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**Minutes of
The Lehman College Senate Meeting
Wednesday, September 18, 2013
Senate Meeting**

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Senators Present: Akan, A.; Ahmed, S.; Bayne, G.; Bergmann, R.; Calvet, L.; Cheng, H.; Choudhary, A.; Cintrón, N.; Clark, V.; Deas, M.; Delgado, M.; Dellapina, M.; Farrell, R.; Fayne, H.; Feliz, O.; Fernández, R.; Georges, A.; Gil, M.; Gross, C.; Holloway, J.; Huynh, M.; Jacobson, B.; Jafari, M.; Jervis, J.; Jordan, S.; Larimer, A.; Machado, E.; Magdaleno, J.; Marianetti, M.; Markens, S.; Martín, O.; Matthews, E.; Maybee, J.; Mibenge, C.; Morales, I.; Morrobel-Sosa, A.; O'Hanlon, T.; Persaud, L.; Philipp, M.; Prince, P.; Prohaska, V.; Rachlin, J.; Rice, A.; Ricort, M.; Saccomano, S.; Sailor, K.; Schlesinger, K.; Silverman, H.; Spence, N.; Tananbaum, D.; Travarez, D.; Troy, R.; Valentine, R.; Waring, E.; Williams-Gray, B.; Wong, A.; Zucchetto, V.

Senators Absent: Amend, S.; Angeli, A.; Arrendondo, G.; Bamshad, M.; Becker, S.; Carey, R.; DiRaimo, S.; Dubetz, N.; Esteves, C.; Fera, J.; Genao, D.; Gerry, C.; Harcourt-Smith, W.; Nadeem, S.; Obaro-Best, O.; O'Connor, N.; S Onyedum, J.; Ortiz, N.; Pettipiece, D.; Rambarran, R.; Rivera-McCutchen, R.; Stuckart, D.; Williams-Wallen, D.

The meeting was called to order by President Ricardo R. Fernández at 3:39 p.m.

A motion was made to adopt the minutes of the Senate meeting of May 1, 2013.

Prof. Tananbaum noted a correction as follows: on page 1, line 42 of the minutes of the Senate Meeting of May 1, 2013, which reads “recoupment” should be changed to “recruitment”. With the change, the minutes were approved by unanimous voice vote.

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Announcements and Communications—

a. President Fernández welcomed everyone, especially the new Senators and the students joining the Senate for the first time to the opening meeting of the 2013-2014 academic year, noting that we have a lengthy agenda. He introduced Cari Robinson, the new Legal Specialist, who will be taking minutes at the Senate meetings.

He noted that this is a new year with a lot of activities going on and a lot of energy on campus. The President congratulated Professor Tananbaum on his “Constitution Day” presentation of the U.S. Constitution from a historian’s perspective from 1787 to present day, noting that “Constitution Day” is an annual requirement for all organizations receiving federal funding and is an occasion we all look forward to each year.

He shared that earlier in the day he gave the Convocation address. There will be a President’s Letter coming out soon, which will recap the pertinent information communicated in his Convocation keynote address; the Convocation address will be available on-line as of September 19, 2013.

b. Student Legislative Assembly-

Mr. Oswald Feliz, of the Student Legislative Assembly, presented the report.

He announced that Student Government will have a welcome back carnival today on the Quad lasting until 6 o’clock. Mr. Feliz will be resigning as Vice-President of the Legislative Assembly so that he may run for President of the Student Government Association.

He presented the initiatives for the semester. The first is to implement a Pre-Law major.

Currently there is a Pre Law minor. The second is to increase Library hours, which is central for the future of student success.

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REPORTS OF STANDING COMMITTEES-

1. Graduate Studies-

Prof. Janet DeSimone presented the one proposal from the Office of Graduate Studies, which passed by a unanimous voice vote. Attachment I

She noted one informational item: experimental courses GEO 580 and GEO 581, which were approved last semester. Attachment II

The next meeting of the Graduate Studies Committee is on October 18 at 11 a.m.

2. Governance Committee-

Prof. Manfred Philipp reminded the Senate, especially new Senators about procedures: as you enter, members should sit in the right and center rows; non-members/visitors should sit to the left of the center rows; members must remember to sign in for purposes of quorum (the *Perez* decision requires a majority of the whole committee body).

Prof. Philipp called for the election of the following student members to the Senate committees: for the Governance: Latchmie Persaud; Admissions, Evaluation and Academic Standards: Tiffany Coke; Undergraduate Curriculum: Tiffany Coke; Graduate Studies: Jeffery Townsend; Library, Technology, and Telecommunication: David Tavaréz; Budget: Laundry Chiming and Isabel Morales; Academic Freedom: David Tavaréz. The slate of student nominees to the respective Senate committees was unanimously approved by voice vote.

Prof. Philipp noted that the Governance Committee in collaboration with the Special Counsel Mary Rogan held an orientation for new Senators on September 11th.

He requested nominations for three (3) faculty members for membership on the Governance Committee. Professors Duane Tananbaum, James Jervis, Marie Marianetti were nominated from the floor. The three faculty members were elected by unanimous voice vote.

The Governance Committee will meet immediately following the Senate meeting to determine the next meeting date.

108 **3. Committee on Admissions, Evaluations and Academic Standards--**

109 Prof. Anne Rice reported that the Committee met earlier this afternoon and has no report.

110 Prof. Rice noted that at the next Senate meeting the committee will present a resolution to change
111 the minimal GPA for admission standards and to possibly reinstate the “A+” grade.

112 The next meeting will be on October 9 at 2:30p.m. in Women’s Studies C221.

113

114 **4. Undergraduate Curriculum--**

115 Prof. Barbara Jacobson presented two proposals from the department of Nursing: to establish a
116 dual degree program between Lehman and Bronx Community College and between Lehman and
117 LaGuardia Community College. As a component of this agreement, AAS students who complete
118 this program will be “guaranteed” acceptance into the Lehman College BS Nursing program.

119 The two proposals passed by unanimous voice vote. See Attachments III and IV.

120 There will be two upcoming meetings. An Ad Hoc meeting on October 2 at 1p.m. in B63 to
121 discuss a minor at Lehman College; and a regular meeting on October 9 at 1p.m. in C263.

122 Everyone is encouraged to attend.

123

124 **5. Library, Technology, and Telecommunication--**

125 Prof. Kenneth Schlesinger, Chief Librarian, presented the report in the absence of Prof. Stephanie
126 Havelka. On Monday, September 16th the committee met. Lehman now has access to iCloud
127 space; he asked that the Student Government spread the word. He provided updates regarding
128 privacy, sharing guidelines; Prof. Schlesinger read a memo regarding data protection for mobile
129 devices from CUNY General Counsel Frederick Schaffer and Chief Information Officer Brian
130 Cohen. He noted that the Library is equipped with iPads as a means of mobile reference to
131 respond to student needs.

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133 **6. Academic Freedom—**

134 Prof. Robert Valentine, in the absence of Prof. González-Coro, stated that there is no report.

135 The next meeting will be Wednesday, October 2 at 3:30 p.m. in C201.

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7. Budget and Long Range Planning--

Prof. Haiping Cheng noted that last Wednesday was the committee’s first meeting and he was re-elected as Chair for this academic year. During this meeting, the committee also went over the 2013 Fiscal Year Financial Report. Prof. Cheng provided a presentation to illustrate the budget, explaining that the majority of money we receive comes from the State, and most of it goes directly to provide for faculty and staff lines. The remaining funds go towards OTPS, adjuncts and temporary services. He highlighted two items: (a) Lehman received a reduction due to flat enrollment and (b) the State made a compact with CUNY for direct investment, whereby Lehman has to raise enough money to match CUNY as a part of the CUNY Compact agreement. He noted other sources of income the College has such as the parking lots and rental fees charged for TV crews, savings from last year, philanthropy, etc.

It is projected that Lehman will have a balanced budget; Lehman should have the same levels of funding as last year. He noted that student tuition goes automatically to the State and the College gets a percentage of this money back (about 60M is returned back to the College).

8. University Faculty Senate Report—

Mr. Peter Alexanderson explained that the University Faculty Senate committee is a citywide committee with membership from all constituent groups. The first plenary meeting was one week ago last Tuesday where they met with Interim Chancellor Kelly who talked about activities he was working on this summer. Interim Chancellor Kelly noted that he would be maintaining former Chancellor Goldstein’s initiative on restructuring the University’s Science doctoral programs. As an update, the court case against Pathways has no resolution to date. The process is delayed; the committee will present updates as they unfold.

Mr. Alexanderson reported that a proposal was presented to make the process of amending the UFS Charter easier.

Former General David Petraeus is now a CUNY faculty member and this has been met with some resistance. He read a statement, which was passed unanimously by the UFS executive committee, supporting the right of faculty to teach without interference.

169 He noted that in the interest in giving the standing committees more leeway, the University
170 Faculty Senate will reduce the number of annual meetings from four (4) a semester to three (3)
171 a semester. This will give standing committees additional time to deliberate, etc.
172 Prof. Manfred Philipp will be the executive committee's liaison to the Academic Freedom
173 Committee.

174 The next meeting will be on October 22nd

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176 Old Business----None.

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178 New Business----

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180 Election of Senate Chair

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182 President Fernández called for nominations. Prof. Tananbaum was nominated from the floor and
183 unanimously elected by voice vote. A point of information was made. Prof. Tananbaum will Chair
184 the College Senate in the absence of the President and will also represent Lehman at the CUNY
185 Council of Governance Leaders.

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188 **ADJOURNMENT**

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190 President Fernández adjourned the meeting at 4:12 p.m.

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194 Respectfully submitted,

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196 Mary T. Rogan

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**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK**

OFFICE OF GRADUATE STUDIES

GRADUATE PROGRAMS & POLICIES CHANGE

1. **Type of Change: New Policy and Procedure**

2. CHANGE IN GRADUATE PROGRAM

(To be placed under Academic Policies and Procedures Section of graduate bulletin after Degree Requirements and Policies & Dual Program Matriculation.)

Currently enrolled graduate students and non-registered active graduate students who wish to change to, or change between, master's and certificate programs, must complete a Change in Graduate Curriculum form located in the Office of Graduate Studies. This form is also used to add a second program (official joint, concurrent, certificate, or extension program).

The form must be signed by both the previous program and new program advisor(s). The Office of International Student Services must also sign for international graduate students. The completed form must arrive in the Office of the Registrar at least two weeks prior to the start of classes for which the change is requested; however, many programs have earlier admissions deadlines. Graduate students are required to understand and adhere to specific department guidelines for admission.

Students should meet with the academic advisor of the new program to discuss course curriculum, procedures, deadlines, and required credentials before submitting the completed form to the Office of the Registrar.

3. **Rationale:**

The student's process for changing his/her graduate curriculum or program has evolved with the recent approval of the dual graduate program matriculation policy. This new policy is needed in the graduate bulletin to clarify the official procedure for graduate students who wish to change their current degree plan or add curriculum to their graduate studies.

4. **Date of Graduate Studies Committee approval: 5/1/13**

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Experimental Course.
2. **Course Description:** **GEO 580: Introductory Studies in Geology.** *3 hours, 3 credits.*
Study of a range of introductory topics in Geology that complements content covered by existing courses. Topic to be determined by instructor and approved by program advisor/director. COREQ: GEO 581.
3. **Rationale:** GEO 580 is being created to facilitate the online study of varied topics in geology. This course will provide the student greater flexibility in course scheduling by addressing the need of students wanting to take an external online course.
4. **Learning Objectives:** Students successfully completing the course will:
 - Demonstrate their knowledge of and skills in an area in geology determined by the external instructor/institution.
 - Show competency in a focused topic that complements existing graduate courses in geology.
 - Communicate scientific ideas on focused topics.
5. **Date of Departmental Approval:** May 1, 2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Experimental Course.
2. **Course Description:** **GEO 581: Lab Studies in Geology.** *2 hours, 1 credit.* In-class laboratory or field experience aligned with and determined by topic selected for GEO 580. COREQ: GEO 580.
3. **Rationale:** GEO 581 is being created to provide a corresponding in-class laboratory and/or field experience aligned with and determined by the GEO 580 topic.
4. **Learning Objectives:** Students successfully completing the course will:
 - Demonstrate the ability to apply their knowledge and skills in area in geology determined by the corequisite GEO 580.
 - Show competency in practical exercises and/or fieldwork related to a focused topic that complements existing graduate courses in geology.
5. **Date of Departmental Approval:** May 1, 2013

**BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK**

**PROPOSAL TO ESTABLISH
A DUAL/JOINT DEGREE PROGRAM IN
ASSOCIATE IN APPLIED SCIENCE (A.A.S.) IN NURSING
LEADING TO THE**

EFFECTIVE FALL 2014

SPONSORED BY THE DEPARTMENTS OF NURSING AT:

**BRONX COMMUNITY COLLEGE, CUNY
CHAIR: PROF. DEBORAH MORRIS**

**HEBERT H. LEHMAN COLLEGE, CUNY
CHAIR: DR. ALICIA GEORGES**

APPROVED BY:

**BRONX ACADEMIC SENATE: DECEMBER 2011
LEHMAN SENATE: SEPTEMBER 2013**

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Provost and Senior Vice President for
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ABSTRACT

The purpose of this proposal is to create a Dual/Joint AAS/BS seamless progression program in Nursing between Bronx Community College and Herbert H. Lehman College's Department of Nursing. In the short term, this proposal endeavors to recruit, retain and graduate an increased number of diverse nursing students at the baccalaureate level within the CUNY system. Ultimately, the goal is to improve progression to the graduate level, thus increasing the number of nurses available to assume advanced practice and nursing faculty roles in the New York metropolitan area.

This dual/joint degree model is informed by the program currently in existence between Hunter College and Queensborough Community College. It is also informed by the work of the Oregon Consortium for Nursing Education (OCNE), the Robert Wood Johnson Partners Investing in Nursing (PIN) Initiative and the 2010 Institute of Medicine (IOM) report *The Future of Nursing: Leading Change, Advancing Health*. This landmark report, which has spurred changes within the nursing profession nationally, recommends increasing the percentage of baccalaureate nursing degrees from 50% to 80% by the year 2020, largely by providing seamless progression for associate degree nursing (ADN) graduates to the baccalaureate level. This proposal envisions the elimination of the challenges experienced by CUNY nursing students attempting to transfer through traditional articulation agreements, ultimately creating a seamless AAS-RN-BS curriculum.

PURPOSE AND GOALS

This dual/joint degree initiative is a curricular collaboration that will result in a higher rate of seamless progression for the associate degree nursing (ADN) graduates at Bronx Community College to the upper division baccalaureate completion program at Lehman College. This initiative also seeks to diversify the pipeline of students pursuing graduate education in nursing. Recruitment and retention of a culturally diverse cadre of graduate level nursing students is crucial to meeting the needs of the evolving healthcare environment. In an area such as New York City, a diverse nursing workforce is needed to ensure culturally and linguistically competent healthcare for all residents. Despite this evident need, the local nursing workforce does not reflect New York City's diversity. For example, approximately 4% of New York City's nurses are Hispanic. While that is greater than the national average of 1.8%, it is woefully inadequate for a city whose population is 27% Hispanic (New York Academy of Medicine & Jonas Center for Nursing Excellence, 2006). CUNY is part of the solution to this discrepancy—nearly 80% of CUNY's ADN graduates are from racial/ethnic minority groups (CUNY Office of University Dean for Health and Human Services, 2011).

Nursing, the largest single sector in the healthcare workforce, is positioned to have the greatest impact on current and anticipated healthcare reform initiatives. In October 2010, the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation (RWJF) released their highly anticipated report entitled *The Future of Nursing: Leading Change, Advancing Health* (IOM, 2010a). This report, which will continue to shape health policy in our nation, recommends increasing the percentage of nurses with baccalaureate degrees from 50% to 80% by the year 2020 (p. 51). In accordance with nursing education's leading accreditation bodies (i.e., the Commission on Collegiate Nursing Education (CCNE) and the National League of Nursing Accrediting Commission (NLNAC)), the IOM and RWJF are calling for all nursing programs to offer defined academic pathways, which go beyond articulation agreements. These pathways create opportunities for seamless progression and facilitate access to higher education. A growing number of states (including Oregon, Hawaii, California and North Carolina) already have, or are currently pursuing, statewide jointly registered AAS-BS programs. Therefore, the inception of a dual/joint degree program in nursing at CUNY is timely.

The curriculum that serves as the foundation for the dual/joint program will embody an innovative design based on a set of core competencies shared across the participating nursing programs. These competencies will be designed to educate a nurse who can provide care to individuals, families and communities, and who is proficient in areas such as health promotion, acute care, chronic illness and end-of-life care. The graduate from the Bronx Community College/Lehman College dual/joint degree program will be skilled in clinical judgment, culturally appropriate & relationship-centered care, systems thinking and leadership, as well as the utilization of evidence-based practice.

NEED AND JUSTIFICATION

Community colleges at CUNY and around the nation hold access to education as a core part of their mission. Due to the opportunities afforded by this accessibility, the number of associate degree (AD) nurses has climbed to over 60% of newly licensed nurse graduates (National Advisory Council on Nursing Education and Practice [NACNEP], 2008). However, AD nurses are progressing up the educational ladder in insufficient numbers. Nationally, only 16% of AD prepared nurses continue their formal education to the baccalaureate level (NACNEP, 2008; Bevill, Cleary, Lacey & Nooney, 2007). Further, those nurses who seek additional formal nursing education tend to return to school just once (Buerhaus, Auerbach & Staiger, 2009).

Progression statistics for CUNY's nursing graduates are similar and highlight the need for additional dual/joint initiatives that enhance seamless progression. The CUNY 2008 Survey of Nursing Graduates (1997-2007; CUNY Office of the University Dean for Health and Human Services, 2009) revealed that only 21.6% of AAS CUNY nursing graduates went on to earn the BS degree, and only 3.2% of these graduates went forward to earn the MS degree in nursing from the same 10 year cohort. There is an insufficient number of nurses being prepared at all levels to meet future needs caused by the current nursing faculty shortage and advanced practice nursing deficit.

The urgency of the shortage is increasingly apparent when coupled with the National League of Nursing (NLN) Faculty Census Data statistics (2006-2009) demonstrating a 7% increase in the number of full-time educators over the age of 60 (currently 16% of total) and the fact that, as of 2009, 76% of full-time faculty in nursing are over the age of 45. The faculty shortage exacerbates the shortage of nurses in general, since this reduces the availability of academic placements for qualified nursing students. The dearth of nurse educators caused over 125,000 qualified applicants to be denied admission to programs in each of the last three years; over 147,000 were turned away in 2006 alone (NLN, 2006). The March 2008 report, *The Future of the Nursing Workforce in the United States: Data, Trend, and Implications*, released by Buerhaus and colleagues, states the shortage of nurses may climb as high as 500,000 by 2025. The current economic climate in the US has led to an apparent temporary abatement of the shortage; however, a severe nursing shortage is predicted for the next 15 years, as 45% of US nurses are currently over 50 years of age (HANYs, June 2010). The number of retirements is expected to escalate, and outpace enrollment, as baby boomer nurses age out of the profession.

Workforce and economic trends will also severely impact the nursing profession in the coming years. From 2004 to 2008, although 448,668 nurses received their RN license, the workforce grew by only 153,806 nurses during that time period indicating the beginning of a downward trend which is anticipated to continue for at least the next decade (Tri-Council for Nursing, 2010). The economic climate has also led hospitals to downsize and become more selective in their hiring procedures. The majority of available, hospital-based nursing positions are requiring that candidates at least be enrolled in a BSN program. Some hospitals are placing a five year time limit on completion of the BSN degree. All of these factors demonstrate the timeliness of the proposed dual/joint degree initiative.

Current trends for nursing enrollment at CUNY are consistent with national trends. The number of CUNY AD nursing graduates has increased from 489 in academic year 2002/2003 to 943 in academic year 2007/2008 (a 93% increase), while graduates from CUNY BS nursing programs increased from 238 to 375 (a 58% increase) during the same period (CUNY Institutional Research Database, 2008). The IOM/RWJF *Future of Nursing* report (IOM, 2010a) strongly recommends that community colleges—the largest educator of nurses— “...develop innovative and easily accessible programs that seamlessly connect students to schools offering the BSN and higher degrees” (pp. 4-12). Although traditional articulation agreements exist between many community colleges and surrounding baccalaureate nursing programs, including an agreement between Bronx Community College and Lehman College, these agreements have not removed all hindrances to a BS degree. Continuing obstacles include the inability to transfer all credits earned and unnecessary repetition of concepts already learned at the community college. These obstacles increase the cost of obtaining the baccalaureate degree by requiring students to spend funds and time in completing unnecessary additional credits.

A bill currently pending in New York State (Assembly bill 2079B / Senate bill 4051-A, 2009; colloquially known as the “BSN in Ten”) proposes that professional nurses be required to complete a baccalaureate degree in nursing within ten years of licensure to maintain practice privileges in NYS. Several other states have similar legislation pending. With or without this legislative initiative, the face of healthcare in New York is changing at breakneck speed. Between 1984 and 2004 the proportion of nurses working in hospitals fell from 68.2% to 57.4% (Bovbjerg, Ormond & Pindus, 2009). The new healthcare reform legislation will move care further away from the traditional hospital-based, acute care setting and into community-based settings. It is important for CUNY to begin preparations for these changes by creating an infrastructure that will support the needs of our nursing students, and the NYC nursing community at large. It is imperative to educate nurses for a different, more diverse and complex healthcare setting.

As part of CUNY, Bronx Community College is in full support of changes that would create an infrastructure within CUNY to support the educational and professional needs of CUNY nursing students, by simplifying the process of pursuing upper division education to ultimately meet the diverse and complex healthcare needs in NYS. The RWJF Initiative on the Future of Nursing Report stressed unifying nursing education pathways by joining of local and regional consortiums to develop articulation programs that would ensure a smooth, timely transition from the Associate’s Degree in Nursing (ADN) to the Bachelor of Science in Nursing (BS). In an effort to address the strong recommendations delivered in this thorough report, Bronx Community College and Herbert H. Lehman colleges are joining in a Dual Degree Program that will create an opportunity for seamless education from AAS to BS.

STUDENTS*Interest/Demand*

In light of the current job prospective of all graduates of nursing programs across the country, the need and desire to increase educational preparedness, and therefore marketability, is high among the CUNY AD nursing student body. In October 2010, a random, anonymous, sample of 123 nursing students at Bronx Community College were asked if they would be interested in enrolling in a dual degree AAS/BS program at Lehman College. Ninety-eight percent said that they were in agreement with a seamless transition to the BS degree, which would be an advantage to them. Comments such as “wanting to find out all that I can about it”, and “wonderful opportunity” are representative of many participants’ responses.

Enrollment Projections

Based on the current capacity of Lehman College’s RN completion program and the enrollment at Bronx Community College, it is anticipated that 20 students will be accepted into this program each academic year. The requirements for admission are stringent and it is expected that all students will be capable of completing the program as designed. Therefore, no attrition is expected in the projected enrollment of the anticipated cohorts. Table 1 below provides the projected enrollment figures for the program’s first five years.

Table 1: Projected Student Enrollment Cohorts for the First Five Years

	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
Newly enrolled students in Bronx Community College	20	20	20	20	20
Continuing BCC Students	0	20	20	20	20
Dual degree students solely in Lehman’s upper division	0	0	20	40	40
Dual degree students graduated from Lehman with BS in nursing	0	0	0	-20	-20
Total Enrollment/ Progression	20	40	60	60	60

Admission Requirements

This program will recruit the participants directly from students currently enrolled in the clinical nursing program at Bronx Community College. Students will be selected to participate following their first semester of clinical nursing. Selection criteria will include:

- A grade of B or better in the Fundamental Nursing courses (NUR 41 & NUR 42)

- Minimum overall GPA of 3.0 (This is required to submit application/enter the AAS-BS cohort in the second clinical semester.)
- Enrolled as generic associate degree nursing student

Those selected for the final cohort will follow the same nursing curriculum as non-dual/joint degree students but will interact with Lehman faculty and students through planned activities and seminars. Students will take three Lehman classes for credit while enrolled at Bronx Community College via e-permit. Students will be assigned to cohort clinical groups and participate in capstone experiences which will include a mentored clinical experience developed through clinical partnerships. Students must be enrolled in the full-time, day program.

Student Support and Advisement

Megginson (2008) recommends that nurse educators take an active role in providing a supportive environment and mentoring students to promote educational mobility. The two collaborating colleges will provide student support to help students negotiate the collaborating sites. Faculty members who have been intimately involved in the development of this proposal will become faculty mentors. After an initial period of adjustment, the program can become part of the existing student support mechanism for advisement. A doctoral prepared nurse advisor at Lehman will be facilitating the educational processing of the students pursuing this track.

CURRICULUM

Philosophy and Rationale

The RN to BS in Nursing program at Lehman College builds on prior learning at the AS/AAS level of generic nursing, expanding this knowledge base through focused exploration of a variety of issues related to the timely delivery of nursing care in today's changing, global healthcare environment. The program is evidence-based, drawing on the *Essentials of Baccalaureate Education for Professional Nursing Practice* developed by the American Association of Colleges of Nursing (AACN). The program also incorporates the competencies developed through the national Regionally Increasing Baccalaureate Nurses (RIBN) initiative at CUNY, which is based on the work of the Institute of Medicine (IOM), Quality & Safety Education for Nurses (QSEN) initiative and the Oregon Consortium for Nursing Education (OCNE). The program consists of a rich distribution of Liberal Arts & Sciences and Nursing courses.

The mission of the Department of Nursing at Lehman College is to prepare nursing professionals at the undergraduate and graduate levels who are able to relate humanistically, think critically, act ethically, and pursue life-long learning. The nursing faculty at Lehman College believes that professional nursing education programs should prepare baccalaureate graduates to think critically and collaborate effectively with other members of the health team to provide competent care in an ethical manner.

Graduates of the program are expected to be self-directed in maintaining their competence and in contributing to the advancement of the profession of nursing through continuing education. The curriculum for the program is congruent with the Department of Nursing's mission and progresses logically to ensure the achievement of program outcomes.

Conceptual changes to be incorporated into the Bronx Community College nursing program have been designed to articulate seamlessly with the Baccalaureate Essentials used in the nursing program at Lehman, thus forming a smooth transition to the RN-BSN curriculum. These changes are to include, but are not limited to:

- Increased use of case-based learning, emphasizing the most commonly occurring healthcare problems/pathologies. These cases will be spiraled through the curriculum; the complexity of the cases will be increased as the curriculum progresses;
- Increased use of simulation as a clinical learning tool. The IOM Forum on the Future of Nursing Education (IOM, 2010b) strongly recommends a move away from the “additive” curriculum toward a curriculum which fosters active learning (p.9). Through simulation students are immersed in a clinical situation and are required to problem solve using clinical decision making skills. To help accomplish this goal, it is planned that CUNY on the Concourse will become the hub of the Master Case based learning experiences for all participating programs;
- An increased gerontological focus and added emphasis on chronic care to address the American aging demographic;
- Increased focus on cultural sensitivity, systems of care and quality improvement in the delivery of care;
- Development of collaborative relationships between the faculty and students of the participating colleges, including collaboration on learning projects;
- Increased emphasis on evidence-based practice and utilization of clinical research to enhance patient outcomes; and,
- Incorporation of a set of core competencies into the curriculum of each program in the consortium. These competencies, which have been developed and agreed upon by the participating schools, are informed by the work of the Institute of Medicine's (IOM) Core Competencies, Quality and Safety Education for Nurses (QSEN), and the competencies of NLN and the Baccalaureate Essentials of AACN for safe and effective patient care, therefore preparing both ADN and BS graduates for practice in the 21st century.

In addition to the courses required for the AAS degree, students will be encouraged to complete additional liberal arts humanities and science courses which can be applied to the BS degree. Students will be guided in the selection of these courses by faculty advisors to maximize the courses which meet the educational requirements of Lehman College and prevent repetition of courses.

Education at the baccalaureate level prepares associate degree nurses for the increasingly complex and varied roles that they will be expected to assume. Graduates of the BS in Nursing program will be generalists, with the tools needed to meet the challenges of the evolving healthcare system.

Internal Evaluation and Outcomes

The proposed program will be monitored both internally and externally. At the community college, student demographic data and student evaluations of courses and clinical sites are completed each semester. Graduates of the program complete an exit survey and are asked to complete ongoing surveys, at both 6 and 9 months, post-graduation. Externally, the program is evaluated on an ongoing basis by NCLEX-RN test scores, retention rates and job placement statistics. Annual advisory board meetings, with outside clinical agencies, provide input as to overall program satisfaction with nurses, employed by their agencies. The specific outcome of this program, increasing the number of Bronx Community College nursing students transferring to Lehman for their baccalaureate degree, will be evaluated in questions on the graduate exit survey and ongoing graduate surveys at 6 and 9 months. The Lehman College nursing program will track students from Bronx Community College, including retention, progression and graduation with a baccalaureate degree within the allotted time frame. Lehman will also collect data on student satisfaction with the department courses and the dual/joint degree program, graduate satisfaction and employee satisfaction with graduates of the dual degree initiative.

COST ASSESSMENT*Faculty*

(See Appendix F)

Facilities and Equipment

(See Appendix F)

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APPENDICES

Appendix A: Course Descriptions for Required Courses
Bronx Community College

Core and Required Areas of Study (Pre-Clinical Sequence)

ENG 10 Fundamentals of Composition and Rhetoric **5 lec./ 1 conf/rec 3 crs**
Fundamental principles of expository organization and grammar that emphasize essay development, unity and clarity, and utilizing various rhetorical styles. Selected readings. Approximately nine compositions required and one research paper with MLA documentation using library resources. Students must pass the ENG 11 final exam. *Successful completion of this course is equivalent to successful completion of ENG 11.*

OR

ENG 11 Composition and Rhetoric I **3 lec 3 cr**
Fundamental principles of organization and rhetoric; practice in expository writing; selected readings, mainly non-fiction; approximately eight papers required, including one research paper with MLA documentation using library resources.
Prerequisites: Passing scores on both the CUNY Writing Skills Assessment Test and CUNY Reading Skills Assessment Test.

CMS 11 Fundamentals of Interpersonal Communication **3 lec 3 cr**
Dynamics of communication through examination of theory and discussion. Designed to provide understanding of communicative processes; opportunities for each student to experiment with personal communicative activity.
Prerequisites: ENG 01 and RDL 01 if required

PSY 11 Introduction to Psychology **3 lec 3 cr**
Scientific method in the understanding of human behavior. Introductory study of growth and development, motivation, emotions and mental health, learning, intelligence and personality evaluation.
Corequisite: ENG 02 or RDL 02 if required.

PHM 10 Pharmacology Computations **2 lec 2 cr**
This course focuses on the principles related to the calculation of dosages and medication administration. Topics include the systems of measurement, equipment used in medication administration, calculation of oral medications, injectable medications and calculations related to intravenous and pediatric dosages. Emphasis is placed upon safe medication administration. Technology is used to enhance course content.
Prerequisites: CUNY Math exemption or a minimum score of 35 in arithmetic (M1) and a minimum score of 40 in algebra (M2) on the CUNY COMPASS PLACEMENT TEST.

BIO 23 Human Anatomy and Physiology I **3 lect 3 lab 4 cr**
An integrated lab-lecture method for the study of the structure and function of the human organism. Includes basic chemistry, cellular anatomy and physiology, tissues, integumentary, skeletal, muscular, nervous and endocrine systems. Required for Allied Health Career Programs.
Prerequisites: MTH 03 or MTH 05, and RDL 02 and ENG 02 if required.

NOTE: Students must complete the pre-clinical sequence with a minimum GPA of 2.5 or better, and have a minimum grade of C+ or better in both BIO 23 & PHM 10. A minimum grade of C is required in CMS 11, ENG 10 or ENG 1, and PSY 11.

ART 11 Introduction to Art**3 lec 3 cr**

Survey of our artistic heritage from the classical period of Western civilization to Modern Art. Discussion of social and philosophical influences. Art museum visits.

Corequisite: ENG 02 or RDL 02 if required.

OR**MUS 11 Introduction to Music****3 rec 3 cr**

Nature of music expression; elements of music, including tempo, meter, rhythm, melodic and harmonic material and structure, tone color and texture examined in instrumental and vocal forms. History of the development of musical styles and forms. Audio laboratory listening assignments. Attendance at live concerts required.

Corequisite: ENG 02 or RDL 02 if required.

PSY 40 Life Span Development**3 rec 3cr**

This course enables students to understand human growth and development, from conception through late adulthood, in varied contexts and cultures. The emphasis is on the interaction between biological, cognitive and social changes over time, within families and within communities. Research data and key ideas, not only from psychology and sociology, but also from neuroscience, genetics, economics, and anthropology are included. The goal is to provide students with a solid understanding of the causes and manifestations of human behavior.

Prerequisite: PSY 11.

SOC 11 Sociology**3 rec 3 cr**

Introduction to the scientific study of human life as group life. Culture and personality; courtship, marriage and family; religious behavior; education and communication; theories of social stratification and social change.

Corequisite: ENG 02 or RDL 02 if required.

PEA Physical Education**1cr****PHYSICAL EDUCATION AND WELLNESS**

Department of Health, Physical Education and Wellness

A medical examination is required every two years. A College Medical Form can be secured from the Health Service Office (Loew Hall, Room 101). Students unable to participate in any activity course for medical reasons must make an appointment to see the College nurse upon admission to the College.

Specialization Requirements**BIO 24 Human Anatomy and Physiology II****3 lect 3 lab 4 cr**

An integrated lab-lecture method for the study of the structure and function of the human organism. Includes cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems.

Prerequisite: BIO 23. Required for health career students.

BIO 28 Microbiology and Infection Control**3 lect./ 3 lab/ 4 cr**

Introduction to microbial structure, function and reproduction. Introduces the medical aspects of bacteriology, mycology, parasitology, virology, serology, immunology, epidemiology, and infection control.

Required for Allied Health Career Programs.

Prerequisites: BIO 23 and BIO 24 or permission of department chairperson.

CHM 17 Fundamentals of General Chemistry I**1 rec/2 lect./3 lab/ 4 cr**

Introductory course in general chemistry, atomic theory, formulas and equations, electron configurations, periodic table, chemical bonding, molecular structure, calculations, gas, liquid and solid states, solutions. Laboratory exercises illustrate principles of course and laboratory techniques.

Prerequisites: CHM 02 or passing of placement exam, MTH 05 and RDL 02.

Required Nursing Courses at Bronx Community College**NUR 41 Nursing Process and Therapeutic Communication †****2 lect./ 2 cr**

This introductory course focuses on issues, concepts and the nursing process utilizing therapeutic communication techniques when dealing with clients, families and groups. Nursing 41 builds on previously acquired knowledge from the humanities and social sciences. The concepts of critical thinking and legal and ethical issues are introduced as they pertain to the discipline of nursing.

Prerequisite: Pre-Clinical Nursing Sequence.

Corequisites: NUR 42, BIO 24.

NUR 42 Fundamental Skills In Nursing†**2 lect./ 5 clin./ 2 lab/ 4 cr**

This web-enhanced course introduces students to health care needs of older adults. It focuses on providing a safe effective care environment, while promoting and maintaining physiological and psychosocial integrity. In addition, this course helps students apply knowledge from the humanities, biophysical and psychosocial sciences to the science of Nursing. Students learn to apply the nursing process at a beginning level, develop critical thinking skills, perform selected psychomotor skills and use therapeutic communication.

Prerequisite: Pre-Nursing Sequence.

Corequisites: NUR 41, BIO 24.

NUR 43 Mental Health Nursing†**2 lect./ 6 clin./ 4 cr**

This course focuses on the mental health of adults in the community and in the inpatient setting. The student will provide nursing care, utilizing the nursing process, to a variety of clients who have mental illness and various mental health needs. Emphasis will be upon the promotion, restoration and maintenance of mental health of individuals and groups of clients as they prepare to return to the community.

Prerequisites: NUR 41, NUR 42, B10 24.

Corequisites: NUR 44, BIO 28.

NUR 44 Nursing of the Adult I†**2 lect./ 6 clin./ 4 cr**

This course introduces students to disease processes by focusing on the care of adult clients with selected medical-surgical problems. Nursing assessments and interventions are discussed. A planned program of supervised experiences on medical and surgical units in selected health care agencies is provided.

Prerequisites: NUR 41, NUR 42, BIO 24.

Corequisites: NUR 43, BIO 28.

NUR 45 Maternal, Newborn and Women's Health† **2 lect./ 6 clin./ 4 cr**

This course focuses on the physiological and psychosocial integrity occurring in women. Emphasis is on the childbearing process, wellness of the family and maintenance of health. Adverse outcomes of pregnancy, care of the newborn and selected women's health issues of contraception, infertility and infections are discussed.

Prerequisites: NUR 43, NUR 44, BIO 28.

Corequisite: NUR 46.

NUR 46 Nursing of the Adult II† **2 lect./ 6 clin./ 4 cr**

This intermediate nursing course builds on previously learned content and experiences. The course focuses on adult clients with selected traumatic, inflammatory and neoplastic disorders. Select problems of the aged and the chronically ill are also discussed. Emphasis is placed on the promotion, restoration and maintenance of physiological and psychosocial health. Continuation of supervised experiences on medical and surgical units in selected health care agencies is provided.

Prerequisites: NUR 43, NUR 44, BIO 24, BIO 28.

Corequisite: NUR 45.

NUR 47 Pediatric Nursing† **2 lect./ 6 clin./ 4 cr**

This course focuses on the physiological and psychosocial health care needs of pediatric clients and their families receiving care in an acute care setting. The focus is on the unique needs of the pediatric population including identifying and promoting the growth and developmental needs of the infant, child and adolescent.

Prerequisites: NUR 45, NUR 46

Corequisite: NUR 48.

NUR 48 Nursing of the Adult III† **2 lect./ 6 clin./ 4 cr**

This senior level course provides students with the opportunity to practice advanced medical surgical nursing skills as well as leadership and management skills where adult clients have multiple complex acute/chronic health care needs. It focuses on collaboratively restoring physiologic and psychosocial integrity in selected medical-surgical disorders and emergency conditions amidst complex technology and life support. Legal and ethical issues pertaining to the discipline of nursing continue to be explored.

Prerequisites: NUR 45, NUR 46

Corequisite: NUR 47.

*Lehman College***Course Descriptions of Additional Required Courses at Lehman College for
Baccalaureate in Nursing Degree****Core Requirements****ENG 121: English Composition II.**

3 hours, 3 credits. Continues the work of [ENG 111](#), advancing critical reading skills and essay development. Emphasis on writing analytical essays and papers based on research in various academic disciplines. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology. *Note: All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester.*

MAT 132: Introduction to Statistics.

4 hours, 4 credits. Collection, plotting, and comparison of data sets, histograms, descriptive statistics, the frequency definition of probability, random experiments, random sampling, binomial and normal variables, confidence intervals and tests of hypotheses for binomial and normal parameters. Additional topics chosen from tests for the difference of proportions or population means, the Chi Square test, and regression analysis. Introduction to a computer statistical package. PREREQ: [MAT 104](#) or placement by the Department of Mathematics and Computer Science.

Distribution Courses consist of second-level courses in the General Education program. These are courses on a broad range of topics. Students will take one course from the category listed below. **(Four of the five categories—i.e. World Culture and Global Issues, Creative Expression, Individual and Society, and Scientific World—will be completed while the students pursue the AAS degree).** *Note: Students cannot take more than two courses in any one discipline (i.e. with the same discipline code—e.g. ENG or HIS or PHI).*

- U.S. Experience in its Diversity

Upper-Division Interdisciplinary General Education Requirement (6 Credits). After earning a minimum of 60 credits or earning an Associate's Degree, and officially selecting a major, all students must complete **two LEH courses**. The two are to be chosen in topics outside their major from the following variable topics courses:

- LEH352: Studies in Literature,
- LEH353: Studies in the Arts,
- LEH354: Historical Studies, and
- LEH355: Studies in Philosophy, Theory and Abstract Thinking.

Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

HIN 269: Analysis and Action for Community Health.

3 hours, 3 credits. Health needs of families in the context of their community. Introduction to epidemiological method and the principles of epidemiological investigation as tools for analyzing health needs. Issues of prevention, environmental health, special risk families, planned change, the concept of health teams, and the roles of health workers in the community. PREREQ: 30 college credits.

Required Nursing Courses**NUR 300: Nursing as a Human Science.**

3 hours, 3 credits. Historical, philosophical and theoretical foundations of nursing and selected topics relating to the intersubjective nature of professional nursing and its moral, ethical and legal dimensions. PREREQ: Admission to the Nursing major.

NUR 302: Ways of Knowing in Nursing.

3 credits (3 hours, lecture). Methods of research and inquiry in nursing and their implications for clinical practice. PREREQ or COREQ: [NUR 300](#)

NUR 400: Professional Nursing Practice.

6 credits (3 hours, lecture; 9 hours, clinical laboratory). Health assessment and therapeutic intervention through communication theory and skills, interprofessional collaboration, and professional role development. PREREQ: [HIN 269](#) and [NUR 300](#).

NUR 406: Clinical Decision Making.

3 credits (3 hours, lecture). The processes of clinical judgment and decision-making. Examination of the interaction between diagnostic and therapeutic reasoning within the context of ethical reasoning. PREREQ: [NUR 302](#); [NUR 400](#).

NUR 408: Trends and Issues in Nursing and Healthcare.

3 credits (3 hours, lecture). Identification and exploration of trends and issues with opportunity to debate and to defend a position on issues. PREREQ: [NUR 400](#); COREQ: [NUR 406](#).

NUR 409: Therapeutic Intervention V: Nursing Synthesis.

6 credits: 3 hours, lecture; 12 hours, clinical laboratory. Synthesis of knowledge and skills required to effectively support clients, families and groups with chronic illnesses. PREREQ: [NUR 406](#). COREQ: [NUR 410](#). PRE or COREQ: [NUR 408](#).

NUR 410: Professional Nursing Management.

3 credits (3 hours, lecture). Professional role of the nurse in the healthcare system. Emphasis on leadership and management theory, as related to nursing administration, organizational design, and governance. COREQ: [NUR 409](#)

Appendix B: Program Requirements**COURSES REQUIRED FOR A.A.S. IN NURSING AT BRONX CC
(Including Course Content and Requirements)**

	Course Number and Course Title	No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the college core (if applicable)*	<u>GENERAL EDUCATION REQUIREMENTS (37)</u>			
	<u>Core Requirements</u>			
	ENG 10 Fundamentals of Composition and Rhetoric* /or	3	No	No
	ENG 11 Composition and Rhetoric I*			
	CMS 11 Fundamentals of Interpersonal Communication*	3	No	No
	PSY 11 Introduction to Psychology*	3	No	No
	PHM 10 Pharmacology Computations (<i>elective</i>)	2	No	No
	BIO 23 Human Anatomy and Physiology I*	4	No	No
	<u>Required Areas of Study</u>			
	ART 11 Introduction to Art* /	3	No	Yes
	MUS 11 Introduction to Music*			
	CHM 17 Fundamentals of General Chemistry I*	4	No	No
	SOC 11 Sociology*	3	No	No
	PEA Physical Education	1	No	No
	<u>Specialized Requirements</u>			
BIO 24 Human Anatomy and Physiology II*	4	No	No	
BIO 28 Microbiology and Infection Control*	4	No	No	
PSY 40 Life Span Development*	3	Yes	No	
List each course required for the major (include any field experience, research, thesis, or capstone course)**	<u>NURSING MAJOR (30 credits)</u>			
	NUR 41 (Nursing Process & Therapeutic Communication)	2	No	No
	NUR 42 (Fundamental Skills in Nursing)	4	No	No
	NUR 43 (Mental Health Nursing)	4	No	No
	NUR 44 (Nursing of the Adult I)	4	No	No
	NUR 45 (Maternal, Newborn and Women's Health)	4	No	No
	NUR 46 (Nursing of the Adult II)	4	No	No
	NUR 47 (Pediatric Nursing)	4	No	No
NUR 48 (Nursing of the Adult III)	4	No	No	
NOTE: All NUR courses must be taken in sequence. A minimum grade of a C must be achieved in BIO 24 and Bio 28. A grade of a C+ or better is required in BIO 23. All BIO courses must be taken and passed within 7 years of entry into the nursing program. A grade of B or better is required in NUR 41 & NUR 42				
Total Credits in the A.A.S. in Nursing Program		67		

NOTE: **34 CREDITS ARE LIBERAL ARTS AND SCIENCES***MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, **IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.**

** THE ANNOTATED COPY OF THE COLLEGE CATALOG THAT FOLLOWS DESCRIBES THE REQUIRED CATEGORIES FROM WHICH STUDENTS SELECT COURSES, AND SPECIFIES THE NUMBER OF CREDITS ALLOTTED IN EACH COURSE,AS WELL AS, A SYNOPSIS OF THE COURSE CONTENT REQUIRED FOR GRAUATION FROM EACH COLLEGE IS PROVIDED.

COURSES REQUIRED FOR GRADUATION FROM BRONX COMMUNITY COLLEGE

BCC Course	BCC required for Graduation	Equivalent Lehman Course	Meets Lehman Requirement
BIO 23	Yes	BIO 181 (Required core: Life and physical sciences)	Yes
BIO 24	Yes	BIO 182 (Flexible Core: Scientific World)	Yes
BIO 28	Yes	BIO 230 (4 credits)	Yes
ENG 11 or ENG10	Yes	ENG 111 (Required Core: Composition)	Yes
SOC 11	Yes	SOC 166	Yes
PSY 11	Yes	PSY 166 (Flexible Core: Individuals and Society)	Yes
CMS 11	Yes	COM 204	Yes
PHM 10 Lower division elective (2 credits)	Yes		
CHM 17	Yes	CHE 114, 115 (Flexible Core: Scientific World)	Yes
PEA	Yes		
PSY 40	Yes	HIN 268 (3 credits)	Yes
ART 11 or MUS 11	Yes	ARH 167 or MSH 114 (Flexible Core: Creative Expression)	Yes

ADDITIONAL COURSES REQUIRED FOR LEHMAN COLLEGE B.S. IN NURSING

Course Number and Course Title		No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the college core (if applicable)	LEH (upper level college option)	3	Yes	No
	LEH (upper level college option)	3	Yes	No
	Distribution course: (U.S. Experience in Its Diversity)	3	No	No
	MAT 132: Introduction to Statistics*	4	No	No
	ENG 121: Principles of Effective Writing	3	Yes	No
	HIN 269: Analysis & Action for Community Health	3	No	No
	General Ed. (Liberal Arts)	3	No	No
	Electives (Liberal Arts)	4	No	No
List each course required for the major (include any field experience, research, thesis, or capstone course)	NUR 300: Nursing as a Human Science	3	No	No
	NUR 302: Ways of Knowing in Nursing	3	No	No
	NUR 400: Professional Nursing Practice	6	No	No
	NUR 406: Clinical Decision Making	3	No	No
	NUR 408: Trends & Issues in Nursing and Healthcare	3	No	No
	NUR 409: Therapeutic Intervention IV	6	No	No
	NUR 410: Professional Nursing Management	3	No	No
Total Lehman Credits		53		
Credits at Bronx Community College		67		
Total Credits for B.S. Degree		120		
<u>NOTE: 26 CREDITS ARE LIBERAL ARTS AND SCIENCES</u>				

*Depending upon the outcome of a math placement exam, and before taking MAT 132, students may be advised to take another math course at Lehman which would count toward liberal arts elective credit.

Appendix C: Sample Program Scheduling

FALL 2014		SPRING 2015		ENROLLED JOINTLY: Lehman/BCC SUMMER 2015		FALL 2015	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
ENG 10 or ENG 11 (Required Core: Composition)	3	NUR 41	2			NUR 43	4
BIO 23 (Required Core) Life and Physical Sciences	4	NUR 42	4			NUR 44	4
CMS 11	3	BIO 24 (Flexible Core) Scientific World	4			BIO 28	4
PHM 10	2	SOC 11 (Flexible Core) World Cultures and Global Issues	3			PSY 40	3
PSY 11 (Flexible Core) Individuals and Society	3	PEA	1				
Total credits	15	Total credits	14	Total credits		Total credits	15
SPRING 2016		SUMMER 2016		FALL 2016 GRADUATION FROM BCC		SPRING 2017	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
NUR 45	4			NUR 47	4	NUR 300	3
NUR 46	4			NUR 48	4	NUR 302	3
CHM 17 (Flexible Core) Scientific World	4			ENG 121* (Required Core) Composition (<i>E-permit</i>)	3	NUR 400	6
MUS 11/ART 11 (Flexible Core) Creative Expression	3			HIN 269* (<i>E-permit</i>)	3	MAT 132 (Required Core) Quantitative or Mathematical Reasoning	4
				Elective (Liberal Arts)* (<i>E-permit</i>)	1		
Total credits	15	Total credits		Total credits	15	Total credits	16

SUMMER 2017		FALL 2017		SPRING 2018		SUMMER 2018	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
		NUR 406	3	NUR 409	6		
		NUR 408	3	NUR 410	3		
		(Flexible Core) US Experience in its Diversity	3	Upper Level College Option	3		
		Upper Level College Option	3	Gen Ed. (Liberal Arts)	3		
		Elective (Liberal Arts)	3				
Total credits			15	Total credits	15	Total credits	120

*Courses taken at Lehman College via e-permit

Note: Students, immediately upon completing the final semester of the AAS degree program, are required to register for the NCLEX-RN exam. Students must pass the exam within 90 days of completing the program. Students who are unsuccessful on the exam will not be allowed to continue in the Dual Degree RN-BS nursing program at Lehman College.

Appendix D: Faculty Teaching Assignments
Bronx Community College

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)
NUR 41 Nursing Process & Therapeutic Communication- Level I LECTURE	2	Ellen Hoist Claudette Gordon	MS Nursing, CUNY at Lehman College EdD Educational Leadership, University of Phoenix MS Nursing, CUNY at Lehman College
NUR 42 Fundamental Skills in Nursing- Level I LECTURE/CLINICAL	4	Alnisa Shabazz Paula Green Claudette Gordon Erica Williams-Woodley Seth Johnson	MS Nursing, CUNY at Lehman College MS Nursing, Walden University EdD Educational Leadership, University of Phoenix MS Nursing, CUNY at Lehman College MS Nursing, CUNY at Lehman College MS Nursing, College of Mount St. Vincent
NUR 43 Mental Health Nursing- Level II LECTURE/CLINICAL	4	Marie Smith Sharon Mais-Jeter Noreen Scott-John	MA Nursing Education, New York University MS Nursing Education, Mercy College MS Nursing, Mercy College
NUR 44 Nursing of the Adult I – Level II LECTURE/CLINICAL	4	Kenya Harris Sharon Mais-Jeter Marcia Jones Barbara Brown	MA Nursing Education, New York University MS Nursing Education, Mercy College ND Nursing, Case Western Reserve University MS Nursing, CUNY at Lehman College
NUR 45 Maternal-Newborn & Women’s Health- Level III LECTURE/CLINICAL	4	Virginia Bernard Marcia Jones Claudette Gordon	PhD Higher Education, Capella University ND Nursing, Case Western Reserve University EdD Educational Leadership, University of Phoenix

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)
NUR 46 Nursing of the Adult II- Level III LECTURE/CLINICAL	4	Catherine Mbewe Kenya Harris Claudette Gordon	MS Nursing, CUNY at Lehman College MA Nursing Education, New York University EdD Educational Leadership, University of Phoenix
NUR 47 Pediatric Nursing- Level IV LECTURE/CLINICAL	4	Helen Papas-Kavalis Erica Williams-Woodley Paula Green	MA Nursing, New York University MS Nursing, CUNY at Lehman College MS Nursing, Walden University
NUR 48 Nursing of the Adult III- Level IV LECTURE/CLINICAL	4	Cecelia Carew Erica Williams-Woodley Sharon Mais-Jeter	MA Nursing Education, New York University MS Nursing, CUNY at Lehman College MS Nursing Education, Mercy College

Relevant Occupational Experience (e)	Relevant other experience (such as certification/ licensure) (f)	Recent Scholarly Contributions (optional below baccalaureate level) (g)
BERNARD, VIRGINIA PhD, RN		
Associate Professor Lecturer and team leader, NUR 45 Clinical instructor for NUR 45 Fit Testing Coordinator Test Construction Committee, member Clinical Placement, liaison Admissions Committee, member	Licensure: Registered Nurse (New York State)	Haitian Relief Mission - April 2012 -Provided direct nursing care, health assessment, promotion and administered treatments, with collaborative team of interdisciplinary health care professionals. Supervised Bronx Community College RN students who also participated in this Mission.
CAREW, CECEILA		
Associate Professor Lecturer and team leader, NUR 48 Clinical Instructor for NUR 46 and NUR 48 Test Construction Committee, member Awards, Committee, member Program Evaluation Committee, member	Licensure: Registered Nurse (New York State) Legal Nurse Consultant CCRN,CNE	NYCNECT Faculty Transformer – January 2012 Book Review: Pocket Pro: <i>Nursing Procedures...When Seconds, Count</i> – March 2012 – F.A. Davis Company Chapter Reviewer: <i>Pellicco's Medical Surgical Nursing</i> – July, 2011 – Wolters Kluwer Health, Lippincott, Williams & Wilkins Candidate – Item Development Panelist – The Nation Council of State Board of Nursing (NCSBN) – Chicago. IL – Feb. 24 th -25 th , 2012 Candidate Item Development Panel Member NCLEX, RN – National Council State Board for Nursing (NCSBN) – Oct. 18 th – 21 st , Chicago, IL
GORDON, CLAUDETTE Edd, MS, RN		

<p>Relevant Occupational Experience (e)</p>	<p>Relevant other experience (such as certification/ licensure) (f)</p>	<p>Recent Scholarly Contributions (optional below baccalaureate level) (g)</p>
<p>Assistant Professor Lecturer for NUR 41 Clinical instructor for, NUR 42, NUR 45, NUR 46 and NUR 47</p> <p>Test Construction Committee, member Dual Degree Committee, member</p>	<p>Licensure: Registered Nurse (New York State)</p>	<p>Co-Presenter- June 2011 – Drexel University Nursing Education Institute – <i>Rewriting History: The Effect Of The Supplemental Instruction Model And Simulation In The Development Of Clinical Competencies In Traditionally Difficult Courses</i>,– Atlantic City, NJ</p> <p>Co- Presenter – March, 2011 – <i>Food Scarcity</i> – BCC Global initiative Committee</p> <p>Fall 2010. Contributed to Supplemental Instruction & Simulation Active Learning Guide, For NUR 42 Nursing in Fundamental Course</p> <p>Poster Presentation –May 2010- Institute of Continuous Learning Nursing Education-<i>Overcrowding in the Emergency Department</i>- SUNY Downstate Medical Center University Hospital of Brooklyn, Nursing Research and Evidence based Practice Conference: Translating Knowledge Into Practice</p>
<p>GREEN, PAULA</p>		
<p>Assistant Professor Lecturer and team leader PHM 10 Lecturer for NUR 42, NUR 47, PHM 10</p> <p>Clinical instructor NUR 42 and NUR 47</p> <p>Pharmacology Committee, Chair Program Evaluation Committee, member</p>	<p>Licensure: Registered Nurse (New York State)</p>	<p><u>Poster Presentation</u> NYCNECT 2012: NEEHR PERFECT Faculty</p> <p>Presenter- Fall 2010- Center for Teaching Excellence (CTE), Bronx Community College <i>Teaching with Technology: “Augmenting Teaching with Skype”</i></p> <p>Contributed to Supplemental Instruction & Simulation Active Learning Guide.</p>

<p>Relevant Occupational Experience (e)</p>	<p>Relevant other experience (such as certification/ licensure) (f)</p>	<p>Recent Scholarly Contributions (optional below baccalaureate level) (g)</p>
		<p>Team Member: Title V Project Learning By Design- Bronx Community College: <i>Using VoiceThread and Simulation to Develop Therapeutic Communications and Collaboration Skills</i> – Jan. 2010 – Jun 2011</p>
<p>HARRIS, KENYA</p>		
<p>Associate Professor Lecturer and team leader NUR 44 Clinical instructor NUR 44 and NUR 46</p> <p>Simulation lab coordinator Simulation Committee, Chair ATI coordinator</p>	<p>Licensure: Registered Nurse (New York State)</p>	<p>Presenter: June 2012-Teaching with Technology – <i>Building modules with Softchalk</i>-Bronx Community College</p> <p>Presenter: November 2010 – League for Innovation in the Community College; <i>STEM-Learning in the Future: Web 2.0 Allied Health Sciences</i></p> <p>Presenter: October 2010 – Annual National Conference of Professional Education and Development (Villanova University) <i>Innovation and Creativity in Nursing Education – Learning in the Future: Web 2.0: Allied health Sciences</i>, Baltimore Maryland</p> <p>Virtual Presenter: Feb 3, 2010 – Education Technology Society First Annual Best Practices Showcase – <i>Teaching and Learning in the Future Using Web 2.0 Tools: A Faculty Development Model</i> – Puerto Rico</p> <p>Author: <i>Multifarious Instructional Design: A Design Grounded in Evidence-based Practice</i>, Teaching and Learning in Nursing, Jan. 2011</p>

<p>Relevant Occupational Experience (e)</p>	<p>Relevant other experience (such as certification/ licensure) (f)</p>	<p>Recent Scholarly Contributions (optional below baccalaureate level) (g)</p>
		<p>Fall 2010. Contributed to Supplemental Instruction & Simulation Active learning Guide.</p> <p>Team Member: Title V Project Learning By Design- Bronx Community College: <i>Using VoiceThread and Simulation to Develop Therapeutic Communications and Collaboration Skills</i> – Jan. 2010 – Jun 2011</p>
<p>HODGE, CLARENCE BS, Computer Science</p>		
<p>Lecturer PHM10 Instructional Lab Technology Coordinator Pharmacology Committee, member</p>	<p>N/A</p>	<p>N/A</p>
<p>HOIST, ELLEN</p>		
<p>Professor Director, LPN Program Bronx Community College Lecturer and team leader NUR 41</p> <p>Program Evaluation Committee, Chair Test Construction Committee, member Simulation Committee, member</p>	<p>Licensure: Registered Nurse (New York State and New Jersey)</p>	<p>Peer Reviewer: Clinical Simulation in Nursing Journal – Fall 2009 - Present</p> <p>NYNECT Transformer January 2012 -Poster Presentation: “<i>Integrating Neehr Perfect Academic Electronic Health Record System</i>” Hunter College School for Health Sciences</p> <p>Team Leader: Member Title V Project Learning By Design- Bronx Community College: <i>Using VoiceThread and Simulation to Develop Therapeutic Communications and Collaboration Skills</i> – Jan. 2010 – Jun 2011</p>

<p>Relevant Occupational Experience (e)</p>	<p>Relevant other experience (such as certification/ licensure) (f)</p>	<p>Recent Scholarly Contributions (optional below baccalaureate level) (g)</p>
		<p>Co-Developed Learner Assessment Tool for Computer Literacy</p> <p>State Chair : NYS Council of Practical Nurse Programs</p> <p>Fall 2010. Contributed to Supplemental Instruction & Simulation Active Learning Guide, - Fundamentals of Nursing – NUR 42.</p> <p>Presenter: October, 2011 – NYS Council of Practical Nurse Programs, Annual Coordinators Meeting – <i>Simulation Comes to Bronx Community College: Getting Started</i> – Albany, NY</p>
<p>JONES, MARCIA</p>		
<p>Associate Professor Lecturer NUR 45 Clinical instructor NUR 44 and NUR 45 Test Construction Committee, Chair</p>	<p>Licensure: Registered Nurse (New York State)</p> <p>ACLS, BLS, PALS Nurse Midwife</p>	<p>Haitian Relief Mission: April 2012 -Provided direct nursing care, health assessment, promotion and administered treatments, with collaborative team of health care professional from various disciplines. Supervised Bronx Community College RN students who also participated in this Mission.</p> <p>Co- Presenter: March, 2011 – <i>Food Scarcity</i> – BCC Global initiative Committee</p> <p>Contributor: <i>Maternal Child Nursing Care</i> – Ward, W. & Hisley, S. – F.A. Davis, Co. 2009</p>
<p>MAIS-JETER, SHARON</p>		
<p>Assistant Professor Lecturer NUR 44</p>	<p>Licensure: Registered Nurse (New York State)</p>	<p>Developed Restorative Nursing care Modules and Program for subacute unit in a long term care facility.</p>

<p>Relevant Occupational Experience (e)</p>	<p>Relevant other experience (such as certification/ licensure) (f)</p>	<p>Recent Scholarly Contributions (optional below baccalaureate level) (g)</p>
<p>Clinical instructor NUR 43, NUR 44 and NUR 48</p> <p>Test Construction Committee, member Dual Degree Committee , member</p>	<p>ACLS, BLS, PALS</p>	
<p>SHABAZZ, ALNISA</p>		
<p>Assistant Professor Lecturer and team leader NUR 42 Clinical instructor NUR 42 Simulation Committee, member Admissions Committee, member Dual Degree Committee, member</p>	<p>Licensure: Registered Nurse (New York State) Post Graduate Certificate – Nursing Education</p>	<p>NYNECT Faculty Transformer: Poster Presentation: January 2012 - <i>“Integrating Neehr Perfect Academic Electronic Health Record System”</i> Hunter College School of Health Sciences</p> <p>Co-Presenter: June 2011 -Drexel University Nursing Education Institute – <i>Rewriting History: The Effect Of The Supplemental Instruction Model And Simulation In The Development Of Clinical Competencies In Traditionally Difficult Courses,</i> – Atlantic City, NJ</p> <p>Co- Presenter; Faculty Development for Bronx CUNY Nursing Programs – CUNY on the Concourse – Simulation – Jan. 2010</p> <p>Team Member: Title V Project Learning By Design- Bronx Community College: <i>Using VoiceThread and Simulation to Develop Therapeutic communication and Collaboration Skills</i> – Jan. 2010 – Jun 2011</p> <p>Developed and written simulation unfolding cases: <i>(Inez Grant, Adam Stevenson, Charlie Logan Betty Morris, Evelyn Diaz, Judy Abrams, Mack Ford, and Amanda Connors)</i> – Fundamental of Nursing Course (NUR 42) and BCC –Lehman Dual Degree Programs</p>

<p>Relevant Occupational Experience (e)</p>	<p>Relevant other experience (such as certification/ licensure) (f)</p>	<p>Recent Scholarly Contributions (optional below baccalaureate level) (g)</p>
		<p>Developed: Supplemental Instruction and Simulation Active Learning Guide – for the NUR42 Fundamental in Nursing course (Fall 2010 – present)</p> <p>Co-Developed: Learner Assessment Tool for Computer Literacy</p>
MORRIS, DEBORAH		
<p>Professor Chair, Department of Nursing and Allied Health Science</p>	<p>Licensure: Registered Nurse (New York State) Legal Nurse Consultant</p>	<p>Program Evaluator – The National League for Nursing Accrediting Commission (NLNAC), 2000 - present</p> <p>Author: <i>Calculate With Confidence, 5th edition</i> – Mosby/Elsevier Co., 2010</p>
PAPAS-KAVALIS, HELEN		
<p>Professor Lecturer and team leader NUR 47 Clinical instructor NUR 47</p> <p>Curriculum Committee, Chair Admissions Committee, member Simulation Committee, member Awards, Committee, member Dual Degree Committee, member</p>	<p>Licensure: Registered Nurse (New York State)</p>	<p>Co-Presenter – March, 2011 –Simulation in Nursing; Active Learning at its Best Center For Teaching Excellence</p> <p>Contributor - <i>Maternal Child Nursing Care</i> – Ward, W. & Hisley, S. – F.A. Davis, Co. 2009</p>
SMITH, MARIE		
<p>Professor Lecturer and team leader, NUR 43 Clinical instructor NUR 43</p>	<p>Licensure: Registered Nurse (New York State)</p>	

<p>Relevant Occupational Experience (e)</p>	<p>Relevant other experience (such as certification/ licensure) (f)</p>	<p>Recent Scholarly Contributions (optional below baccalaureate level) (g)</p>
<p>Admissions Committee, Chair Dual Degree Committee, member</p>	<p>APRN, BC – Psychiatric Mental Health Nursing BCLS</p>	
<p>WILLIAMS-WOODLEY, ERICA</p>		
<p>Assistant Professor Lecturer NUR 47 Clinical instructor NUR 42, NUR 47, NUR 48 ATI Testing Committee, member Test Construction Committee, member</p>	<p>Licensure: Registered Nurse (New York State) Pediatric Nurse Practitioner</p>	<p>Presenter: May 2012 – <i>Clinical Evaluation Tools</i>- BCC Center for Teaching Excellence Contributor: Jan 2010 – <i>Custom Case Studies</i>- Prentice Hall Nursing, Pearson Learning Solutions</p>
<p>MBEWE, CATHERINE</p>		
<p>Assistant Professor Lecturer and team leader NUR 46 Lecturer NUR 48 Clinical instructor NUR 46 Test Construction Committee, member Program Evaluation Committee, member</p>	<p>Licensure: Registered Nurse (New York State) BCLS</p>	<p>Presented: Nov. 11, 2011 – <i>Pedagogy of Pod Casting</i> – BCC IT Department Presented: Oct. 6, 2011 – <i>Promoting Student Professional Identity</i> – BCC Center for Teach Excellence Co- Presenter : March, 2011 – <i>Food Scarcity</i> – BCC Global initiative Committee Co-Presenter: March, 2011 – <i>Simulation in Nursing; Active Learning at its Best</i>- BCC Center For Teaching Excellence</p>
<p>SCOTT JOHN, NOREEN</p>		
<p>Adjunct Lecturer – NUR 43 Adjunct Clinical Instructor – NUR 43</p>	<p>Licensure: Registered Nurse (New York State)</p>	

<p>Relevant Occupational Experience (e)</p>	<p>Relevant other experience (such as certification/ licensure) (f)</p>	<p>Recent Scholarly Contributions (optional below baccalaureate level) (g)</p>
<p>JOHNSON, SETH</p>		
<p>Adjunct Clinical Instructor –NUR 42</p>	<p>Licensure: Registered Nurse (New York State) Adult Nurse Practitioner CNE</p>	
<p>BROWN, BARBARA</p>		
<p>Adjunct Clinical Instructor, NUR 44</p>	<p>Licensure: Registered Nurse (New York State)</p>	

Lehman College

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Akan, Alice (Director Undergraduate Program & Lecturer)	NUR 300: Nursing as a Human Science NUR 410: Professional Nursing Management	10%	M.A. (New York University) B.S. (University of Washington)	Nurse Educator; Nurse Administrator /Chronic Illness; Adult Health; Health Assessment
Campbell, Eleanor (Director Graduate Program & Assistant Professor)	NUR 300: Nursing as a Human Science	10%	Ed.D: Columbia University M.Ed: Teachers College B.S.: Alfred University	Nurse Educator; Parent / Child Nursing
Cohen, Shirlee (Lecture)	NUR 400: Professional Nursing Practice NUR 406: Clinical Decision Making NUR 409: Therapeutic Intervention V: Nursing Synthesis	25%	M.S.: Columbia University B.S.: College of New Jersey	Adult Nurse Practitioner/ Administrator Psychiatric NP
Cypress, Brigitte (Assistant Professor)	NUR 302: Ways of Knowing in Nursing	25%	Ed.D.: Columbia University M.S.: Lehman College (CUNY) B.S.: Far Eastern University	Nurse Educator /Education; Adult Health Nursing
Catherine Alicia Georges (Chairperson/Professor)	HIN 269: Analysis ad Action for Community Health NUR 300: Nursing as a Human Science NUR 302: Ways of Knowing in Nursing NUR 408: Trends & Issues in Nursing & Health Care	10%	Ed.D.: University of Vermont M.A.: New York University B.S.: Seton Hall University	Administrator; Educational leadership and Policy Studies/ Community Health Nursing Education / Health Policy
Lundy, Theresa (Lecturer)	HIN 269: Analysis ad Action for Community Health NUR 408: Trends & Issues in Nursing & Health Care	25%	M.S.: Lehman College (CUNY) B.S.: (Lehman College (CUNY)	Clinician Educator; Adult Health Nursing / Critical Care
Saccomano, Scott (Assistant Professor)	NUR 400: Professional Nursing Practice	25%	Ph.D.: Seton Hall University M.S.: Hunter College B.S.: City College of NY	Health Leadership/ Older Adult

Lehman College

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Scheetz, Linda (Associate Professor)	NUR 302: Ways of Knowing in Nursing	10%	Ed.D.: Columbia University M.A.: New York University B.S.N: Trenton State College	Educator/ Researcher; Clinical Competence
Tesoro, Mary (Assistant Professor)	NUR 406: Clinical Decision Making	10%	DNS: CUNY Graduate Center MS: Lehman College (CUNY) BS: Lehman College (CUNY)	Clinician Educator/ Adult Health Nursing; Oncology Nursing

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on **part-time faculty members** who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Creasy, Edward (Adjunct Professor)	NUR 408: Trends & Issues in Nursing & Health Care	M.S.: Lehman College (CUNY) B.S.: St. Joseph College	Administrator/ Adult Health Nursing
Gayle, Karlene Adjunct Lecturer	NUR 400: Professional Nursing Practice	M.S.: University of Phoenix B.S.: University of Phoenix	Clinical Specialist/ Medical Surgical
Johnson, Wanda (Adjunct Lecturer)	NUR 409: Therapeutic Intervention V: Nursing Synthesis	M.S.: Lehman College (CUNY) B.S.: Lehman College (CUNY)	Administrator/ Adult Health Nursing
Kaleswarareddy, Kalavathi	NUR 406: Clinical Decision Making NUR 408: Trends & Issues in Nursing & Health Care	M.S.: Columbia University B.S.: College of Nursing, Armed forces Medical College (India)	Clinician & Educator Critical Care & Emergency Care
Kebreau, Carolle (Adjunct Lecturer)	NUR 400: Professional Nursing Practice	M.S.: SUNY Downstate B.S.: SUNY Downstate	Family Nurse Practitioner
Krinsky, Robin (Adjunct Lecturer)	NUR 410: Professional Nursing Management	M.S.: Columbia University B.S.: Columbia University	Clinician & Educator/ Adult Health Nursing
Malviya, Prashant (Adjunct Lecturer)	NUR 302: Ways of Knowing in Nursing	M.S.N.: University of Phoenix B.S.N.: University of Phoenix	Educator/ Health Care Education
Miranda, Gina (Adjunct Clinical Assistant Professor)	NUR 302: Ways of Knowing in Nursing NUR 408: Trends & Issues in Nursing & Health Care	D.N.P.: Univ. Of Medicine & Dentistry of NJ M.S.: Hunter College (CUNY) B.S.: Columbia University	Clinician/ Educator Community Health Nursing/ Adult Health
Nurse, Natasha (Adjunct Lecturer)	NUR 302: Ways of Knowing in Nursing NUR 400: Professional Nursing Practice NUR 406: Clinical Decision Making	M.S.: Downstate Medical Center B.S.: Hunter College (CUNY)	Educator/ Researcher Clinical Nurse Specialist
Robinson-Cobblah, Coleen (Adjunct Lecturer)	NUR 400: Professional Nursing Practice NUR 406: Clinical Decision Making NUR 409: Therapeutic Intervention V: Nursing Synthesis	M.S.: Lehman College (CUNY) B.S.: Lehman College (CUNY)	Administrator/ Adult Health Nursing

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on **part-time faculty members** who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Sapadin, Rosa (Substitute Lecturer)	NUR 406: Clinical Decision Making NUR 409: Therapeutic Intervention V: Nursing Synthesis	M.S.: Lehman College (CUNY) B.S.: (Lehman College (CUNY)	Clinician & Educator/ Adult Health Nursing; Emergency Room Nursing
Thomas-Harcum, Cheryl	HIN 269: Analysis ad Action for Community Health	DNP: University of Medicine & Dentistry Post-Master's ANP: Molloy College M.S.: Lehman College (CUNY) B.S.: (Lehman College (CUNY)	Clinician & Educator
Valentin, Linda (Adjunct Lecturer)	NUR 409: Therapeutic Intervention V: Nursing Synthesis	M.S.: Mercy College B.S.: Lehman College (CUNY)	Educator/ Adult Health Nursing

Appendix E: Faculty to be Hired

Bronx Community College

Title of Position	Number of New Positions	Minimum Qualifications
Not applicable		

Lehman College

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
Assistant/Associate Professor	1	Doctorate in Nursing	FT	60%	NUR 300; NUR 302; NUR 406; NUR 408	Fall 2014

Appendix F: Budget Tables - Bronx Community College**New Resources Table**

Expenditures	Year 1 2014 -15	Year 2 2015 -16	Year 3 2016 -17	Year 4 2017 -18	Year 5 2018 -19
Full Time Faculty	0	0	0	0	0
Part Time Faculty			80,000	80,400	81,200
Full Time Staff		0	0	0	0
Part Time Staff	35,000	35,000	0	0	0
Library (Includes Staffing)	0	0	0	0	0
Equipment	0	0	0	0	0
Laboratories	0	0	0	0	0
Supplies & Expenses (Other than Personal Services)	5,000	5,000	6,500	6,500	6,500
Capital Expenditures	0	0	0	0	0
Other	0	0	0	0	0
Total all	40,000	40,000	86,500	86,900	87,700

Projected Revenue Table

<u>Revenues</u>	1st Year 2014-15	2nd Year 2015-16	3rd Year 2016-17	4th Year 2017-18	5th Year 2018-19
<u>Tuition Revenue</u>					
01. From Existing Sources	\$0	\$148,104	\$151,066	\$154,087	\$157,169
02. From New Sources	\$161,700	\$164,934	\$168,233	\$171,597	\$175,029
03. Total	\$161,700	\$13,038	\$319,299	\$325,685	\$332,198
<u>State Revenue</u>					
04. From Existing Sources [§]	\$0	\$115,025	\$115,025	\$115,025	\$115,025
05. From New Sources ^{**}	\$128,400	\$128,400	\$128,400	\$128,400	\$128,400
06. Total	\$128,400	\$243,425	\$243,425	\$243,425	\$243,425
<u>Other Revenue</u>					
07. From Existing Sources	\$0	\$0	\$0	\$0	\$0
08. From New Sources ^{**}	\$0	\$0	\$0	\$0	\$0
09. Total	\$0	\$0	\$0	\$0	\$0
<u>Grand Total</u>					
10. From Existing Sources [§]	\$0	\$263,129	\$266,091	\$269,112	\$272,194
11. From New Sources ^{**}	\$290,100	\$293,334	\$296,633	\$299,997	\$303,429
TOTAL	\$290,100	\$556,463	\$562,724	\$569,110	\$575,623

**The Five-Year Revenue Projections for Program
COMMUNITY COLLEGE WORKSHEET**

Tuition & Fees:

Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

Number of Majors (Enter # of EXISTING FULL TIME In State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL EXISTING FULL TIME TUITION REVENUE

Year One	Year Two	Year Three	Year Four	Year Five
0	42	42	42	42
\$3,300	\$3,366	\$3,433	\$3,502	\$3,572
\$0	\$141,372	\$144,199	\$147,083	\$150,025
0	0	0	0	0
\$0	\$141,372	\$144,199	\$147,083	\$150,025
0	1	1	1	1
\$6,600	\$6,732	\$6,867	\$7,004	\$7,144
\$0	\$6,732	\$6,867	\$7,004	\$7,144
0	0	0	0	0
\$0	\$6,732	\$6,867	\$7,004	\$7,144
\$0	\$148,104	\$151,066	\$154,087	\$157,169

Number of Majors (Enter # of EXISTING PART-TIME In State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall + Spring + Summer) i.e. 6 Fall, 6 Spring, 3 Summer =15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall + Spring + Summer) i.e. 6 Fall, 6 Spring, 3 Summer =15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL EXISTING PART TIME REVENUE

TOTAL EXISTING REVENUE

Year One	Year Two	Year Three	Year Four	Year Five
0	0	0	0	0
\$140	\$143	\$146	\$149	\$152
\$0	\$0	\$0	\$0	\$0
0				
\$0	\$0	\$0	\$0	\$0
0	0	0	0	0
\$220	\$224	\$229	\$233	\$238
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0
\$0	\$148,104	\$151,066	\$154,087	\$157,169

Tuition & Fees:

New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.

Number of Majors (Enter # of NEW FULL TIME In State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of NEW FULL TIME Out of State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL NEW FULL TIME TUITION REVENUE

Year One	Year Two	Year Three	Year Four	Year Five
47	47	47	47	47
\$3,300	\$3,366	\$3,433	\$3,502	\$3,572
\$155,100	\$158,202	\$161,366	\$164,593	\$167,885
0	0	0	0	0
\$155,100	\$158,202	\$161,366	\$164,593	\$167,885
1	1	1	1	1
\$6,600	\$6,732	\$6,867	\$7,004	\$7,144
\$6,600	\$6,732	\$6,867	\$7,004	\$7,144
0	0	0	0	0
\$6,600	\$6,732	\$6,867	\$7,004	\$7,144
\$161,700	\$164,934	\$168,233	\$171,597	\$175,029

Tuition & Fees:

Number of Majors (Enter # of NEW PART-TIME In State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall + Spring + Summer) i.e. 6 Fall, 6 Spring, 3 Summer =15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of NEW PART-TIME Out of State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall + Spring + Summer) i.e. 6 Fall, 6 Spring, 3 Summer =15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL NEW PART TIME REVENUE

TOTAL NEW REVENUE

Year One	Year Two	Year Three	Year Four	Year Five
0	0	0	0	0
\$140	\$143	\$146	\$149	\$152
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0
0	0	0	0	0
\$220	\$224	\$229	\$233	\$238
\$0	\$0	\$0	\$0	\$0
0	0	0	0	0
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0
\$161,700	\$164,934	\$168,233	\$171,597	\$175,029

CURRENT FTEs (use prorated FTEs for PT Students)
 Appropriation per FTE (FY10)

STATE REVENUE FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9

NEW FTEs (use prorated FTE for PT Students)
 Appropriation per FTE (FY10)

STATE REVENUE FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11

FOR YEARS 2-5 INCLUDE CONTINUING FTE FROM PREVIOUS YEARS

Other Revenue From Existing Sources (specify and explain)-
 LINKS TO REVENUE SPREADSHEET ROW 13)
 Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)

Year One	Year Two	Year Three	Year Four	Year Five
0	43	43	43	43
\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
\$0	\$115,025	\$115,025	\$115,025	\$115,025
48	48	48	48	48
\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
\$128,400	\$128,400	\$128,400	\$128,400	\$128,400

The Five-Year Financial Projections for Program

Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new program):

Current Full Time Faculty Replacement Costs (list separately)

Current Full Time Faculty Overload (include summer)

New Full Time Faculty Base Salary (list separately)

New Full Time Faculty Overload (include summer)

New Faculty Re-assigned Time (list separately)

Full Time Employee Fringe Benefits (33.0%)

Total (Links to Full-Time Faculty on Program Exp. Worksheet)

Part Time Faculty Actual Salaries

Part Time Faculty Actual Fringe Benefits (10%)

Total (Links to Part-Time Faculty Program Exp. Worksheet)

Full Time Staff Base Salary (list separately)

Full Time Staff Fringe Benefits (33%)

Total (Links to Full-Time Staff on Program Exp. Worksheet)

	Year 1	Year 2	Year 3	Year 4	Year 5
	0	0	0	0	0
	0	0	0	0	0
	35,000	35,000	80,000	80,400	81,200
	3,500	3,500	8,000	8,040	8,120
	38,500	38,500	88,000	88,440	89,320
	0	0	0	0	0
	0	0	0	0	0

(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)

Part Time Staff Base Salary (list separately)

Graduate Assistants

Student Hourly

Part Time Employee Fringe Benefits (10.0%)

Total (Links to Part-Time Staff on Program Exp. Worksheet)

LIBRARY

Library Resources

Library Staff Full Time (list separately)

Full Time Staff Fringe Benefits (33%)

Library Staff Part Time (list separately)

Part Time Employee Fringe Benefits (10.0%)

TOTAL (Links to Library on Program Exp. Worksheet)

EQUIPMENT

Computer Hardware

Office Furniture

Other (Specify)

Total (Links to Equipment on Program Exp. Worksheet)

LABORATORIES

Laboratory Equipment

Other (list separately)

TOTAL (Links to Laboratories on Prog. Exp. Worksheet)

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

SUPPLIES AND EXPENSES (OTPS)

Consultants and Honoraria

Office Supplies

Instructional Supplies

Faculty Development

Travel and Conferences

Membership Fees

Advertising and Promotion

Accreditation

Computer Software

Computer License Fees

Computer Repair and Maintenance

Equipment Repair and Maintenance

New Total Supplies and OTPS Expenses (Links to Supplies on Program Exp. Worksheet)

CAPITAL EXPENDITURES

Facility Renovations

Classroom Equipment

Other (list separately)

TOTAL (Links to Capital Expenditures on Prog. Exp. Worksheet)

Other (list separately)

TOTAL (Links to Other on Program Exp. Worksheet)

Year 1	Year 2	Year 3	Year 4	Year 5
4,500	4,500	6,000	6,000	6,000
500	500	500	500	500
5,000	5,000	6,500	6,500	6,500
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

Appendix G: Budget Tables- Lehman College

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel*	183,257	183,257	190,229	195,056	204,721
Library	2,000	2,200	2,420	2,662	2,928
Laboratories and Equipment	18,600	8,600	5,000	8,600	5,000
Supplies & Expenses (Other Than Personal Service)	5,000	5,000	5,300	5,630	5,993
Capital Expenditures	--	--	--	--	--
Other	5,000	5,000	5,000	5,000	5,000
Total all	213,857	204,057	207,949	216,948	223,642

The Lehman College Department of Nursing Five Year Projected/Budget Needs											
Personnel--Full Time Line	FTE	Year 1/FA 2014		Year 2/FA 2015		Year 3/FA 2016		Year 4/FA 2017		Year 5/FA 2018	
		Projected	New Need	Projected	New Need	Projected	New Need	Projected	New Need	Projected	New Need
Assistant/Associate Professor <i>(including a 33% fringe benefit cost)</i>	1.0	109,458	109,458	109,458	0	113,523	0	117,596	0	120,705	0
Part Time Lines											
RN/Lab Assistant (20/ hrs@ 10% fringe benefit cost)*	0.0	44,513	44,513	44,513	0	46,275	0	46,275	0	48,151	0
College Lab Tech (20/ hrs @ 10% fringe benefit cost)**	0.0	29,286	29,286	29,286	0	30,430	0	31,185	0	35,864	0
Total Personnel Services		183,257	183,257	183,257	0	190,229	0	195,056	0	204,721	0
Library											
Texts, Journals and Software		2,000	2,000	2,200	200	2,420	220	2,662	242	2,928	266
Total Library		2,000	2,000	2,200	200	2,420	220	2,662	242	2,928	266
Laboratories and Equipment											
Computers (to update existing CAIs)		3,600	3,600	3,600	3,600	0	0	3,600	3,600	0	0
Electronic Patient Records (Simulation Lab)***		15,000	15,000	5,000	0	5,000	0	5,000	0	5,000	0
Total Laboratories & Equipment		18,600	18,600	8,600	3,600	5,000	0	8,600	3,600	5,000	0
Other Than Personnel Services (OTPS)											
Nursing Supplies & Expenses (<i>a 10% inflation rate is added to the last 3 years</i>)		3,000	3,000	3,000	0	3,300	300	3,630	330	3,993	363
Guest Lecturer/ Conference Registration		2,000	2,000	2,000	0	2,000	0	2,000	0	2,000	0
Total OTPS		5,000	5,000	5,000	0	5,300	300	5,630	330	5,993	363
Other											
Consultant (Evaluation)		5,000	5,000	5,000	0	5,000	0	5,000	0	5,000	0
Total Other		5,000	5,000	5,000	0	5,000	0	5,000	0	5,000	0
Grand Total	1.0	213,857	213,857	204,057	3,800	207,949	520	216,948	4,172	223,642	629

*Salary Rate (see personnel worksheet); **Salary Rate (see personnel worksheet); ***Quote Pending

	Associate Professor	RN/ Lab Assistant	College Lab Tech.	
	Full-time	PT/20hrs	PT/ 20hrs	
	33% fringe	10% fringe	10% fringe	
Salary 2014	82,299	40,466	26,624	
Fringe	27,159	4,047	2,662	
First Year	109,458	44,513	29,286	\$183,257
2nd Year	109,458	44,513	29,286	\$183,257
Yr. 2016	85,356	42,068	27,664	
Fringe	28,167	4,207	2,766	
	113,523	46,275	30,430	\$190,229
Yr. 2017	88,418	42,068	28,350	
Fringe	29,178	4,207	2,835	
	117,596	46,275	31,185	\$195,056
Yr. 2018	90,756	43,774	32,604	
Fringe	29,949	4,377	3,260	
	120,705	48,151	35,864	\$204,721
Total	570,741	229,727	156,053	\$956,520

<u>Associate Professor</u>	
2014 & 2015= \$82,299	
2016 = \$85,356	
2017 = \$88,418	
2018 = \$90,756	
<u>RN/Lab: Rate of Pay</u>	
2014 & 2015 = 38.91	
2016 & 2017 = \$40.45	
2018 = \$42.09	
<u>College Lab Tech.</u>	
2014 & 2015 = 25.60	
2016 = \$26.60	
2017 = \$27.69	
2018 = \$31.35	

**LAGUARDIA COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK**

**PROPOSAL TO ESTABLISH
A DUAL/JOINT DEGREE PROGRAM IN
ASSOCIATE IN APPLIED SCIENCE (A.A.S.) IN NURSING
LEADING TO THE
BACHELOR OF SCIENCE (B.S.) IN NURSING:**

EFFECTIVE FALL 2014

SPONSORED BY THE DEPARTMENTS OF NURSING AT:

**LAGUARDIA COMMUNITY COLLEGE, CUNY
DIRECTOR: KATHLEEN KARSTEN, BS, MS**

**HERBERT H. LEHMAN COLLEGE, CUNY
CHAIR: DR. ALICIA GEORGES, EDD, RN, FAAN**

APPROVED BY:

**LAGUARDIA ACADEMIC SENATE (LOI): {date}
LEHMAN COLLEGE SENATE (FINAL PROPOSAL): SEPTEMBER 2013**

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ABSTRACT

The purpose of this proposal is to create a Dual/Joint AAS/BS seamless progression program in Nursing between LaGuardia Community College and Herbert H. Lehman College's Department of Nursing. In the short term, this proposal endeavors to recruit, retain and graduate an increased number of diverse nursing students at the baccalaureate level within the CUNY system. Ultimately, the goal is to improve progression to the graduate level, thus increasing the number of nurses available to assume advanced practice and nursing faculty roles in the New York metropolitan area.

This dual/joint degree model is informed by the program currently in existence between Hunter College and Queensborough Community College. It is also informed by the work of the Oregon Consortium for Nursing Education (OCNE), the Robert Wood Johnson Partners Investing in Nursing (PIN) Initiative and the 2010 Institute of Medicine (IOM) report *The Future of Nursing: Leading Change, Advancing Health*. This landmark report, which has spurred changes within the nursing profession nationally, recommends increasing the percentage of baccalaureate nursing degrees from 50% to 80% by the year 2020, largely by providing seamless progression for associate degree nursing (ADN) graduates to the baccalaureate level. This proposal envisions the elimination of the challenges experienced by CUNY nursing students attempting to transfer through traditional articulation agreements, ultimately creating a seamless AAS-RN-BS curriculum.

PURPOSE AND GOALS

This dual/joint degree initiative is a curricular collaboration that will result in a higher rate of seamless progression for the associate degree nursing (ADN) graduates at LaGuardia Community College to the upper division baccalaureate completion program at Lehman College. This initiative also seeks to diversify the pipeline of students pursuing graduate education in nursing. Recruitment and retention of a culturally diverse cadre of graduate level nursing students is crucial to meeting the needs of the evolving healthcare environment. In an area such as New York City, a diverse nursing workforce is needed to ensure culturally and linguistically competent healthcare for all residents. Despite this evident need, the local nursing workforce does not reflect New York City's diversity. For example, approximately 4% of New York City's nurses are Hispanic. While that is greater than the national average of 1.8%, it is woefully inadequate for a city whose population is 27% Hispanic (New York Academy of Medicine & Jonas Center for Nursing Excellence, 2006). CUNY is part of the solution to this discrepancy—nearly 80% of CUNY's ADN graduates are from racial/ethnic minority groups (CUNY Office of University Dean for Health and Human Services, 2011).

Nursing, the largest single sector in the healthcare workforce, is positioned to have the greatest impact on current and anticipated healthcare reform initiatives. In October 2010, the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation (RWJF) released their highly anticipated report entitled *The Future of Nursing: Leading Change, Advancing Health* (IOM, 2010a). This report, which will continue to shape health policy in our nation, recommends increasing the percentage of nurses with baccalaureate degrees from 50% to 80% by the year 2020 (p. 51). In accordance with nursing education's leading accreditation bodies (i.e., the Commission on Collegiate Nursing Education (CCNE) and the National League of Nursing Accrediting Commission (NLNAC)), the IOM and RWJF are calling for all nursing programs to offer defined academic pathways, which go beyond articulation agreements. These pathways create opportunities for seamless progression and facilitate access to higher education. A growing number of states (including Oregon, Hawaii, California and North Carolina) already have, or are currently pursuing, statewide jointly registered AAS-BS programs. Therefore, the inception of a dual/joint degree program in nursing at CUNY is timely.

The curriculum that serves as the foundation for the dual/joint program will embody an innovative design based on a set of core competencies shared across the participating nursing programs. These competencies will be designed to educate a nurse who can provide care to individuals, families and communities, and who is proficient in areas such as health promotion, acute care, chronic illness and end-of-life care. The graduate from the LaGuardia Community College/Lehman College dual/joint degree program will be skilled in clinical judgment, culturally appropriate & relationship-centered care, systems thinking and leadership, as well as the utilization of evidence-based practice.

NEED AND JUSTIFICATION

Community colleges at CUNY and around the nation hold access to education as a core part of their mission. Due to the opportunities afforded by this accessibility, the number of associate degree (AD) nurses has climbed to over 60% of newly licensed nurse graduates (National Advisory Council on Nursing Education and Practice [NACNEP], 2008). However, AD nurses are progressing up the educational ladder in insufficient numbers. Nationally, only 16% of AD prepared nurses continue their formal education to the baccalaureate level (NACNEP, 2008; Bevill, Cleary, Lacey & Nooney, 2007). Further, those nurses who seek additional formal nursing education tend to return to school just once (Buerhaus, Auerbach & Staiger, 2009).

Progression statistics for CUNY's nursing graduates are similar and highlight the need for additional dual/joint initiatives that enhance seamless progression. The CUNY 2008 Survey of Nursing Graduates (1997-2007; CUNY Office of the University Dean for Health and Human Services, 2009) revealed that only 21.6% of AAS CUNY nursing graduates went on to earn the BS degree, and only 3.2% of these graduates went forward to earn the MS degree in nursing from the same 10 year cohort. There is an insufficient number of nurses being prepared at all levels to meet future needs caused by the current nursing faculty shortage and advanced practice nursing deficit.

The urgency of the shortage is increasingly apparent when coupled with the National League of Nursing (NLN) Faculty Census Data statistics (2006-2009) demonstrating a 7% increase in the number of full-time educators over the age of 60 (currently 16% of total) and the fact that, as of 2009, 76% of full-time faculty in nursing are over the age of 45. The faculty shortage exacerbates the shortage of nurses in general, since this reduces the availability of academic placements for qualified nursing students. The dearth of nurse educators caused over 125,000 qualified applicants to be denied admission to programs in each of the last three years; over 147,000 were turned away in 2006 alone (NLN, 2006). The March 2008 report, *The Future of the Nursing Workforce in the United States: Data, Trend, and Implications*, released by Buerhaus and colleagues, states the shortage of nurses may climb as high as 500,000 by 2025. The current economic climate in the US has led to an apparent temporary abatement of the shortage; however, a severe nursing shortage is predicted for the next 15 years, as 45% of US nurses are currently over 50 years of age (HANYs, June, 2010). The number of retirements is expected to escalate, and outpace enrollment, as baby boomer nurses age out of the profession.

Workforce and economic trends will also severely impact the nursing profession in the coming years. From 2004 to 2008, although 448,668 nurses received their RN license, the workforce grew by only 153,806 nurses during that time period indicating the beginning of a downward trend which is anticipated to continue for at least the next decade (Tri-Council for Nursing, 2010). The economic climate has also led hospitals to downsize and become more selective in their hiring procedures. The majority of available, hospital-based nursing positions are requiring that candidates at least be enrolled in a BSN program. Some hospitals are placing a five year time limit on completion of the BSN degree. All of these factors demonstrate the timeliness of the proposed dual/joint degree initiative.

Current trends for nursing enrollment at CUNY are consistent with national trends. The number of CUNY AD nursing graduates has increased from 489 in academic year 2002/2003 to 943 in academic year 2007/2008 (a 93% increase), while graduates from CUNY BS nursing programs increased from 238 to 375 (a 58% increase) during the same period (CUNY Institutional Research Database, 2008). The IOM/RWJF *Future of Nursing* report (IOM, 2010a) strongly recommends that community colleges—the largest educator of nurses— “...develop innovative and easily accessible programs that seamlessly connect students to schools offering the BSN and higher degrees” (pp. 4-12). Although traditional articulation agreements exist between many community colleges and surrounding baccalaureate nursing programs, including an agreement between LaGuardia Community College and Lehman College, these agreements have not removed all hindrances to a BS degree. Continuing obstacles include the inability to transfer all credits earned and unnecessary repetition of concepts already learned at the community college. These obstacles increase the cost of obtaining the baccalaureate degree by requiring students to spend funds and time in completing unnecessary additional credits.

A bill currently pending in New York State (Assembly bill 2079B / Senate bill 4051-A, 2009; colloquially known as the “BSN in Ten”) proposes that professional nurses be required to complete a baccalaureate degree in nursing within ten years of licensure to maintain practice privileges in NYS. Several other states have similar legislation pending. With or without this legislative initiative, the face of healthcare in New York is changing at breakneck speed. Between 1984 and 2004 the proportion of nurses working in hospitals fell from 68.2% to 57.4% (Bovbjerg, Ormond & Pindus, 2009). The new healthcare reform legislation will move care further away from the traditional hospital-based, acute care setting and into community-based settings. It is important for CUNY to begin preparations for these changes by creating an infrastructure that will support the needs of our nursing students, and the NYC nursing community at large. It is imperative to educate nurses for a different, more diverse and complex healthcare setting.

As part of CUNY, LaGuardia Community College is in full support of changes that would create an infrastructure within CUNY to support the educational and professional needs of CUNY nursing students by simplifying the process of pursuing upper division education to ultimately meet the diverse and complex healthcare needs in NYS. The RWJF Initiative on the Future of Nursing Report stressed unifying nursing education pathways by joining of local and regional consortiums to develop articulation programs that would ensure a smooth, timely transition from the Associate’s Degree in Nursing (ADN) to the Bachelor of Science in Nursing (BS). In an effort to address the strong recommendations delivered in this thorough report, LaGuardia Community College and Herbert H. Lehman colleges are joining in a Dual Degree Program that will create an opportunity for seamless education from AAS to BS.

STUDENTS

Interest/Demand

In light of the current job prospective of all graduates of nursing programs across the country, due to the present economic situation in the US, the need and desire to increase

educational preparedness, and therefore marketability, is high among all nursing student body at LaGuardia and within CUNY.

A paper and pencil survey was distributed to the 69 incoming students enrolled in SCR110, Fundamentals of Nursing, at LaGuardia Community College's Registered Nursing Program. The survey, using a Likert Scale, was conducted to determine student interest in a dual/joint degree program and in a LaGuardia/Lehman College Dual/Joint Degree Program in particular. Students were informed that LaGuardia Community College is presently working with Lehman College to create a Dual/Joint Degree Program which will admit a designated number of students beginning in Semester Two at LaGuardia. It was explained that students would be considered enrolled at "BOTH" schools with all the privileges of registering for coursework on and offline in either school to meet the Associate Degree and Baccalaureate degree requirements. Following successful graduation from LaGuardia, those selected students would automatically continue at Lehman College to finish their BS degree.

The survey instrument is replicated below. Results (i.e., the number of students who chose each response option) are presented within the body of the survey instrument.

Dual/Joint Degree Survey (N-69)

Please circle numbers from 1 to 5 declaring your interest with "1" identifying the highest agreement. (NO NAMES – ANONYMOUS PLEASE)

QUESTION	Strongly Agree 1	Tend to Agree 2	Neither Agree nor Disagree (neutral) 3	Tend to Disagree 4	Strongly Disagree 5
1) I plan to continue my education in a 4 year nursing degree (BS) at some time after earning my AAS degree in Nursing from LaGuardia Community College?	49	10	5	1	2
2) I want to enter a baccalaureate program immediately following my graduation from LaGuardia Community College.	35	15	12	2	1
3) I would like to be a participant in a Dual/Joint Degree Program in a CUNY Baccalaureate College.	35	17	17	3	0
4) I would like to join the Dual/Joint Degree Program specifically with Lehman College as described above.	29	18	17	2	0
5) I am not planning on continuing my education at the baccalaureate level at any time.	0	2	11	10	43

Results of the survey demonstrated an overwhelming desire for students to continue their nursing education immediately following graduation from LaGuardia Community College. A significant interest in pursuing a dual/joint degree with Lehman College was apparent.

Enrollment Projections

Based on the current capacity of Lehman College's RN completion program and the enrollments at the collaborating community colleges, it is anticipated that 20 students per academic year will be accepted into this program. The requirements for admission are stringent and it is expected that all students will be capable of completing the program as designed. Table 1 below provides the projected enrollment figures for the program's first five years.

Table 1: Projected enrollment for 5 -year period in Lehman/LaGuardia dual/joint degree

	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
	2014-15	2015-16	2016-17	2017-18	2018-19
Newly enrolled students at LaGuardia	20	20	20	20	20
Continuing students at LaGuardia	0	15	15	15	15
Dual degree students in Lehman's upper division	0	0	15	30	30
Dual degree students graduated from Lehman with BS in nursing	0	0	0	-15	-15
Total Dual Degree Enrollment (LaGuardia & Lehman Colleges)	20	35	50	50	50

Admission Requirements

Participants for the dual/joint degree program will be selected from students who are currently enrolled in the clinical phase of the nursing program at LaGuardia Community College. Students will be eligible to participate in the program following their first semester of clinical nursing (**usually the third semester**). Admission criteria include:

- A grade of B or better in first clinical course
- Minimum overall GPA of 3.0
- Enrolled as generic associate degree nursing student

Those selected for the final cohort will follow the same nursing curriculum as non-dual/joint degree students but will interact with Lehman faculty and students through planned activities and seminars. Students will take **four** Lehman classes for credit while enrolled at LaGuardia via e-permit. Students will be assigned to cohort clinical groups and participate in capstone experiences which will include a mentored clinical experience developed through clinical partnerships. Students must be enrolled in the full-time, day program.

Student Support and Advisement

Meggison (2008) recommends that nurse educators take an active role in providing a supportive environment and mentoring students to promote educational mobility. The two collaborating colleges will provide student support to help students negotiate the collaborating sites. Faculty members who have been intimately involved in the development of this proposal will become faculty mentors. After an initial period of adjustment, the program can become part of the existing student support mechanism for advisement. A doctoral prepared nurse advisor at Lehman will be facilitating the educational processing of the students pursuing this track.

CURRICULUM

Philosophy and Rationale

The RN to BS Nursing program at Lehman College builds on prior learning at the AS/AAS level of generic nursing, expanding this knowledge base through focused exploration of a variety of issues related to the timely delivery of nursing care in today's changing, global healthcare environment. The program is evidence-based, drawing on the *Essentials of Baccalaureate Education for Professional Nursing Practice* developed by the American Association of Colleges of Nursing (AACN). The program also incorporates the competencies developed through the national Regionally Increasing Baccalaureate Nurses (RIBN) initiative at CUNY, which is based on the work of the Institute of Medicine (IOM), Quality & Safety Education for Nurses (QSEN) initiative and the Oregon Consortium for Nursing Education (OCNE). The program consists of a rich distribution of Liberal Arts & Sciences and Nursing courses.

The mission of the Department of Nursing at Lehman College is to prepare nursing professionals at the undergraduate and graduate levels who are able to relate humanistically, think critically, act ethically, and pursue life-long learning. The nursing faculty at Lehman College believes that professional nursing education programs should prepare baccalaureate graduates to think critically and collaborate effectively with other members of the health team to provide competent care in an ethical manner.

Graduates of the program are expected to be self-directed in maintaining their competence and in contributing to the advancement of the profession of nursing through continuing education. The curriculum for the program is congruent with the Department of Nursing's mission and progresses logically to ensure the achievement of program outcomes.

Conceptual changes to be incorporated into the LaGuardia Community College nursing program have been designed to articulate seamlessly with the Baccalaureate Essentials used in the nursing program at Lehman, thus forming a smooth transition to the RN-BSN curriculum. These changes are to include, but are not limited to:

- Increased use of case-based learning, emphasizing the most commonly occurring healthcare problems/pathologies. These cases will be spiraled through the curriculum; the complexity of the cases will be increased as the curriculum progresses;
- Increased use of simulation as a clinical learning tool. The IOM Forum on the Future of Nursing Education (IOM, 2010b) strongly recommends a move away from the “additive” curriculum toward a curriculum which fosters active learning (p.9). Through simulation students are immersed in a clinical situation and are required to problem solve using clinical decision making skills. To help accomplish this goal, it is planned that CUNY on the Concourse will become the hub of the Master Case based learning experiences for all participating programs;
- An increased gerontological focus and added emphasis on chronic care to address the American aging demographic;
- Increased focus on cultural sensitivity, systems of care and quality improvement in the delivery of care;
- Development of collaborative relationships between the faculty and students of the participating colleges, including collaboration on learning projects;
- Increased emphasis on evidence-based practice and utilization of clinical research to enhance patient outcomes; and,
- Incorporation of a set of core competencies into the curriculum of each program in the consortium. These competencies, which have been developed and agreed upon by the participating schools, are informed by the work of the Institute of Medicine’s (IOM) Core Competencies, Quality and Safety Education for Nurses (QSEN), and the competencies of NLN and the Baccalaureate Essentials of AACN for safe and effective patient care, therefore preparing both ADN and BS graduates for practice in the 21st century.

In addition to the courses required for the AAS degree, students will be encouraged to complete additional liberal arts humanities and science courses which can be applied to the BS degree. Students will be guided in the selection of these courses by faculty advisors to maximize the courses which meet the educational requirements of Lehman College and prevent repetition of courses.

Education at the baccalaureate level prepares associate degree nurses for the increasingly complex and varied roles that they will be expected to assume. Graduates of the BS in Nursing program will be generalists, with the tools needed to meet the challenges of the evolving healthcare system.

Internal Evaluation and Outcomes

The proposed program will be monitored both internally and externally. At the community college, student demographic data and student evaluations of courses and clinical sites are completed each semester. Graduates of the program complete an exit survey and are asked to complete ongoing surveys, at both 6 and 9 months, post-graduation. Externally, the program is evaluated on an ongoing basis by NCLEX-RN test scores, retention rates and job placement statistics. Annual advisory board meetings, with outside clinical agencies, provide input as to overall program satisfaction with nurses, employed by their agencies. The specific

outcome of this program, increasing the number of LaGuardia Community College nursing students transferring to Lehman for their baccalaureate degree, will be evaluated in questions on the graduate exit survey and ongoing graduate surveys at 6 and 9 months. The Lehman College nursing program will track students from LaGuardia, including retention, progression and graduation with a baccalaureate degree within the allotted time frame. Lehman will also collect data on student satisfaction with the department courses and the dual/joint degree program, graduate satisfaction and employee satisfaction with graduates of the dual degree initiative.

COST ASSESSMENT

Faculty

(See Appendix F)

Facilities and Equipment

(See Appendix F)

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APPENDICES

Appendix A: Course Descriptions for Required Courses- LaGuardia Community College**Appendix A: Course Descriptions for Required Courses***LaGuardia Community College***FSM047 New Student Seminar/Nursing****0 credits; 1 hours**

This seminar is designed to provide an orientation for students to LaGuardia and to provide students with the knowledge and skills they need to be successful in college. Students will learn college policies and academic requirements, effective study skills, and test-taking strategies. In addition, students will engage in self and career exploration as well as academic planning and advisement.

MAT120 Elementary Statistics I**3 credits; 4 hours (3 lecture, 1 lab)**

This course serves as a study of fundamental concepts and computational techniques of elementary statistics. Among the topics studied are: measures of central tendency, standard deviation, percentiles, statistical graphs, binomial and normal distributions, probability, confidence intervals, hypothesis testing, regression and correlation. A statistical software package will be used by students to obtain basic sample statistics, to simulate fundamental theorems and to assist with hypothesis testing. A graphing calculator will be used by students to assist with computations, as well as with tabular and graphical displays of data.

Prerequisite: *MAT096, Score of 30 or higher on Pre-algebra portion of COMPASS test and score of between 30 and 44 inclusive on the Algebra portion of the COMPASS test*

SCC210 Fundamentals Chemistry**4 credits 6 hours 3 Lecture, 3 Lab**

This course presents essential facts, laws, and theories of general chemistry. Topics include measurement and significant figures, atomic structure, elements and compounds, chemical reactions, stoichiometry, solutions, acid and bases, nuclear radiation, and classification of simple organic compounds according to functional groups. The laboratory component is designed to illustrate the fundamental laws and techniques of general chemistry. The course addresses the needs primarily of allied health students.

Prerequisite: *CSE099, ENA/ENG/ESA099, MAT096*

SCB203 Fundamentals of Human Biology I**4 credits; 6 hours (3 lecture, 1 recitation, 2 lab)**

This course is an introduction to the anatomy and physiology of the human body. The architecture and function of cells, tissues, and organ systems will be studied. The laboratory includes physiology experiments and gross and microscopic anatomy experiments using the cat as a dissection subject. Topics will include the chemistry of life, the cell, skeletal, muscular, cardiovascular, immune and respiratory systems. Students should expect to pay for additional materials.

Prerequisite: *CSE099, ENA/ENG/ESA099, MAT096*

SSY101 General Psychology**3 credits; 3 hours**

This is an introduction to some of the major fields of study in the science of psychology. Areas covered include learning, perception, theories of personality, mental illness and therapy, social psychology, and the research methods of psychology.

Prerequisite: *CSE099, ENA/ENG/ESA099*

SSY240 Developmental Psychology I**3 credits; 3 hours**

This course examines the physiological and psychological factors in individual development from birth through adolescence. It includes a study of emotional and behavioral disorders of children as well as principles of child guidance. Issues such as battering, drug usage, and discipline will be discussed. The course emphasizes cognitive, moral and personality development. **Prerequisite:** *SSY101*

ENG101 Composition I: Introduction to Expository Writing**3 credits; 4 hours**

In this course, students focus on the process of writing clear, correct, and effective expository essays in response to materials drawn from culturally diverse sources. Emphasis is placed on using various methods of organization appropriate to the writer's purpose and audience. Students are introduced to argumentation, fundamental research methods, and documentation procedures. Students write frequently both in and out of class. Admission to this course is based on college placement test scores.

Prerequisite: *CSE095, ENA/ENG/ESA099, exemption or Pass on the ACT Writing and Reading Tests. Pre- or Corequisite:* *CSE099*

ENG102 Composition II: Writing Through Literature**3 credits; 3 hours**

This course is a continuation of English 101. Students will reinforce and extend their abilities to write correct, well-organized essays using various rhetorical strategies and stylistic techniques. Poetry and at least one other literary genre from among fiction,

drama, and the nonfiction essay will be studied. Students will be introduced to a variety of writing strategies used in composing interpretive and analytical essays. Writing assignments will include a critical research paper.

Prerequisite: *ENG101*

Appendix A: Course Descriptions for Required Courses- LaGuardia Community College**SCB204 Fundamentals of Human Biology II*****4 credits; 6 hours (3 lecture, 1 recitation, 2 lab)***

This course is an introduction to the anatomy and physiology of the human body. The architecture and function of cells, tissue, and organ systems will be studied. The laboratory includes physiology experiments and gross and microscopic anatomy experiments. Using the cat as a dissection subject. Topics will include the digestive, nervous, endocrine, urinary, and reproductive systems. A student will need disposable gloves and a dissection kit.

Prerequisite: SCB203**SCN195 Community Health*****2 credits; 2 hours***

This course is a basic orientation to the organization of health care systems in New York City and the position of the health care worker within these systems. Topics will include health careers, the nature of health and disease, prevention of disease, public health measures, types of facilities, payment sources, medical care available, and future trends. Visits to local health facilities (i.e., hospitals, nursing homes) are included.

Prerequisite: CSE099, ENA/ENG/ESA099/ENC101, MAT095, major in Allied Health or permission of instructor. This is a Writing Intensive course.**SCB260 General Microbiology*****4 credits 6 hours (3 lecture, 3 lab)***

This course offers an introduction to microorganisms found in nature, industry and disease. The student is introduced to virology, bacteriology, immunology, epidemiology, pathology and other related areas of microbial physiology. The laboratory will deal with the isolation and identification of common pathogenic and nonpathogenic organisms utilizing techniques of staining, culturing, fermentation reactions and microscopic inspection.

Prerequisite: SCB202 or SCB204 or SCB209

Appendix A: Course Descriptions for Required Courses- Lehman College
Lehman College

**Course Descriptions of Additional Required Courses at Lehman College for
 Baccalaureate in Nursing Degree**

Core Requirements

Distribution Courses consist of second-level courses in the General Education program. These are courses on a broad range of topics. Students will take one course from each of the two categories listed below. (**Three of the five categories—i.e. World Cultures and Global Issues, Creative Expression, and Scientific World—will be completed while the students pursue the AAS degree**). *Note: Students cannot take more than two courses in any one discipline (i.e. with the same discipline code—e.g. ENG or HIS or PHI).*

- U.S. Experience in Its Diversity
- Individual and Society

Upper-Division Interdisciplinary General Education Requirement (6 Credits). After earning a minimum of 60 credits or earning an Associate's Degree, and officially selecting a major, all students must complete **two LEH courses**. The two are to be chosen in topics outside their major from the following variable topics courses:

- LEH352: Studies in Literature,
- LEH353: Studies in the Arts,
- LEH354: Historical Studies, and
- LEH355: Studies in Philosophy, Theory and Abstract Thinking.

Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

HIN 269: Analysis and Action for Community Health.

3 hours, 3 credits. Health needs of families in the context of their community. Introduction to epidemiological method and the principles of epidemiological investigation as tools for analyzing health needs. Issues of prevention, environmental health, special risk families, planned change, the concept of health teams, and the roles of health workers in the community. PREREQ: 30 college credits.

Required Nursing Courses

NUR 300: Nursing as a Human Science.

3 hours, 3 credits. Historical, philosophical and theoretical foundations of nursing and selected topics relating to the intersubjective nature of professional nursing and its moral, ethical and legal dimensions. PREREQ: Admission to the Nursing major.

NUR 302: Ways of Knowing in Nursing.

3 credits (3 hours, lecture). Methods of research and inquiry in nursing and their implications for clinical practice. PREREQ or COREQ: [NUR 300](#)

Appendix A: Course Descriptions for Required Courses- Lehman College

NUR 400: Professional Nursing Practice.

6 credits (3 hours, lecture; 9 hours, clinical laboratory). Health assessment and therapeutic intervention through communication theory and skills, interprofessional collaboration, and professional role development. PREREQ: [HIN 269](#) and [NUR 300](#).

NUR 406: Clinical Decision Making.

3 credits (3 hours, lecture). The processes of clinical judgment and decision-making. Examination of the interaction between diagnostic and therapeutic reasoning within the context of ethical reasoning. PREREQ: [NUR 302](#); [NUR 400](#).

NUR 408: Trends and Issues in Nursing and Healthcare.

3 credits (3 hours, lecture). Identification and exploration of trends and issues with opportunity to debate and to defend a position on issues. PREREQ: [NUR 400](#); COREQ: [NUR 406](#).

NUR 409: Therapeutic Intervention V: Nursing Synthesis.

6 credits: 3 hours, lecture; 12 hours, clinical laboratory. Synthesis of knowledge and skills required to effectively support clients, families and groups with chronic illnesses. PREREQ: [NUR 406](#). COREQ: [NUR 410](#). PRE or COREQ: [NUR 408](#).

NUR 410: Professional Nursing Management.

3 credits (3 hours, lecture). Professional role of the nurse in the healthcare system. Emphasis on leadership and management theory, as related to nursing administration, organizational design, and governance. COREQ: [NUR 409](#)

Appendix B: Program Requirements***COURSES REQUIRED FOR A.A.S. IN NURSING AT LAGUARDIA CC***

Course Number and Course Title*		No. of Credits	LEHMAN GER	LEHMAN equiv. course
List each course required for the college core (if applicable)**	<u>GENERAL EDUCATION REQUIREMENTS (33)</u>			
	COUNSELING (0 credits)			
	New Student Seminar - Nursing	0	X	X
	ENGLISH COMPOSITION (6 credits)			
	ENG 101 English Composition I *	3	X	X
	ENG 102 English Composition II *	3	X	X
	NATURAL SCIENCE (16 credits)			
	SCC210 Foundations of Chemistry *	4	X	X
	SCB203 Human Biology I *	4	X	X
	SCB204 Human Biology II *	4	X	X
	SCB260 Microbiology *	4	X	X
	SOCIAL SCIENCES (6 credits)			
	SSY101 General Psychology *	3	X	X
	SSY240 Developmental Psychology *	3	X	X
HEALTH SCIENCES (2 credits)				
SCN195 Community Health *	2			
MATH, ENGINEERING & SCIENCES (3 credits)				
MAT120 Elementary Statistics I *	3	X	X	
List each course required for the major (include any field experience, research, thesis, or capstone course)**	<u>NURSING MAJOR (33 credits)</u>			
	SCR110 Fundamentals of Nursing	6		
	SCR150 Perspectives of Nursing	1		
	SCR200 Psych-Mental Health Nursing	3		
	SCR210 Medical Surgical Nursing I	5		
	SCR270 Parent-Child Health Nursing	8		
	SCR260 Trends in Nursing	1		
SCR290 Medical-Surgical Nursing II	9			
Total Credits in the A.A.S. in Nursing Program		66		

NOTE: 33 CREDITS ARE LIBERAL ARTS AND SCIENCES

***MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.**

****IF STUDENTS SELECT FROM CATEGORIES OF COURSES, SPECIFY THE CATEGORIES AND THE NUMBER OF CREDITS REQUIRED IN THE CATEGORY. IN SUCH A CASE, PROVIDE AN ANNOTATED COPY OF THE COLLEGE CATALOG.**

COURSES REQUIRED FOR LEHMAN COLLEGE B.S. IN NURSING

Course Number and Course Title		No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the college core (if applicable)	LEH (upper level college option)	3	Yes	No
	LEH (upper level college option)	3	Yes	No
	Distribution course (World Culture and Global Issues)	3	No	No
	Distribution course: (U.S. Experience in Its Diversity)	3	No	No
	Distribution course: (Individual and Society)	3	No	No
	Distribution course: (Creative Expression)	3	No	No
	HIN 269: Analysis & Action for Community Health	3	No	No
	Electives * (liberal arts courses)	6	Yes	No
List each course required for the major (include any field experience, research, thesis, or capstone course)**	NUR 300: Nursing as a Human Science	3	No	No
	NUR 302: Ways of Knowing in Nursing	3	No	No
	NUR 400: Professional Nursing Practice	6	No	No
	NUR 406: Clinical Decision Making	3	No	No
	NUR 408: Trends & Issues in Nursing and Healthcare	3	No	No
	NUR 409: Therapeutic Intervention IV	6	No	No
	NUR 410: Professional Nursing Management	3	No	No
Total Lehman Credits		54		
Credits at LaGuardia Community College		66		
Total Credits for B.S. Degree		120		
NOTE: 27 CREDITS ARE LIBERAL ARTS AND SCIENCES				

Appendix C: Sample Program Scheduling

Fall 2014 (Pre-Clinical)		Fall II 2014		Spring 2015		Spring II 2015	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
ENG101 (Required Core) Composition	3	SCB204 (Flexible Core) Scientific World	4	SCR110	6		
SSY101 (Flexible Core) Scientific World	3			SCR150	1		
SCB203 (Required Core) Life and Physical Sciences	4			ENG 102 (Required Core) Composition	3		
SCC210	4			MAT 120*(Lehman MAT132 via e-permit) (Required Core) Mathematics and Quantitative Reasoning	3		
Total credits	14	Total credits	4	Total credits	13	Total credits	
Fall 2015 (Joint)		Fall II 2015		Spring 2016		Spring II 2016	
SCR200	3	SSY 240*(Lehman HIN 268 via e-permit)	3	SCR270	8		
SCR210	5			SCN 195	2		
SCB260	4			Flexible Core* Creative Expression	3		

Total credits	12	Total credits	3	Total credits	13	Total credits	
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Fall 2016 (Graduate LAGCC)		Fall II 2016 (Winter II @ Lehman)		Spring 2017		Spring II 2017	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
SCR290	9	HIN269	3	NUR300	3		
SCR260	1			NUR302	3		
(Flexible Core)* World Cultures and Global Issues	3			NUR400	6		
				Upper Level College Option	3		
Total Credits	13	Total Credits	3	Total Credits	15	Total Credits	
Fall 2017		Fall II 2017		Spring 2018		Spring II 2018	
NUR406	3			NUR409	6		
NUR408	3			NUR410	3		
Upper Level College Option	3			(Flexible Core) Individual and Society	3		
(Flexible Core) US Experience in its Diversity	3			Elective	3		
Elective	3						
Total Credits	15	Total Credits		Total Credits	15	Total Credits	

*Course taken at Lehman College via e-permit

Note: Students, immediately upon completing the final semester of the AAS degree program, are required to register for the NCLEX-RN exam. Students must pass the exam within 90 days of completing the program. Students who are unsuccessful on the exam will not be allowed to continue in the Dual Degree RN-BS nursing program at Lehman College.

Appendix D: Faculty Teaching Assignments- LaGuardia Community College

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Kathleen Karsten, MS, RN-BC Director, Nursing Programs	SCR110-Fundamentals of Nursing	MS-Molloy College 1993 DNS-CUNY Graduate Center 2008-present	ANCC-Medical Surgical Certification BCLS-Instructor
Patricia Dillon, MS, RN Clinical/Simulation Coordinator	SCR270-Parent-Child Nursing Simulation Lab in SCR210-Medical Surgical Nsg I, SCR290-Medical Surgical Nsg II, SCR270-Parent Child Nsg	MA- New York University 1983	BCLS IV, Central & Peripheral Lines
Lisa O'Donnell, MS, RN Practical Nurse Certificate Program Coordinator	SCL101-Fundamentals of Nursing SCL119-Medical Surgical Nursing	MS-Molloy College 2003	BCLS
Valerie Taylor-Haslip, MS, RN LPN-RN Advanced Standing Pathway Coordinator	SCR100-Bridge Course SCR270-Parent-Child Nursing	MS- Lehman College 1991 DNS-CUNY Graduate Center 2007-present	BCLS ACLS
Alvin Bradley, MS, RN	SCR200-Psychiatric Mental Health Nursing	MS-Wagner College 2003	BCLS Family Nurse Practitioner Psychiatric Nurse Practitioner
Michelle D. Brown, MS, RN	SCR110-Fundamentals of Nursing SCR210-Medical Surgical Nursing I SCR290-Medical Surgical Nursing II	MS-Molloy College 2007	BCLS

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Muriel Browne, MS, RN	SCR110-Fundamentals of Nursing SCR200-Psychiatric Mental Health Nursing SCR210-Medical Surgical Nursing I	MA 1981 Post Graduate APRN 2007	BCLS Psychiatric Mental Health Nurse Practitioner 2008
Anne-Marie Emanuel, MS, RN	SCR270-Parent-Child Nursing	MS-SUNY Downstate College of Nursing 2003	BCLS
Natalya Fazylova, MS, RN	SCR270-Parent-Child Nursing	MS- Hunter-Bellevue School of Nursing 2007	BCLS ACLS ANCC-Medical-Surgical Certification
Philip Gimber, MS, RN	SCR290-Medical Surgical Nursing II	MS-SUNY Stonybrook 2003 DNS-CUNY Graduate Center 2008-present	BCLS Adult Nurse Practitioner (ANP)
Unn Hidle, DNS, RN	SCR270-Parent Child Nursing	MS- Hunter-Bellevue School of Nursing 1998 MS.Ed- Hunter-Bellevue School of Nursing/Education 2005 DNS-CUNY Graduate Center 2011	BCLS Certified Pediatric Nurse Practitioner (CPNP)
Mabel Lewis-Rose, MS, RN	SCR110-Fundamentals of Nursing	MS-Molloy College	BCLS

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
	SCR210-Medical Surgical Nursing I	2005 DNS-CUNY Graduate Center 2010-present	ACLS PALS Certified Midwife
Deborah McMillan-Coddington, MS, RN	SCR110-Fundamentals of Nursing SCR260-Issues and Trends in Nursing SCR290-Medical Surgical Nursing II	MS-Hunter Bellevue School of Nursing 2005 Post-Graduate Certificate in Nursing Ed.- Hunter Bellevue School of Nursing 2009	BCLS Reiki I & Reiki II Massage Therapy
Andrea Morgan-Eason, MS, RN	SCR110-Fundamentals of Nursing SCR150-Perspectives of Nursing	MS- Molloy College 2006	BCLS Critical Care
Margaret Norris, MS, RN	SCR110-Fundamentals of Nursing SCR150-Perspectives of Nursing	MS-Hunter Bellevue School of Nursing 2001 Post-Graduate Certificate in Nursing Ed.- Hunter Bellevue School of Nursing 2009	BCLS
Rosely Octaviano, MS, RN	SCR110-Fundamentals of Nursing SCR210-Medical Surgical Nursing II	MA- New York University 1988	BCLS ACLS PALS
Arlene Spinner, MS, RN	SCR200-Psychiatric Mental Health Nursing	MS- Hunter Bellevue School of Nursing 1992	BCLS Mental Health Nurse

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Gabrielle Thomas, MS, RN	SCR110-Fundamentals of Nursing SCR200-Psychiatric Mental Health Nursing	MS Nursing Administration- Adelphi University 2011	BCLS Mental Health Nurse
Cheryl Ettienne-Hayes, MS, RN	SCR290-Medical Surgical Nursing II	MS-New York University 2007	BCLS
Suzanne Rosenberg, MS, RN	SCR210-Medical Surgical Nursing I	MS-Hunter Bellevue School of Nursing 2001 Post-Graduate Certificate in Nursing Ed.- Hunter Bellevue School of Nursing 2009	BCLS

Appendix D: Faculty Teaching Assignments- Lehman College

Lehman College

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Akan, Alice (Director Undergraduate Program & Lecturer)	NUR 300: Nursing as a Human Science NUR 410: Professional Nursing Management	10%	M.A. (New York University) B.S. (University of Washington)	Nurse Educator; Nurse Administrator /Chronic Illness; Adult Health; Health Assessment
Campbell, Eleanor (Director Graduate Program & Assistant Professor)	NUR 300: Nursing as a Human Science	10%	Ed.D: Columbia University M.Ed: Teachers College B.S.: Alfred University	Nurse Educator; Parent / Child Nursing
Cohen, Shirlee (Lecture)	NUR 400: Professional Nursing Practice NUR 406: Clinical Decision Making NUR 409: Therapeutic Intervention V: Nursing Synthesis	25%	M.S.: Columbia University B.S.: College of New Jersey	Adult Nurse Practitioner/ Administrator Psychiatric NP
Cypress, Brigitte (Assistant Professor)	NUR 302: Ways of Knowing in Nursing	25%	Ed.D.: Columbia University M.S.: Lehman College (CUNY) B.S.: Far Eastern University	Nurse Educator /Education; Adult Health Nursing
Catherine Alicia Georges (Chairperson/Professor)	HIN 269: Analysis ad Action for Community Health NUR 300: Nursing as a Human Science NUR 302: Ways of Knowing in Nursing NUR 408: Trends & Issues in Nursing & Health Care	10%	Ed.D.: University of Vermont M.A.: New York University B.S.: Seton Hall University	Administrator; Educational leadership and Policy Studies/ Community Health Nursing Education / Health Policy
Lundy, Theresa (Lecturer)	HIN 269: Analysis ad Action for Community Health NUR 408: Trends & Issues in Nursing & Health Care	25%	M.S.: Lehman College (CUNY) B.S.: (Lehman College (CUNY)	Clinician Educator; Adult Health Nursing / Critical Care

Appendix D: Faculty Teaching Assignments- Lehman College

Lehman College

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Saccomano, Scott (Assistant Professor)	NUR 400: Professional Nursing Practice	25%	Ph.D.: Seton Hall University M.S.: Hunter College B.S.: City College of NY	Health Leadership/ Older Adult
Scheetz, Linda (Associate Professor)	NUR 302: Ways of Knowing in Nursing	10%	Ed.D.: Columbia University M.A.: New York University B.S.N: Trenton State College	Educator/ Researcher; Clinical Competence
Tesoro, Mary (Assistant Professor)	NUR 406: Clinical Decision Making	10%	DNS: CUNY Graduate Center MS: Lehman College (CUNY) BS: Lehman College (CUNY)	Clinician Educator/ Adult Health Nursing; Oncology Nursing

Appendix D: Faculty Teaching Assignments- Lehman College

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on **part-time faculty members** who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Creasy, Edward (Adjunct Professor)	NUR 408: Trends & Issues in Nursing & Health Care	M.S.: Lehman College (CUNY) B.S.: St. Joseph College	Administrator/ Adult Health Nursing
Gayle, Karlene Adjunct Lecturer	NUR 400: Professional Nursing Practice	M.S.: University of Phoenix B.S.: University of Phoenix	Clinical Specialist/ Medical Surgical
Johnson, Wanda (Adjunct Lecturer)	NUR 409: Therapeutic Intervention V: Nursing Synthesis	M.S.: Lehman College (CUNY) B.S.: Lehman College (CUNY)	Administrator/ Adult Health Nursing
Kaleswarareddy, Kalavathi	NUR 406: Clinical Decision Making NUR 408: Trends & Issues in Nursing & Health Care	M.S.: Columbia University B.S.: College of Nursing, Armed forces Medical College (India)	Clinician & Educator Critical care & emergency care
Kebreau, Carolle (Adjunct Lecturer)	NUR 400: Professional Nursing Practice	M.S.: SUNY Downstate B.S.: SUNY Downstate	Family Nurse Practitioner
Krinsky, Robin (Adjunct Lecturer)	NUR 410: Professional Nursing Management	M.S.: Columbia University B.S.: Columbia University	Clinician & Educator/ Adult Health Nursing
Malviya, Prashant (Adjunct Lecturer)	NUR 302: Ways of Knowing in Nursing	M.S.N.: University of Phoenix B.S.N.: University of Phoenix	Educator/ Health Care Education
Miranda, Gina (Adjunct Clinical Assistant Professor)	NUR 302: Ways of Knowing in Nursing NUR 408: Trends & Issues in Nursing & Health Care	D.N.P.: Univ. Of Medicine & Dentistry of NJ M.S.: Hunter College (CUNY) B.S.: Columbia University	Clinician/ Educator Community Health Nursing/ Adult Health
Nurse, Natasha (Adjunct Lecturer)	NUR 302: Ways of Knowing in Nursing NUR 400: Professional Nursing Practice NUR 406: Clinical Decision Making	M.S.: Downstate Medical Center B.S.: Hunter College (CUNY)	Educator/ Researcher Clinical Nurse Specialist
Robinson-Cobblah, Coleen (Adjunct Lecturer)	NUR 400: Professional Nursing Practice NUR 406: Clinical Decision Making	M.S.: Lehman College (CUNY) B.S.: Lehman College (CUNY)	Administrator/ Adult Health Nursing

Appendix D: Faculty Teaching Assignments- Lehman College

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on **part-time faculty members** who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
	NUR 409: Therapeutic Intervention V: Nursing Synthesis		
Sapadin, Rosa (Substitute Lecturer)	NUR 406: Clinical Decision Making NUR 409: Therapeutic Intervention V: Nursing Synthesis	M.S.: Lehman College (CUNY) B.S.: (Lehman College (CUNY)	Clinician & Educator/ Adult Health Nursing; Emergency Room Nursing
Thomas-Harcum, Cheryl	HIN 269: Analysis ad Action for Community Health	DNP: University of Medicine & Dentistry Post-Master’s ANP: Molloy College M.S.: Lehman College (CUNY) B.S.: (Lehman College (CUNY)	Clinician & Educator
Valentin, Linda (Adjunct Lecturer)	NUR 409: Therapeutic Intervention V: Nursing Synthesis	M.S.: Mercy College B.S.: Lehman College (CUNY)	Educator/ Adult Health Nursing

Appendix E: Faculty to be Hired

LaGuardia Community College

Title of Position	Number of New Positions	Minimum Qualifications
Not applicable		

Lehman College

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
Assistant/Associate Professor	1	Doctorate in Nursing	FT	60%	NUR 300; NUR 302; NUR 406; NUR 408	Fall 2014

Appendix F: Budget Tables- LaGuardia Community College*New Resources Table*

Expenditures	Year 1 Academic Year ²	Year 2 Academic Year [†]	Year 3 Academic Year [†]	Year 4 Academic Year [†]	Year 5 Academic Year [†]
Full Time Faculty	0	0	0	0	0
Part Time Faculty	0	0	0	0	0
Full Time Staff	0	0	0	0	0
Part Time Staff	0	0	0	0	0
Library (Includes Staffing)	0	0	0	0	0
Equipment	0	0	0	0	0
Laboratories	0	0	0	0	0
Supplies & Expenses (Other than Personal Services)	0	0	0	0	0
Capital Expenditures	0	0	0	0	0
Other					
Total all	0	0	0	0	0

Appendix F: Budget Tables- LaGuardia Community College

Projected Revenue Table

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
<u>Revenues</u>					
<u>Tuition Revenue</u>					
<u>01. From Existing Sources</u>	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
<u>02. From New Sources</u>	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
03. Total	\$126,000	\$128,520	\$131,090	\$133,712	\$136,386
<u>State Revenue</u>					
04. From Existing Sources [§]	\$802,500	\$749,000	\$762,375	\$775,750	\$789,125
05. From New Sources ^{**}	\$80,250	\$80,250	\$147,125	\$147,125	\$147,125
06. Total	\$882,750	\$829,250	\$909,500	\$922,875	\$936,250
<u>Other Revenue</u>					
07. From Existing Sources	\$0	\$0	\$0	\$0	\$0
08. From New Sources ^{**}	\$0	\$0	\$0	\$0	\$0
09. Total	\$0	\$0	\$0	\$0	\$0
<u>Grand Total</u>					
10. From Existing Sources [§]	\$865,500	\$813,260	\$827,920	\$842,606	\$857,318
11. From New Sources ^{**}	\$143,250	\$144,510	\$212,670	\$213,981	\$215,318
TOTAL	\$1,008,750	\$957,770	\$1,040,590	\$1,056,587	\$1,072,636

Appendix F: Budget Tables- LaGuardia Community College

The Five-Year Revenue Projections for Program
COMMUNITY COLLEGE WORKSHEET

Tuition & Fees:

Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

Number of Majors (Enter # of EXISTING FULL TIME In State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL EXISTING FULL TIME TUITION REVENUE

	Year One	Year Two	Year Three	Year Four	Year Five
	20	20	20	20	20
	\$3,150	\$3,213	\$3,277	\$3,343	\$3,410
	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
	0	0	0	0	0
	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
	0	0	0	0	0
	0	0	0	0	0
	\$6,300		\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	0	0	0	0	0
	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193

Appendix F: Budget Tables- LaGuardia Community College

Number of Majors (Enter # of EXISTING PART-TIME In State Students)
 Total Enrolled Credits (Enter Avg. # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15
 Tuition Income (Specify Rate per credit) calculates 2% increase per year
 Total Tuition
 Student Fees (enter ANNUAL program fees other than standard CUNY fees)
 Total Fees
 Total Instate Tuition & Fees
 Tuition & Fees:
 Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)
 Total Enrolled Credits (Enter Avg. # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15
 Tuition Income (Specify Rate per credit) calculates 2% increase per year
 Total Tuition
 Student Fees (enter ANNUAL program fees other than standard CUNY fees)
 Total Fees
 Total Out of State Tuition & Fees
TOTAL EXISTING PART TIME REVENUE
TOTAL EXISTING REVENUE

Year One	Year Two	Year Three	Year Four	Year Five
0	0	0	0	0
\$135	\$138	\$140	\$143	\$146
\$0	\$0	\$0	\$0	\$0
0				
\$0	\$0	\$0	\$0	\$0
0	0	0	0	0
\$210	\$214	\$218	\$223	\$227
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0
\$63,000	\$64,260	\$65,545	\$66,856	\$68,193

Appendix F: Budget Tables- LaGuardia Community College

Tuition & Fees:

New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.

Number of Majors (Enter # of NEW FULL TIME In State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of NEW FULL TIME Out of State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL NEW FULL TIME TUITION REVENUE

	Year One	Year Two	Year Three	Year Four	Year Five
	20	20	20	20	20
	\$3,150	\$3,213	\$3,277	\$3,343	\$3,410
	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
	0	0	0	0	0
	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
	0	0	0	0	0
	\$6,300	\$6,426	\$6,555	\$6,686	\$6,819
	\$0	\$0	\$0	\$0	\$0
	0	0	0	0	0
	\$0	\$0	\$0	\$0	\$0
	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193

Appendix F: Budget Tables- LaGuardia Community College

Tuition & Fees:

Number of Majors (Enter # of NEW PART-TIME In State Students)

Total Enrolled Credits (Enter Avg. # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of NEW PART-TIME Out of State Students)

Total Enrolled Credits (Enter Avg. # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL NEW PART TIME REVENUE

	Year One	Year Two	Year Three	Year Four	Year Five
	0	0	0	0	0
	\$135	\$138	\$140	\$143	\$146
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	0	0	0	0	0
	\$210	\$214	\$218	\$223	\$227
	\$0	\$0	\$0	\$0	\$0
	0	0	0	0	0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0

Appendix F: Budget Tables- LaGuardia Community College

TOTAL NEW REVENUE

\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
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CURRENT FTEs (use prorated FTEs for PT Students)
 Appropriation per FTE (FY10)

STATE REVENUE FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9

NEW FTEs (use prorated FTE for PT Students)
 Appropriation per FTE (FY10)

STATE REVENUE FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11

FOR YEARS 2-5 INCLUDE CONTINUING FTE FROM PREVIOUS YEARS

Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)
 Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)

Year One	Year Two	Year Three	Year Four	Year Five
300	280	285	290	295
\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
\$802,500	\$749,000	\$762,375	\$775,750	\$789,125
30	30	55	55	55
\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
\$80,250	\$80,250	\$147,125	\$147,125	\$147,125
Year One	Year Two	Year Three	Year Four	Year Five

Appendix G: Budget Tables- Lehman College

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel*	183,257	183,257	190,229	195,056	204,721
Library	2,000	2,200	2,420	2,662	2,928
Laboratories and Equipment	18,600	8,600	5,000	8,600	5,000
Supplies & Expenses (Other Than Personal Service)	5,000	5,000	5,300	5,630	5,993
Capital Expenditures	--	--	--	--	--
Other	5,000	5,000	5,000	5,000	5,000
Total all	213,857	204,057	207,949	216,948	223,642

Appendix G: Budget Tables –

Personnel--Full Time Line	Five Year Projected/Budget Needs										
	Year 1/FA 2014			Year 2/FA 2015		Year 3/FA 2016		Year 4/FA 2017		Year 5/FA 2018	
	FTE	Projected	New Need	Projected	New Need	Projected	New Need	Projected	New Need	Projected	New Need
Assistant/Associate Professor <i>(including a 33% fringe benefit cost)</i>	1.0	109,458	109,458	109,458	0	113,523	0	117,596	0	120,705	0
Part Time Lines											
RN/Lab Assistant (20/ hrs@ 10% fringe benefit cost)*	0.0	44,513	44,513	44,513	0	46,275	0	46,275	0	48,151	0
College Lab Tech (20/ hrs @ 10% fringe benefit cost)**	0.0	29,286	29,286	29,286	0	30,430	0	31,185	0	35,864	0
Total Personnel Services		183,257	183,257	183,257		190,229	0	195,056	0	204,721	0
Library											
Texts, Journals and Software		2,000	2,000	2,200	200	2,420	220	2,662	242	2,928	266
Total Library		2,000	2,000	2,200	200	2,420	220	2,662	242	2,928	266
Laboratories and Equipment											
Computers (to update existing CAIs)		3,600	3,600	3,600	3,600	0	0	3,600	3,600	0	0
Electronic Patient Records (Simulation Lab)***		15,000	15,000	5,000	0	5,000	0	5,000	0	5,000	0
Total Laboratories & Equipment		18,600	18,600	8,600	3,600	5,000		8,600	3,600	5,000	0
Other Than Personnel Services (OTPS)											
Nursing Supplies & Expenses <i>(a 10% inflation rate is added to the last 3 years)</i>		3,000	3,000	3,000	0	3,300	300	3,630	330	3,993	363
Guest Lecturer/ Conference Registration		2,000	2,000	2,000	0	2,000	0	2,000	0	2,000	0
Total OTPS		5,000	5,000	5,000	0	5,300	300	5,630	330	5,993	363
Other											
Consultant (Evaluation)		5,000	5,000	5,000	0	5,000	0	5,000	0	5,000	0
Total Other		5,000	5,000	5,000	0	5,000	0	5,000	0	5,000	0
Grand Total	1.0	213,857	213,857	204,057	3,800	207,949	520	216,948	4,172	223,642	629

Appendix G: Budget Tables – Lehman College

*Salary Rate (see personnel worksheet), **Salary Rate (see personnel worksheet), ***Quote Pending

	Associate Professor	RN/ Lab Assistant	College Lab Tech.	
	Full-time	PT/20hrs	PT/ 20hrs	
	33% fringe	10% fringe	10% fringe	
Salary 2014	82,299	40,466	26,624	<i>Associate Professor</i>
Fringe	27,159	4,047	2,662	2014 & 2015= \$82,299
First Year	109,458	44,513	29,286	2016 = \$85,356
2nd Year	109,458	44,513	29,286	2017 = \$88,418
Yr. 2016	85,356	42,068	27,664	2018 = \$90,756
Fringe	28,167	4,207	2,766	
	113,523	46,275	30,430	<i>RN/Lab: Rate of Pay</i>
Yr. 2017	88,418	42,068	28,350	2014 & 2015 = 38.91
Fringe	29,178	4,207	2,835	2016 & 2017 = \$40.45
	117,596	46,275	31,185	2018 = \$42.09
Yr. 2018	90,756	43,774	32,604	
Fringe	29,949	4,377	3,260	<i>College Lab Tech.</i>
	120,705	48,151	35,864	2014 & 2015 = 25.60
Total	570,741	229,727	156,053	2016 = \$26.60
				2017 = \$27.69
				2018 = \$31.35