	Adjunct clinical assistant professor	FNP	Doctorally Prepared
787 802 806	720 721	Whetsell, Martha	Full Professor	Non-NP	Doctorally Prepared

STANDARD III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

Appendix III-A.1: CONTENT MAP

GRADUATE NURSING PROGRAM—FNP & PNP BS-DNP PROGRAM (including Advanced Standing) – Updated 11/02/2021

Competencies/ Graduate Learning Objectives

- **Knowledge:** Synthesize knowledge from nursing and natural and social and human sciences as the foundation for beginning level expertise in advanced practice nursing.
- **Critical Thinking:** Demonstrate ways of knowing through research, analysis, and evaluation of nursing theory and reflective practice
- **Role Development:** Demonstrate role development through clinical expertise, negotiation, and collaboration
- **Interpersonal Skills:** *Expand inter-subjective awareness of diversity.*
- **Systems Analysis:** *Develop skill in contextual analysis, moving from micro- to macro levels or the reverse, with complex client systems.*
- **Professional Integrity:** Apply moral theory to ethical-legal issues in advanced practice nursing.
- **Nursing Interventions:** Demonstrate specialized strategies and skills in meeting health needs for an unpredictable future.

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
NUR 600: Biostatistics in Health Research (4Cr) Pre/Co-requisite for MS & Post-Master's Cert. programs Application of statistical techniques in the analysis of health data. Emphasis on interpretation of basic descriptive and inferential statistics	<ul style="list-style-type: none"> • Knowledge • Critical Thinking 	<ol style="list-style-type: none"> 1. Demonstrate the ability to identify, calculate, and interpret the most commonly used descriptive and inferential statistical techniques. 2. Demonstrate the understanding of the application of statistical techniques in the context of health care research. 3. Utilizes appropriate statistical techniques to evaluate research findings 	Req. Text – Jason, Triola, and Triola (2018). Biostatistics for the Biological and Health Sciences, 2 nd edition. NY: Pearson. (See syllabus from N. Lactic in E-Resource Room)	<ol style="list-style-type: none"> 1. Class Participation – 15% 2. Weekly Quizzes – 25% 3. Midterm – 35% 4. Computer Assignments- 25% 5. Final Exam – 35% 	Essential IV- Translating and Integrating Scholarship into Practice	<ul style="list-style-type: none"> • Scientific Foundation Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
<p>in health research. Includes an introduction to computer software used in the statistical analysis of health data.</p>		<p>4. Interpret research and statistical findings from the literature 5. Use statistical software to organize and interpret findings 6. Demonstrate the ability to extrapolate research findings in order to build evidence-based practice.</p>				
<p>NUR 720: Concepts & Theories for Advanced Nursing Practice (3Crns)/ Pre-req. or Co-req. Nur 600</p> <p>This course provides a base for graduate Nursing students by analyzing selected conceptual frameworks and theories. By utilizing these concepts and building on knowledge of the nursing process, the student explores a view of human beings, health, and health care. Emphasis on development of those concepts that have particular relevance for</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Professional Integrity 	<p>1- Identify purpose of a conceptual framework for nursing practice and research. 2- Analyze major components of selected conceptual frameworks. 3- Evaluate selected conceptual frameworks according to establish criteria for internal and external analysis. 4- Critically compare selected conceptual frameworks for nursing. 5- Utilize a particular conceptual framework to assess and develop intervention strategies for nursing practice.</p>	<p>Sitzman, K and Echeiberger L.W. (2017). Understanding the work of nurse theorists, a creative beginning. 3rd Ed., Jones and Barlett, Peterson, S and Bredow T. (2020). Middle range theories application to nursing research. 5th Ed., Lippincott</p>	<ul style="list-style-type: none"> • Process Analysis 15% (5% presentation and 10% written paper) • Class Participation – 5% (5-written responses to class discussion questions) • Analysis of a Theory Paper 25% • PowerPoint Presentation of a Theory –20% • Application of a Theory Paper (Case Study and Diagram) 35% 	<p>Essential I- Background for Practice Science and Humanities</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
research and nursing practice.						
<p>NUR 721- Essentials of Clinical Research (3Cr) Pre-req. 600, 720</p> <p>This course focuses on inquiry through research. Students will critique research reports and apply the research process as they develop their own proposal.</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Professional Integrity 	<ol style="list-style-type: none"> 1. Analyze the role of research in the development of nursing's body of knowledge. 2. Explain the essential nature of research in the improvement of nursing practice. 3. Apply the principles and concepts of the research process. 4. Analyze the development, current status, and major issues in nursing research. 5. Appraise the literature to generate meaningful evidence for nursing practice 6. Incorporate an attitude of critical and systematic inquiry within the philosophy of professional nursing. 	<p>Polit, D.F. & Beck, C.T. (2017). <i>Nursing Research: Generating and assessing evidence for nursing practice</i> (10th Ed.).</p> <p>American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> (7th ed.).</p> <p>Student Activities Participation in class discussions, class presentations, descriptions of research methods used in nursing research. (<i>See course evaluation.</i>)</p>	<ul style="list-style-type: none"> • Appraisal of a Research Report (Paper) 30% • Annotated Bibliography (Paper) 30% • Research Proposal (Paper) 30% • Presentation of Research Proposal 10% 	<p>Essential IV- Translating and Integrating Scholarship into Practice</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies
<p>NUR 723- Strategies for Adv Practice Nursing (3Cr) Pre-req: NUR 720</p> <p>This course introduces theoretical frameworks for advanced practice modalities such as</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Role Development • Professional Integrity 	<ol style="list-style-type: none"> 1. Evaluate different models, theories, and methods of advanced nursing practice 2. Analyze the conceptualization of advanced nursing practice problems. 3. Critically compares practice modalities utilized in various nursing situations, applying ethical principles 4. Evaluate critical literature dealing with coaching, collaboration, and 	<p>Tracy, M.F., & O'Grady, E. (2019). <i>Hamric and Hanson's Advanced Practice Nursing: An Integrative Approach</i>, (6th Ed.). St. Louis: Elsevier Saunders.</p> <p>American Psychological Association. (2020). <i>Publication manual of the American Psychological</i></p>	<ol style="list-style-type: none"> 1- APRN Practice Improvement Paper – 30% 2- Health Promotion Project Paper – 30% 3- Change of a Health Systems Group Project Paper 25% 	<p>Essential II – Organizational and Systems Leadership</p> <p>Essential III – Quality Improvement and Safety</p> <p>Essential VII – Interprofessional Collaboration</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Health Delivery System Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
consultation, education, management, collaboration, and independent practice.		consultation in advanced nursing practice. 5. Evaluate the strategies for implementing leadership competency in advanced nursing practice. 6. Evaluate the impact of evolving information technologies that affect advanced nursing practice.	Association, 7 th Ed. Washington, DC Student Activities Lectures, discussions, written assignments, student-led presentations, discussion, and web-based video.	4- Presentation Change Project 5% 5- Weekly Synopsis of Required Readings – 10%	for Improving Patient and Population Health Outcomes	
NUR 726- Health Planning & Policy Making: Leadership Issues (3Cr) Pre-req: 721 An identification and critical analysis of the major issues in leadership, health planning, and policy making that confront members of the healthcare discipline.	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Professional Integrity 	Critically evaluate issues in nursing and health care. 1. Critically evaluate current issues in nursing and health care 2. Assess social, political, and economic subsystems in relation to nursing and health care. 3. Synthesize information to research positions on selected nursing and health care issues 4. Analyze the process of planning and policy development in health care. 5. Demonstrate knowledge of political subsystem as it relates to and influences legislation. 6. Critically analyze the purposes, positions, and accountability of the ANA and other nursing and health related groups as organizational subsystems affecting health care. 7. Articulate a plan for personal involvement in the political system as it relates to nursing practice.	Selected journal articles and websites related to health policies and nursing. American Psychological Association. (2020). Publication manual of the American Psychological Association, 7 th ed. Washington, DC.	<ul style="list-style-type: none"> • Blog Responses 15% • Op Ed Paper – 20% • Discussion Board – 30% • Policy Paper – 35% 	Essential IV – Health Policy and Advocacy	<ul style="list-style-type: none"> • Policy Competencies • Leadership Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
NUR 766- Advanced Pathophysiology (3Cr) Pre-req: NUR 721 This course will exam examine abnormal biological processes that result in health deviations. Students will select modules specific to their chosen areas of practice	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Professional Integrity 	<ol style="list-style-type: none"> 1. Identify physiologic changes as they occur throughout the life cycle 2. Critically compare and contrast abnormal physiologic changes in body systems. 3. Articulate the multisystem impact of pathophysiological changes. 4. Evaluate the physiologic effects of acute and chronic illnesses on infants, children, and adolescents and adults. 5. Interpret common diagnostic procedures and laboratory testing related to a specific disease process 6. Analyze the impact of environmental stimuli on health states. 	<p>Required Textbooks:</p> <p>Porth, C. M., & Matfin, G. (2019). <i>Pathophysiology: Concepts of altered health states</i> (10th edition). New York: Lippincott Williams & Wilkins.</p> <p>American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th ed. Washington, DC.</p> <p>Learning Activities:</p> <ul style="list-style-type: none"> • Case Studies • Clinical Application Exercises • Interpretation of lab data • Seminar discussion 	<ul style="list-style-type: none"> • Individual Case Study – 15% • Group Case Study – 10% • Exam 1 – 15% • Exam 2 – 15% • Exam 3- 15% • Final Exam – 20% • HESI Test – 10% 	Essential I- Background for Practice Science and Humanities	<ul style="list-style-type: none"> • Scientific Foundation Competencies
NUR 767- Adv. Pharmacology (3Cr) Pre-req: NUR 766 This course provides an in-depth understanding of pharmacology across all physiological systems. Mechanism of	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Professional Integrity 	<ol style="list-style-type: none"> 1. Compare the Pathophysiology of certain disease states and rationale for the use of selected pharmacotherapeutics interventions. 2. Analyze advanced concepts of pharmacotherapeutics and pharmacokinetics' as they apply to advanced nursing practice. 3. Discuss the requirements of a Nurse Practitioner as related to their professional practice and 	Poole Arcangelo, Virginia & Andrew Peterson. Pharmacotherapeutics for Advanced Practice 4 th Edition. Shadow Health Software program Advanced Pharmacology Digital Clinical Experience (Fall 2020) [software] PIN: 8997-5155-5912-0374	<ol style="list-style-type: none"> 1. Quizzes (2) – 10% 2. Midterm – 20% 3. Final Exam – 25% 4. Shadow Health – 15% (4) 5. Case Studies - 10% 6. HESI Exam – 10% 	Essential I- Background for Practice Science and Humanities	<ul style="list-style-type: none"> • Scientific Foundation Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
general drug actions provide a framework for discussion of content- specific drugs. Includes three hours of required laws and prescription writing.		<p>drug prescription authority in NYS and other jurisdictions.</p> <ol style="list-style-type: none"> Compare the pharmacologic and pharmacokinetic effects of drugs for each disease state. Synthesize the appropriate patient education, regarding drug therapy, for health maintenance, health promotion, disease prevention Contrast potential drug interactions, including over the counter medications. Utilize evidence base standards to develop care based on the patient's symptoms, lab values, and disease state, along with drug interactions, adverse effects, and outcomes. Develop a therapeutic outcome plan for patients receiving treatment of a disease. 	<p>https://app.shadowhealth.com/courses/18022/ American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th ed. Washington, DC.</p>	<ol style="list-style-type: none"> Research Drug Clinical Trial – 10% Visit FDA Website – Pass/Fail 		
<p>NUR 769- Family Dev Theory (3Cr) Pre-req: NUR 720</p> <p>Concepts common in family theory will be addressed from the perspective of the family as an adaptive system. The goal is to understand what will enhance individual and family functioning.</p>	<ul style="list-style-type: none"> Knowledge Critical Thinking Interpersonal Skills Professional Integrity 	<ol style="list-style-type: none"> Understand the development of a professional relationship within a family systems approach. Compare and contrast concepts of family systems theory as it applies to families. Identify family development throughout the life cycle. Compare and contrast family developmental stages. Compare and contrast functional and dysfunctional family systems Examine one's family of origin in order to identify homeostatic mechanisms using a family 	<p>Kaakinen, J.R., Coehlo, D.P., Steele, R., Tabacco, A. & Harmon-Hanson, S.M. (2018). Family health care nursing, Theory, practice and research, 6th Ed. Philadelphia: F.A. Davis Company.</p> <p>American Psychological Association. (2020). Publication manual of the American Psychological</p>	<ol style="list-style-type: none"> Genogram – 15% Discussion Board/Class Participation – 25% Group Presentation – Family Health Assessment and Care Plan 30% Family Theory Synthesis paper –30% 	<p>Essential I- Background for Practice Science and Humanities</p> <p>Essential VIII- Clinical Prevention and Population Health for Improving Health</p>	<ul style="list-style-type: none"> Scientific Foundation Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
		<p>genogram.</p> <p>7. Analyze the relationship between gender, race, ethnicity, economic class and sexual orientation as they impact family/societal functioning.</p>	<p>Association, 7th ed. Washington, DC.</p> <p>Recommended Zinsser, W. (2016). 30th Anniversary Edition. On writing well: The classic guide to writing nonfiction. City: Harper Perennial</p>			
<p>NUR 770-Advanced Practice – I (6CrS) Prereq: NUR 766, NUR 767, NUR 773. Pre-req/ Co-req: NUR 769.</p> <p>This clinical course focuses on health assessment of infants, children, and adolescents. Clinical laboratory emphasizes primary health care maintenance and assessment skills for advanced practice nursing.</p> <p>(PNP)</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Interpersonal Skills • Professional Integrity • Nursing Interventions 	<ol style="list-style-type: none"> 1- Synthesize knowledge from natural/behavioral sciences as a foundation for clinical management of children and their families. 2- Synthesize knowledge of cultural, legal, and ethical health practices and beliefs in the care of children and their families. 3- Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests 4- Perform health assessments for infants, children, and adolescents including mental health, socio-cultural, and developmental components. 5- Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making. 6- Utilize a holistic patient centered care to develop an effective treatment plan. 7- Establish a collaborative and consultative relationships to work 	<p>Maaks, K.L., Starr, N.B., Brady, M.A., Gaylord, N.M., Driessnack, M., Duderstadt, K.G. (2020). Burn's Pediatric Primary Care. 7th Ed. Philadelphia: W.B. Saunders</p> <p>American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th Ed. Washington, DC.</p> <p>Documentation using Electronic Software program (Typhon Health Solutions)</p>	<ol style="list-style-type: none"> 1. Exams (3) 15% each 2. Final Exam – 30% 3. Case Studies Group Presentations – 10% (5) 4. SOAP Notations (6) 15% 5. Clinical Practicum 200 hours – P/F Clinical Logs P/F Clinical Evaluation P/F 6. Demonstrate skill competence in physical assessment of infants, children, and 	<p>Essential I- Background for Practice Science and Humanities</p> <p>Essential II- Organizational and Systems Leadership</p> <p>Essential III- Quality Improvement and Safety</p> <p>Essential IV- Translating and Integrating Scholarship into Practice</p> <p>Essential VIII- Clinical Prevention and Population Health for Improving Health</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Leadership Competencies • Quality Competencies • Practice Inquiry Competencies • Technology and Information Literacy Competencies • Health Delivery Systems Competencies • Ethics Competencies • Independent Practice Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
		<p>within the multidisciplinary group to treat the patient holistically.</p> <p>8- Identify outcome measures to assess the quality of primary care on children and their families.</p> <p>9- Manage acute and chronic illness for this age demographic within the scope of the nurse practitioner's knowledge.</p> <p>10- Promote optimal health and wellness to patients and families within a community as a primary care provider.</p> <p>11- Provide comprehensive and individualized primary health care to children and families throughout the health/illness continuum.</p> <p>12- Use current practice guidelines and evidenced based practice to manage health outcomes effectively.</p> <p>13- Use current practice guidelines to order and interpret diagnostic studies to treat and manage acute and chronic illness in the primary care setting</p>		adolescents – Pass/Fail	Essential IX- Master's Level Nursing Practice	
<p>NUR 771 – Adv Nursing Practice-II (6Cr.) Pre-req. NUR 720</p> <p>This clinical course focuses on the management of primary healthcare of</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Role Development • Interpersonal Skills • Professional Integrity 	<p>1- Synthesize knowledge from natural/behavioral sciences as a foundation for clinical management of children with acute episodic health problems and their families.</p> <p>2- Integrate knowledge of cultural, legal, and ethical health practices and beliefs in the care of children</p>	<p>Maaks, K.L., Starr, N.B., Brady, M.A., Gaylord, N.M., Driessnack, M., Duderstadt, K.G. (2020). <i>Burn's Pediatric Primary Care (7th Ed.)</i>. Philadelphia: W.B. Saunders</p>	<p>1. Exams (3) 15% each 2. Final Exam – 30% 3. Case Studies Group Presentations – 10% (5)</p>	<p>Essential I- Background for Practice Science and Humanities</p> <p>Essential II – Organizational and Systems Leadership</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Leadership Competencies • Quality Competencies • Practice Inquiry Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
<p>infants, children, and adolescents. Clinical laboratory focuses on management of common acute health problems, utilizing advanced practice nursing skills.</p> <p>(PNP)</p>	<ul style="list-style-type: none"> • Nursing Interventions 	<p>with acute episodic health problems and their families.</p> <ol style="list-style-type: none"> 3- Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests 4- Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making. 5- Utilize a holistic patient centered care to develop an effective treatment plan. 6- Establish a collaborative and consultative relationships to work within the multidisciplinary group to treat the patient holistically. 7- Identify outcome measures to assess the quality of care on children and their families. 8- Manage acute episodic illness for this age demographic within the scope of the nurse practitioner's knowledge 9- Provide comprehensive and individualized health care to children and families during and after acute episodic illnesses. 10- Use current practice guidelines and evidenced based practice to manage health outcomes effectively. 11- Use current practice guidelines to order and interpret diagnostic studies to treat and manage episodic illness in the primary and acute care settings. 	<p>American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th ed. Washington, DC.</p> <p>Documentation using Electronic Software program (Typhon Health Solutions)</p>	<ol style="list-style-type: none"> 4. SOAP Notations (6) 15% 5. Clinical Practicum <ul style="list-style-type: none"> • 200 hours – P/F • Clinical Logs P/F • Clinical Evaluation P/F 	<p>Essential III – Quality Improvement and Safety</p> <p>Essential IV – Translating and Integrating Scholarship into Practice</p> <p>Essential VIII – Clinical Prevention and Population Health for Improving Health</p> <p>Essential IX – Master's Level Nursing Practice</p>	<ul style="list-style-type: none"> • Technology and Information Literacy Competencies • Health Delivery Systems Competencies • Ethics Competencies • Independent Practice Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
<p>NUR 772 - Advanced Nursing Practice-II (6Cr.) Pre-req. NUR 771</p> <p>This clinical course will focus on the management of infants, children, and adolescents with chronic conditions and special health needs. Legal, ethical, and health policy issues related to the role of the pediatric nurse practitioner are emphasized.</p> <p>(PNP)</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Role Development • Interpersonal Skills: • Systems Analysis • Professional Integrity • Nursing Interventions 	<ol style="list-style-type: none"> 1. Articulate the common health needs of infants, children, and adolescents with chronic illness or special health care needs 2. Synthesize knowledge from natural/behavioral sciences as a foundation for clinical management of infants, children, and adolescents with chronic illness or special health care needs 3. Synthesize knowledge of cultural, legal, and ethical health practices and beliefs in the care of children with acute health problems and their families 4. Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests 5. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making 6. Utilize a holistic patient centered care to develop an effective treatment plan. 	<p>Allen, J., Vessey, J.A., & Schapiro, N. (2009). Primary Care of the Child with a Chronic Condition. (5thEd). St. Louis: Mosby.</p> <p>Maaks, K.L., Starr, N.B., Brady, M.A., Gaylord, N.M., Driessnack, M., Duderstadt, K.G. (2020). Burn's Pediatric Primary Care, 7th Ed. Philadelphia: W.B. Saunders</p> <p>American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th ed. Washington, DC.</p> <p>Documentation using Electronic Software program (Typhon Health Solutions)</p>	<ol style="list-style-type: none"> 1. Exams (3) 15% each 2. Final Exam – 30% 3. Case Studies Group Presentations (5) – 10% 4. SOAP Notations (6) 15% 5. Clinical Practicum 200 hours – P/F Clinical Evaluation P/F Clinical Logs P/F 	<p>Essential I- Background for Practice Science and Humanities</p> <p>Essential II – Organizational and Systems Leadership</p> <p>Essential III – Quality Improvement and Safety</p> <p>Essential IV – Translating and Integrating Scholarship into Practice</p> <p>Essential VIII – Clinical Prevention and Population Health for Improving Health</p> <p>Essential IX – Master's Level Nursing Practice</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Leadership Competencies • Quality Competencies • Practice Inquiry Competencies • Technology and Information Literacy Competencies • Health Delivery Systems Competencies • Ethics Competencies • Independent Practice Competencies
<p>NUR 773- Adv. Health Assessment (3Cr.) Pre-req. NUR 721</p> <p>Theories and methods of comprehensive assessment of clients across the life span</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Interpersonal Skills • Professional Integrity • Nursing Interventions 	<ol style="list-style-type: none"> 1. Comprehensively assess the physical and psychological health status of infants, children, and adults. 2. Discriminate between normal and abnormal physiological and psychological findings in the assessment data 	<p>Bickley, Lynn S. (2017). Bates' guide to physical examination and history taking. (12th Ed).</p> <p>Software Program Shadow Health Digital Clinical Experience [Computer software].</p>	<ul style="list-style-type: none"> • Shadow Health – 40% • Focused Exam- 10% • Comprehensive Health History – 10% • SOAP Notes – 15% 	<p>Essential I- Background for Practice Science and Humanities</p> <p>Essential II – Organizational and Systems Leadership</p> <p>Essential III – Quality Improvement and Safety</p>	<ul style="list-style-type: none"> -Scientific Foundation Competencies Technology and Information Literacy Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
including physical, psychosocial, and pathophysiological signs and symptoms; refinement of ability to utilize sophisticated techniques to assess, identify, and differentiate deviations from normal; incorporate cultural and developmental variations and needs of clients		<ol style="list-style-type: none"> Integrate advanced knowledge to document a comprehensive health assessment. Demonstrate skill in documenting assessment findings systematically, clearly, and succinctly using standard terminology. Integrate concepts of a health history and physical examination to create a profile and problem list that includes actual health problems and risk factors for potential health problems. 	<p>Gainesville, FL: Shadow Health</p> <p>Simulated Assessments using Avatar SOAP notes Focus Assessment Case Studies</p>	<p>Case Analysis – 5%</p> <ul style="list-style-type: none"> Unit Exams (3) - 30% Final Exam- 20% HESI Exam- 10% Skill Competence Demonstrate (complete physical assessment of children and adults) – Pass/Fail 	<p>Essential IV – Translating and Integrating Scholarship into Practice</p> <p>Essential VIII – Clinical Prevention and Population Health for Improving Health</p> <p>Essential IX – Master’s Level Nursing Practice</p>	
<p>NUR 774 Adv. FNP-I (6Cr) Pre-req/Co-req: NUR 769 Pre-req – 766, 767, 773</p> <p>Within a nursing science and family/community systems framework, the focus of this course is upon delivery of primary care to culturally diverse families during the childbearing years.</p>	<ul style="list-style-type: none"> Knowledge Critical Thinking Role Development: Interpersonal Skills Professional Nursing Interventions 	<ol style="list-style-type: none"> Synthesize knowledge from natural/behavioral sciences as a foundation for clinical management of children and their families. Synthesize knowledge of cultural, legal, and ethical health practices and beliefs in the care of children and their families. Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making. Utilize a holistic patient centered care to develop an effective treatment plan. 	<p>Maaks, K.L., Starr, N.B., Brady, M.A., Gaylord, N.M., Driessnack, M., Duderstadt, K.G. (2020). Burn’s Pediatric Primary Care (7th Ed.). Philadelphia: W.B. Saunders</p> <p>American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th ed. Washington, DC.</p> <p>Software Program Shadow Health Digital Clinical Experience</p>	<ol style="list-style-type: none"> Exams (3) 15% each Final Exam – 30% Case Studies Group Presentations – 10% (5) SOAP Notations (6) 15% Clinical Practicum 170 hours – P/F Clinical Pediatric Clinical 	<p>Essential I- Background for Practice Science and Humanities</p> <p>Essential II – Organizational and Systems Leadership</p> <p>Essential III – Quality Improvement and Safety</p> <p>Essential IV – Translating and Integrating Scholarship into Practice</p>	<ul style="list-style-type: none"> Scientific Foundation Competencies Leadership Competencies Quality Competencies Practice Inquiry Competencies Technology and Information Literacy Competencies Health Delivery Systems Competencies Ethics Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
<p>Development from conception through young adulthood will be viewed from the perspective of urban family life. Concepts from epidemiology, community health, nursing and family theories will be incorporated throughout. Clinical experiences will provide opportunities for students to promote health and prevent illness; b) diagnose, treat, and manage children's health.; Implementation of clinical decision making, interventions and health care protocols emphasizing early detection, control and/or resolution of the acute phase of children' health problems in a variety of ambulatory care settings</p>		<ol style="list-style-type: none"> 6. Establish a collaborative and consultative relationships to work within the multidisciplinary group to treat the patient holistically. 7. Identify outcome measures to assess the quality of primary care on children and their families. 8. Manage acute and chronic illness for this age demographic within the scope of the nurse practitioner's knowledge. 9. Promote optimal health and wellness to patients and families within a community as a primary care provider. 10. Provide comprehensive and individualized primary health care to children and families throughout the health/illness continuum. 11. Use current practice guidelines and evidenced based practice to manage health outcomes effectively. 12. Use current practice guidelines to order and interpret diagnostic studies to treat and manage acute and chronic illness in the primary care setting. 	<p>[Computer software]. Gainesville, FL: Shadow Health</p> <p>Documentation using Electronic Software program (Typhon Health Solutions)</p>	<p>Simulation-Shadow Health</p> <p>Evaluation P/F Clinical Logs P/F</p>	<p>Essential VIII – Clinical Prevention and Population Health for Improving Health</p> <p>Essential IX – Master's Level Nursing Practice</p>	<ul style="list-style-type: none"> • Independent Practice Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
<p>NUR 775 – Adv. FNP-II (6Cr) Pre-req. 774</p> <p>Within a nursing science and family/community systems framework, discussions and clinical experiences, covering treatment and symptom management of adults and older adults' health promotion, maintenance, and prevention of illness. Implementation of clinical decision making, interventions and health care protocols, emphasizing early detection, control and/or resolution of the acute phase of adults and older adults' health problems in a variety of ambulatory and acute care settings.</p>	<ul style="list-style-type: none"> • Knowledge • Role Development • Interpersonal Skills • Professional Integrity • Nursing Interventions 	<ol style="list-style-type: none"> 1. Synthesize knowledge from the natural/behavioral sciences as a foundation for clinical management of young adults in a primary care setting within their communities. 2. Synthesize knowledge of cultural, legal and ethical health care practices and beliefs as they relate to the adult and their community. 3. Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests 4. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making. 5. Utilize a holistic patient centered care to develop an effective treatment plan. 6. Establish collaborative and consultative relationships to work within the multidisciplinary group to treat the patient holistically. 7. Identify outcome measures to assess the quality of primary care on the adult patient within their community. 8. Manage acute and chronic illness for this age demographic within the scope of the nurse practitioner's knowledge. 9. Promote optimal health and wellness to patients and families within a community as a primary care provider. 	<p>Alexander, I., Johnson-Mallard, V., Kostas-Polston, E., Fogel, C., & Woods, N. (Editors). (2017). Women's health care in advanced practice nursing. (2nd.). New York: Springer Publishing Company. (Price: \$90.00)</p> <p>Buttaro, T., Trybulski, J., Polger-Bailey, P., Sandberg-Cook, J. (2020). Primary Care: A Collaborative Practice (6th ed.). St. Louis, MI: Elsevier-Mosby</p> <p>Leik Codina, M. Family Nurse Practitioner Certification Intensive Review- Fast Facts and Practice Questions (2018) (3rd Ed.) New York Springer Publishing Company.</p> <p>American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th ed. Washington, DC.</p> <p>Documentation using Electronic Software program (Typhon Health Solutions)</p>	<ol style="list-style-type: none"> 1. Exams 50% (3-16.67% each 2. Final Exam – 25% 3. Case Study Presentations – 10% 4. SOAP Notes (6) – 15% 5. Clinical Practicum 200 hours – P/F Clinical Evaluation – P/F Clinical Logs – P/F 	<p>Essential I- Background for Practice Science and Humanities</p> <p>Essential II – Organizational and Systems Leadership</p> <p>Essential III – Quality Improvement and Safety</p> <p>Essential IV – Translating and Integrating Scholarship into Practice</p> <p>Essential VIII – Clinical Prevention and Population Health for Improving Health</p> <p>Essential IX – Master's Level Nursing Practice</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Leadership Competencies • Quality Competencies • Practice Inquiry Competencies • Technology and Information Literacy Competencies • Health Delivery Systems Competencies • Ethics Competencies • Independent Practice Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
		<p>10. Provide comprehensive and individualized primary care to the adult patient throughout the health/illness continuum.</p> <p>11. Use current practice guidelines and evidenced based practice to manage health outcomes effectively.</p> <p>12. Use current practice guidelines to order and interpret diagnostic studies to treat and manage health outcomes in the primary care setting.</p>	<p>RECOMMENDED TEXT: Guidelines for Nurse Practitioners in Gynecologic Settings, 11th Edition – A Comprehensive Gynecology Textbook, Updated Chapters for Assessment and Management of Women's Gynecologic Health.</p>			
<p>776 Adv. FNP-III (6-credits) Pre-req NUR 775</p> <p>Within a nursing science and family/community systems framework, discussions and clinical experiences, covering treatment and symptom management of all family member's acute, chronic and/or rehabilitation health care requirements. Implementation of clinical decision making, interventions and health care protocols,</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Role Development: • Interpersonal Skills • Systems Analysis • Professional Integrity • Nursing Interventions 	<ol style="list-style-type: none"> 1- Synthesize knowledge from the natural/behavioral sciences as a foundation for clinical management of adults and older adults in a primary care setting within their communities. 2- Synthesize knowledge of cultural, legal and ethical health care practices and beliefs as they relate to the adult and older adults and their community. 3- Synthesize knowledge of pathophysiology to perform and interpret common laboratory tests. 4- Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making. 5- Utilize a holistic patient centered care to develop an effective treatment plan. 6- Establish collaborative and consultative relationships to work 	<p>Buttaro, T., Trybulski, J., Polger-Bailey, P., Sandberg-Cook, J. (2020). <i>Primary care: A Collaborative practice</i> (6th ed.). St. Louis, MI: Elsevier-Mosby.</p> <p>American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th ed. Washington, DC.</p> <p>Documentation using Electronic Software program (Typhon Health Solutions)</p> <p>Recommended Texts: Leik Codina, M. Family Nurse Practitioner</p>	<p>1-Exams (3) 45%</p> <p>2-Final Exam – 20%</p> <p>3-HESI – 10%</p> <p>4-Case Study Presentations – 10%</p> <p>5-SOAP Notes – 15%</p> <p>6-Clinical Practicum (200 hrs) - P/F</p> <p>Clinical Log P/F</p> <p>Clinical Evaluation – P/F</p>	<p>Essential I- Background for Practice Science and Humanities</p> <p>Essential II – Organizational and Systems Leadership</p> <p>Essential III – Quality Improvement and Safety</p> <p>Essential IV – Translating and Integrating Scholarship into Practice</p> <p>Essential VIII – Clinical Prevention and Population</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Leadership Competencies • Quality Competencies • Practice Inquiry Competencies • Technology and Information Literacy Competencies • Health Delivery Systems Competencies • Ethics Competencies Independent Practice Competencies

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
emphasizing care management strategies of children/adults/older adults within the context of the family nurse practitioner's role.		<p>within the multidisciplinary group to treat the patient holistically.</p> <p>7- Identify outcome measures to assess the quality of primary care on the adult and older-adult patient within their community.</p> <p>8- Manage acute and chronic illness for this age demographic within the scope of the nurse practitioner's knowledge.</p> <p>9- Promote optimal health and wellness to patients and families within a community as a primary care provider.</p> <p>10- Provide comprehensive and individualized primary care to the older adult patient throughout the health/illness continuum.</p> <p>11- Use current practice guidelines and evidenced based practice to manage illness effectively.</p> <p>12- Use current practice guidelines to order and interpret diagnostic studies to treat and manage health outcomes in the primary care setting.</p>	Certification Intensive Review- Fast Facts and Practice Questions (2018) (3 rd Ed.) New York Springer Publishing Company.		<p>Health for Improving Health</p> <p>Essential IX – Master's Level Nursing Practice</p>	
<p>787- Adv. Prof. Seminar (3-credits)</p> <p>*For Master's and Post-Certificate Programs</p> <p>This course provides the experience for</p>	<p>Knowledge: Synthesize knowledge from nursing and natural and social and human sciences as the foundation for beginning level</p>	<p>1- Utilize knowledge of the research process to complete an evidenced based project.</p> <p>2- Analyze methods related to research in practice.</p> <p>3- Demonstrate skill in scholarly presentation of a project integrating the three approaches to practice.</p>	Melnyk, B. M. & Fineout-Overholt, E. (2018). <i>Evidence-Based Practice in Nursing and Healthcare: A Guide to Best Practice</i> . (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins	<ul style="list-style-type: none"> • EBP Project – 40% (Systematic ROL) • Synthesis Paper – 20% 	<p>Essential IV – Translating and Integrating Scholarship into Practice</p>	<p>Practice Inquiry Competencies</p> <p>Quality Competencies</p> <p>Leadership Competencies</p>

Course Number	Program Objectives	Course Objectives	Required Textbooks Learning Activities	Evaluation	Essentials	NONPF Core Competencies
graduate Nursing students to complete and present their clinical research project, including formal presentation (oral and written) of the results. Note: Final course in the Master of Science in Nursing Program	expertise in advanced practice nursing. Critical Thinking: Demonstrate ways of knowing through research, analysis, and evaluation of nursing theory and reflective practice. Professional Integrity: Apply moral theory to ethical-legal issues in advanced practice nursing.	4- -Demonstrate skill in writing the results of a clinical research project	American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> (7 th ed.). Washington DC: APA Selected websites - EBP	<ul style="list-style-type: none"> • Final Project Paper – 30% • Presentation of Final Project – 10% - 		

**Program Competencies/
BS-DNP Learning Objectives (including MS and DNP)**

Core Competency	Graduate Program Objectives*	DNP Program Objectives*
Knowledge	<ul style="list-style-type: none"> • Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach. 	<ul style="list-style-type: none"> • Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.
Critical Thinking	<ul style="list-style-type: none"> • Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices. 	<ul style="list-style-type: none"> • Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes. • Design, implement, and evaluate care delivery models and strategies to improve population health.
Role Development	<ul style="list-style-type: none"> • Demonstrate leadership role development through clinical expertise, and negotiation and collaboration with multiple stakeholders that influence advanced nursing practice. 	<ul style="list-style-type: none"> • Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings.
Interpersonal Skills	<ul style="list-style-type: none"> • Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders. 	<ul style="list-style-type: none"> • Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care to create change in complex health care delivery systems.
Systems Analysis	<ul style="list-style-type: none"> • Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge. 	<ul style="list-style-type: none"> • Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system.
Professional Integrity	<ul style="list-style-type: none"> • Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies. 	<ul style="list-style-type: none"> • Analyze the scientific, social, ethical, economic, political, legal, and policy components of health care systems which impact health care planning, access, and delivery.
Nursing Interventions	<ul style="list-style-type: none"> • Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care. 	<ul style="list-style-type: none"> • Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations. • Access, utilize, and manage information system technology and health care informatics systems for care delivery, systems operations and quality improvement.

BS-DNP COURSES

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
<p>NUR 800 Leadership In Complex Health Care Systems (3 Credits) Pre/Co-req.: NUR 800</p> <p><i>Varied by Pathway</i> BS to DNP Sixth Semester (FT); Eighth Semester (PT)</p> <p>Post-Master's to DNP Third Semester (FT); Sixth Semester (PT)</p> <p>FNP- & PNP-to-DNP First Semester (FT & PT)</p> <p>This course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra- professional collaboration.</p>	<ol style="list-style-type: none"> 1. Analyze theories of leadership and management relevant to advanced practice nursing including organizational, financial and regulatory forces that impact patient care. 2. Evaluate the impact of organizational and management theories and nursing care delivery models on healthcare organizations. 3. Evaluate the role of teamwork to promote interprofessional collaboration for improving healthcare outcomes. 4. Analyze patient safety goals and the advanced practice nurse's role in developing and implementing initiatives to promote quality outcomes. 5. Evaluate frameworks for quality improvement in healthcare including theories of quality management and the 	<p>Required Text: Rundio, A., & Wilson, V. (2014). The doctor of nursing practice and the nurse executive role. IL: Wolters Kluer. ISBN: 9781451195170. List price \$76.99</p> <p>Required Readings – articles from selected professional journals and websites will be assigned.</p> <p>Recommended Texts: American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i>. 7th Edition. Washington, DC: American Psychological Association. \$28.95</p> <p>A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.</p>	<ul style="list-style-type: none"> • Leadership Analysis Action Plan– 40% • Regulatory Practice Change Assignment – 25% • Reflections on assigned readings (healthcare policies, laws, institutional, government, international regulations, ethics and healthcare policies) – 35% 	Scientific Underpinnings for Practice	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Leadership Competencies 	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis • Role Development

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations.	<p>principles of risk management.</p> <p>6. Discuss legal, regulatory, advocacy and ethical issues in the workplace as they relate to advanced practice nursing.</p> <p>7. Analyze the impact that cultural and generational gaps play in leadership style.</p> <p>8. Analyze social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable.</p>					
<p>NUR 801 Evidence Based Practice I: Methods (3-credits)</p> <p>The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to</p>	<p>1. Critically appraise existing literature, research studies, clinical guidelines, and protocols for translation to clinical practice.</p> <p>2. Analyze epidemiological, biostatistical, environmental and other appropriate data related to individual, aggregate, and population health</p> <p>3. Distinguish between quality improvement, research, and evidence-based</p>	<p>Articles from selected professional journals & websites will be assigned.</p> <p>Required References – PRISMA and Squire Guidelines,</p> <p>American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> (7th ed.). Washington DC: APA</p> <p>A list of selected journal articles and additional readings will be provided</p>	<p>1. EBP Application Paper– Systematic ROL 40%</p> <p>2. Scholarly Participation – 25%</p> <p>3. Reflections on Research Articles (e-Journal) – 35%</p>	<ul style="list-style-type: none"> • Scientific Underpinnings for Practice (I) 	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Ethics Competencies • Policy Competencies 	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes.	<p>practice approaches to improve health outcomes</p> <ol style="list-style-type: none"> 4. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations 5. Evaluate research designs for congruence and merit to generate sound evidence for clinical practice. 6. Synthesize relevant theory and research on a relevant clinical practice issue for application to practice. 	during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.				
<p>NUR 802- Evidence Based Practice II: Implementation & Evaluation (3 credits)</p> <p>Pre-req: NUR 801</p> <p>The course builds upon an introductory knowledge of nursing theory and the ability to analyze and evaluate selected theoretical models within nursing. Students will critically</p>	<ol style="list-style-type: none"> 1. Evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable patient-centered care. 2. Apply relevant findings to develop practice guidelines and improve practice 3. Use information technology and research methods appropriately to generate evidence for nursing practice 	<p>Articles from selected professional journals and websites will be assigned.</p> <p>American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> (7th ed.). Washington DC: APA</p> <p>A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via</p>	<ol style="list-style-type: none"> 1. Theoretical Model Presentation– 25% 2. Theory Model Paper – 40% 3. Discussion board – 35% 	Scientific Underpinnings for Practice	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Technology & Information Literary Competencies 	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
evaluate, compare, and contrast relevant theoretical approaches for utilization in advanced nursing practice. Using theory as a guide, students will develop their theoretical model using clinically relevant strategies aimed at improving health and/or health care in diverse settings.	<ol style="list-style-type: none"> Synthesize evidence from quantitative and qualitative studies used in advanced practice nursing. Design a theoretical approach to explain a phenomenon in advanced clinical nursing practice. 	Lehman College Library E-journals.				
<p>NUR 803 Theories in Transcultural Nursing and Health (3-Credits)</p> <p>This course provides essential tools for understanding cultural differences, values, belief systems and practices that are specific to various groups of people/cultures, and approach to providing nursing care that is both culturally competent</p>	<ol style="list-style-type: none"> Synthesize various theories on culture and health as they relate to advanced nursing practice Employ research methods that investigate cultural phenomena and evaluate interventions Develop understanding of and sensitivity to diverse cultural populations and organizations Develop approach to work collaboratively with culturally diverse individuals, groups, and organizations to facilitate best practices in research and health policy development 	<p>McFarland, M. & Wehbe-Alamah, H. (2017). <i>Leininger's Transcultural nursing: Concepts, theories, research and practice</i>. 4th Edition. New York: McGraw-Hill. ISBN10: 007184113X; ISBN13: 9780071841139. Price \$78.00.</p> <p>Required Readings – articles from selected professional journals and websites will be assigned.</p> <p>Recommended Texts: American Psychological Association. (2020). <i>Publication manual of the American Psychological</i></p>	<ol style="list-style-type: none"> Paper on a theory of culture and health – 20% Cultural assessment paper & presentation – 30% Cultural phenomenon paper – 25% Reflections on assigned readings (Case Studies of selected cultures and healthcare beliefs practices) – 25% 	<p>I- Scientific Underpinnings for Practice</p> <p>VI- Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>	<ul style="list-style-type: none"> Scientific Foundation Competencies Quality Competencies Practice Inquiry Competencies 	<ul style="list-style-type: none"> Knowledge Critical Thinking Systems Analysis Professional Integrity Interpersonal Skills

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
and culturally sensitive in nature.	5. Use analytic methods to determine the best approaches to culturally congruent care using inter-professional and transcultural teams in various healthcare delivery systems	<p><i>Association</i>. 7th Edition. Washington, DC: American Psychological Association. ISBN-13: 978-1433832161 \$28.79. ISBN-10: 143383216X. \$28.79.</p> <p>A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals</p>				
<p>NUR 805 Epidemiology (3 Credits)</p> <p>This course focuses on improving individual and population health outcomes through the use of descriptive and epidemiologic principles and advanced nursing science in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and</p>	<ol style="list-style-type: none"> 1. Articulate the importance of epidemiology to advanced practice nursing. 2. Describe concepts of disease rates, sensitivity, specificity, predictive values, risk, and probability. 3. Access vital statistics essential to community health policy. 4. Evaluate screening and surveillance programs (including sensitivity, specificity, and predictive values). 5. Evaluate existing data as sources of 	<p>Articles from selected professional journals and websites will be assigned.</p> <p>A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.</p> <p>Recommended Texts: American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i>. 7th Edition. Washington, DC:</p>	<ol style="list-style-type: none"> 1. Epidemiology concept paper– 35% 2. Power point presentation of a public health issue – 30% 3. Written exam based on Epidemiologic concepts– 35% 	<p>I- Scientific Underpinnings for Practice</p> <p>VII- Clinical Prevention and Population Health for Improving the Nation's Health</p> <p>VIII-Advanced Nursing Practice</p>	<ul style="list-style-type: none"> • 1-Scientific Foundation Competencies • Quality Competencies • Practice Inquiry Competencies 	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health.	<p>information for primary, secondary, and tertiary levels of prevention.</p> <p>6. Evaluate published epidemiologic studies for findings applicable to one's practice as an advanced practice nurse.</p> <p>7. Use an epidemiologic approach to measure the occurrence of health, disease, or injury in selected populations.</p> <p>8. Compare and contrast research designs commonly used in epidemiologic research.</p>	American Psychological Association. ISBN-13: 978-1433832161 \$28.79. ISBN-10: 143383216X. \$28.79				
<p>NUR 806 Genomics – (3 credits) Pre-req:NUR 801</p> <p>This course provides for in-depth review and analysis of genetic influences and determinants affecting the health of individuals, families, and communities. It involves I review of scientific study of complex diseases and diagnostic methods,</p>	<p>1- Analyze basic patterns of biological inheritance and variations of care of families and within populations.</p> <p>2- Utilize knowledge of disease-associated genetic variations to facilitate interprofessional interventions.</p> <p>3- Design a holistic approach to nursing care for patients with genetic disorders; considering legal and</p>	<ul style="list-style-type: none"> • Kenner, C. & Lewis, J.A. (2013). <i>Genetics and genomics in nursing</i>. Boston, MA: Pearson. • Beery, T. & Workman, M. (2012). <i>Genetics and genomics in nursing and healthcare</i>. Philadelphia, PA: F.A. Davis. ISBN 13: 978-0803624887. List price \$49.92 • Black Monsen, R. (2009). <i>Genetics and ethics in healthcare new</i> 	<p>1-Class Discussions – 20%</p> <p>2-Group Assignments – 30%</p> <p>3-Lab Participation -10%</p> <p>4-Research Paper – 40%</p>	<p>I- Scientific Underpinnings for Practice</p> <p>VII- Clinical Prevention and Population Health for Improving the Nation's Health</p> <p>VIII-Advanced Nursing Practice</p>	<p>1-Scientific Foundation Competencies</p> <p>2- Quality Competencies</p> <p>3- Ethics Competencies</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis • Professional Integrity • Nursing Interventions

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
treatments, and therapies for these conditions. The course focuses on the use of data to support decision making to improve the health of individuals and aggregates. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Ethical, legal, and social implications of genomic knowledge are appraised.	ethical issues, and various factors that influence the patient's ability to use genetic information and services.	<p>questions in the age of genomics in health. Silver Spring, MD: American Nurses Association. ISBN 13: 978-1558102637. List price \$19.99</p> <p>Required Readings – articles from selected professional journals and websites will be assigned.</p> <p>Recommended Texts: American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i>. 7th Edition. Washington, DC: American Psychological Association. ISBN-13: 978-1433832161 \$28.79. ISBN-10: 143383216X. \$28.79</p>				
<p>NUR 807 - Financial Management and Budget Planning (3 Credits) Pre/Co-req: NUR 800</p> <p>This course provides students with the financial management tools needed to analyze financial statements and cost</p>	<p>1- Critically examine financial management models and strategies for their application to healthcare systems</p> <p>2- Analyze political and market forces affecting financial management of healthcare.</p> <p>3- Examine the financial requirements of healthcare systems in</p>	<p>TBA</p> <p>ADDITIONAL REQUIRED READINGS: Selected articles from professional journals and websites will be assigned</p> <p>Recommended Texts: American Psychological Association. (2020).</p>	<p>Paper I – 30% Analysis of political and market forces affecting financial management of healthcare</p> <p>Paper II- 30% Design of a long-term financial management plan for a selected healthcare organization</p>	<p>II- Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>IV- Information Systems/Technology and Patient Care Technology</p>	<p>1- Scientific Foundation Competencies</p> <p>2- Quality Competencies</p> <p>3- Leadership Competencies</p> <p>4- Health Delivery System</p>	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis • Role Development

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
considerations in health care and to employ effective methods for initiating change within health care systems.	<p>the provision of quality, affordable, and accessible healthcare.</p> <p>4- Design plans for long-term financial management of specific healthcare systems</p> <p>5- Analyze the leadership role of nursing in strategic planning of the financial needs for various health systems.</p>	<p><i>Publication manual of the American Psychological Association</i>. 7th Edition. Washington, DC: American Psychological Association. ISBN-13: 978-1433832161 \$28.79. ISBN-10: 143383216X. \$28.79</p>	<p>Case Study Presentation-25%</p> <p>Design of a long-term financial management plan for a selected healthcare organization</p> <p>Journal reflections – 15% on assigned readings and class discussions (analysis of nursing leadership role in strategic planning for financial needs)</p>	for the Improvement and Transformation of Health Care		
<p>NUR 808 Health Policy (3 Credits) Pre-req: NUR 802</p> <p>This course focuses on the societal and organizational context of the delivery of nursing services across various settings. Cases and current trends are emphasized in this seminar.</p>	<p>1- Analyze historical, political, and economic forces that influence health policy.</p> <p>2- Critically examine various health care policy models and their impact on primary care and advanced nursing practice.</p> <p>3- Forecast healthcare policy changes using normative issues and cross-national perspectives.</p> <p>4- Examine the DNP role in contributing to the development of health policy within the context of health promotion and disease prevention activities, and reduction of healthcare disparities.</p>	<p>Articles from selected professional journals and websites will be assigned. A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.</p> <p>Recommended Texts: American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i>. 7th Edition. Washington, DC: American Psychological Association. ISBN-13: 978-1433832161 \$28.79. ISBN-10: 143383216X. \$28.79</p>	<p>1. Policy Analysis paper– 35%</p> <p>2. Reflections on assigned readings (healthcare policies, laws, institutional, government, international regulations, ethics and healthcare policies) – 25%</p> <p>3. Development of a Health Policy Outline to reduce a health disparity– 40%</p>	<p>V. Health Care Policy for Advocacy in Health Care</p> <p>VII- Clinical Prevention and Population Health for Improving the Nation's Health</p> <p>VIII. Advanced Nursing Practice</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Quality Competencies • Ethics Competencies • Policy Competencies • Leadership Competencies 	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis • Professional Integrity • Role Development

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
<p>NUR 809 – Practicum I-Health Literacy and Primary Care (3 Credits)</p> <p>Pre-requisites NUR 800, NUR 801, NUR 802, NUR 803, NUR 805, NUR 806, NUR 807, NUR 808</p> <p>COURSE DESCRIPTION: This practicum course provides the student a beginning opportunity for directed practice experiences with healthcare experts in the Family Nurse Practitioner specialty area. The course focuses on identifying a clinical problem, developing a feasibility study, and designing a strategic plan within the context of the organization. The emphasis is on application rather than statistical theory.</p>	<ol style="list-style-type: none"> 1. Identify a clinical problem related to health literacy to improve patient care outcomes within a health care organization 2. Use outcomes from EBP-I (Methods) and EBP-II (Implementation & Evaluation) to design a strategic plan to improve patient care outcomes within a health care organization 3. Work collaboratively with an expert in selected clinical focus area 4. Develop an evidence-based practice proposal 	<p>Required Readings – articles from selected professional journals and websites will be assigned.</p> <p>Recommended Resources – PRISMA and Squire Guidelines</p> <p>Recommended Texts: American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i>. 7th Edition. Washington, DC: American Psychological Association. ISBN-13: 978-1433832161 \$28.79. ISBN-10: 143383216X. \$28.79</p> <p>Documentation using Electronic Software program (Typhon Health Solutions)</p>	<ol style="list-style-type: none"> 1. Reflection (E-portfolio) – 15% 2. Article critiques – 15% 3. Final project (proposal) – 60% 4. Presentation of final project – 10% 	<p>III – Clinical Scholarship and Analytical Methods for EBP</p> <p>IV- Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</p> <p>VI- Interprofessional Collaboration for Improving Patient and Population Health</p> <p>VIII. Advanced Nursing Practice</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Quality Competencies • Technology and Information Literacy Competencies • Policy Competencies • Ethics Competencies • Independent Practice Competencies • Leadership Qualities • Health Delivery Systems Competencies 	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis • Professional Integrity • Role Development • Interpersonal skills • Nursing Interventions
<p>NUR 810 Practicum II & Chronic Disease Management</p>	<ol style="list-style-type: none"> 1- Analyze elements of scientific rigor in research. 2- Synthesize major findings in the literature 	<p>TBA</p> <p>Recommended Texts: American Psychological Association. (2020).</p>	<ol style="list-style-type: none"> 1. Identify a clinical practice problem or issue and review the relevant literature. 	<p>III – Clinical Scholarship and Analytical Methods for EBP</p>	<ul style="list-style-type: none"> • Scientific Foundation Competencies • Quality Competencies 	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
<p>(6 Credits – 200 Clinical Hours)</p> <p>Pre-req - NUR 809 (Practicum I)</p> <p>COURSE DESCRIPTION: This practicum course provides the student with continued opportunities for directed practice experiences with healthcare experts in the <i>Family Nurse Practitioner</i> specialty area. The learner will build upon advanced specialty knowledge and skills at increasing levels of complexity. In collaboration with faculty and practice experts, the student will design, implement, evaluate, and disseminate the DNP Scholarly Project. <i>Enrollment in this course will be repeated in the subsequent semester until requirements for the DNP capstone project are met.</i></p>	<p>related to specific nursing questions</p> <p>3- Critically evaluate research reports and levels of evidence in terms of design, sampling, instrumentation, data collection and analysis, and interpretation of findings.</p> <p>4- Analyze research findings for their applicability to evidence-based practice and advancement of nursing science.</p> <p>5- Develop a research utilization paper regarding a specific nursing practice question or problem using published research findings as evidence for the solution proposed.</p> <p>Project Specific Objectives</p> <p>These objectives will be generated by the student in conjunction with the faculty advisor and should be linked to the DNP program objectives.</p>	<p><i>Publication manual of the American Psychological Association.</i> 7th Edition. Washington, DC: American Psychological Association. ISBN-13: 978-1433832161 \$28.79. ISBN-10: 143383216X. \$28.79</p> <p>Documentation using Electronic Software program (Typhon Health Solutions)</p>	<p>2. Develop a comprehensive, site-specific project plan in collaboration with the sponsoring health facility that addresses an advanced practice problem within the clinical context.</p> <p>3. Implement a context-sensitive clinical project.</p> <p>4. Evaluate and disseminate clinical scholarship knowledge.</p> <p>5. Documentation of meeting DNP competencies and practice hours in electronic.</p> <p>Grading Scale This clinical course is graded pass/fail. The Committee Chair and Clinical Mentor evaluate a student's progress on his/her DNP Scholarly Project and the written self-reflection entered in the DNP portfolio.</p>	<p>IV- Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</p> <p>VI- Interprofessional Collaboration for Improving Patient and Population Health</p> <p>VIII. Advanced Nursing Practice</p>	<ul style="list-style-type: none"> • Technology and Information Literacy Competencies • Policy Competencies • Ethics Competencies • Independent Practice Competencies • Leadership Qualities • Health Delivery Systems Competencies 	<ul style="list-style-type: none"> • Professional Integrity • Role Development • Interpersonal skills • Nursing Interventions

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
<p>NUR 811 Practicum III: Health Improvement & Maintenance (6CrS – 200 Clinical Hours) Pre-req: NUR 810 (Practicum II)</p> <p>COURSE DESCRIPTION: This course involves the continuation of the practice and quality improvement initiative begun in DNP Practicum I and DNP Practicum II. The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. This substantive project should make a significant, evidence-based contribution to existing nursing knowledge.</p>	<ol style="list-style-type: none"> 1. Synthesize and integrate theory and knowledge from nursing science with the biophysical, psychosocial, analytical, and organizational sciences as the foundation for the highest level of nursing practice. 2. Enact leadership, critical thinking, and effective communications skills to design, evaluate, and improve the implementation of quality advanced nursing services. 3. Analyze the evidence for its validity, predicted impact, and potential applicability to the proposed question or issue. 4. Synthesize findings and draw conclusions to address the issue and propose solutions 5. Analyze the limitations of the project and proposed solutions. 6. Provide a scholarly presentation related to the project. 	<p>TBA</p> <p>Recommended Texts: American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i>. 7th Edition. Washington, DC: American Psychological Association. ISBN-13: 978-1433832161 \$28.79. ISBN-10: 143383216X. \$28.79</p> <p>Documentation using Electronic Software program (Typhon Health Solutions)</p>	<ol style="list-style-type: none"> 1. Successfully complete DNP Scholarly Project that addresses an advanced practice problem within a clinical context 2. Evaluate and disseminate clinical scholarship knowledge 3. Successfully defend Scholarly Project 4. Document meeting of DNP competencies and practice hours in electronic health system <p>Grading Scale This clinical course is graded pass/fail. The Committee Chair and Clinical Mentor evaluate a student's progress on his/her DNP Scholarly Project and the written self-reflection entered in the DNP portfolio.</p>	<p>III – Clinical Scholarship and Analytical Methods for EBP</p> <p>IV- Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</p> <p>VI- Interprofessional Collaboration for Improving Patient and Population Health</p> <p>VIII. Advanced Nursing Practice</p>	<ul style="list-style-type: none"> • 1Scientific Foundation Competencies • Quality Competencies • Technology and Information Literacy Competencies • Policy Competencies • Ethics Competencies • Independent Practice Competencies • Leadership Qualities • Health Delivery Systems Competencies 	<ul style="list-style-type: none"> • Knowledge • Critical Thinking • Systems Analysis • Professional Integrity • Role Development • Interpersonal skills • Nursing Interventions

Course	Course Objectives	Required Texts	Evaluation Methods	DNP Essentials	NONPF Core Competencies	Program Objectives*
	<p>7. Defend an evidence-based practice proposal.</p> <p>Project Specific Objectives</p> <p>These objectives will be generated by the student in conjunction with the faculty advisor and should be linked to the DNP program objectives.</p>					

Appendix III-F.1: Alignment of DNP Program Objectives with BS and MS Program Objectives

AACN DNP Essentials*	DNP Program Objectives	Graduate Program Objectives	Undergraduate Program Objectives
1-Scientific Underpinnings for practice	<ul style="list-style-type: none"> Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice. 	<ul style="list-style-type: none"> Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices. AACN Essentials I & V Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach. AACN Essentials I & V 	<ul style="list-style-type: none"> Demonstrate an understanding of the basic research process and evaluate nursing research outcomes in terms of applicability to professional nursing practice. AACN Essential III Demonstrate competency in the practice of nursing by applying knowledge from nursing science, the physical and human sciences, and the humanities to promote, protect, maintain and restore optimal health. AACN Essential I
2-Organizational and Systems Leadership for Quality Improvement and Systems Thinking	<ul style="list-style-type: none"> Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings. Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes. 	<ul style="list-style-type: none"> Demonstrate leadership role development through clinical expertise, and negotiation and collaboration with multiple stakeholders that influence advanced nursing practice. AACN Essential IV 	<ul style="list-style-type: none"> Apply leadership and communication skills to affect change and effectively implement patient safety initiatives to improve and monitor the quality of healthcare delivery for diverse populations. AACN Essential II
3-Clinical Scholarship and Analytical Methods for Evidence-Based Practice	<ul style="list-style-type: none"> Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system. 	<ul style="list-style-type: none"> Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach to professional practice. AACN Essentials I & V 	<ul style="list-style-type: none"> Integrate best practices, clinical judgment, inter-professional perspectives, and patient preference in planning, implementing, and evaluating outcomes of care. AACN Essential III
4-Information Systems/Technology and Patient Care Technology for the Improvement and Transformation	<ul style="list-style-type: none"> Access, utilize, and manage information system technology and health care informatics systems for care delivery, systems 	<ul style="list-style-type: none"> Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care. AACN Essentials V & VII 	<ul style="list-style-type: none"> Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. AACN Essential IV Uphold ethical standards related to data security, regulatory requirements,

AACN DNP Essentials*	DNP Program Objectives	Graduate Program Objectives	Undergraduate Program Objectives
of Health Care	operations and quality improvement.		confidentiality, and client's right to privacy. AACN Essential IV
5-Health care policy for advocacy in health care	<ul style="list-style-type: none"> Analyze the scientific, social, ethical, economic, political, legal, and policy components of health care systems which impact health care planning, access, and delivery. 	<ul style="list-style-type: none"> Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge. AACN Essential II Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies. AACN Essential III 	<ul style="list-style-type: none"> Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare policy, delivery and practice. AACN Essential V
6-Interprofessional Collaboration for Improving Patient and Population Health Outcomes	<ul style="list-style-type: none"> Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care to create change in complex health care delivery systems. 	<ul style="list-style-type: none"> Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders. AACN Essential VI 	<ul style="list-style-type: none"> Demonstrate professionalism, including demeanor, respect for self and others, and attention to professional boundaries. AACN Essential VIII Access inter-professional and intra-professional resources to resolve ethical and other practice dilemmas and to prevent unsafe, illegal, or unethical care practices. AACN Essential VIII
7-Clinical prevention and population health for improving the nation's health	<ul style="list-style-type: none"> Design, implement, and evaluate care delivery models and strategies to improve population health. 	<ul style="list-style-type: none"> Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge. AACN Essential II 	<ul style="list-style-type: none"> Implement holistic, patient-centered care across the health illness continuum, across the lifespan, and in a variety of healthcare settings. AACN Essential IX
8-Advanced nursing practice	<ul style="list-style-type: none"> Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations. 	<ul style="list-style-type: none"> Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach to professional practice. AACN Essentials I & V 	<ul style="list-style-type: none"> Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations, using a human science perspective to promote health. AACN Essential VII Articulate the unique nursing perspective in collaboration with other disciplines to optimize patient outcomes. AACN Essential VI

Appendix III-J.1: Faculty Meeting Minutes: April 5, 2021

Lehman College Department of Nursing

Date: April 5, 2021; Time: 1:00 -4:04 PM

Present: C. A. Georges (presiding), C. Baraldi, J. Bear-Platz, C. Bues, B. Baldwin, M. Brown, A. Bux, E. Campbell, M. Clifford, F. Contreras, A. Davis, C. Dobson, J. Dyer, C. Gordon, S. Hankin, C. Harcum, B. Hernandez-Acevedo, W. Johnson, M. Joseph, G. Lancaster, P. Lang, T. Lundy, S. Maldonado, M. Mathews, I. Moran, N. Nurse, S. Pena, S. Rivera, R. Swarton, K. Scott, M. Tesoro, M. Whetsell

Absent/Excused: I. Robinson

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<p>Chairperson's Report</p> <ul style="list-style-type: none"> • Budget & Needs for Summer & Fall courses • Advisement & Permissions • NCLEX Review Approved 	<p>Courses to be conducted - summer and fall 2021 semesters are: HIN 268, 269, NUR 301 (accelerated), 300, 409 (accelerated), 766, 767. No clinicals for graduate program.</p> <p>Issues with HIN 268 & 269, person who previously provided advisement is on paternity leave and was not replaced. Faculty will give advisement and approval for pre-licensure students during office hours.</p> <p>P&B approved the use of material fees for a 5-week NCLEX review course for graduating seniors through NCSBN (as suggested by Dr. Acevedo). Dr. Baraldi will have the key to provide access to the NCLEX-RN online review course. Once the program is opened by the student, they have 5 weeks to complete the review. Dr. Acevedo suggested graduates access the course once the NCLEX exam date is received. Discussion about delays in taking the NCLEX and release of student records during the pandemic ensued. Dr. Georges explained that it takes almost 1 month to close students' accounts, and the college decides whether to</p>	<p>Faculty & adjuncts acknowledged & thanked faculty for volunteering to teach during summer and fall semesters</p> <p>Dr. Georges will follow up with college to elicit additional resources. Fatima will send schedule of courses to faculty so they can give permissions for 268 & 269</p> <p>College will pay for the NCLEX course. An end-product from the review is necessary.</p> <p>Students typically receive exam date by July.</p>

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<ul style="list-style-type: none"> <li data-bbox="203 306 472 342">• Skills Training kits <li data-bbox="203 569 415 636">• Update Digital Measures <li data-bbox="203 1045 391 1081">• SETL results <li data-bbox="203 1266 500 1371">• Accreditation Standards & NCLEX pass rates increase <li data-bbox="203 1745 492 1812">• Faculty positions for DNP program 	<p data-bbox="532 306 1044 594">release a student’s record based on clearance status. The Department will purchase modular skills trainer kits from Laerdal to be implemented beginning in NUR 303 (Nursing Interventions II). This will help students practice skills while lab is unavailable.</p> <p data-bbox="532 636 1036 1108">By Friday, 4/9/21, full-time faculty must have digital measures up-to-date. If nothing to report, state that, otherwise update research and other activities as indicated. Data must be available to report various outcomes to NYS & accreditors (e.g., how many faculty have published, SETL’s, student satisfaction, changes in curriculum, syllabi, etc.) College does have specific criteria and expectations re: faculty publications, teaching, SETL’s etc.</p> <p data-bbox="532 1150 1044 1287">Mean results decreased. Must pay attention to students’ responses. Faculty to review and make improvements as indicated.</p> <p data-bbox="532 1371 1036 1843">Effective April 1, 2021, outcomes of first-time takers of the NCLEX-RN must meet a minimum of 80% pass rates. Last year’s pass rates were 79%. Must improve. NYS tracks over 5 years; CCNE tracks over 3-year periods. Dr. Georges proposes an intensive curriculum and policy workshop before the end of the semester to address issues with pass rates. Faculty must examine and address issues identified on SETL’s</p>	<p data-bbox="1068 306 1401 415">Students will sign for and be given a kit for training and practice.</p> <p data-bbox="1068 562 1409 636">Acknowledged by faculty. Will update as indicated.</p> <p data-bbox="1068 1035 1409 1224">Dr. Georges will discuss overall results with Dr. Baraldi in the context of curriculum. Will schedule workshop to be assistive.</p> <p data-bbox="1068 1266 1409 1402">Must ensure vigilance in courses and take measures to correct “cheating” and maintain test integrity.</p> <p data-bbox="1068 1738 1409 1843">P&B recommended Dr. Darlene Dickson to fill the position.</p>

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<ul style="list-style-type: none"> <li data-bbox="203 422 430 457">• Adjunct Faculty <li data-bbox="203 680 407 747">• Family Health Project <li data-bbox="203 936 423 972">• CCNE site visit <li data-bbox="203 1268 396 1335">• Professional Development <li data-bbox="203 1751 483 1787">• Holistic Admissions 	<p data-bbox="532 306 1024 380">K. Sharbaugh left, leaving 1-DNP line to be filled with a substitute.</p> <p data-bbox="532 417 1008 491">1-DNP substitute line is available for fall 2021.</p> <p data-bbox="532 569 980 814">All adjunct and P/T faculty are expected to return this fall 2021. S. Rivera will teach HIN 268. Dr. Georges expressed gratitude for P/T-adjunct faculty for their clinical expertise during difficult times and conditions.</p> <p data-bbox="532 852 1040 1077">Dr. I. Robinson is participating with the family health project for FNP Residency. Dr. Georges will meet with sponsors on April 15th or 16th to discuss implications for recent loss of accreditation –</p> <p data-bbox="532 1115 1024 1293">Site visit for DNP and Master’s program is scheduled for 1/19 – 1/21/21. FNP pass rates for first time exam takers must be 80% or greater to achieve reaccreditation.</p> <p data-bbox="532 1478 1040 1839">Dr. Georges elicited feedback re: “what do you need from the department to help in professional development if budget can be obtained? Some suggestions were: 1) course in civility and respect for students; 2) NCLEX question writing, 3) addressing learning styles in academia, concept mapping workshop. Discussion about students being disrespectful and the</p>	<p data-bbox="1066 306 1360 415">DNP faculty will coordinate courses and lead projects.</p> <p data-bbox="1066 453 1373 596">Fatima reported adjunct lecturers and clinical positions are currently filled for fall 2021.</p> <p data-bbox="1066 716 1414 858">HRSA requires the program be accredited by a national accrediting body or approved by the state.</p> <p data-bbox="1066 936 1409 1255">If pass rates for FNP are 80% of better & all other standards are met, accreditation will be effective 1/19/22. Students who finish in December could graduate from an accredited program as of Feb. 2022.</p> <p data-bbox="1066 1293 1414 1619">Suggestions will be reviewed in Faculty Affairs and other committees. Plans to include civility and respect content in new student orientation – referred to the Admissions Committee.</p> <p data-bbox="1066 1776 1403 1839">GPA and other criteria are considered.</p>

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<ul style="list-style-type: none"> • Inclusive Admissions • Issues with NCLEX Pass rates & suggestions. <p>Proposal regarding increasing grade to pass courses</p> <p>Essentials of Baccalaureate & Graduate Nursing</p> <p>McCaulay's Honors Webinar</p> <p>RN-BS webinar</p> <p>NUR 409 faculty</p> <p>Reshaping courses</p>	<p>need to include civility in courses &/or orientation.</p> <p>Must take into account the student's totality in considering admission Some freshman students are admitted with a GPA of B or better.</p> <p>Lehman is a Hispanic serving institution but Hispanic students are <30%. Discussed what else we can do to help Latin X students?</p> <p>80% NCLEX pass rates are needed for accreditation. Last year, pass rates were 79%. Discussed the imperative to improve pass rates. Also discussed the need to review rigor of course content. M. Tesoro stated Prep-U was implemented in NUR 303 and accounted for 10% of the course grade, which may have significantly contributed to final passing grades. In 405, adaptive quizzing does not capture content.</p> <p>Dr. Georges recommended increasing the pass rates for undergraduate exams from 73% to 75%, effective Sept. 2022.</p> <p>Dr. Georges encouraged faculty to review the Essentials and use as a roadmap to curriculum development and evaluation.</p> <p>Webinar scheduled Friday, 4/12/21. Will feature the families of Yasmin and Ismael Mohammed (prior Lehman nursing students).</p>	<p>Faculty will consider potential issues and solutions.</p> <p>Referred to Curriculum Committee – to reevaluate grading of adaptive quizzes by Prep-U. Must also examine “what we are measuring” and compare to the essentials of baccalaureate education.</p> <p>To be referred to Student Affairs for follow-up and recommendations.</p> <p>Workshop planned for the summer to strategize for increasing NCLEX pass rates.</p> <p>Dr. Georges will address the webinar.</p> <p>To follow-up during May's faculty workshop.</p> <p>To consider and follow-up in May's workshop.</p>

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<p>Respondus Lockdown Browser</p> <p>Video access for classroom instruction</p> <p>Graduate Program & Curriculum Report – Dr. Campbell</p> <ul style="list-style-type: none"> • Meeting date change • Curriculum evaluation • APRN- ANCC test results & progression <p>DNP Applications</p> <p>Remote Registration</p>	<p>Drs. Dyer, Dobson and Georges will attend the webinar from HHC, to recruit from RN’s returning to school for BS (in lieu of “BSN in 10” requirements).</p> <p>Seeking faculty to teach NUR 409 online (6 credits). Course needs to be reshaped for Spring 2022</p> <p>Dr. Georges suggested re-thinking RN-BS course using 6 weeks blocks. Also suggested rethinking DNP as a hybrid course.</p> <p>Purchased by the college to block access to the internet during testing. Questionable if faculty is able to monitor students or environment during testing.</p> <p>Some faculty asked if students can be mandated to leave video on during virtual classes and testing.</p> <p>Dr. Campbell will be on jury duty 4/19/21. Graduate Curriculum Committee rescheduled to 4/12/21.</p> <p>Committee evaluated courses and curriculum. Analyzed objectives, content and measurements (evaluation) with the Essentials of Graduate Nursing. Identified gaps in legal and cultural content. Exams met course objectives.</p> <p>Data from ANCC on APRN School pass rates 1st time tested were:</p>	<p>To re-think RN-BS and DNP courses.</p> <p>Dr. Nurse-Clarke and Ms. Brown will follow-up.</p> <p>Dr. Georges reported that CUNY rules do not mandate students leave video on.</p> <p>Acknowledged</p> <p>Dr. Campbell sent out an email graduate faculty to examine syllabi with content map by 4/9/21 to discuss at meeting on 4/12/21. Graduate curriculum committee will follow up.</p> <p>Pass rates must be 80% of greater to achieve accreditation.</p> <p>Acknowledged.</p>

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<p data-bbox="199 310 459 415">Proposed change to “Academic progression policy”</p> <p data-bbox="199 1329 427 1623"><i>Undergraduate Program & Admissions - Dr. Dobson</i> Clinical faculty notification of expectations & requirements</p> <ul data-bbox="248 1696 467 1738" style="list-style-type: none"> • Applications 	<p data-bbox="532 310 1036 531">Graduates 2020 = 81.4% (n =43) FNP; 100% (n =3) Post Cert FNP 2019 Grads = (n =25) 68% 2018 Grads = (n =5) 40% Overall school 3-year pass rate (n =76) = 75%. Still below the 80% benchmark</p> <p data-bbox="532 573 1019 646">Less than 10 applications received for fall 2021.</p> <p data-bbox="532 688 922 762">Graduate students can register remotely.</p> <p data-bbox="532 835 1044 1308">Dr. Campbell requested change to the progression policy for graduate students. Dr. Georges reviewed process for submitting proposals through the department, College’s graduate curriculum committee, Senate, Board of Directors, and NYS for a decision. Dr. Baraldi, Chair of Curriculum Committee motioned to waive bylaws regarding 30-day faculty notification for proposal. Seconded by Dr. Lancaster. Motion passed by more than 2/3 of faculty. Bylaws waived.</p> <p data-bbox="532 1350 1036 1854">Dr. Baraldi moved on behalf of the Curriculum Committee of the Whole the “Academic progression policy” proposal and rationale as presented by Dr. Campbell (see attached). Discussion ensued with clarification of rationale – data to be specified in rationale. Discussion concluded. Dr. Campbell presented motion to the curriculum of the whole and to the faculty for vote. Vote carried affirmatively with 2-absentions. Dr. Campbell reported that the 2 graduate</p>	<p data-bbox="1068 310 1328 384">Bylaws for faculty notification waived.</p> <p data-bbox="1068 825 1417 1329">Proposal passed (see addendum attached. Dr. Georges will assess if policy should go to Student Affairs Committee before presenting policy to the College’s Graduate Curriculum Committee. Policy will be presented to College Graduate Curriculum for each program (FNP, PNP and Post-Certificate FNP, PNP programs).</p> <p data-bbox="1068 1476 1393 1581">Faculty should be informed of students and requirements</p> <p data-bbox="1068 1665 1409 1875">Admissions committee to review accelerated student applications. 24 students will be admitted for Summer, 2021(with possibly 32 students).</p>

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<ul style="list-style-type: none"> • Accelerated Students- 2021 <p>Traditional New Student Workshop</p> <p>RN-BS meeting</p> <p><i>Assessment</i> <i>Outcomes: Dr. Judith Dyer</i></p> <p><i>Undergraduate Curriculum</i> <i>Committee: Dr. C. Baraldi</i></p> <p>Review & Revision of Curriculum & HESI results</p> <p><i>Student Affairs:</i> <i>Dr. Theresa Lundy</i> 2021 Student Awards</p>	<p>student representatives agree with the new policy.</p> <p>Faculty requests communication regarding clinical requirements and agency expectations for students and faculty.</p> <p>323 applications were received/ 93 accelerated students with 37 meeting criteria. Exclusion criteria were: ↓GPA, missing pre-requisites, repeating courses, no Bachelor’s degree.</p> <p>Pre-condition acceptance letters (based on passing dosage calculation exam) will be sent to accelerated applicants by 4/13/21. Accelerated student workshop with pharmacology and drug dosage calculation is scheduled April 19-22, 2021.</p> <p>Workshop and orientation scheduled for traditional students June 28-July 1st, 2021 Dr. Nurse-Clarke will put up a Blackboard site for new admissions.</p> <p>Meeting to be scheduled with Dr. Georges.</p> <p>College wants the dept. to begin writing assessment. Curriculum committees with be contacted for input.</p>	<p>Traditional student applications to be reviewed at another time.</p> <p>Admissions committee to meet and plan for orientation. Acceptance letters to be sent out by April 27, 2021.</p> <p>Admissions committee to review applications and plan for orientation.</p> <p>Dates for workshop and drug testing will be forwarded.</p> <p>College’s strategic plan to be reviewed and compared with the department’s strategic plan for consistency.</p> <p>Ongoing.</p> <p>Will continue to review and make revisions and recommendations. Concept mapping needs to be mapped course to course.</p> <p>Candidates accepted. Faculty encouraged to participate in future elections.</p>

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<p>Faculty Senate</p> <p>Evaluation Committee: Dr. M. Tesoro</p> <p>Old Business: Castle Branch verification process</p> <p>New Business: ENRS Conference</p> <p>Delta Zeta Report: Wanda Johnson</p> <ul style="list-style-type: none"> • Induction 	<p>Committee is reviewing the revised course objectives and the revised Essentials of Baccalaureate Nursing. Reviewed exit HESI exam results – information is not specific but deficiencies in therapeutic communication, pain management and comfort measures identified.</p> <p>Dr. Lundy presented slate of candidates, criteria, and results. The following students were selected: <u>Nursing Faculty Award:</u> Wajid Ahmed <u>Joseph H. Schaff Memorial Award:</u> Raven Johnson <u>Pat Kroah Award:</u> Barbara Rodriguez & George Dajic <u>Maurice & Lena Jacobs Memorial Scholarship:</u> Rahana Fardous <u>Mary Fischi Compassion Award:</u> Hever Ayn Vincent Balistoy <u>Certificate of Service:</u> Drucilia Gutierrez & Rahana Fardous <u>Certificate of Academic Excellence & Delta Zeta Award</u> – to be determined based on GPA and induction <u>Harriet Parness Leadership Award</u> - presented by Delta Zeta to Rahana Fardous</p> <p>No report</p> <p>One graduating class in Feb. 2021. No other graduates from the master’s program in 2020. NUR 410 is linked to evaluation for all students Alumni evaluation. No plans yet. 3-year evaluation for all alumni, last done in 2018, results to be reported for 2019-2021.</p>	<p>Only anecdotal information obtained from Feb. 2021 cohort. Dr. Baraldi and Tesoro will follow-up. Remind students to fill out survey.</p> <p>May needed to use the master plan for evaluation.</p> <p>Still being reviewed.</p> <p>Acknowledged</p> <p>Honor cords can be purchased from Dr. Dobson.</p>

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<ul style="list-style-type: none"> <li data-bbox="253 306 461 373">• Membership renewal <li data-bbox="253 495 461 562">• Chapter Key Award <p data-bbox="203 894 337 930">IPE Event</p> <p data-bbox="203 1003 428 1039">NY-SIM Summit</p> <p data-bbox="203 1077 415 1113">NY-SIM Survey</p> <p data-bbox="203 1262 461 1297">Student Vaccinators</p> <p data-bbox="203 1482 472 1518">Asian Student Issues</p> <p data-bbox="203 1703 363 1738">Registration</p> <p data-bbox="203 1808 428 1877">Clinical hours for graduate students</p>	<p data-bbox="532 306 1044 489">Undergraduate program is evaluated every 3 years, next due this year – 2021 Still awaiting clarification on Castle Branch verification process for health clearance requirements.</p> <p data-bbox="532 527 1019 632">Dr. Lundy presented poster at Eastern Nursing Research Society on March 25 2021.</p> <p data-bbox="532 669 1036 816">Induction is Sat, April 24th at 7:00 PM. Keynote speaker will be Dr. Ricardi, STTI President Faculty encouraged to attend and wear purple and honor cord.</p> <p data-bbox="532 854 1003 959">Faculty encouraged to renew membership, if not already done. All officers must be active members.</p> <p data-bbox="532 997 1027 1180">Research and presentations are needed to support Delta Zeta’s application for Chapter Key Award. Faculty encouraged to submit information re: publications and presentation.</p> <p data-bbox="532 1218 967 1287">28 nurses from Sierra Leone were inducted into Delta Zeta.</p> <p data-bbox="532 1367 1011 1514">Dr. Lancaster encouraged faculty and student participation in Interprofessional Education conference, 4/16/21.</p> <p data-bbox="532 1551 1027 1698">CUNY & NYSIM 2nd Annual Summit takes place on April 9th. Want to increase use of NY-SIM site. Survey was emailed to faculty.</p> <p data-bbox="532 1778 1000 1848">CUNY is looking for students to vaccinate individuals in city vaccine</p>	<p data-bbox="1068 306 1377 411">Members can renew by Zelle at lc.deltazeta@gmail.com</p> <p data-bbox="1068 449 1377 554">Acknowledged. Faculty will follow up as requested.</p> <p data-bbox="1068 676 1409 781">Sierra Leone members are currently seeking charter as a chapter in Sigma.</p> <p data-bbox="1068 819 1401 888">Flyers and reminders sent to faculty.</p> <p data-bbox="1068 968 1417 1108">Faculty invited and encouraged to attend. Faculty encouraged to take survey</p> <p data-bbox="1068 1188 1409 1329">Students who took the vaccinator training and learned techniques of IM injections may be eligible.</p> <p data-bbox="1068 1409 1393 1514">Students who feel unsafe should inform Dr. Georges.</p> <p data-bbox="1068 1661 1401 1730">Fatima will send print out of schedule of courses</p> <p data-bbox="1068 1768 1393 1837">Dr. Georges reported the no. of hours are within</p>

Topic	Discussion	Decision
Approval of Minutes	Minutes of 3/1/21 & 1/25/21	Deferred until next meeting
<p>Typhon policy and evaluations</p> <p>Adjournment & Next Meeting</p>	<p>sites. Paid internships for CUNY students at COVID designated sites.</p> <p>Dr. Georges reported some students are feeling intimidated when traveling to clinical sites. Lehman’s role is to promote safety.</p> <p>Summer registration begins April 6th and Fall registration begins April 12th</p> <p>Sue Pena noted graduate students are questioning clinical hours interrupted due to limited availability of clinical sites.</p> <p>Pat Lang asked for clarification about the Typhon policy for clinical evaluations in NUR 405. There are multiple clinical experiences.</p> <p>Meeting adjourned at 4:04 PM.</p>	<p>acceptable NYS parameters.</p> <p>Dr. Georges suggests clinical faculty use the clinical moment for evaluation</p> <p>Next meeting 5/3/21.</p>
Minutes submitted by: Theresa L. Lundy, Secretary Pro tempore		

Addendum

(submitted by Dr. Campbell) – **proposals of this policy will be presented for each graduate nursing program (FNP, PNP and Post-Certificate FNP, PNP programs).*

Change in Degree Requirements, Admission Requirements, Addition or Deletion Area of Concentration Requirements, Dept. Grade Requirements/Progression Criteria, Name of Registered Degree or Certificate Program
(All proposals must be Arial font, 12 point)

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF NURSING**

CURRICULUM CHANGE

Name of Program and Degree Award: Master of Science in Family Nurse Practitioner
Hegis Number:

Program Code:
Effective Term: Fall 2022

1. **Type of Change:** *Dept. Grade Requirements/Progression Criteria*

Good Academic Standing and Probation

<http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Academic-Probation/Good-Academic-Standing-and-Probation>

2. **From:** Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 ~~or more~~ graduate credits, those whose G.P.A. falls ~~to or~~ below a ~~2.50 (2.70 or lower in some programs)~~ will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.

3. **To:** Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 graduate credits, those whose G.P.A. falls below a 3.0 will not be granted an automatic probation period. Students with a grade of B- or less in any NUR course may be terminated from the program. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):** A 3.0 cumulative GPA is required for degree conferral. History of past students with less than a 3.0 GPA during the program indicates delayed degree conferral due to taking non-nursing graduate level courses to elevate the GPA, and poor outcomes on the nursing certification exams. Approximately 1/3 of graduates from January, February 2021 classes had a B-grade in only one NUR course. The majority have passed these graduates passed the ANCC certification exam for Family Nurse Practitioner.

5. **Date of departmental approval:** April 5th 2021

Appendix III-J.2: Graduate Curriculum Committee Minutes 4/20/20

MONDAY, APRIL 20, 2020: 1-3pm

Present: B. Baldwin, C. Bues, A. Bux, E. Campbell, S. Hankin, C. Healy-Sharbaugh, S. Maldonado, I. Robinson, M. Tesoro, M. Whetsell

Topic	Discussion	Recommendation/Action
1-Minutes of March meeting	Minutes were circulated for approval and posted on Blackboard – Nursing Faculty Organization under the Graduate Program Meeting groups for this committee are set up in Microsoft 360	Approved
2-Textbooks	Most required texts are appropriate with no changes.	NUR 774 - New edition of Burns – required text NUR 775 – xxx recommended text. E. Campbell will follow-up with Dr. Lancaster regarding text updates for NUR 720 course
3- Alternate Clinical Assignments – spring, fall terms	Discussion about NONPF and CCNE approval of clinical assignments for spring term courses. National FNP program webinar on alternate clinical assignments indicated no consensus on accepting digital format as a substitute for clinical practicum. Feelings of frustration expressed regarding extra faculty and software company designed assignments for students. All students must upload clinical case logs into Typhon software program for archiving.	Continue to seek NYSDOE, CCNE and NONPF approval of alternate clinical assignments.
	NUR 776 students must complete minimum of 100 clinical hours to qualify for ANCC certification. MS degrees and Post MS certificates awaiting NYSDOE approval.	Clinical faculty to follow-up with their student's clinical attendance logs in Typhon.
	Students experiencing signs of stress from job assignment overload, family illness/death, and anxiety regarding clinical/course grades.	
	Town Hall meeting scheduled with Drs. Georges, Campbell and FNP students to discuss clinical nursing course and program completion concerns. Date TBA. Some faculty requested participation in meeting.	
	College has mental health support for students experiencing personal stress. Dean of Students – S. Bazile Report any positive COVID-testing to College.	
	<ul style="list-style-type: none"> • Cynthia Wilson will be calling clinical sites/preceptors regarding student acceptance for fall term. • Tele-health could be used for clinical in some cases. 	

Topic	Discussion	Recommendation/Action
4- Teaching strategies – synchronous and asynchronous	<ul style="list-style-type: none"> • Digital clinical simulations available at low or no cost to students to support absence of clinical this spring term. • Faculty shared other strategies – You Tube videos with MD students, physical assessment using videos to capture student's skill competence, • Fall courses – online or hybrid format. • Students need exposure to multiple teaching strategies while clinical practicum is on hold. • Question raised about role of adjunct clinical faculty since students not currently in clinical practicum. 	<p>Continue to follow-up with accreditors for approval of alternate clinical assignments for program completion.</p> <p>Adjunct faculty should continue to evaluate student's clinical case reports and clinical attendance logs. Future assignments pending clinical in fall term.</p>
5- ANCC Certification Pass Rate 2020	See attachment. Scores fluctuate annually and showing some improvement but not reaching national benchmarks.	Evaluate the impact of comprehensive final exams on course grades and ANCC pass rates
6- Admissions a. FNP b. DNP - Interviews	<ul style="list-style-type: none"> • Approximately 60 students admitted to FNP program including 4 Advanced Certificate FNP – 5 pending review. • Three DNP applicants – 2 BS-DNP and 1- Post MS-DNP. • Deadline May 15th for DNP applications. • Admission's Committee: E. Campbell, C. Bues, S. Hankin, C. Healy-Sharbaugh, M. Whetsell 	Date and time for interviews TBA.
7-Registration Advisement	<ul style="list-style-type: none"> • E. Campbell and M. Tesoro completing summer and fall term registration advisement. • NUR 774 has 45-50 possible enrolled. Concerns regarding clinical placements for fall raised. 	Continue to assess availability of preceptors and clinical sites accepting students – C. Wilson and E. Campbell
8- Meeting Adjourned	No further business was discussed. Meeting ended at 2:35pm	

Respectfully,
Eleanor T. Campbell
Secretary Pro Temp

Appendix III-J.3: Expectations of Adjunct Faculty

Lehman College, Department of Nursing

Expectations of Adjunct Faculty Reviewed

- You must have the name of the agency and preceptor and you must be in Contact with the preceptor.
- Students without a placement must be reported to Ms. Wanda Johnson (Clinical Placement Coordinator) immediately.
- You are expected to meet with your students, weekly.
- You must review their patient encounters (ongoing)
- You are expected to meet with the students, virtually or in person at least once a semester.
- Review of students' notes in Typhon should be done at specific intervals. You must notify the Graduate Director of students not meeting the outcomes.

September 15t, 2021

Meeting with Adjunct Graduate Faculty via Zoom, Dr. Eleanor Campbell, Director of Graduate Program, Presiding

**STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT
OF PROGRAM OUTCOMES**

Appendix IV-D.1: Graduate Curriculum Committee Meeting Minutes 2-22-21

3-5PM

Present: Barbara Baldwin, Carol Bues, Eleanor Campbell, Sheila Hankin, Sandra Maldonado, Mary Tesoro, Ivreen Robinson, Martha Whetsell. Student Representatives: Romy Fabal, Dina Lemkova-seryy

Topic	Discussion	Recommendation/Action
Old Business		
1. Minutes of 11/16/20 2. Introductions	<p>None</p> <p>Faculty and student representatives (NUR 775) were introduced. Students from NUR 774 and 773/766 cohorts were invited to select 2-representatives but have not replied.</p> <p>A faculty advisor for the Graduate students is needed.</p>	<p>Minutes were unanimously accepted as written.</p> <p>Dr. Baldwin asked to remind the NUR 774 students to select their reps.</p> <p>Students encouraged to seek a faculty advisor from among the Graduate Curriculum Committee members.</p>
3. Clinical Contracts – update 4. Spring term syllabus 5. Course Final Exams, 6. HESI Test Scores	<ul style="list-style-type: none"> Several new contracts have been finalized. More are in progress and are input into Typhon and shared with student cohorts as appropriate. Nora asked for all faculty to submit current course syllabus for review. Majority were received. All were received. Scores are improving but aggregate data for all courses is below the 850 benchmark. Data is available through Elsevier website for Lehman College using faculty accounts. 	<p>Ongoing contracts</p> <p>Nora will follow up with faculty in Nursing Faculty meeting 3/1/21. 720, 787</p> <p>See new business.</p>
<u>New Business</u> FNP Clinical Faculty Meeting– 01/20/21 1. SOAP Note Rubric 2. Office hours 3. Typhon updates	<ul style="list-style-type: none"> Student’s correct documentation of SOAP notes are an ongoing issue Need consistent instructions. Rubric is posted on course Blackboard for all clinical courses. Clinical faculty meet with student cohorts during office hours outside of course lecture time. 	<p>Rubric will be shared on Typhon – E. Campbell</p>

	<ul style="list-style-type: none"> • SOAP notes are now itemized on Typhon (6) for easy submission and grading 	
<p>A. New Business</p> <p>1- HESI Remediation Plan – report from call to Elsevier rep.</p>	<p>1-Schedule of HESI tests 1 week before the final exam does not allow sufficient time for student remediation and faculty feedback. Use of the Codina-Leik review book should be emphasized in all courses where HESI test is given. Review questions are very helpful for students.</p> <p>Individual student remediation not well tracked.</p>	<p>HESI tests will be scheduled at least 2-weeks prior to the course final exam beginning Fall 2021. Faculty will continue to emphasize the use of review questions, Codina-Leik recommended textbook, review areas of weakness identified by test data for cohorts.</p>
<p>2- Test Review Committee Report</p>	<p>Test Review Committee completed review of test items in relation to course objectives on final exams for the following courses: 766 – Majority knowledge base with some analysis, all course objectives measured. 773 – Majority of questions are knowledge base type with a few analysis items. Application and synthesis objectives not measured on final exam – lab session measures these objectives.</p>	<p>Continue with test review for 767 and 774 – March 4th 11am</p> <p>775 and 776 – date TBA</p> <p>NUR 773 test needs more analysis type questions.</p>
<p>3- Academic Progression – policy change proposal</p>	<p>Discussion ensued in support of both policy proposals. Students supported the new proposal as helpful to individual students and program. See attached (pp.5-6).</p>	<p>Unanimous recommendation of policy proposals. Proposals will be presented to Curriculum of the Whole and Nursing Faculty on 3/1/21.</p>
<p>4- Self-Study Report – Course Content mapping, surveys</p>	<p>Mary has a Graduate Exit survey for recent graduates (February 2021) to complete. Important for CCNE accreditation.</p> <p>Nora and Judith are working on the proposal for the MS and Post-Certificate in Education program. Also working on content map for the Self-Study Report for CCNE accreditation of MS and Post Certificate in FNP and PNP programs.</p>	<p>Nora will distribute to graduates using CUNY First email list.</p>
<p>5- Graduate Student Reps</p>	<p>Request return of staff for clinical placement assistance. Extremely difficult finding placements/preceptors using Typhon system. Frequent delays in</p>	<p>Students encouraged to contact Dr. Georges and Dean Harrison regarding concerns and request.</p>

	<p>start and completion of clinical hours.</p> <p>Barriers to hiring of staff related to CUNY budget deficit.</p> <p>Confusion regarding clinical documentation – accurate ICD coding for patient encounters.</p>	<p>Faculty recommended that students do a Google search for codes related to patient diagnoses.</p>
6- Meeting Adjourned	No further business discussed.	Next meeting Monday March 15th

Eleanor T. Campbell/ Secretary Pro Temp

Proposal – Academic Progression

1- Students must maintain a B (3.0) average in each term while enrolled in the Graduate Nursing program. After attempting 9 or more graduate credits, those whose G.P.A. falls to or below a 2.50 (2.70 or lower in some programs) will not be granted an automatic probation period. A student may be on probation only once during their course of study. Students whose cumulative GPA falls below 3.0 more than once will not be allowed to progress in the Graduate Nursing program.

Rationale: A 3.0 cumulative GPA is required for degree conferral. History of past students with less than a 3.0 GPA indicates delayed degree conferral due to taking non-nursing graduate level courses to elevate the GPA, and poor outcomes on the nursing certification exams.

2- Students earning a grade of F in any courses in the Master’s and Post-Master’s Certificate programs (FNP, PNP) and Doctorate in Nursing Practice (DNP) – [BS-DNP, Post MS- DNP, FNP/PNP-DNP] programs will be dismissed from the program.

Rationale: A 3.0 cumulative GPA is required for degree conferral. History of past students earning F grades indicates inability to be successful in future nursing courses that is less than a grade of B, delayed degree conferral due to taking non-nursing graduate level courses to elevate the GPA to the required 3.0, and poor outcomes on the nursing certification exams.

Good Academic Standing and Probation

<http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Academic-Probation/Good-Academic-Standing-and-Probation>

- “Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 or more graduate credits, those whose G.P.A. falls to or below a 2.50 (2.70 or lower in some programs) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.
- When a student is on academic probation, a probation indicator is placed by the Office of Graduate Studies. The probation indicator prevents affected students from registering until appropriate academic advisement takes place. Once an appropriate academic plan is agreed upon, the Office of Graduate Studies will lift the probation indicator so that the student may register for the current term. The probationary indicator will be replaced for future registration(s) or until the cumulative GPA is raised to 3.0 or above.
- During the probation period, students may only enroll in courses that satisfy the degree curriculum.
- A student may be on probation only once during their course of study. Students on probation, who achieve a semester index of at least 3.2 for each semester of probation and earn 100% of all credits attempted, will be permitted to extend his/her probationary period for a maximum of three registered terms.

- Students who have met all graduation requirements except the possession of an earned cumulative GPA of 3.0 will be permitted to file an appeal for an additional semester of eligibility.
- Graduate students on academic probation are not issued a graduate degree or advanced certificate”.

Appendix IV-D.2: FNP Clinical Faculty Meeting Minutes 5-4-21

MAY 4, 2021, 5-6PM

Present: Eleanor Campbell, Cheryl Dell-Scott, Darlene Dickson, Caleen Warren

TOPIC	DISCUSSION	RECOMMENDATION/ACTION
<u>OLD BUSINESS</u> Minutes March 21, 2021	none	Accepted and posted in Blackboard, Nursing Dept Organization, Graduate Program
Typhon	Software program access was restored after 2-weeks out of service. No significant issues reported with student documentation of patient encounters and assignments	
Clinical Placement Update	Faculty requested to forward list of students with anticipated clinical incompletes to E. Campbell. Extensions may be granted through August 1 st . A new Application for Clinical Placement form must be submitted to Cynthia Wilson, cc to E. Campbell	Faculty to follow-up with requested information and notification to student clinical groups.
<u>NEW BUSINESS</u> Fall Student Enrollment and Teaching Assignments	<p>Dr. Dickson approved for full-time faculty position beginning Fall 2021. She will continue teaching in FNP, PNP programs and the DNP program.</p> <p>Low enrollment for NUR 774, 775 expected for the Fall 2021 term. 42 students expected for NUR 776, 20 students for 775, 774- pending return of students on LOA this Spring 2021 term.</p> <p>Suspended admission to FNP program through Fall 2022 related to CCNE accreditation status.</p>	<p>Dr. Georges will review student enrollment in relation to faculty's teaching assignments.</p> <p>Teaching assignments will be adjusted in relation to enrollment.</p>
Clinical Site Visits	<p>Faculty reminded to make a minimum of one site visit to each student for evaluation.</p> <p>Discussion on use of office hours for achievement of visits occurred.</p>	All clinical faculty to follow up.
Course Objective Revisions	Course objectives were revised for consistency and are located in the April 12, 2021 Graduate Curriculum Committee minutes.	Faculty encouraged to review revisions.
SOAP Notes	Discussion on use of SOAP notes as a part of student's level of progression from 774-776. Also, discussion on episodic vs full notes, penalties (points off) for late submitted assignments.	Follow-up to be continued at the Faculty Workshop on May 18 th 10am-2pm.
Software Programs	Two new software programs in review: Advanced Primary Care Adult and Pediatric clinical simulation (Shadow Health) discussed as possible use in 774, 775, 776 for clinical hours.	Faculty to review and offer feedback. Additional demonstration by company rep to be scheduled for clinical hours.

TOPIC	DISCUSSION	RECOMMENDATION/ACTION
	<p>Pelvic Mentor training simulator (3D Systems)</p> <p>For possible use in NUR 773, 775 for GYN assessment skill practice.</p> <p>Positive feedback from several faculty. Feedback from one student was variable (similar to 773 simulation program)</p>	<p>faculty review– date and time TBA.</p>
<p>CCNE Site Visit January 19-22, 2022</p>	<p>Faculty notified of site visit date (virtual or on site). Self-Study Report in progress</p>	<p>Report will be available for faculty review this summer on Blackboard</p>
<p>Meeting Adjourned at 6:35PM</p>	<p>No further business discussed.</p>	

Eleanor T. Campbell
Secretary Pro Temp

Appendix IV-D.3: Curriculum as a Whole Meeting Minutes 4-26-21

Present (Zoom meeting): Carole Baraldi (Chair), C. Alicia Georges, Martha Whetsell, Cassandra Dobson, Natasha Nurse-Clarke, Margaret Clifton, Mary Mathew, Mary Joseph, Claudette Gordon, Korto Scott, Theresa Lundy, Brenda Hernandez-Acevedo, Gwendolyn Lancaster, Eleanor Campbell, Sandra Maldonado, Alex Bux, Ivreen Robinson, Sheila Hankin, Mary Tesoro, and Carol Bues

Agenda Topic	Discussion	Decision/ Action	Person Responsible	Next Steps
Review of Minutes from 11-30-2020		Minutes approved as distributed		
Undergraduate subcommittee report	Dr. Baraldi updated faculty on the UG curriculum revisions	The UG subcommittee has decided to put on hold revisiting the most current UG objectives due to the revised nursing AACN nursing essentials.	UG Curriculum Subcommittee	UG Committee will meet on June 16, 2021 for a 3-hour workshop to strategize on incorporating the updated nursing essentials and proposed concept-based curriculum adoption. Dr. Gordon will present on overview on concept-based curriculum.
Adaptive Quizzing	Dr. Baraldi reviewed decision to increase adaptive pre-activity quizzing weighted grade to 10 -25% for spring semester 2021. The UG committee has voted to decrease the weighted grade to 5 – 15% range. Dr. Baraldi also discussed using adaptive quizzing as exam grades that Dr. Bues proposed last semester at a range from from 10-25%	The Curriculum (Whole) voted to revise the current weighted grade to 5-15% range as approved by the UG curriculum meeting Dr. Bues reported this proposal was never implemented. However, the use of adaptive quizzing as a pre-activity is currently implemented in NUR 405 at 7.5% in pediatrics and 7.5% in maternity.	Drs. Campbell and Bues	This decision will be re-addressed in the fall 2021 semester.
Test Item Timing	The committee had approved individual timing on testing items from 1.0 – 1.5 minutes	The committee discussed the timing for individual test items and agreed that students beginning the nursing program should have more time; particularly, for tests that include dosage calculations		Curriculum of the whole agreed to keep the current timing from 1.0 – 1.5. Individual faculty will decide test question timing within this range for their courses.

Agenda Topic	Discussion	Decision/ Action	Person Responsible	Next Steps
Exit HESI Review	Dr. Baraldi discussed the UG review of the Exit HESI scores from spring 2020.	The UG committee decided that the topics were too vague to development-targeted strategies. Instead, those topics presenting challenges to the students will be enhanced in those courses teaching these topics.		
NUR 410 Evaluation Methods section of the syllabus	Dr. Acevedo and Dr. Lancaster are currently teaching this course.	The course changes will be re-addressed following two semesters after implementation	Drs. Acevedo & Lancaster	Follow-up end of fall 2021 semester.
HIN 269	Dr. Baraldi met with Professor Cheryl Harcum who proposed changing the current textbook to Introduction to Community & Public Health (10 th ed.) Seabert, McKenzie and Pringer that is more general and not nursing focused.	Content related to 21 st century public health challenges such as opioid addiction, public health preparedness, and COVID.		Text change to be discussed at the fall 2021 UG curriculum meeting.
Skills Checklist	Dr. Lundy as chair of the student affairs committee discussed student's request to update the skills checklist that was last updated in 2006. The students requested a review of the respiratory skills such as O2 delivery and devices/ventilators due to COVID.	M. Tesoro reported that a skills checklist is currently being used in Typhon.		An ad hoc committee will meet today at 3:00 pm to discuss.
Passing Grade	Dr. Lundy as chair of student affairs proposed to increase the passing grade from 73 – 80%.	This will be voted on by the faculty fall 2021 and moved to the senate for final approval.	Student affairs	Once approved by the senate all nursing students already in the nursing program will not be effective by this change. Only those entering the program following approval fall 2022.

Agenda Topic	Discussion	Decision/ Action	Person Responsible	Next Steps
<u>Graduate Subcommittee Report</u>				
Change in Maternity/Pediatric Textbook	Dr. Campbell proposed a change in the maternity/pediatric textbook to: Maternity and Pediatric Nursing (4th ed.) by Ricci, Kyle & Carman.	A motion was made and approved by the curriculum-of-the-whole	Drs. Campbell & Bues	The textbook will be used moving forward.
Masters in Nursing Education and Certificate Programs	Dr Campbell proposed two new programs added to the graduate curriculum.	A 40-credit master's degree in nursing education; and a 24-credit nursing education certificate programs. A motion was made and approved by the curriculum (whole).	Dr. Campbell	These proposals will be brought forth for discussion at the faculty meeting 5-3-21. Proposed implementation Fall 2022.
Course Objectives/Co course Content Updated	Dr. Campbell reviewed the updates to the course content mapping for the graduate program. Dr. Campbell also updated objectives for NUR 774, 775, and 776		Dr. Campbell	The graduate committee will finalize and bring to the full faculty for discussion.

Meeting adjourned: 3:00 p.m.

Respectfully submitted by: Carole Baraldi

Appendix IV-D.4: FNP Clinical Faculty Meeting Minutes 1-20-21

January 20, 2021

Present: Eleanor Campbell, Darlene Dickson, Christiana Makinde, Sandra Maldonado, Beryl Sinclair, Calleen Warren

TOPIC	DISCUSSION	RECOMMENDATION/ ACTION
Old Business: 1-Minutes 12/12/2020	Distributed via email in December 2020 and archived in Microsoft Teams, Graduate Curriculum, Files	Accepted without changes.
2- Follow-up on students with late start for NUR 774 clinical placements:	Nogiyah Yehudah, Lilly Yu, Tanya Henriques- LOA to complete 774 hours. Alice Awumey – completing written assignments – 775 Romi Fabal, Stefi Loussaint, Tanille Myton, Shanee Pysadee, Jeannine Sherwood- 774 status unknown	Clinical faculty will continue to monitor outstanding assignments and send grades to course lecture faculty. Dr. Dell-Scott will be contacted regarding the unknown status of assigned students
Clinical Affiliations Sites and Preceptors Evaluation & Update	Several clinical preceptors and sites are placed on inactive list and names are highlighted in red in the Typhon Health tracking program. Inactive sites may become active after the pandemic. Northwell Health Systems and NYPH are not accepting students due to the pandemic.	Remind students regarding inactive sites/preceptors. Faculty will review student: preceptor relationships for effective learning outcomes.
CCNE Accreditation and ANCC Certification Updates	CCNE extended our accreditation through March 1, 2021. Students who graduate before this date are eligible to take the AANC FNP Certification exam. This applied to Fall 2020 and Winter 2021 graduates. AANP-BC certification pass rates received today (2020) indicate very poor outcomes – 25% pass rate (5/20). Approximately 40 students have requested LOA for spring 2021 term. This is impacting enrollment to NUR 774, 775 as well as other courses.	Continue to monitor CCNE certification pass rates for January 2021 graduates. Pass rates on ANCC and AANP FNP exams are available on Microsoft Teams – Graduate Curriculum Committee - Files
New Business 1-Frequency of meetings with students, preceptors	Faculty reported meeting weekly with student groups after lecture and also during office hours as needed. After class meeting times cuts into lecture time, presentations. Use of Blackboard Collaborate has been positive for most meetings. Some students have experienced technical issues.	Continue to meet weekly with students and utilize office hours to facilitate clinical progress.

TOPIC	DISCUSSION	RECOMMENDATION/ ACTION
Evaluation of Learning and Clinical Placement	<ol style="list-style-type: none"> 1- Clinical faculty must notify Program Director regarding any students without clinical sites/preceptors by week 4 of academic term to assist with placements early during the term. 2- All patient encounters must be input into Typhon within 30 days <ol style="list-style-type: none"> a. Early confirmation of clinical/preceptor assignment b. Identification of unsatisfactory student SOAP notes c. Ongoing review of student's clinical encounters, and formative and summative evaluation of assignments d. Discussion on number of patient encounters required ensued. Quality and variety of patient encounters valued over quantity of encounters. A minimum of 50 encounters needed 	<p>Program Director will assist with placements as able. A clinical placement coordinator position is in great need to coordinate student clinical placements, initiate clinical affiliations.</p> <p>Faculty will monitor student data input and make recommendations as needed.</p>
Progression and Advisement	<ol style="list-style-type: none"> 1- Students must complete all clinical hours and have satisfactory written assignments prior to progression to next clinical nursing course (LOAs may be granted to complete hours/assignments) 2- Clinical faculty must notify Program Director regarding any students with incomplete clinical hours/assignments prior to final exam week. <ol style="list-style-type: none"> a. Facilitate proper academic/clinical advisement 	<p>Faculty must communicate incompletes to Program Director</p> <p>Program Director will advise students in relation to clinical status</p>
Meeting Adjourned	No further business discussed	Next meeting scheduled Thursday March 17 th 7PM

Respectfully,
 Eleanor T. Campbell
 Secretary Pro Temp

Appendix IV-F.1: Job Description for Clinical Placement Coordinator

Lehman College Department of Nursing

CLINICAL PLACEMENT COORDINATOR JOB DESCRIPTION

Clinical Placement Coordinator will be expected to coordinate and facilitate selection of clinical facilities in hospitals, skilled nursing facilities, nursing homes and community health agencies for clinical placements as well as experiential learning activities for students in the nursing department, and serves as a liaison between faculty and clinical agencies.

Essential Duties and Responsibilities:

1. Teach an undergraduate or graduate level course at the discretion of the department chair and the candidate's level of credentials and experience
2. Teaching maybe required during the day, evening, and weekends; however, the clinical coordination will account for majority teaching load (at least 24 hours) as clinical placement requires a near 35 hour per week commitment to coordinating clinical placement
3. Attend Department of Nursing meetings and report to the chair on a regular basis
4. Ensures that all written correspondences with clinical placement sites are completed each semester including all up-to-date affiliate agreements. Responsible for rescheduling students when clinical sites change and/or warrant reorganization
5. Ensure all students and faculty members are current, including, but not limited to the following: immunizations, CPR certification, and any clinical placement in person or online orientations.
6. Ensure all agency contracts are up to date
7. Seek new placements and/or experiential learning opportunities for nursing students
8. Oversee the collection of clinical assessment data to be provided to the Director of Nursing
9. Monitor clinical placement sites for approvals/denials
10. Troubleshoot placement site issues
11. Ensure all required student data documentation, i.e., health records are current
12. Assist with clinical orientation of new faculty (permanent or adjunct)
13. Review clinical site evaluations and make recommendations based on data
14. Maintain ongoing communications with clinical partners

September, 2021

Appendix IV-G.1: Nurse Practitioner Faculty Profile (NTF: Documentation Relative to Criterion V.A.1)

Part A

Faculty Name	Credentials	State License RN#	APRN	List Certification (body & exp. date)	Academic NP program Completed			Faculty Appointment	
					Name	Grad. Date	NP Track/ Major	% of FTE in NP Track	% of Time in DON
Baldwin, Barbara	DNP, CPNP-PC, PMHS	RN: 338082-1 APRN: F381193-1	PNP	PNCB PNP-PC: 2/28/2022 PMHS: 2/28/2024	Hunter College	January 1999	Pediatrics Primary Care		
Bues, Carol	DNP, MSN, BSN	500501 420896	CNM, WHP		Stony Brook State University of NY	May 2019	Nurse-Midwifery		
Bux, Alex	<ul style="list-style-type: none"> • EdD, • RN, • ANP-BC 	RN-358142-1 NP-F302213-1	ANP	ANCC: 03/2019- 03/2024	College of MT. St. Vincent	01/1998	Post-Masters Adult NP	Adjunct	
Dickson, Darlene	<ul style="list-style-type: none"> • DNP, • MSN, • PNP-PC 	New York RN #415387	PNP	Pediatric Nursing Certification Board (PNCB) Certification Date: 04/30/1997 Expiration Date: 02/28/2022	Columbia University, School of Nursing, Grad. Division	2/1997	Pediatric Nurse Practitioner		
Hankin, Sheila	<ul style="list-style-type: none"> • Ed.D. • FNP-BC • MSN, • BSN RN • MA, • BA 	NY461418 333228	FNP	ANCC – 5/30/26	Pace Univ. MSN	6/2000	FNP		
Makinde, Christiana	DNP, PNP-BC Doctor of Nursing Practice (DNP)	NYS RN#: 542738 NP#: 381921	PNP	Pediatric Nurse Practitioners- board certified by PNCB (Pediatric Nursing Certification Board)	MSN - NYU DNP- NYU	2007 2014	Pediatric	100%	

Faculty Name	Credentials	State License RN#	APRN	List Certification (body & exp. date)	Academic NP program Completed			Faculty Appointment	
					Name	Grad. Date	NP Track/ Major	% of FTE in NP Track	% of Time in DON
Maldonado, Sandra	<ul style="list-style-type: none"> EdD, RN, CNM, FNP-BC 	RN 360258-NY Ob/gyn 3603950 000448-CNM	CNM, FNP, OB/GYN, SANE	CNM-2024 FNP-BC12/ 2022 OB/GYN 2023	<ul style="list-style-type: none"> Rutgers University College of Mt Saint Vincent Duquesne University 	1992 2016 2005	CNM/Family Sexual assault examiner		
Martin, Leilanie	<ul style="list-style-type: none"> DNP FNP-BC 	F339579	FNP	ANCC	Herbert Lehman College	2015	MSN-FNP		
Mendez, Carmen	<ul style="list-style-type: none"> DNP FNP-BC RN CNI 	NY462842 338574	FNP	ANCC 1/19/2023	Lehman College FNP Program	7/2013	CAGS		
Robinson, Ivreen	<ul style="list-style-type: none"> PhD FNP-BC Certified Diabetes Educator 	NY 381955-1	FNP	ANCC; Exp.Date May 2023	University of the West Indies, (WI) Jamaica WI	1983	FNP	50-75%	100%
Sinclair, Beryl	<ul style="list-style-type: none"> DNP APRN FNP-BC 	NY 37231301	FNP	ANCC 11/30/2024	Pace University Pleasantville, NY	9/1995	Family		
Warren, Caleen	<ul style="list-style-type: none"> DNP APRN, FNP- BC 	NY 382758	FNP GNP	ANCC 10/31/2026 ANCC 11/30/2022	Pace University Hunter College	1/2000 6/1997	FNP GNP		

Part B

Faculty Name	Clinical Teaching Responsibilities				Didactic Clinical Teaching Responsibilities			List Other Faculty Responsibilities (other teaching, committee work research etc.)	NP Practice Experience <i>(list last 5 years, with current practice first)</i>
	Clinical Course	# Students	Clinical Sites	Dates	Didactic Course	# Students	Dates		
Baldwin, Barbara	NUR 774 NUR 809	20 9	Primary Care (clinical faculty handled clinical sites)	SP' 21 FA' 21	NUR 769 NUR 769	15 8	SP' 21 FA' 21	<ul style="list-style-type: none"> • Implemented program to assist kids with behavioral health concerns- a 7-week program called COPE (Creating Opportunity for Personal Empowerment) that teaches Parents and Children Cognitive Behavioral Techniques for improving mental health outcomes in children • Implemented The Triple P parenting program within campus child-care serving the underserved population • Director, DNP Program • Committee member: DNP admissions, Graduate Curriculum, Hiring Team Membership, Faculty Affairs • 2019 Item Writer for the Pediatric Nursing Certification Board-creating questions for PNCB exam • Textbook Reviewer for Wolters Kluwer: Maternal & Child Health • Nursing 2020-Present: Pediatric Mental Health Specialist Exam Committee Item Writing 	Pediatric Care of the Hudson Valley: 2002-2019

Faculty Name	Clinical Teaching Responsibilities				Didactic Clinical Teaching Responsibilities			List Other Faculty Responsibilities (other teaching, committee work research etc.)	NP Practice Experience (list last 5 years, with current practice first)
	Clinical Course	# Students	Clinical Sites	Dates	Didactic Course	# Students	Dates		
								Assignment for the Pediatric Nursing Certification Board	
Bues, Carol					NUR 723		SP' 21 FA' 21	Conduct a Continuity of Care class designed to introduce new midwifery students to the home birth at SUNY Downstate	Practicing 8 years as the co-founder of Institution and Affiliation Midwifery Care NYC (MCYNC) Home Birth Private Practice
Bux, Alex					NUR 773	12	FA' 21	Research with Dr. Campbell A comparative study of FNP students perceptions of using a computerized program learning method verses a YouTube venue to learn advanced health assessment skills	Practice was more than 5 years ago in geriatric and senior care facilities in the Bronx New York.
Dickson, Darlene	NUR 774			SP' 21 FA' 21					<ul style="list-style-type: none"> • Nurse Practitioner: JCCA - Jewish Child Care Association – 10/2018 to present • Nurse Practitioner: MONTEFIORE MEDICAL CENTER/MMG/School Health Programs-9/2002 to 8/2018
Hankin, Sheila	NUR 809	9		FA' 21	NUR 766	17	SP' 21		Comprehensive Allergy & Asthma Care
Makinde, Christiana	NUR 774	9 9	Coverage of various clinical sites coverage for graduate	SP' 21 FA' 21					<ul style="list-style-type: none"> • Maimonides Medical Center Neonatal ICU ~18yrs • Montefiore Medical Center School-based clinic – 3-4 years

Faculty Name	Clinical Teaching Responsibilities				Didactic Clinical Teaching Responsibilities			List Other Faculty Responsibilities (other teaching, committee work research etc.)	NP Practice Experience (list last 5 years, with current practice first)
	Clinical Course	# Students	Clinical Sites	Dates	Didactic Course	# Students	Dates		
			students in Nur 774						<ul style="list-style-type: none"> New York Presbyterian ACN School-based Clinic-5+years
Maldonado, Sandra	NUR 775			SP' 21 FA' 21	NUR 775	22	SP'21 FA' 21	Research study on the Latinx nurse perception of the care of COVID 19 patients in the South Bronx.	<ul style="list-style-type: none"> 2020-Present Boston Road Medical Center 2010-2016 Bronx's Women's Health
	NUR 776			SP' 21	NUR 776	22	FA 21		
Martin, Leilanie	NUR 775 NUR 776			SP' 21 FA' 21					
Mendez, Carmen	NUR 776	8 16		SP'21 FA' 21					<ul style="list-style-type: none"> 8/2018 to present: Bronx VA Medical Center -Primay Care & Occup Health Services 2/2014 to 8/2018: Mount Vernon Medical Practice- Primary Care
Robinson, Ivreen	NUR 776	40		SP' 21 FA' 21	NUR 773	13	SP' 21		Bronx- Lebanon Hospital Center
Sinclair, Beryl	NUR 775	17 8		SP' 21 FA' 21					James J Peters VA Medical Center: 2002 to present
Warren, Caleen	NUR 775	14 15		SP' 21 FA' 21					Bronx Care Health System Dept. of Family Medicine 1998/Present

Part C

Faculty Name	Are You Practicing Now?					
	Y/N	Setting	Patient Population	Practice	Approx. <u>Current</u> # hrs./week or Mth./ or Yr.	Approx. # hrs. <u>last</u> <u>year</u> per./week or month.
Baldwin, Barbara	N <i>(Stopped at beginning of pandemic)</i>	Primary Care and Pediatric Mental Health	Ages 0-21 years	Pediatric Care of the Hudson Valley		Worked in 2019 approximately 10-20 hours per month
Bues, Carol	Y	Private Practice	Women (GYN/IUI/ Midwifery care) and Newborn care	Midwifery Care NYC (MCYNC) Home Birth Private Practice (Co-founder)	7 hrs. /week	7 hrs. /week
Bux, Alex	N	N/A	N/A	N/A	N/A	N/A
Dickson, Darlene	Y	Pediatric Residential Facility	5 years – 21+ year olds	JCCA – Jewish Child Care Association	7 hrs. /week	7 hrs. /week
Hankin, Sheila	Y	Collaborative Practice with MD.	Infants thru the Elderly		500 yr.	500 yr.
Makinde, Christiana	Y	Clinical ICU Primary Care settings	Pediatrics Pediatrics	Maimonides Medical Center Montefiore School Based Clinic	~40+hrs per week 9hrs per week	2,100+hrs per year 250hrs+ per year
Maldonado, Sandra	Y	Family Practice	Spanish speaking vulnerable population in community setting of Boston Road in the Bronx	Family and Women's Health	32 hours/week	32 hours/week
Martin, Leilanie	Y	Primary Care Clinic (<i>busy urban environment</i>)	Chronic disease management, Transgender, LGBTQ+, Pre-surgical, Acute, and Follow up visits	Northwell Health Physicians partners	40 per week	40 per week

Faculty Name	Are You Practicing Now?					
	Y/N	Setting	Patient Population	Practice	Approx. <u>Current</u> # hrs./week or Mth./ or Yr.	Approx. # hrs. <u>last</u> <u>year</u> per./week or month.
Mendez, Carmen	Y	Employee Health Services	Bx VA Employees	BX- VA Medical Center	40hrs/week	40hrs/week
Robinson, Ivreen	N	N/A	N/A	N/A	N/A	N/A
Sinclair, Beryl	Y	Hospital	Adult	Ambulatory Medicine	40 hours per week	40 hours per week
Warren, Caleen	Y	Hospital	Adult	Family Practice	37.5 hours	37.5 /week



Say Hello to Writing Tuesday's

Finding it difficult to write during the semester? If so join the NCFDD @ Lehman writing movement by carving out a weekly block of time for projects that would otherwise have been sidelined by other commitments. Set aside as little as 30 mins or as long as two hours on Tuesday's from 10:00 am -12:00 pm or 2:00-4:00pm. Write alongside other faculty in a quiet and comfortable space Leonard Lief Treehouse Conference room 317. Participants report that dedicated writing time has enhanced their scholarly productivity.

Time

10:00 am – 12:00 pm

2:00 pm – 4:00 pm

DATES:

Each Tuesday through the academic year minus the following dates/times due to space availability:

Tuesday, 9/24 from 2-4pm

Tuesday, 10/22 from 2-4pm

Tuesday, 11/19 from 2-4pm

Tuesday, 12/3 from 10am-12pm.

HOW IT WORKS

Faculty writing sessions provide a steady, structured time for writing in a collegial, distraction-free (and lovely) space. It also given opportunities to meet and interact with colleagues across disciplines. Faculty Writing Group meets on Tuesday (10:00 am - 12:00 pm) & (2:00pm - 4:00pm) during the academic year in the Leonard Lief Treehouse Conference Room 317. Participants bring their laptop and/or whatever else they need to work. We provide space and leave faculty alone to write. Open to all faculty.

For Question Contacts:

Alison Abreu

Faculty Development and Communication Specialist

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718-960-8222

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CALL FOR PROPOSALS

CALL FOR PROPOSAL DEADLINE:

The Lehman College Department of Nursing, in collaboration with the Urban Male Leadership Program, will hold its 1st Annual C. Alicia Georges Nursing Research Conference at the College on November 22, 2019

The call for presentations and posters for this conference is now open.

As a nursing researcher or professional responding to health care issues affecting populations around the world, you understand the trends and challenges facing nursing. As a representative of a health care organization involved in population health management, you also have access to information on the complexity of care.

This is your chance to share your research, practice experience, professional insight, and knowledge of programs that deliver optimal nursing care to various vulnerable populations.

We are particularly interested in proposals that demonstrate nursing contributions through research, innovative programs and services, and evidence based practices that contribute to global health.

The target audience for this conference encompasses both local and international nurse practitioners and nurses, midwives, clinical research nurses, nursing researchers, nursing professors and faculty, and nursing associations and societies. Given the wide scope of global health issues such as:

- Child health,
- Population health,
- Women's health,
- Healthy aging,
- Mental health and well-being,
- Nursing education,
- and more,

we are seeking proposals and posters that address any of these areas or other related topics. Proposals that present only basic-level information will not be selected.

We invite you to share this call for proposal with your colleagues.

[Link to Submission Site](#)