Herbert H. Lehman College
Of The City University of New York

DEPARTMENT OF NURSING

Self-Study Report for Accreditation by the

Commission on Collegiate Nursing Education

2017

CCNE Standards for Accreditation of Baccalaureate and Graduate Degree Programs
Amended 2013

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Overview of the Institution and BS and MS Programs

INTRODUCTION

College

Lehman College is a senior liberal arts college in The City University of New York (CUNY), founded in 1968 and offering more than 50 undergraduate majors and programs; 40 graduate degree programs; 15 advanced certificates; and one doctoral program in conjunction with the CUNY Graduate Center. Lehman College is a designated Hispanic Serving Institution. It is a 37-acre campus in the northwest Bronx, across from the Jerome Park Reservoir and centered along a major educational corridor with five neighboring public schools.

In fall 2016, there were 11,320 undergraduate students and 2,009 graduate students, for a total of 13,329 students. Of these students, 69% were female and 31% were male. Forty-one percent of the students were over 25 years of age.

Lehman College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The next scheduled site visit by the Middle States is 2019. Degree programs are registered by the New York State Education Department. In 2015, Lehman was named #3 for "best bang for the buck" in the Northeast by Washington Monthly. In 2016, Lehman was also named as one of the best online programs in New York State. It was one of only 13 institutions nationally to be selected as an "Institution of Excellence" in the First Year of College and was the first of the CUNY colleges to be accredited by the National Council for the Accreditation of Teacher Education (NCATE).

In August 2016, Dr. Jose Luis Cruz became the third president of Lehman College. Dr. Cruz is committed to increasing the retention and graduation rates of Lehman College.

Department of Nursing

The Department of Nursing program admitted its first students in 1971. The Department of Nursing at Lehman College is now part of the School of Health Sciences, Human Services and Nursing, which was established in 2013. The Department of Nursing (DON) offers undergraduate and graduate nursing programs to a culturally diverse student body. Our undergraduate nursing program has both a generic program with an accelerated option for second degree students, completed in one year of full time study, and a registered nurse completion tracks-traditional and online. We are a culturally responsive Nursing program because we have faculty who come from backgrounds not unlike those of the students.

Our graduate program, which was launched in 1976, currently offers five tracks of specialization: parent child nursing, adult health nursing, nursing care of older adults, a pediatric nurse practitioner program and a family nurse practitioner program. As of January 1, 2018, the parent child nursing, adult health nursing, nursing care of older adults will be discontinued to be in compliance with the New York State Education (NYSED) requirements. There is one remaining student in the Nursing of the Adult program and those courses will remain until her completion of the required courses for graduation. The Department of Nursing is awaiting approval from NYSED for the adult gerontology clinical nurse specialist program which will replace the adult health and older adult programs. Parent Child programs will no longer be offered in NY State. The Family Nurse Practitioner program, the only one in the City University of New York, was approved in fall of 2009 and accepted its first students in the spring of 2010. DON also offers post-master's certificates in the pediatric nurse practitioner and family nurse practitioner programs, and in nursing education and nursing administration.

The Department of Nursing has developed a number of partnerships over the last few years with a variety of nursing organizations and health care agencies. DON developed an innovative foreign nurse program, a program for foreign educated doctors wishing to become registered nurses, RN to BS and BS-MS programs in

partnership with Sungshin Women's University College of Nursing in Seoul, South Korea, and a number of upgrade and training programs for various health care agencies in the greater New York area.

The Department of Nursing's Strategic Plan incorporates the recommendations of the 2010 Institute of Medicine Future of Nursing Initiatives and the College's Strategic Vision. DON has submitted a proposal to the New York State Education Department (NYSED) for a Doctorate of Nursing Practice (DNP) and a dual degree program in partnership with Bronx Community College. DON has also submitted changes to its master's program which reflect the recommendations related to Advance Practice. In all of its present and future endeavors, DON's faculty is committed to excellence in teaching, scholarship, and community service. Members of the Department have served, and will continue to serve, as leaders in professional nursing organizations, national and international organizations, and as mentors to current students and alumnae.

Self-Study

The Department of Nursing faculty members participated in the development of this Self Study through the departmental committees currently in place and in the responses to information for our CIPR. Each of the committees reviewed the Essentials for baccalaureate and graduate programs and the CCNE Standards. The Self Study is a reflection of the input of these committees.

Standard I
Program Quality: Mission and Governance

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

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

- **congruent with those of the parent institution; and**
- **consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.**

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

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

- *The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];*
- *The Essentials of Master's Education in Nursing (AACN, 2011);*
- *The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and*
- *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2012].*

A program may select additional standards and guidelines.

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

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

Program Response:

Lehman College is a senior college of the City University of New York, a publicly supported university. The College became a senior college of the City University in 1968 after being a branch of Hunter College for many years. The college's mission, vision and values reflect the evolution of the principles associated with a public institution as the College integrated the needs of the multicultural community in the borough of the Bronx. In 2009, Lehman College, through its Strategic Planning Council, developed the document **ACHIEVING THE VISION *By Building on a Strong Foundation:* 2010 –2020 STRATEGIC DIRECTIONS FOR LEHMAN COLLEGE** (See Appendix 1A.1).

The mission, goals and objectives of the nursing programs are congruent with those of the College as illustrated in **Tables I-A.1 and I-A.2.** The goals/objectives of the baccalaureate program are consistent with the standards developed by The American Association of Colleges of Nursing (AACN), Essentials for Baccalaureate Education, the American Nurses Association (ANA) Nursing: the Scope and Standards of

Practice, and the New York State Education Department. The goals/objectives of the graduate program are consistent with the AACN Essentials of Master's Education for Graduate Programs, the Criteria for Evaluation of Nurse Practitioner Programs published by the National Certification Board of Pediatric Nurse Practitioners and Nurses, and Criteria for Evaluation of Nurse Practitioner Programs (NTF). Table 1-A.1 compares the mission of the College with the mission of the nursing department.

Table I-A.1: Congruence Between the College Mission and the Mission of the Department of Nursing

Mission of Lehman College	Mission of Department of Nursing
… Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.	…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 graduates are prepared to be competent professional nurses who will contribute to the health needs of diverse cultural groups in New York City and the region and the world.

The mission statement and the philosophy of the Department of Nursing are applied to all of the programs. The expected student outcomes for the undergraduate and graduate programs are congruent with the College's goals (Appendix 1A.2). The mission and expected student learning outcomes of the programs are related to the mission and goals of the College.

Congruence between the College goals and the goals of the nursing program are presented in **Table I-A.2.** The Department of Nursing curriculum committee and ad hoc assessment committee reviewed the College's goals and objectives and revised the Department's goals and objectives.

Table I-A.2 Congruence Between College Goals and Goals of the Nursing Department

Lehman College Goals	Department of Nursing Goals	Undergraduate Program Objectives	Graduate Program Objectives
1. Excellence in Teaching, Research, and Learning	Develop graduates with excellence in practice, research, scholarship and teaching	• Demonstrate an understanding of the basic research process and evaluate nursing research outcomes in terms of applicability to professional nursing practice. ***AACN Essential III*** • Demonstrate competency in the practice of nursing by applying knowledge from nursing science, the physical and human sciences, and the humanities to promote, protect, maintain and restore optimal health. ***AACN Essential I***	• Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices**.** ***AACN Essentials I & IV*** • Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach. ***AACN Essentials I , III & IV***
2. Enhanced Student Success	Recruit, retain and graduate a highly qualified, diverse student body prepared for successful professional practice.	• Apply leadership and communication skills to affect change and effectively implement patient safety initiatives to improve and monitor the quality of healthcare delivery for diverse populations. ***AACN Essential II*** • Integrate best practices, clinical judgment, inter-professional perspectives, and patient preference in planning, implementing, and	• Demonstrate leadership role development through clinical expertise, and negotiation and collaboration with multiple stakeholders that influence advanced nursing practice. ***AACN Essentials II, VII***

Lehman College Goals	Department of Nursing Goals	Undergraduate Program Objectives	Graduate Program Objectives
		evaluating outcomes of care. ***AACN Essential III*** • Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. ***AACN Essential IV*** • Uphold ethical standards related to data security, regulatory requirements, confidentiality, and client's right to privacy. ***AACN Essential IV*** Access inter-professional and intra-professional resources to resolve ethical and other practice dilemmas and to prevent unsafe, illegal, or unethical care practices. ***AACN Essential VIII***	
3. Greater Institutional and Financial Effectiveness	Prepare alumnae who are engaged in continuous improvement and lifelong learning with a commitment to the college and the profession.	• Demonstrate professionalism, including demeanor, respect for self and others, and attention to professional boundaries. ***AACN Essential VIII***	• Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge. ***AACN Essentials II,VI,VII***
4. Commitment to Engagement and Community Service	Engage in collaborative efforts with multiple stakeholders in improving the health and wellness of diverse populations and a commitment to community service.	• Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare policy, delivery and practice. ***AACN Essential V*** • Articulate the unique nursing perspective in collaboration with other disciplines to optimize patient outcomes. ***AACN Essential VI*** • Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations, using a human science perspective to promote health. ***AACN Essential VII*** • Implement holistic, patient-centered care across the health illness continuum, across the lifespan, and in a variety of healthcare settings. ***AACN Essential IX***	• Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies. ***AACN Essential VII*** • Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders. ***AACN Essential VIII*** • Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care. ***AACN Essentials V & IX***

The Department of Nursing uses the standards, competencies and guidelines in its educational programs listed in Table I-A.3 because DON believes that they reflect the beliefs of the faculty about the practice of nursing and its role in the evolving health care system.

Table I-A.3: Professional Standards, Competencies, and Guidelines

BS Program	MS Program
Nursing's Social Policy Statement: The Essence of the Profession (American Nurses' Association (ANA, 2010))	*Nursing's Social Policy Statement: The Essence of the Profession* (American Nurses' Association (ANA, 2010))
Nursing: Scope and Standards of Practice, 2nd Edition (ANA, 2015)	*Nursing: Scope and Standards of Practice,* 2nd Edition (ANA, 2015)
Guide to the Code of Ethics for Nurses: Interpretation and Application (ANA, 2015)	*Guide to the Code of Ethics for Nurses: Interpretation and Application* (ANA, 2015)
The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing [AACN], 2008) Quality and Safety Education for Nurses (QSEN; Institute of Medicine, 2003) www.qsen.org	*The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) *Criteria for Evaluation of Nurse Practitioner Programs. (*National Task Force on Quality Nurse Practitioner Education [NTF], 2016

I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:

- **professional nursing standards and guidelines; and**
- **the needs and expectations of the community of interest.**

Elaboration: There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to foster program improvement.

Program Response:

The review of the mission, goals and expected student outcomes is conducted according to the Evaluation Master Plan (Appendix IB.1) and with input from our community of interest. Reviews were done to ensure that the goals and expected student outcomes incorporated the professional standards and guidelines for baccalaureate and master's programs and ongoing developments in the health care system, and higher education changes in professional association guidelines such as the University and College changes in curriculum requirements. The chairperson and other faculty's participation at national and international meetings and workshops also provide an opportunity for new information to be considered for potential inclusion in curricular changes. Faculty participates in the AACN sponsored workshops and webinars offered by the University, College and the CUNY-wide Nursing Education Consortium. The curriculum committees (undergraduate and graduate) are responsible for the review of the curriculum revisions and recommended changes. The curriculum committee reviewed the Essentials for Baccalaureate Programs and made revisions to the curriculum which was approved by the faculty. The graduate curriculum sub-committee reviewed the Essentials for Graduate programs. The committees also utilized information from the Future of Nursing Report, and the Patient Protection and Affordable Care Act to formulate the recommendations. Task forces or ad hoc committees are formed to develop major curricular revisions or new programs. Task forces were developed to investigate the establishment of a dual degree program with three CUNY associate degree programs and the Doctorate in Nursing Practice. We are awaiting approval of the Doctor of Nursing Practice and the adult geriatric clinical nurse specialist program. A site visit by NYSED and external visitors is expected in December of 2017. This is required for a change in the Master Plan Agreement (MPA) because the college will be offering a doctoral program for the first time.

The New York State Education Department (NYSED) sets the standards for registration of all pre-licensure, post-licensure and graduate programs in the State of New York. Our programs have been registered each year since our last site visit by CCNE in 2012. The Department of Nursing curriculum committees (undergraduate and graduate subcommittees) periodically review specific program goals and expected outcomes. The last substantive review of the mission and program goals and expected student outcomes was fall 2016 with ongoing updates each semester since that date.

The DON also formed an ad hoc committee on assessment as a result of the last Middle States Review of the College. The College Assessment Council monitors and assists departments in ensuring that their outcomes for all programs are clear and measurable. Further evaluation and review of the department's expected goals and outcomes are also reviewed by this College committee once a year.

Students have an opportunity to participate in curricular changes by participation on the department's curriculum committee and also through their suggestions on the evaluation of teacher effectiveness (student evaluations of faculty) each semester.

Our community of interest consists of the students, the alumnae, employers of our graduates, consumers of health care, affiliating clinical agencies, Lehman College/CUNY, and the nursing profession. Examples of how the mission, goals and expected student outcomes of the nursing programs reflect the expectations of the community of interest are described as follows:

Students
Lehman College students represent a culturally diverse population. One of the strengths of the Lehman College Department of Nursing is it students. Students in the Department are reflective of the racial and ethnic populations of the Bronx. The overwhelming majority of DON's candidates is African-American or African, and most are residents of the Bronx. Many of the students are the first in their families to attend college. The mission of the Department acknowledges the uniqueness of each student and encourages respect for various points of view. The Department and College's appreciation of cultural diversity and a tolerance for diversity of viewpoints enable the student to transfer these values in caring for patients from various cultural backgrounds. The graduates of the college and particularly the Department of Nursing live and remain in the Bronx after graduation. The Department of Nursing graduates practice in the health care facilities of the Bronx.

Alumnae
Over fifty percent of the students in the master's program are graduates of the baccalaureate nursing program at Lehman and most work in local health care facilities. Despite the many options available to them in the New York metropolitan area, students tend to return to Lehman for their master's education. The establishment of the Family Nurse Practitioner program has spurred an increase of alumnae applying to this program.

Employers of our graduates
Our graduates are employed by most of the health care institutions and agencies in the Bronx and many in the other boroughs. Through the Employer Questionnaire and membership on the Community Advisory Board, employers have the opportunity to indicate whether the graduates of our programs are meeting their needs.

Consumers of Health Care
Healthcare is the major industry in the Bronx, and the patient population reflects a rich mix of age and ethnicity. Within this environment, students care for persons with a variety of health care needs in the population. The Bronx consistently is rated number 62 of the 62 counties in NY State by the County health rankings. Most of the students live in the area and as graduates are subsequently employed by the hospitals and healthcare agencies in the area. Our graduates have a high level of commitment to the people they serve.

Affiliating Clinical Agencies
An effective collaborative relationship exists between the Department of Nursing and the clinical agencies with which students affiliate. Several of these clinical agencies and certain workers' unions, for example 1199/SEIU, have been working with the Lehman College Department of Nursing to provide offsite courses in both the baccalaureate and masters programs. A large number of graduates from the Lehman nursing programs are employed in the agencies in which they had some of their clinical learning experiences**.** This facilitates adjustment in employment and it also satisfies the mission of both the Nursing Department and the College to prepare students for careers and to contribute to meeting the health needs of diverse cultural groups in New York City and the region**.**

Lehman College/University Community
Nursing faculty participate in numerous activities of the College and University communities. For example, the nursing faculty members are active participants in Writing Across the Curriculum, School of Continuing and Professional Studies programs, College Senate, and faculty development programs. Nursing faculty have also contributed to the College through membership on both the Graduate and Undergraduate Committees on Curriculum, Library and Technology, Campus Facilities, Budget, Long Range Planning, and various search committees for executive staff such as the Dean of the School of Continuing and Professional Studies, Dean of Health Sciences, Human Services and Nursing, and the Provost and Senior Vice president for Academic Affairs.

Students in the Department of Nursing have representation on all committees in the Department in accordance with the Department bylaws. This includes the curriculum committee.

The letter about DON's upcoming accreditation site visit including the opportunity to comment was circulated to the Department's community of interest. The letter was sent to all of DON's clinical partners and Deans and Directors of New York State in August and is posted on the Department of Nursing website (http://lehman.edu/academics/health-human-services-nursing/nursing/), in the appendix of this report, and uploaded in the CCNE program site.

I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.

Elaboration: The nursing unit identifies expectations for faculty, whether in teaching, scholarship, service, practice, or other areas. Expected faculty outcomes are congruent with those of the parent institution.

Program Response:

CUNY Bylaws define faculty roles and expected outcomes. The Lehman College Faculty (www.lehman.cuny.edu/provost) and the Lehman College Department of Nursing Faculty Handbook clearly state the College's position on teaching, scholarship, and service. These expectations are congruent with the Professional Staff Congress' contract with CUNY and reflect the mission, objectives and expected outcomes of the program. Faculty members' expectations regarding teaching, scholarship and service, vary according to their instructional/professorial titles. Full-time tenure track (professorial rank) faculty in the College and the Department of Nursing are required to teach 21 credit hours per academic year. In the last negotiated contract, all tenure track faculty are now given 24 credit hours of release time in the first five years of employment for scholarship and research. The hours are negotiated each semester with the faculty member and the chairperson of the department. Substitute professorial rank faculty must teach a total of 24 credit hours, substitute lecturers 30 credit hours and faculty who are full-time lecturers or lecturers with a Certificate of Continuous Employment (CCE) are required to teach 27 credit hours. Teaching assignments are made by the Chairperson of the department in consultation with the directors of the baccalaureate and the graduate programs. Teaching assignments are made based on faculty expertise as evidenced by their credentials and practice experience along with input from peer and student evaluations. All faculty members, except tenured CCE faculty and adjunct/part-time faculty teaching consistently for 10 semesters, are required to have a peer evaluation each semester. Each full-time faculty member, except for tenured full professors, are required to have an annual evaluation done by the chairperson or a member of the department Personnel and Budget (P&B) committee designated by the chairperson.

Some faculty members teach in both the undergraduate and graduate programs. There are 17 full-time faculty members, including the chair and two program directors, and 53 adjunct/part-time faculty members scheduled to provide teaching to approximately 755 baccalaureate and graduate matriculated students, including students in DON's offsite programs. All full-time faculty members are required to have office hours and provide advisement for students during the academic year. Adjunct/part-time faculty members teaching 6 credits are given 15 additional paid hours for office hours/advisement. Refer to Appendix I-C.1 for a full listing of scholarship and service of the faculty.

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

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

Program Response:

The governance of the College is based on the bylaws of the City University of New York (available on site in **Resource Room**). Lehman College is administered by a President assisted by a Senior Vice-President for Academic Affairs/Provost to whom four school Deans report, a Vice-President for Administration /Chief Financial Officer and Vice-President for Information/Technology and Chief Information Officer. An organization chart of the College is placed in Appendix 1-D.1. The organization and the governance of the Department of Nursing and our bylaws are located in Appendices I-D.2 and I-D.3 respectively. The Professional Staff Congress (PSC-CUNY), the faculty union, negotiates faculty benefits. (The PSC-CUNY contract is available on site and online). The chairperson of the nursing department, faculty and students are involved in College decision-making through their participation on College committees. The Chairperson serves on the College Personnel and Budget Committee and has been elected by peer chairpersons group to the tenure and promotion committee a number of times in the past 14 years. Nursing faculty serve on Department, College and University committees. Nursing students have the opportunity to serve on College and departmental committees in accordance with College and Department of Nursing bylaws.

The Department of Nursing, along with the other departments, has a senator elected every three years who represents the department on the College Senate. Other members of the nursing faculty, the chairperson and undergraduate director, serve or have served on the College senate in the past few years as elected senators at large.

The department bylaws define the purpose of each standing committee and the role of the members (faculty and students). All full-time members of the department's faculty are assigned to standing committees and all full-time members of the faculty are assigned to either the undergraduate subcommittee or the graduate subcommittee of the curriculum committee. This allows for all members of the faculty to actively participate in the evaluation, revision and recommendations for changes in curriculum. (Students' membership on these committees is defined in the bylaws. Student participation has been inconsistent over the past few years.) Ad Hoc committees and task forces are formed as necessary to accomplish a time limited goal. An example of this is the dual degree committee. The faculty members are expected to be active participants on the committees. Committee participation is evaluated on the annual evaluation of faculty as service to the department.

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

Elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.[1, 2]
If a program chooses to publicly disclose its CCNE accreditation status, the program uses <u>either</u> of the following statements:

> *"The (baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791."*
>
> *"The (baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation)."*

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

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

Program Response:

The mission, philosophy, curricula plans, and program /outcome objectives are published in the Lehman College Department of Nursing Student Handbooks, and are posted on the Department's website (http://lehman.edu/academics/health-human-services-nursing/nursing/). The admission, retention and progression criteria for the undergraduate and graduate programs are also published in the student handbooks and are posted on DON's website and are contained in the College's undergraduate and graduate Bulletins. The Admissions and Student Affairs committees for both programs review the published documents for accuracy and consistency according to the master evaluation plan, incorporating input from the community of interest, as appropriate. Program objectives are reflected in course outlines which are posted on the Department website. Any changes in policies during the school year are made public to students by announcements in classes and on course blackboard sites as well as by posting the changes on the Department's website. Students can receive updated hard copies of the handbooks when they are revised. The academic calendar and tuition fees are found on the Lehman College's website at (www.lehman.cuny.edu). Tuition and fees are determined by the Board of Trustees of The City University of New York. In 2010, the Board voted for an incremental tuition increase each year for four years. In fall 2017 there was an incremental increase in tuition for undergraduate and graduate programs in the university.

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

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

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

Program Response:

The policies of the Department of Nursing are available on the Lehman College Department of Nursing website and are congruent with the policies of the College and University. The faculty in the Department of Nursing is involved in the development, review, revision, and approval of the policies for the program. There are some differences between the nursing program policies and those of the College, but they have been duly approved through the College and University governance process. These policies were developed for the Department of Nursing to achieve its program objectives. An example of the difference between a College policy and a Department of Nursing policy is the grading policy. The lowest acceptable grade for a nursing course is a C, and a grade of B is required if a student repeats a nursing course. In the College, D is a passing grade. All students admitted to the program must meet the College requirements for admission as well as those for admission to the nursing program. Admission criteria vary depending on whether students are generic or registered nurses. Generic students must have a grade point average (GPA) of 2.75 or greater in the required science courses. Students are selected according to their ranking so that those with the highest GPA are selected over those with lower ones. Generic students are admitted in the fall semester only. Those who are eligible but were not selected, are eligible to reapply, but are subject to the same criteria as all others in the application pool for that year. The required GPA in the science prerequisites was raised from 2.5 to 2.75 as one departmental strategy to improve students' performance on the NCLEX-RN examination. However, in the past four years the lowest GPA has been a B (3.0) or above for those accepted to the program.

Registered Nurses may be admitted in the fall or spring semester and are subject to policies related to whether they are diploma or associate degree graduates. To be eligible for admission to the nursing program, RNs must have earned sixty college credits with a grade point average of 2.5 or greater and must have taken a course in general chemistry and human growth and development.

Policy on Progression: Students in the baccalaureate nursing program must earn a grade of C or better in HIN and NUR courses to progress. Students who fail to earn a grade of C may repeat the course only once. When repeating a course, a student must earn a grade B to pass the course and progress in the program. In clinical courses, students must pass both the classroom and clinical portion in order to progress to the next course. Only one HIN or NUR course may be repeated.

Time Limit to Complete Nursing Program: Students admitted to the nursing program must complete the baccalaureate degree within five years. Students who do not meet this time requirement must reapply to have the currency of their nursing courses re-evaluated. Such students may be required to demonstrate current knowledge as evidenced by recent practice as registered nurses, portfolio or validation examination.

Policies for undergraduate and graduate students can be found in the handbooks for each program on the Lehman College Department of Nursing website (http://lehman.edu/academics/health-human-services-nursing/nursing/). Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Policies are reviewed by the relevant committees and revisions are made and approved by the faculty as necessary. All College and University policies, which include the rights and responsibilities of students, are available in the undergraduate and graduate bulletins available on the Lehman College website (www.lehman.cuny.edu).

Summary of Standard 1

Strengths:

1. The mission and objectives of both the Department and the College are congruent and meet the needs of our community of interest.
2. There is faculty participation on critical College and University committees.
3. There are clearly defined student policies.
4. The Department of Nursing students are reflective of the racial and ethnic populations of the Bronx.

Challenges

1. The Lehman College website poses problems in accessibility for those interested in the program.
2. Increasing participation of students in the governance (departmental committees).

Plan for Improvement

1. The Department of Nursing will need to have a liaison that is trained to update information on the website.
2. The College is planning to publish curriculum maps on the departments websites and will be updating them annually
3. Engage the nursing student association more in the selection and participation of students on committees.

Standard II
Program Quality: Institutional Commitment and Resources

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

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

Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget also supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the program's mission, goals, and expected outcomes.

A defined process is used for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.

Program Response:

Fiscal Resources

Monies are allocated to the Department of Nursing's budget through the office of the Dean of Health Sciences, Human Services and Nursing (HS2N). This is the procedure used by the College. The budget is dependent on the allocation from the state budget to the City University of New York and then to the individual colleges.

Refer to **Tables II-A.1 and II-A.2** for the departmental budget allocations for the 2015-2018 fiscal years. Departments have an opportunity each year to submit their requests to the Dean of the School of Health Sciences, Human Services, and Nursing. The DON Personnel and Budget committee discusses its needs for the upcoming fiscal year each fall and submits its request to the Dean of HS2N for the next fiscal year. Departments have some impact on the budget allocated to their departments by earnings from their summer and winter offerings. This procedure started in spring 2012 and continues today. DON also has available funds from the Academic Excellence fee ($50) per credit/ per student for all graduate nursing courses. These funds support a HEO associate, part-time office assistant, a clinical placement coordinator and test fees for the HESI and review course for the Family Nurse Practitioner program. The only other department at Lehman College that has such a fee is the graduate program in Social Work. By allowing this fee, the university has demonstrated its commitment to Nursing in CUNY. The Department of Nursing has been able to offset the impact of cuts by using funds earned from courses taught in summer and winter intersessions. On occasion, the Department has access to additional funds from within the University.

Table II-A.1: Budget

Budget Line	2014-2015 FY2015	2015-2016 FY2016	2016-2017 FY2017	2017-2018 FY2018
Personnel Services				
Full-time	$ 1,814,266	$ 1,450,856	$ 1,706,834	$ 1,941,095
Part-time/ Adjunct	$ 1,000,493	$ 1,060,317	$ 1,278,718	$ 640,672 **Fall 2017**

Temporary Services	$ 41,149	$ 38,948	$ 45,663	$ 43,768
Other Than Personnel Services (OTPS)	$ 15,637	$ 23,161	$ 9,133	$ 15,624
Academic Excellence				
Full-time	$ 134,316	$ -	$ -	$ 79,242
Temporary Services	$ 20,481	$ 13,045	$ 38,045	$ 38,000
OTPS	$ 35,564	$ 74,003	$ 57,596	$ 57,641
Total	$3,061,906	$2,660,330	$3,135,989	$2,736,800

Faculty Salaries

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

The mean salaries for all ranks in the Department of Nursing are higher for all professorial ranks and lecturers than the AACN or AAUP mean salaries. This is a reflection of the ability of the Chairperson to negotiate beginning salaries for all ranks and the retroactive pay raises that occurred in 2016-17. The PSC contract with the City University of New York expired in October 2010 and salaries remained flat until a new contract was finally obtained in 2016. Retroactive pay was paid in January 2017 and the last increase in faculty salaries was made in April 2017.

Table II-A.2: Mean Faculty Salaries with Comparison Data 2012-2017

Rank	# Lehman College Nursing (PSC)	2016-17*AAUP	*AACN 2015-2016
Professor	*$118,589*	$102.402	$104,788
Associate Professor	*$ 102,164*	$79,634	$84,085
Assistant Professor	*$86,000*	$69204	$74,650
Lecturer (non-doctorate)	*$80,049*		$59,171

These are mean salaries as of the last contractual agreement which expires in 2017

Physical Resources

The Nursing Department is located in the T-3 building. This temporary building has housed the Department of Nursing for forty-five years. The T-3 building, in addition to Wired Internet access, also has Wireless access. The DON offices are located on the second floor of the building. Room 201 is the main office suite. The chairperson and the undergraduate and graduate directors' offices are housed in this area. There is also a small conference room and staff offices in this area. The faculty offices are rooms 215-228. All faculty members have a private space with a desk and a conference area shared with two other faculty members. Each faculty has a computer, printer and telephone. Room 213 is used as a student lounge. There is a large conference room, 230, which is used for meetings and, when necessary, as a classroom. Two classrooms and the

conference room are equipped with audiovisual equipment. The first floor has one classroom, also equipped with audiovisual equipment. This classroom, room 109, is the largest classroom in the T-3 building and accommodates 40-45 students. The two classrooms on the second floor accommodate approximately 30 students each. Although priority for use of the classrooms is given to DON, the classrooms are assigned centrally by the office of the Registrar. Classrooms in other buildings on the campus are assigned for large nursing classes. The largest space on the first floor of T-3, used by DON, houses its computer center with 38 individual work stations and a Teacher's Station. The computer center is equipped for distance learning and for controlled instructions. The nursing arts/skills center is equipped with five (5) Laerdal Vital Signs Simulators, one (1) Sim Man 3G, and one (1) "Harvey" Cardiopulmonary Patient Simulator. One (1) Meti Man, one (1) Meti Child and one (1) Meti Baby, along with Laerdal's Sim NewB are located in room 106.

The recent relocation of the Student Health Center from the first floor Room 118 has made available that space for use as DON's physical assessment areas and also classroom space. Room 117 also on the first floor is now used as DON's debriefing lab space and also is used as a classroom.

The T-3 building is a temporary building that is over forty-five (45) years old. It has many deficits but the College has made minor repairs so that it remains useable. Repairs continue to be ongoing. The building is slated for demolition sometime in 2020 as the new Science building enters the last phase. The College has finalized plans for a new building for the Nursing department which has been funded by CUNY. The cost for the building is $ 53 million. Groundbreaking for this new facility, the **Nursing Education Research and Practice Center** (NERPC), which will be located at the southern end of the campus, is slated for spring 2018. The proposed new building will allow the DON to extend its simulation labs, computer labs, research capabilities and outreach to the community in the possible use of the facility as a nurse managed clinic, staffed by Nurse Practitioners. The plans/drawings for this new facility are contained in appendix IIA.1 The NERPC building is expected to be completed in 2020.

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

Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. There is a defined process for regular review of the adequacy of the program's academic support services. Review of academic support services occurs and improvements are made as appropriate.

Program Response:

The DON has been able to meet its mission and the goals/objectives of the programs through the Academic Support Services provided by the College for all the students in the department. Additional services are provided for the Online RN-BS student option. Below are descriptions of these efforts in their respective categories:

Academic Support Services

The Office of Academic Advisement and the Office of Graduate Studies provide support to students from admission through to graduation. Admission advisement includes the evaluation of transcripts and transfer credits, and the appropriate placement of students in general education and CUNY Pathways courses. Baccalaureate students who select nursing as their major are seen by faculty in the Nursing Department for advisement prior to admission to the nursing program. Though other faculty members participate in this advisement, the majority of the students are seen by the former undergraduate director who works one day a week for 6 hours during the fall and spring semesters, and during the common advising days in the summer. All nursing students must see a faculty advisor each semester for permission to register for nursing courses. There are common advising days scheduled in the summer months where advisement is done for students

seeking admission to the nursing program and for continuing students for the fall semester. The graduate director and chairperson along with the advisor do the advising during the summer. In the online program, assigned are a nursing and an academic advisor who are able to accommodate students online, via telephone or other electronic means for advisement, so that students do not have to come on campus.

Beginning Fall 2017, all incoming online students will be advised by one select individual (enrollment specialist) who will facilitate communications behind the scenes with the nursing and academic advisement departments as well as the Admissions and Registrar departments so that students do not have to access these Departments separately. This will decrease frustration and confusion students might feel having to navigate various departments. Lehman College also offers an online time management tool that allows students to organize their semester schedule: Lehman College Time Management Tool

Graduate students are advised by the Director of the program, or by faculty teaching in the track in which the student is enrolled. The practitioner students are also seen by the NP coordinator as needed during the admission and advisement process. The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. Online tutoring in writing and in selected natural science courses with ACE or SLC tutors:

ACE Online Writing Tutoring: The online writing tutoring program enables Lehman students to request feedback on their writing from any computer terminal with Internet connectivity. Students submit their work for feedback from a writing tutor, ask questions, and communicate with a tutor via e-mail. Students submit their work to a designated e-mail account. Because online tutoring, similar to face-to-face tutoring requires input from both parties, when students submit work they must also provide background information about the assignment and identify their main concern(s) so that the tutor can tailor his or her response. Students **must** have a valid Lehman e-mail account to access the online tutoring services. Online tutoring in writing and in selected natural science and social courses with the assistance of a service called NetTutor, Lehman College offers access to a free online tutoring service called NetTutor. NetTutor provides tutoring in many subjects in the natural and social sciences and in writing. Tutors are available for live sessions, to answer submitted questions, and to review papers.

Writing assignments can be submitted to NetTutor 24 hours a day, every day of the week. All writing submissions to NetTutor will maintain a 48-hour turnaround time. All other subjects will follow the **NetTutor schedule for the semester**. Access to NetTutor is also available during the winter and summer sessions.

The SLC offers walk-in, group, and online tutoring for natural and computer science courses. Pre-semester and semester-long review workshops are offered for introductory science courses. The Science Learning Center also supports and promotes undergraduate research opportunities for math and science majors through the Louis Stokes Alliance for Minority Participation in the Sciences, Mathematics, Engineering and Technology (L.S.A.M.P.). The SLC offers online tutoring through the Blackboard Collaborate platform in various courses. The centers maintain a website http://www.lehman.edu/issp. Tutoring is also provided through the Percy Ellis Sutton Search for Education, Elevation, and Knowledge (SEEK) program for eligible students needing specialized support services in their academic and career pursuits, and for personal growth and development., free individual tutoring sessions, group tutoring sessions, supplemental instruction, CUNY Skills workshops, online writing support and Math and Science workshops.

The Office of Student Disability Services (SDS) offers students with disabilities equal access to all Lehman programs and activities in a climate that is welcoming and conducive to individual growth.
CUNY IT Accessibility site provides resources and information on technology accessibility for students, faculty, and staff at The City University of New York (CUNY).

There is also an office that advises Veterans who are current or potential students and an International Student Coordinator in the office of Student Affairs who addresses the special needs of international students. Students in the nursing programs may avail themselves of all these services.

The College Library

Named after the founding president of Lehman College, the Leonard Lief Library is a state-of-the-art research facility housed in a modern, four-story building. The collections, staff members, and programs support Lehman's undergraduate and graduate curricula. Reference librarians provide assistance to students, faculty, and visitors and offer bibliographic instruction sessions. In addition to the Reference Desk and instructional support services, members of the Library faculty are available by appointment for individual consultations on research projects. A continually updated Reserve collection includes current textbooks, journal articles, and course materials. Library collections and services include the following:

- Laptops and E-Readers may be borrowed at the Circulation Desk
- State-of-the-art laboratory classrooms, equipped with audiovisual and computers, are used for research training by Library faculty. These open labs provide students with Internet access, as well as popular software programs.
- The Access and Technology Center, located on the second floor, provides assistive equipment and software to support students with special needs.
- The Graduate Research Room on the first floor contains computer resources reserved for this special constituency.
- The Fine Arts collection contains extensive holdings of recordings, multimedia CDs, as well as audiotapes, videotapes, and DVDs.
- The Education collection contains journals, K-12 curriculum materials, the ERIC microfiche collection, a special teaching collection of children's books, as well as computer workstations.
- The Periodicals division occupies two large rooms on the Concourse level and holds current print journal titles, bound volumes, and microfilm equipment for older materials.
- Special Collections encompasses College records, rare books, and the Bronx Institute Archives (local oral histories, books, atlases, photographs and documents).
- A limited number of Group Study Rooms are available for small groups of students.

The electronic databases pertinent to nursing include the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medline, ERIC, and Social Sciences Abstract and the Cochrane Network. Nursing students have access to all the resources of the library including access to other libraries in the CUNY system. Students and faculty are able to access the electronic databases from remote locations. A librarian designated as a resource for students and faculty in the nursing programs provides individual and group orientation on request. Books are placed on reserve each semester as needed

Information and Technology Center (IT Center)

The Academic IT Center is located on the first floor of Carman Hall. It houses Dell and Macintosh computer systems with DVD burners. All computers contain the following features:

- Electronic mail
- Internet access
- Office productivity programs
- Desktop publishing software
- Course-related software

Laser black and white and color printing is available, as well as scanners and network resources. Students need to show a valid I.D. card to gain access to the IT Center. The multimedia and modernized IT Center is an excellent academic support at Lehman College. A media technology office, a help desk, distance

learning/video conferencing facilities, a faculty laboratory and a wide variety of software are available. Nine computer classrooms each have twenty student workstations, a teacher workstation, projectors, document cameras, capacity to receive audio and video input from the College's video distribution center, and COMWEB for broadcast of display from the instructor's workstation. A laser printer and scanner, as well as workstations for students with special needs, are also available in each computer classroom. Classrooms may be reserved for occasional or regular use. A mobile classroom allows faculty to use notebook computers for their students in regularly scheduled classes with wireless access to the campus network where available. The College has updated almost every classroom on the campus with all the necessary equipment for a Smart classroom. The IT Center Help Desk provides assistance in solving technological problems in the IT Center and elsewhere on campus. The Center is equipped with 98 Dell computers running Windows NT, and eleven Apple Macintosh computers. The faculty laboratory is equipped with specialized equipment such as scanners, plotters and color printers. All workstations in the IT Center have full Internet access with supporting software applications. The IT Center is open seven days a week while classes are in session. Extended hours are scheduled during the last weeks of the semester.

All online students are entered into the ID system so that they may have Library numbers generated to allow them access to electronic library resources.

Technology support for online students is provided by both the Office of Online Education at Lehman College and the Office of Information Technology. Students may contact these offices directly or contact the Help Desk via the Online Form Requesting Assistance

The Nursing Computer Center

Located on the first floor of the T3 building is an additional resource available to nursing students and faculty. The center is equipped with 38 computer stations, each of which has Internet access. A teacher workstation is available for use in distance learning and controlled instruction. Located in the Computer laboratory are file servers that control CAI material specific to nursing. Distance learning and multi-media equipment and a variety of audio-visual material specific to nursing are available for instruction and review. A full-time Chief College Laboratory Technician who is part of the instructional staff is responsible for the Computer laboratory operations and there are two adjunct college technicians who cover evening and weekend hours. The Chief College Laboratory Technician's responsibilities include helping faculty and students use the hardware, AV equipment and software; manage the LAN; maintain a list of all equipment and software programs; and trouble shoot and repair all the equipment in the Department of Nursing, including the simulators. The Nursing Computer Laboratory is open Monday through Thursday from 9:00AM –8:30PM, Fridays 9 AM-7:30PM and Saturdays as needed when there are weekend classes.

The Nursing Arts and Simulation Lab

The Nursing Arts and Simulation lab contains health care equipment for simulated clinical practice and is staffed by a full time lecturer who is skilled in the use of simulations and nursing procedures. The laboratory is used by students to practice selected nursing skills prior to their learning experiences in the clinical area. A schedule of hours for supervised practice with the laboratory staff is posted each month each semester. The laboratory is open 35 hours per week for supervised practice. Students may also elect to use the laboratory for unsupervised skill practice during the times that the lab is open. An inventory of equipment and learning resources is available on site.

Simulators available are: Harvey, a cardiopulmonary simulator; SIM man 3G, and 5 Laerdal Vital Signs simulators and, in a separate room in Room T-3 106, METI Man, METI child, METI baby and Laerdal Sim NewB and mother simulators.

Faculty members in the appropriate courses, with assistance from the lab staff, use the simulators at specific times during their courses to enhance students' skills and learning. There are separate physical

assessment/treatment rooms equipped for our advanced health assessment course and use by the nurse practitioner faculty and students.

Student Services:

Counseling

The Counseling Center offers a variety of free confidential services to meet students' needs. They include individual counseling and crisis intervention, stress management counseling and support groups, personal growth groups and psychoeducational workshops, and referrals to other Lehman College programs such as academic advisement, career services, tutoring, health services, and student life as well as to mental health and social services in their community. They also offer screening evaluations for depression, anxiety, bipolar disorder, post-traumatic stress disorder, eating disorder and alcohol abuse. Faculty can consult with the staff or request a class presentation by calling the Counseling Center. Students may refer themselves or they may be referred by faculty with the student's permission. All Counseling Center services are provided by a staff of full-time and part-time licensed professionals. Many students avail themselves of the service for personal issues which impede academic performance. Services provided are free and are available during day and evening hours.

Student Health Center

The Center offers Lehman students primary care services. Health education materials and health promotion groups are also available. Students may elect to have their required immunization and annual physical examinations at the Center. Services are offered Mondays, Wednesdays and Fridays 9:00 AM to 5:00 PM and Tuesdays and Thursdays 9:00 AM to 6:30 PM. Most services are paid for through student activity fees. Students are seen with or without appointments. The Student Health Center is located in the old gym building and is staffed by a full-time Physician's Assistant and other part time health professionals.

Bookstore

This facility is located on campus close to the IT Center, Library, and Student Life building. Each semester, the faculty members submit book requisitions for the courses which they will teach in the subsequent semester. The bookstore stocks required and recommended books as requested by faculty as well as general educational supplies. The bookstore staff is adequate to provide required assistance to its customers.

Career Development

Career Services include career counseling, resume writing and interviewing techniques. The Career Services Department sponsors workshops, career days and recruitment drives. Students can make individual appointments for assistance in the development of their resumes and the staff from the department is available to speak to classes at the request of the faculty. The Nursing Department participates by referring students, and being active in recruitment drives and Career Days.

Childcare Center

An accredited Child Care program, located in the southern portion of the campus offers service to all currently enrolled Lehman students for a fee. The service is for preschool children ages 2 to 5. The center opens Monday-Friday at 7:30 AM and continues into evening hours. It is also open on Saturdays from 8:30 AM – 3:30 PM. The Center is flexible in scheduling hours based on student class schedules. Numerous developmental activities are included in the program.

Parking: Parking is available to students enrolled at Lehman College for a modest fee. Parking is also available for faculty who pay a fee that ranges from $185-$285 per year.

Process for regular review of the adequacy of the program's academic support services:

The adequacy of academic support services are consistently reviewed by the both the Undergraduate and Graduate sub-committees and the Online Nursing Committee on a semester basis. Additionally, the Online

Nursing Committee has also drafted an evaluation tool for students in the online program to complete to provide feedback on their experiences.

II-C. The chief nurse administrator:

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

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale and a plan to come into compliance if the chief nurse administrator does not hold a graduate degree in nursing and a doctoral degree (if applicable).

Program Response:

The Chief Nurse Administrator

Catherine Alicia Georges, EdD, RN, FAAN, is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes. Dr. Georges is a tenured full professor and the Chairperson of the Department of Nursing. Dr. Georges is an educator, practitioner and community activist. She has worked in various professional roles in New York City and is a sought after speaker. She has spoken throughout the United States, Africa, South America, Europe, Asia and the Caribbean on nursing and health care issues.

Dr. George's involvement in nursing spans more than four decades. She has been involved in not only the educational and community health arenas but has devoted a great deal of time to policy-making bodies. She has been actively involved in issues related to community health and home health care for over 30 years. She has been a member of the faculty of the Department of Nursing since 1975. Dr. Georges has been active in numerous College and University committees during her years at Lehman College and in the last ten years has served on the tenure, promotion, strategic planning and search committees. Dr. Georges' research has been in Health Literacy and health disparities. She was awarded a contract through the National Black Nurses Foundation in 1999-2000 to conduct a study on functional health literacy with African Americans in the Bronx, New York, and Los Angeles, California. The results of this work have been presented at the International Council of Nurses, American Nurses Association and the Secretary's National Leadership Summit on Eliminating Racial and Ethnic Disparities. Her work in making known the health disparities that exist in the United States was done in Minding the Gap: Mental Health Disparities in African American Communities, a national initiative of the National Black Nurses Foundation. She has presented the outcomes of this initiative at the International Council of Nurses and Sigma Theta Tau International Honor Society.

Dr. Georges served as the fifth president of the National Black Nurses Association from 1987-1991. This organization has its headquarters in Washington, DC, and represents over 130,000 Black registered nurses, licensed vocational nurses and student nurses in the United States, Africa and the Caribbean. She is currently the president of the National Black Nurses Foundation. Dr. Georges served on the United States Department of Health and Human Services National Advisory Council on Nurse Education and Practice and the New York

State Governor's Health Care Advisory Board, and the American Academy of Nursing Board of Directors. Dr. Georges has been the recipient of numerous honors and awards for her continued work in nursing, health care and the development of health, social and public policies, and leadership in the Bronx community. Dr. Georges was the recipient of the American Nurses Association's Mary Mahoney award for her work in increasing minority representation in nursing. In 2010, Dr. Georges was elected to the board of the AARP and in 2016 was elected President-Elect of AARP. She will assume the role of the president of this 38 million member consumer organization in 2018.

In collaboration with the School of Continuing and Education and Professional Studies, Dr. Georges was instrumental in the development of an international program for nurses. Through her efforts a relationship was developed with SungShin Women's University College of Nursing in Seoul, South Korea. Dr. Georges initiated the establishment of onsite RN-BS and Master's program at various hospitals and health facilities.

Dr. Georges received a Bachelor of Science in Nursing degree from Seton Hall University College of Nursing, a Master of Arts degree in community health nursing administration and supervision from New York University School of Education, Division of Nursing and a doctorate in educational leadership and policy studies from the University of Vermont. She is a member of Sigma Theta Tau International Nursing Honor Society, Golden Key Honor Society, the American Public Health Association, American Nurses Association, National Black Nurses Association, and is a Fellow of the New York Academy of Medicine and the American Academy of Nursing. She is also an honorary member of Chi Eta Phi Nursing Sorority.

Dr. Georges participates in the Deans and Directors group of New York State, attends the semiannual meetings of the AACN and served as a member and later Chairperson of the Executive Development Series committee for AAC N. Dr. Georges meets with the Chief Nursing Officers of many of the hospitals in the Bronx and New York City. She is a member of the Clinical Translational curriculum committee at Mt. Sinai School of Medicine and served on the doctoral committees for the first PHD student at that institution.

Dr. Georges has the same rights and privileges and responsibilities as the other chairpersons on the Lehman College campus. Those responsibilities are outlined in the Board of Trustees bylaws.

II-D. Faculty are:

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

Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The overall faculty (whether full-time or part-time) is sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

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

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

Program Response:

The full-time and part-time faculty members are currently adequate to meet the teaching needs for the nursing programs based on our current enrollment. However, with the continued expansion of the program, and results of the Prioritization Study completed in 2015, the Department of Nursing **hired 4 faculty members in 2016**: two assistant professors (replacement hires), one lecturer for the simulation and nursing lab, and one Clinical Assistant professor who is a nationally board certified pediatric nurse practitioner. **The College has committed to hiring three full-time assistant/associate professor faculty members every year for the next three years (2017 - 2019) for a total of nine (9) additional faculty members** to support the expansion of the nursing programs**. The Department has 5 lines available for the Fall 2018. Two of the lines are replacement lines and 3 are new lines**). Educational preparation and clinical expertise are important requirements for appointment to the Department of Nursing faculty. (See Appendix 1C.1 for a profile of the full-time and part-time nursing faculty for 2016-2017).

As of fall 2017, there were 17 full-time faculty teaching nursing courses, including the chair, two program directors, and an NP coordinator and 53 adjunct/part-time faculty members. One of the lecturers is assigned as the simulation/ nursing skills instructor. Two of the full-time faculty members are in substitute lines and are reappointed each semester. Adequate faculty allow for an average faculty-student ratio of 1:30 in the classroom setting, 1:25 for online and 1:8 and 1:10 ratio in the clinical areas for the baccalaureate program. There are some large lecture classes of 50-100 students. In the fall 2016 semester, these large lectures were divided into smaller groups to enhance instruction. All full-time and part-time faculty members teaching in the undergraduate programs hold, at a minimum, a master's degree in nursing with clinical experience appropriate to their teaching responsibilities.

Additionally, all faculty teaching required theory courses in the graduate program hold, at a minimum, a master's degree in nursing and are doctorally prepared in nursing or a related field. In the Family Nurse Practitioner Program (FNP) and Pediatric Nurse Practitioner Program (PNP), all the faculty members teaching the clinical courses are nationally board certified as nurse practitioners in their specialty area. The faculty member teaching advanced pharmacology is doctorally prepared in pharmacology. Teaching assignments are made based on faculty expertise as evidenced by their credentials and practice experience along with input from peer and student evaluations. The academic and experiential preparation of the faculty in the Department of Nursing, with their diverse backgrounds, enables the Department of Nursing to fulfill its mission.

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

The policies of the College allow full-time and part time faculty members to teach both baccalaureate and master's level courses if they are appropriately credentialed and qualified in that subject area. Undergraduate FTEs are computed by dividing course load by 15, and by 12 for Graduate students. The Department of Nursing calculates its FTEs at 34.15% and 33.8 for spring and fall of 2017; student-to-faculty ratio 1:20 for the Department. The college's last (2015) available student to faculty ratio was 1:16

Table II-D.1: Workload for Undergraduate Instructional Staff used in FTEs Calculation

			SPRING 2017	Spring FTEs	FALL 2017	Fall FTEs
Status	**Hours**	**# Faculty**	**Undergraduate Aggregate/ Week**		**Undergraduate Aggregate/ Week**	
Full-time	Hours/ Year *(Undergrad & Grad)*					
Professor*	21hrs(*6hrs/week allotted to Undergraduate Program)*	8	18		30	
Professor (Tenure Track or teaching assignment at Grad. Ctr.)	15hrs(*8hrs/week allotted to Undergraduate Program)*	6	36		12	
Lecturer	27hrs	2	27		27	
Part-time	Hours/Week					
Adjunct	8.5hrs	44	438			
Total			**519**	**34.6**	**507**	**33.8**

*One new faculty included for the fall session

For spring 2017, six (6) professors taught for a total of 15 hours in both the undergraduate and graduate programs: Of these, three were tenure track professors who received a total of 12 contact hours of reassigned time during their first three (3) annual appointments in order to engage in scholarly and/or creative activities related to their academic disciplines. (*Assignment of such reassigned time is made by the college pursuant to guidelines designed to encourage scholarship*.); the workloads of two professors were apportioned: 15 to Lehman and seven (7) to CUNY Graduate Center.

Table II-D.2: Workload for Graduate Instructional Staff used in FTEs Calculations

			SPRING 2017	Spring FTEs	FALL 2017	Fall FTEs
Status	**Hrs./ Week**	**# Faculty**	**Graduate Aggregate/ Week**		**Graduate Aggregate/ Week**	
Full-time						
Professor	21hrs	7	30		51	
Professor(Tenure Track)	15hrs (hrs. vary)	7	42		27	
Part-time						
Adjunct (Lecturer)	4.5hrs	16	150		150	
Total			**222**	**19**	228	**18.5**

Teaching assignments are made based on faculty expertise as evidenced by their credentials and practice experience along with input from peer and student evaluations. The academic and experiential preparation of the faculty in the Department of Nursing, with their diverse backgrounds, enables the Department of Nursing to fulfill its mission.

II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

Elaboration: The roles of preceptors with respect to teaching, supervision, and student evaluation are:
- *clearly defined;*
- *congruent with the mission, goals, and expected student outcomes; and*
- *congruent with relevant professional nursing standards and guidelines.*

Preceptors have the expertise to support student achievement of expected outcomes. Preceptor performance expectations are clearly communicated to preceptors and are reviewed periodically. The program ensures preceptor performance meets expectations.

Program Response:

Preceptors used in the Department of Nursing graduate and undergraduate programs are academically and experientially qualified for their role. In all programs, undergraduate and graduate, faculty members retain responsibility for the final evaluation of the students. All preceptors in the master's program have at least a master's degree in nursing. In the practitioner program, all nurse preceptors are nationally board certified in their specialty area and all physician preceptors are duly credentialed. Prior to beginning their preceptorship of students, all preceptors receive a copy of the course syllabi and clinical evaluation criteria for the course. Expectations of the preceptor are delineated in the letter and forms that are part of the packets shared with the preceptor. (See sample in Resource room). The faculty teaching the course visits the clinical placement at least once and communicates with the preceptor by email and/or telephone. List of preceptors/resumes are located in the Resource Room.

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

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role and in support of the mission, goals, and expected faculty outcomes. For example:
- *Faculty have opportunities for ongoing development in the scholarship of teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*

Program Response:

The Board of Trustees Bylaws of The City University of New York defines the responsibilities of faculty regarding teaching, research and scholarship. The City University of New York Agreement between CUNY and The Professional Staff Congress (PSC/CUNY) dictates faculty workload and salary. The College and the Nursing Department adhere to the specifications of these two documents. These documents are available on site.

Teaching

Both the College and the Nursing Department support faculty in their role as teachers. The College has an extensive training program for all faculty members on the technological resources available for use in

instruction. Blackboard is the online course management system used at Lehman College and CUNY for distance/online instruction. There are full-time staff members devoted to assisting faculty in this endeavor through the Undergraduate Studies and Online Education office. With a new person hired in that department a number of the nursing faculty, full time and part time, participated in an intensive online training program.in Spring 2017. Multiple opportunities for faculty development are made available through Lehman College as well as the City University of New York.

In Summer , 2016 the Department of Nursing offered an Online Nursing Faculty Development Course that focused on the evidence-based practices of online teaching and how to enhance learning among learners. This was two- week online training course with an optional half day face-to-face session. The learning objectives of this program were to:

- Create an introduction to the pedagogy of online teaching and learning.
- Demonstrate the ability to use the online tools on Blackboard.
- Monitor Students' Performance and Engagement.
- Review teaching Policies at Lehman College.

In spring 2017 several faculty members from the Department of Nursing participated in a 10-Week Master Course Design Institute to design/redesign an Online Master Course for each course in the Online RN-BS program. This was a part of a strategic initiative, supported by the Office of the Provost, in response to the CUNY Master Plan to expand online programs "...providing faculty development and support to aid the creation of more dynamic online course offerings (p.5)." The goal of this program was to facilitate the design of state-of-the-art online courses and the development of an infrastructure for student support, enrollment, and advisement. Key features of this Institute included: a) Design and development of one online course for the RN- to-BSN Online Program; 2) Regular feedback from instructional designers, colleagues in the cohort group and the Director of Online Education; and 3) Development of new skills that will enable the creation of engaging online learning experiences for faculty as well as students. Master syllabi for the online courses have been developed and are being refined this fall 2017.

New Faculty Orientation

New Faculty Orientation Seminars are held on Monday or Wednesday from 3:30-5:00 pm, three times each semester. The following is a sample of some offerings for the fall and spring 2017-18 academic year:

- **Overview of College:** Academic Affairs, Enrollment Management, Student Life, Student Affairs Academic and financial implications of grading and attendance;
- **Faculty Resources at Lehman:** WAC (Writing Across the Curriculum), Faculty Mentoring, the Office of Online Education, Instructional Support Services Program (ISSP), Digital Measures Overview/Tutorial;
- **Lehman Library Systems:** Lehman faculty librarian;
- **Planning your life:** Scholarship plans, teaching observations, faculty evaluation process and reporting—overview of tenure and promotion at Lehman College Committee.
- **Research and Sponsored Projects, IRB**

Substitute faculty can also attend these orientations.

Faculty Development of Teaching

The Department encourages the sharing of teaching strategies, research on learning styles, and test construction among nursing faculty. Teaching assignments consider faculty expertise and research interests. The Department of Nursing provides professional development opportunities throughout the academic year utilizing the expertise of faculty/staff on the campus. Workshops for all faculty in use of teaching aides such as V Sims and testing using Blackboard are offered by the Department of nursing. As part of the City University

Nursing Education Consortium faculty have the opportunity to participate in a variety of workshops, such as teaching using simulation, which was part of the NYCNECT, a funded HRSA project. Faculty in the Department of Nursing can attend any university wide workshops related to pedagogy and student success among many more related to specific disciplines.

Scholarship:

Faculty scholarly endeavors (Appendix II-F), including research, publication, creative works and the development of instructional materials, are supported and rewarded by both the College and the Nursing Department. The College requires evidence of scholarship as one of the requirements for tenure and for promotion of faculty on professorial lines. The College supports scholarly research through a variety of incentives such as intramural grants. Untenured faculty members have participated in the university wide workshops to assist faculty in increasing their publication record. The Office of Research and Sponsored Programs disseminates information to faculty based on areas of their research interest and assists with proposals and grant writing. The PSC/CUNY Research Award Program offers annual grants which nursing faculty have received. Sabbaticals for research or other scholarly pursuits are other ways in which nursing faculty can be supported in their pursuit of scholarship. The university has developed workshops for faculty to enhance the publication of their ongoing research. The Dean of the School of Health Sciences, Human Services and Nursing has developed learning and research collaboratives where faculty from the various departments can work together on various projects. The Dean's Office staff already has begun to meet with nursing and other faculty from across the School to match their research interests and expertise with publicly available datasets. The primary aim of this initiative is to conduct secondary data analyses in coordination and collaboration with the Publication Work Group, a manuscript publication team, to rapidly enhance scholarly achievements. These interdisciplinary groups are currently working with publicly available datasets with prospective data sets including the New York City Community Health Survey; Family Life, Activity, Sun, Health, and Eating (FLASHE); Compilation of State Data on the Affordable Care Act; the Food Environment Atlas; the National Survey on Drug Use and Health; the National Health and Nutrition Examination Survey (NHANES); the National Survey of Substance Abuse Treatment Services (N-SSATS); the Child Language Data Exchange System . Faculty members in the department of Nursing have also engaged in joint research projects with departments and institutes outside of the School of Health Sciences, Human Services and Nursing (HS2N).

Service

Faculty service is valued by the College and the Nursing Department and is one of the items addressed on the faculty annual evaluation and in consideration for tenure and promotion in professorial lines and for Certificate of Continuous Employment (CCE). Nursing faculty has the opportunity to serve the College and University and the Department through participation in Department, College and University committees. The Department of Nursing faculty members consistently participate in such College events as the Open House for new students and, major education and career fairs. Nursing faculty members are partners with Bronx Westchester Area Health Education Center (AHEC) in teaching high school students interested in health careers, CPR. Nursing faculty members also provide service to communities outside of the College through participation in many professional, social and cultural activities (Appendix IC.1).

Practice

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

Distance Education

Lehman College uses Blackboard for its online management of courses. All courses taught in the College and the Department of Nursing are available through Blackboard where faculty can post materials and electronic resources. About 50% of the courses in the RN-BS program and masters programs are offered online and /or as hybrid courses. This hybrid model includes a mix of face to face and online classes. Students respond well to both. The online courses are the first courses filled each semester. In 2015 the RN-BS Online program was approved by the NY State Education Department. Faculty members teaching in the Department of Nursing get support for Blackboard from staff in the Office of Online Teaching in course development and use of electronic resources. The staff is always available to trouble- shoot if faculty has a problem. In the summer of 2017, Lehman College acquired an Online Enrollment Specialist. This individual reports to the Director of Strategic Persistence Initiatives, and engages in admissions, advisement, and enrollment functions for Lehman College's online programs, of which the Online RN-BS program is paramount. This entrepreneurial position serves as the first point of contact for prospective and enrolled online students, develops and conducts information and orientation sessions (in-person, off-site, and online), facilitates the admissions process for online students, and advises enrolled students regarding degree requirements, course scheduling, course registration, etc. The enrollment Specialist also:

- Contributes to the development and implementation of retention initiatives related to online students
- Contributes to the development and implementation of marketing and outreach strategies and materials for online programs, including a social media plan, website and marketing content, etc.
- Advises students on tuition, fees, payment options, and basic financial aid policies and procedures
- Provides admission and enrollment reports to the Office of Online Education and Enrollment Management staff
- Schedules, plans, and hosts events, meetings, etc.

Summary of Standard II

Strengths

1. Online courses support system
2. Demand for the online courses
3. Increased demand for the RN-BS Online option
4. Hiring of an enrollment specialist through admission for RN-BS Online option
5. Child care center located on the campus
6. Academic support services for students

Challenges

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

Plans for Improvement

1. Encourage and provide support for faculty practice and clinical research
2. Continue to request full time tenure track lines and additional clinical faculty (DNP)
3. Increase grant writing activity with support from the Office of Research and Sponsored Programs
4. Seek out additional sites for clinical placements, possibly in other counties (Westchester)

Standard III
Program Quality: Curriculum and Teaching-Learning Practices

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

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.

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

Program Response:

The mission of the Department of Nursing 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. Individual student learning outcomes are congruent with the Department's mission, the goals of the undergraduate, and master's programs, and expected aggregate student outcomes. The master's curriculum builds on these competencies by providing specialized knowledge and skills to meet the current health care needs of clients and prepare graduates to meet the challenges of an evolving health care delivery system. Graduates of both programs 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 curricula for both the undergraduate and graduate programs are congruent with the Department of Nursing mission and progresses logically to ensure the achievement of program outcomes.

BS Program

The baccalaureate program in nursing at Lehman College prepares professional nurses for general nursing practice. The baccalaureate nursing curriculum is congruent with the Department of Nursing mission and outcomes/objectives. The BS program includes the traditional generic program the accelerated program, (pre-licensure) the traditional RN-BS completion and the RN-BS Online program. The number of credits required for the baccalaureate degree is 120 credits. The pre-licensure major is 75 credits and the RN-BS completion program is 37.5 credits. Students in these programs must complete the program within 5 years.

MS Program

The Lehman College Department of Nursing master's program prepares registered nurses for advanced practice. The curriculum has been developed based on the mission and philosophy of the department and on the master's program goals and objectives. There were five (5) specialty areas: nursing of the adult, nursing of the older adult, parent child nursing, pediatric nurse practitioner and family nurse practitioner. Because the NY State Education Department will remove the Parent Child Nursing and Adult Health and Older Adult Health specialties from the Inventory of Registered Programs, the Department of Nursing must discontinue these programs as of January, 2018. The Department is awaiting approval by the NY State Education Department (NYSED) of the adult geriatric clinical specialist program. The program also offers four (4) advanced certificates (post-masters degrees) in pediatric nurse practitioner, family nurse practitioner, nursing education and nursing administration. The number of credits necessary for the completion of the master's degree is 43 to 49 credits. The highest number of credits is required for the nurse practitioner programs. All master's students are required to take core courses in statistics, nursing theory, research, professional

strategies, and policy and planning. The practitioner students must take advanced pathophysiology, advanced pharmacology and advanced health assessment. Students who were in the advanced practice functional area (slated to be discontinued), were required to take advanced health assessment, advanced pathophysiology and advanced pharmacology. In order to comply with the mandates for a clinical specialist program and changes to adult health and older adult health programs to adult geriatric patients, The Department of Nursing has submitted to the NY State Education Department (NYSED) a revised curriculum to address this new mandate. The Department is awaiting approval from the NYSED. Credit requirements in the advanced certificate programs are 12 credits for nursing education, 15 credits for nursing administration and 27 credits for the pediatric nurse practitioner and 30 credits for the family nurse practitioner. The pediatric nurse practitioner program complies with the Pediatric Nurse Certification Board criteria.

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

- **Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).**
- **Master's program curricula incorporate professional standards and guidelines as appropriate.**
  a. **All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.**
  b. **All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).**
- **Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.**
- **DNP program curricula incorporate professional standards and guidelines as appropriate.**
  a. **All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.**
  b. **All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).**
- **Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).**

Elaboration: Each degree/certificate program incorporates professional nursing standards and guidelines relevant to that program, area, role, population focus, or specialty. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.

APRN education programs (degree and certificate) (i.e., Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) incorporate separate comprehensive graduate level courses to address the APRN core, defined as follows:

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

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

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

Master's programs that have a direct care focus but are not APRN education programs (e.g., nursing education and Clinical Nurse Leader), incorporate graduate level content addressing the APRN core. They are not required to offer this content as three separate courses.

Program Response:

Lehman College is a liberal arts college and requires all students to meet the college general education requirements in the liberal arts and sciences including courses in writing, mathematics, foreign language and natural science. Students must also complete one course in each of seven distribution areas and two upper-division interdisciplinary courses (Appendix III-B.1 General Education requirements). Courses in the liberal arts and sciences provide the foundation for the B.S. curriculum in nursing. A minimum of 120 credits is required for the Bachelor of Science degree, of which a minimum of 60 credits, including all required nursing pre-requisites, are to be completed before admission to the program. The baccalaureate program in nursing consists of 75 credits in the nursing major, including 21 credits in Biology and Chemistry, 6 credits in foundation courses (HIN courses) and 48 credits in nursing courses (NUR courses). (Appendix III-B.2 Nursing curriculum patterns) The undergraduate curriculum was critically reviewed and the *Essentials of Baccalaureate Education for Professional Nursing Practice* and QSEN competency recommendations were used as the Department of Nursing identified the congruency between the current curriculum and the *Essentials of Baccalaureate Education for Professional Nursing Practice* document. While working on the dual degree program, the ad hoc committee revisited the *Essentials of Baccalaureate Education for Professional Nursing* document and the competencies. As a result of this review, the curriculum committee developed a template for writing the objectives for all undergraduate courses to assure that patient safety, quality improvement, geriatric content and technology were measurable in the appropriate courses, thereby strengthening the congruency between the curriculum and the latest professional standards and guidelines.

The following table explains the relationship between the core competencies and objectives of the courses in the baccalaureate program

Table III-B.1: AACN 2008 Core Competencies in Baccalaureate Nursing Courses at Lehman

Baccalaureate Core Competences	**Course**	**Sample Course Objectives**
Liberal Education (**Essential I)**	NUR 301: Therapeutic Intervention I NUR 344: Altered Health States	• Integrate knowledge from the natural and social sciences into the nursing process. • Integrate knowledge from the natural and social sciences with pathological changes in body systems.
Basic Organizational and Systems Leadership for Quality Care and Patient Safety (**Essential II**)	NUR 301: Therapeutic Intervention I NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 406: Clinical Decision Making NUR 409:Therapeutic Intervention V NUR 410: Professional Nursing Management	• Define a culture of safety in the client environment. • Assess environmental factors that impact patient health and safety. • Develop safety outcomes for individual adult and older adult patients based on IOM/QSEN safety initiatives. • Manage client safety issues across the lifespan. • Incorporate standards guidelines, codes and safety initiatives into nursing practice through the use of case studies. • Evaluate one's own clinical practice based on self-reflection. • Analyze the impact of politics and health care policy decisions on the health care delivery system.

Baccalaureate Core Competences	**Course**	**Sample Course Objectives**
		• Analyze selected organizational designs/structures in terms of their impact on nursing practice. • Analyze the advantages and disadvantages of selected nursing care delivery models in relation to cost, quality and patient satisfaction. • Examine legal/ethical issues related to patient care management, leadership and organizational management. • Discuss the performance improvement process as a method for effectively implementing patient safety initiatives and monitoring performance measures. • Analyze the roles and responsibilities of the staff nurse and nurse manager in relation to leadership and management.
Evidence Based Practice (**Essential III**)	NUR 302: Ways of Knowing NUR 303:Therapeutic Intervention II NUR 344: Altered Health States NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Critique quantitative and qualitative research reports for their applicability to nursing practice. • Incorporate relevant evidence-based guidelines into nursing practice. • Incorporate current research findings of health alterations into nursing practice. • Integrate evidence based findings into nursing practice. • Analyze the evidence that supports policies, protocols and procedures in nursing practice using print and technological sources.
Information Management and Application of Patient Care Technology (**Essential IV**)	HIN 268:Human Growth and Development HIN 269: Analysis and Action for Community Health NUR 300: Nursing as a Human Science NUR 301: Therapeutic Intervention I NUR 302: Ways of Knowing NUR 303: Therapeutic Intervention II NUR 330: Pharmacologic Basis of Nursing Practice NUR 408:Trends & Issues in Nursing & Health Care NUR 409:Therapeutic Intervention V NUR 410: Professional Nursing Management	• Use information technologies to enhance one's knowledge base. • Use technology to search demographic and health data bases. • Discuss the safety and privacy of patients in relation to the use of health care and information technologies. • Use information and communication technologies to document and evaluate patient care, advance patient education, and enhance the accessibility of care. • Protect the safety and privacy of patient in relation to the use of health care and information technologies. • Describe ethical standards related to regulatory requirements, confidentiality and client's rights to privacy in research • Use information and communication technologies to document and evaluate patient care, facilitate patient education and enhance the accessibility of care. • Protect the safety and privacy of patients in relation to the use of health and information technologies. • Identify appropriate sources of information to maintain current drug knowledge. • Use a variety of resources and methods for remaining current regarding issues and trends in nursing and health care. • Utilize technology to search and verify health care information.

Baccalaureate Core Competences	**Course**	**Sample Course Objectives**
		• Protect the safety and privacy of patients in relation to the use of health care and information technologies. • Utilize technology to search and verify health care information.
Health Care Policy, Finance, and Regulatory Environments (**Essential V**)	HIN 269: Analysis and Action for Community Health NUR 300: Nursing as a Human Science NUR 302: Ways of Knowing NUR 408:Trends & Issues in Nursing & Health Care NUR 409:Therapeutic Intervention V NUR 410: Professional Nursing Management	• Identify issues in planning changes in health behavior and in communities • Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare policy, delivery and practice. • Describe ethical standards related to regulatory requirements, confidentiality and client's rights to privacy in research • Examine the role of professional nursing organizations in policy development. • Analyze the impact of politics and health care policy decisions on the health care delivery system. • Analyze the advantages and disadvantages of selected nursing care delivery models in relation to cost, quality and patient satisfaction. • Analyze the impact of regulatory requirements on health care management.
Inter-professional Communication and Collaboration (**Essential VI**)	NUR 301: Therapeutic Intervention I NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 400: Professional Nursing NUR 409:Therapeutic Intervention V NUR 410: Professional Nursing Management	• Document nursing assessment and interventions accurately and concisely using appropriate medical terminology. • Facilitate continuity of care through written, oral and electronic communication. • Communicate appropriately with members of the interdisciplinary health care team. • Collaborate with the interdisciplinary team in the development and implementation of a treatment plan for individuals with psychiatric-mental health disorders across the lifespan. • Facilitate continuity of care through written and oral communication. • Collaborate with other professionals and health care providers to achieve common goals. • Demonstrate effective collaboration with clients, families and health care professionals to achieve positive health outcomes. • Apply principles of conflict management to simulated situations.
Clinical Prevention and Population Health (**Essential VII**)	HIN 269: Analysis and Action for Community Health NUR 300: Nursing as a Human Science NUR 303: Therapeutic Intervention II NUR 408:Trends & Issues in	• Discuss major community health problems. • Identify issues in planning changes in health behavior and in communities • Discuss the role of community health professionals as advocates for population health. • Verbalize awareness of the importance of patient advocacy, including a commitment to the health of vulnerable populations and the elimination of health

Baccalaureate Core Competences	**Course**	**Sample Course Objectives**
	Nursing & Health Care NUR 409:Therapeutic Intervention V	disparities. • Develop safety outcomes for individual adult and older adult patients based on IOM/QSEN safety initiatives. • Identify community resources available to meet the health care needs of patients with acute and chronic conditions. • Communicate an informed position about a city, state or federal nursing/healthcare issue to an appropriate audience. • Describe core disaster preparedness and the constraints on a community organization's ability to respond.
Professionalism and Professional Values (**Essential VIII**)	HIN 268:Human Growth and Development HIN 269: Analysis and Action for Community Health NUR 300: Nursing as a Human Science NUR 301: Therapeutic Intervention I NUR 302: Ways of Knowing NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 400: Professional Nursing NUR 405:Therapeutic Intervention IV NUR 406: Clinical Decision Making NUR 409:Therapeutic Intervention V NUR 410: Professional Nursing Management	• Describe the ethical considerations in studies of human development. • Discuss the role of community health professionals as advocates for population health. • Relate the evolution of nursing as a profession to contemporary nursing practice. • Uphold ethical standards related to data security, regulatory requirements, confidentiality, and the client's right to privacy. • Verbalize awareness of the importance of patient advocacy, including a commitment to the health of vulnerable populations and the elimination of health disparities. • Engage in self-reflection as a means of values clarification and self-actualization. • Integrate human science concepts into nursing practice. • Apply legal and ethical principles in nursing practice. • Describe ethical related to data security, regulatory requirements, confidentiality and clients' rights to privacy in selected nursing situations. • Explain the relationship between research and evidence – based practice. • Incorporate legal and ethical concepts in clinical situations. • Apply legal and ethical principles in psychiatric-mental health nursing practice. • Establish a professional relationship as the basis for providing care. • Demonstrate professionalism, including demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers. • Apply legal and ethical principles in maternal-child and pediatric nursing practice. • Incorporate standards guidelines, codes and safety initiatives into nursing practice through the use of case studies. • Evaluate one's own clinical practice based on self-reflection.

Baccalaureate Core Competences	**Course**	**Sample Course Objectives**
		• Formulate a plan for professional growth toward an identified ideal. • Incorporate ethical and legal principles into the clinical decision-making process. • Examine legal/ethical issues related to patient care management, leadership and organizational management.
Generalist Nursing Practice (**Essential IX**)	NUR 301: Therapeutic Intervention I NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 400: Professional Nursing NUR 405:Therapeutic Intervention IV NUR 406: Clinical Decision Making NUR 409:Therapeutic Intervention V	• Perform selected nursing skills based on scientific principles. • Develop and implement a culturally sensitive nursing care plan for an adult/older adult client. • Apply legal and ethical principles in nursing practice. • Use information and communication technologies to document and evaluate patient care, advance patient education, and enhance the accessibility of care. • Assess environmental factors that impact patient health and safety. • Utilize the nursing process to assess, plan, implement and evaluate care for adult/older adults with acute and chronic medical/surgical problems. • Demonstrate competency in medication administration. • Incorporate relevant evidence-based guidelines into nursing practice. • Use information and communication technologies to document and evaluate patient care, facilitate patient education and enhance the accessibility of care. • Anticipate patient discharge needs. • Develop safety outcomes for individual adult and older adult patients based on IOM/QSEN safety initiatives. • Identify community resources available to meet the health care needs of patients with acute and chronic conditions • Develop therapeutic relationships with individuals and groups with psychiatric-mental health disorders. • Apply principles of group process in nursing practice • Integrate knowledge of psychopathology into nursing practice. • Integrate principles of family dynamics into psychiatric-mental health nursing practice. • Collaborate with the interdisciplinary team in the development and implementation of a treatment plan for individuals with psychiatric-mental health disorders across the lifespan. • Apply legal and ethical principles in psychiatric-mental health nursing practice. • Integrate knowledge of community resources into discharge planning for clients with acute and chronic psychiatric-mental health disorders. • Manage client safety issues across the lifespan. • Apply therapeutic communication skills in a variety of

Baccalaureate Core Competences	Course	Sample Course Objectives
		settings. • Perform health assessment of clients using a systems approach. • Demonstrate clinical skills required for comprehensive nursing practice. • Assess newborns, children and adolescents in various states of health and illness using principles of growth and development. • Assess women during antepartum, intrapartum and post-partum periods. • Analyze the effects of family, community, culture and environment on maternal-child and pediatric populations. • Integrate knowledge of cultural influences into nursing practice. • Integrate evidence based findings into nursing practice. • Integrate developmentally appropriate concepts of grief and loss into the nursing care of children and child-bearing families. • Evaluate one's own clinical practice based on self-reflection. • Formulate a plan for professional growth toward an identified ideal. • Integrate principles of primary, secondary and tertiary prevention into the management of acute and chronic illness. • Demonstrate competency in providing nursing care to clients along the trajectory from diagnosis to end-of-life within a human science framework. • Incorporate ethical and legal principles into the clinical decision-making process. • Demonstrate effective collaboration with clients, families and health care professionals to achieve positive health outcomes. • Apply selected principles of case management in providing and evaluating the health care of groups of clients throughout the continuum of care. • Demonstrate effective use of community resources to meet the health care needs of clients with acute and chronic conditions.

III-B.2: AACN Essentials of Masters Education and Master's Degree

Curriculum Plan

AACN Essentials	Lehman College Curriculum Plan of the Master's Degree in Nursing
Graduate Core Curriculum	
I Background for Practice from Sciences and Humanities IV. Translating and Integrating Scholarship into Practice	NUR 721: Essentials of Clinical Research NUR 787: Advanced Professional Seminar NUR 600: Biostatistics in Health Research
VI Health Policy and Advocacy II Organizational and Systems Leadership III Quality Improvement and Safety IX Master's Level Nursing Practice V Informatics and Healthcare Technologies	NUR 726: Health Planning and Policy Making: Leadership Issues Nursing 749: Nursing Practice: Synthesis and Applications NUR 723 Strategies for Advanced Nursing Practice NUR 748: Nursing Administration of Health Care Systems.
VIII Clinical Prevention and Population Health for Improving Health	NUR 723: Strategies for Advanced Nursing Practice NUR 774, NUR 775, NUR 776 NUR 770, NUR 771, NUR 772 NUR 738, NUR 739 NUR 751, NUR 752
Advanced Practice Nursing Core Curriculum	
I. Advanced Health/Physical Assessment	NUR 773: Advanced Health Assessment
II. Advanced Physiology and Pathophysiology	NUR766: Advanced Pathophysiology.
III. Advanced Pharmacology	NUR 767: Advanced Pharmacology.

The core competencies for both the Pediatric Nurse Practitioner Program (PNP) and Family Nurse Practitioner (FNP) Program and the specific courses are found in appendix III-B.3

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

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

Elaboration: Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced course work.

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

DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire doctoral-level competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). The program provides a rationale for the sequence of the curriculum for each program.

Program Response:

Baccalaureate Curriculum

Students enter the baccalaureate nursing program as juniors, having completed the general education/liberal arts requirements and the nursing pre-requisites which provide the knowledge and skills necessary as a foundation for professional nursing education. The curriculum is structured so that content and experiences meet professional standards, integrate national health objectives and meet the changing health care needs of the community of patients. Learning experiences become increasingly complex as students' progress from junior to senior level courses. Level I courses are taught in the first and second semesters of the junior year.

Junior Level Nursing Courses

In the first course, **NUR 300**: Nursing as a Human Science, students learn the history of the nursing profession, the philosophical base of the baccalaureate nursing program and are introduced to nursing theories and their influence on practice. Key concepts of the nurse-patient relationship and principles of cultural competence are discussed as a basis for the development of a therapeutic alliance. Teaching-learning strategies encourage students to draw from the liberal arts, such as courses in Knowledge, Self and Values, and from Comparative Culture to help them clarify their values through self-reflection and to appreciate the uniqueness and contributions of others.

NUR 301, Therapeutic Intervention I, is the first clinical course in the generic baccalaureate curriculum. Students use therapeutic communication skills in caring for patients from many cultural backgrounds in a variety of health care settings. The focus is on individuals with chronic but stable health conditions. The nursing process is introduced as a means of structuring and delivering care, and students begin to develop health assessment and collaborative skills. The foundational natural and social science courses facilitate an understanding of growth and development, health and illness, and infection control. The science courses are of particular value as students begin to develop their assessment skills, and begin to learn the pathophysiology of diseases, therapies employed, and patients' responses to their altered health states. The clinical setting provides the opportunity for students to apply their understanding of people as unique individuals. Pre- and post-conferences encourage the sharing of experiences, facilitate critical thinking and promote learning as a shared responsibility.

NUR 344: Altered Health States: This course in pathophysiology is supported by the knowledge gained in the natural sciences, and facilitates students' ability to understand disease process and the basis for pharmacological therapy. This course is now placed in the first semester of the junior year to provide a foundation for understanding altered health states throughout the lifespan.

In the second semester of the junior year, students build on the fundamentals learned during the first semester.

NUR 303: Therapeutic Intervention II. This is the second clinical course of the junior year and is offered during the second semester. Students continue to develop their communication and assessment skills, and expand their knowledge in caring for adult patients who have a variety of acute and chronic health conditions. Courses in the arts and sciences enhance students' ability to understand how illness affects the total person and the individual's unique response, influenced by age, culture and other factors. Using the nursing process, students perform more comprehensive health assessments and more complex nursing skills and interventions. Patient safety and competency in medication administration and related patient education is one focus of the clinical experience. Legal and ethical concepts and evidence-based guidelines are incorporated into practice.

NUR 304: Therapeutic Intervention III focuses on nursing care of individuals and groups with acute and chronic psychiatric and mental health conditions. Courses in the arts and sciences and the foundation courses in nursing (HIN 268 and HIN 269) enhance students' understanding of the social, cultural and developmental influences on human behavior. The clinical experiences provide opportunities to apply principles of group process, therapeutic communication and inter-professional collaboration.

NUR 330: Pharmacologic Basis of Nursing Practice is a co-requisite of NUR 303 and NUR 304. Understanding of the physiological variables affecting pharmacodynamics and pharmacokinetic across the lifespan is facilitated by previously acquired knowledge from the natural sciences and from studies in the social sciences and comparative culture.

Senior Level Nursing Courses

Senior level courses, Level II, are taught in the senior year and build on the junior year Level I courses and content, expanding and refining health assessment skills and integrating ethical and legal concepts in clinical decision-making as students give care to individuals, families and groups in all stages of health and illness. At the senior level, students are expected to synthesize knowledge from the liberal arts, science and the humanities in order to relate to patients humanistically, and to perform nursing care competently, guided by legal and ethical principles of nursing practice.

NUR 302: Ways of Knowing is the research course for all baccalaureate nursing students. Students learn the research process, research methods and the variety of ways in which knowledge is acquired. Critical thinking is applied in the analysis of research studies. Previously acquired knowledge from mathematics and statistics contribute to an understanding of statistical methods used in analyzing research data. Previous learning in the liberal arts enhances the ability to critique nursing and non-nursing literature as well as their own written work.

NUR 405: Therapeutic Intervention IV provides opportunities for students to apply the nursing process in the care of childbearing and child-rearing families in health and illness, using a family-centered approach. Students' learning experiences take them to homes and agencies in the community to care for patients originating from a variety of cultures who live in the Bronx and its surrounding areas. Clinical experience is provided on maternity units, pediatric units, outpatient clinics, and in the community. The focus of care includes the individual, the family and groups. Knowledge which students bring from studies in the liberal arts, for example Comparative Culture, is integrated as students provide care to patients and families. The course requires students to apply principles of human growth and development, community assessment and the use of community resources, content addressed in earlier courses.

NUR 406: Clinical Decision-making: This course provides students with the opportunity to make clinical decisions and problem solve. The teaching strategy, case studies, challenges students to be creative in analyzing clinical situations and incorporating legal and ethical principles when making clinical judgments and planning approaches to care in a non-threatening environment with peers and faculty. The use of critical thinking is emphasized in this course and is facilitated by a broad base in the liberal arts. Clinical application occurs in the concurrent and subsequent clinical courses.

In the final semester of the program, students synthesize the knowledge and skills acquired in their previous courses.

NUR 408: Trends and Issues in Nursing and Health Care. This course focuses on current issues, their legal and ethical implications and issues which may be anticipated in the future based on the current health care system and the social and political environment. Students are required to examine factors impacting the health care system and the profession of nursing. This is accomplished by discussion of the literature, experiences while practicing nursing and through communication with nursing leaders and elected and appointed leaders at various levels of government. The aim is to identify issues and trends that affect nursing and health care. Knowledge of history, the social sciences, literature and comparative culture provide support for this course.

NUR 409: Therapeutic Intervention V. This is the final clinical course of the baccalaureate nursing program. Students synthesize the knowledge and skills learned in previous courses as they focus on the care of patients with chronic health conditions. Students demonstrate more comprehensive assessment and communication skills, and a more proficient level of clinical skill. Patient advocacy, patient teaching and inter-professional collaboration are emphasized. Students are provided with the opportunity to demonstrate greater autonomy as they collaborate with peers, agency staff nurses and other health care professionals. Students have an increased opportunity to articulate their personal and professional values and standards of nursing and are assisted in doing so by having had a background in courses from Knowledge, Self, and Values, Comparative culture and the natural and social sciences.

NUR 410: Professional Nursing Management: This final course of the baccalaureate curriculum prepares students for the work environment. Theories of leadership and management are emphasized and are supported by knowledge derived from liberal arts courses such as literature, historical studies, Comparative Culture, and Knowledge, Self and Values. The course enables students to learn the structure and administration of health care settings and how their role as a nurse will interface with those of other members of health care delivery team.

Courses in the liberal arts and sciences provide support for nursing courses at the junior and senior levels. (See Table III-C.1)

Table III-C.1 Liberal Arts Support for the Baccalaureate Nursing Courses

Nursing Courses	**Supporting Liberal Arts and Science Courses from the General Education Requirements**
Level I (Junior level)	
HIN 269:Analysis and Action for Community Health NUR 300: Nursing as a Human Science NUR 301: Therapeutic Intervention I NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 330: Pharmacologic Basis of Nursing Practice NUR 344: Altered Health States NUR 400: Professional Nursing Practice (RNs)	Knowledge, Self, and Values The Arts; Social Sciences Comparative Cultures Historical Studies; Literature Natural and Social Sciences Foreign language
Level II (Senior level)	
NUR 302: Ways of Knowing NUR 405: Therapeutic Intervention IV NUR 406: Clinical Decision-Making NUR 408: Trends and Issues in Nursing and Health Care NUR 409: Therapeutic Intervention V NUR 410: Professional Nursing Management	Knowledge, Self, and Values The Arts; Social Sciences Historical Studies; Literature Comparative Cultures Natural and Social Sciences Comparative Cultures Mathematics Foreign language

Curriculum for Registered Nurse Students

Registered Nurse Students enter the upper division baccalaureate nursing program having met the lower division requirements either by transfer of credits from an Associate Degree program or by completing a sequence of courses at Lehman College. The curriculum for RN-BS students varies somewhat depending on the program from which they graduated. Registered Nurses who are graduates of diploma programs do not receive advanced standing credit from the College but may take the Excelsior College (Formerly Regents College) examination for Adult Health Nursing, Psychiatric Mental Health Nursing, and Maternal-Child Health Nursing to earn advanced standing credits. The Department recognizes the competencies with which they come and has designed a curriculum which considers their educational backgrounds and unique learning needs.

The program plan for RN students includes an emphasis on the core competencies of critical thinking, communication and assessment skills. RN students are not required to take NUR 301: Therapeutic Intervention I; NUR 303: Therapeutic Intervention II; NUR 304: Therapeutic Intervention III; NUR 330: Pharmacologic Basis of Nursing Practice; NUR 344: Altered Health States; or NUR 405: Therapeutic Intervention IV. As juniors, they complete HIN 269: Analysis and Action for Community Health; NUR 300: Nursing as a Human Science; NUR 302: Ways of Knowing; and the clinical course NUR 400: Professional Nursing Practice. The community is the clinical setting for this course, which has a strong emphasis on health assessment skills and patient education. Our Korean nurses' cohort is placed in acute care settings with the same emphasis. They have the opportunity to become immersed and familiar with role of nursing in the United States.

NUR 408: Trends and Issues in Nursing and Health Care, and NUR 410: Professional Nursing Management, are taught online for registered nurses. NUR 409, the last clinical course, has sections that are for registered nurses only. The clinical sections of this course continue to emphasize the role of the professional nurse in community based care, leadership, individual and group education and evolving roles for general nursing practice Registered Nurse students may be integrated with the generic students for courses such as NUR 300, 302, 406, 408 and 410. A combined class of Registered Nurse students and generic students often proves stimulating to each group due to the sharing of relevant experiences and/or the raising of questions related to the profession of nursing in general and to the practice of nursing, in particular. See Appendices IIIB.2 and IIIC.1 for the curriculum for Generic and Registered Nurse students.

Master's Curriculum

The master's program consists of 12-14 courses of 3-6 credits each. The curriculum is logically and consistently organized to include nursing core courses, support courses, and specialty courses. A master's research project is completed at the end of the program. Refer to Table III-C.2 for a listing of all courses. All core courses are offered every semester. In spring 2012 and fall 2012, multiple sections of core courses were offered to accommodate students' work schedules. Because of the number of students now enrolled in the Family Nurse Practitioner (FNP) program, we have offered at least two sections of the clinical courses NUR 774,775 and 776 each semester since fall 2011 and have at least one section of NUR 774, 775 and 776 during the entire summer sessions.

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

Core Courses

These courses provide foundation knowledge and learning in nursing theories, research and leadership. In the first course, NUR 720: Concepts & Theories of Advanced Nursing Practice, students examine the philosophical basis for knowledge development and analyze extant nursing theories for their contributions to nursing science and nursing practice. Teaching-learning strategies include lectures, small group discussions, web-based course work, group presentations, videos and a written examination. NUR 600: Biostatistics in Health Research is required before taking the research course, NUR 721. The emphasis in NUR 600 is on analysis and interpretation of data rather than mathematical computations. Teaching-learning strategies include utilization of SPSS, group exercises, lecture, web-based course work and supplemental exercises.

For Family Nurse Practitioner students, a graduate statistics course is a prerequisite. Many of our students prefer to take this course at our college.

Table III-C.2: Master's Program Curriculum (current)

	Parent-Child Nursing **To be discontinued as of 1/01/2018**	Adult Health Nursing **To be discontinued as of 1/01/2018**	Nursing of Older Adults **To be discontinued as of 1/01/2018**	Pediatric Nurse Practitioner	Family Nurse Practitioner
Core Course	**NUR 600** Biostatistics in Health Research **NUR720** Concepts & Theories of Advanced Nursing Practice **NUR 721** Essentials of Clinical Research **NUR 723** Strategies for Advanced Nursing Practice **NUR 726** Health Planning and Policy Making: Leadership issues.	**NUR 600** Biostatistics in Health Research **NUR720** Concepts & Theories of Advanced Nursing Practice **NUR 721** Essentials of Clinical Research **NUR 723** Strategies for Advanced Nursing Practice **NUR 726** Health Planning and Policy Making: Leadership issues.	**NUR 600** Biostatistics in Health Research **NUR720** Concepts & Theories of Advanced Nursing Practice **NUR 721** Essentials of Clinical Research **NUR 723** Strategies for Advanced Nursing Practice **NUR 726** Health Planning and Policy Making: Leadership issues.	**NUR 600** Biostatistics in Health Research **NUR720** Concepts & Theories of Advanced Nursing Practice **NUR 721** Essentials of Clinical Research **NUR 723** Strategies for Advanced Nursing Practice **NUR 726** Health Planning and Policy Making: Leadership issues.	**NUR 600** or **grad statistics (prereq)** **NUR720** Concepts & Theories of Advanced Nursing Practice **NUR 721** Essentials of Clinical Research **NUR 723** Strategies for Advanced Nursing Practice **NUR 726** Health Planning and Policy Making: Leadership issues.
Support Courses	**NUR748** Nursing Administration of Health Care Systems(administrator role) **NUR 756** The Nurse's Role in Professional Development (Educator role) **NUR 773** Advanced Health Assessment **or** **NUR 767** Advanced Pharmacology or **NUR 766** Advanced Pathophysiology	**NUR748** Nursing Administration of Health Care Systems **NUR 756** The Nurse's Role in Professional Development **NUR 773** Advanced Health Assessment	**NUR748** Nursing Administration of Health Care Systems **NUR 756** The Nurse's Role in Professional Development **NUR 773** Advanced Health Assessment	**NUR 766** Advanced Pathophysiology **NUR767** Advanced Pharmacology **NUR 769** Family Developmental Theory **NUR 773** Advanced Health Assessment	**NUR 766** Advanced Pathophysiology **NUR767** Advanced Pharmacology **NUR 773** Advanced Health Assessment
Specialty	**NUR 732** Parent-	**NUR 738** Adult	**NUR 751**	**NUR 770**	**NUR 774**

	Child Nursing I **NUR 733** Parent-Child Nursing II **NUR 749** Nursing Practice Synthesis and Application, (Functional Area: Clinical Nurse Specialist or Nurse Administrator or Nurse Educator)	Health Nursing I **NUR 739** Adult Health Nursing II **NUR 749** Nursing Practice Synthesis and Application, (Functional Area: Clinical Nurse Specialist or Nurse Administrator or Nurse Educator)	Nursing of Older Adults I **NUR 752** Nursing of Older Adults II **NUR 749** Nursing Practice Synthesis and Application, (Functional Area: Clinical Nurse Specialist or Nurse Administrator or Nurse Educator)	Advanced Nursing Practice I **NUR 771** Advanced Nursing Practice II **NUR 772** Advanced Nursing Practice III	Advanced Nursing Practice **NUR 775** Advanced Practice II **NUR 776** Advanced Practice III
	NUR 787 Advanced Professional Seminar	**NUR 787** Advanced Professional Seminar	**NUR 787** Advanced Professional Seminar	**NUR 787** Advanced Professional Seminar	**NUR 787** Advanced Professional Seminar

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

Support Courses

Students in all programs, except the nurse practitioner program, are required to take 6 credits in courses designated as cognates and/or electives. Cognate and elective courses are theory-based, aiming to increase the students' knowledge in either their clinical or functional specialty. NUR 748, Administration of Health Care Systems, is designed as a cognate prerequisite for NUR 749, Nursing Practice Synthesis and Application, the administration section. Also, NUR 756, The Nurse's Role in Professional Development is the cognate for NUR 749, Nursing Practice Synthesis and Application, the education section. For NUR 749, Nursing Practice Synthesis and Application, the Clinical Nurse Specialist, students and their advisor decide on NUR 766, 767 or NUR 773. **These options will be discontinued as of January, 1, 2018 to be in compliance with the NY State Education Department(NYSED) requirements** For the PNP students and the FNP students, the support courses are NUR 766: Advanced Pathophysiology, NUR767: Advanced Pharmacology, NUR 773: Advanced Health Assessment, and NUR 769: Family Developmental Theory. The Advanced Certificate/Post Master's certificate in Pediatric Nurse Practitioner is 30 credits. The Advanced Certificate/Post Masters in Family Nurse Practitioner is 30 credits.

Specialty Courses

Students enrolled in Parent-Child Nursing, Adult Health Nursing or Nursing of Older Adults, complete 12 credits divided into two courses. Each course has a theory and a practicum component. These courses include: for Parent-Child Nursing, NUR 732: Parent-Child Nursing I and NUR 733: Parent-Child Nursing II; for Adult Health Nursing, NUR 738: Adult Health Nursing I and NUR 739: Adult Health Nursing II; and for Nursing of Older Adults, NUR 751: Nursing of Older Adults I and NUR 752: Nursing of Older Adults II. **These courses will be discontinued as of January, 1, 2018 to be in compliance with the NY State Education Department (NYSED) requirements**.

The clinical concentration courses are very much alike in terms of overall emphasis. Here the adult health concentration courses are presented as an example. The first course NUR 738, Adult Health I, focuses on assessment of a health phenomenon/problem (concept) and the second course NUR 739, Adult Health II, focuses on designing and implementing interventions appropriate to the selected health problem chosen in the first course. For example, a student may select the concept of anxiety in the first course, and the intervention of meditation in the second course. In the first course, the student researches the literature, presents a theoretical concept analysis considering the specific developmental issues of the chosen population, develops and clinically implements a protocol for assessment of the concept of anxiety, collects and analyzes data and submits a written report. In the second course, the student goes through a similar process focusing on the intervention strategy and a test of its effectiveness on anxiety by collecting, analyzing and interpreting the findings. Students are assigned to preceptors to guide and facilitate their achievement of their practicum objectives. Students write a clinical master plan derived from the course objectives, keep logs and present their clinical concerns during the seminar. There were **no admissions to the Parent Child and adult health and older adult options as of fall 2017 to be in compliance with the NY State Education Department (NYSED) requirements.**

NUR 749: Nursing Practice Synthesis and Application, includes theory and practicum components and is offered in three sections, one for each specialty--Clinical Nurse Specialist (CNS), Nurse Administrator (NA), and Nurse Educator (NE). Students work with preceptors to practice some aspect of the role chosen. Students submit a practicum plan, and progress logs. They are involved in implementing a change project, such as developing and/or refining standards of practice, conducting a patient education program, developing and teaching a staff development program, developing and testing case-management critical pathway, developing/refining an institutional policy, developing a new quality improvement indicator and process, and co-leading committee meetings. **These options will be discontinued as of January, 1, 2018 to be in compliance with the NY State Education Department (NYSED**

Specialty courses in the PNP program include NUR 770: Advanced Nursing Practice I, NUR 771: Advanced Nursing Practice II, and NUR 772: Advanced Nursing Practice III. Each course has a theory and a practicum component. These courses are sequenced utilizing a wellness-illness continuum, moving from assessment of the well child to interventions of common, minor, episodic and chronic health problems of infants, children and adolescents. In the first course, NUR 770, the PNP students work with preceptors in schools and clinics to assess health status, and guide and counsel parents. Seminars are used to learn the beginning development of the nurse practitioner role as a primary care provider. The second course, NUR 771, focus on management of episodic health problems. Seminars focus on presentations of assigned case studies, assigned reading, and group discussions. The third course, NUR 772, focuses on theories and methods of comprehensive assessment of chronically ill children. Students learn during their practicum to refine their abilities in sophisticated techniques of assessment and to differentiate deviations from normal, incorporating cultural and developmental variations and needs of clients. The PNP students complete 550 supervised clinical practicum hours.

The specialty courses in the Family Nurse Practitioner program are NUR 774: Advanced Practice I, NUR 775: Advanced Practice II, and NUR 776.

NUR 774: Within a nursing science and family/community systems framework, the focus of this course is upon delivery of primary care to culturally diverse families during the childbearing years. Development from conception through young adulthood is being viewed from the perspective of urban family life. Concepts from epidemiology, community health, nursing and family theories are being incorporated throughout. Clinical

experiences provide opportunities for students to promote health and prevent illness, diagnose, treat, and manage children's health. Implementation of clinical decision making, interventions and health care protocols emphasizing early detection, control and/or resolution of the acute phase of children' health problems in a variety of ambulatory care settings

NUR 775: Within a nursing science and family/community systems framework, discussions and clinical experiences, covering treatment and symptom management of adults and older adults' health promotion, maintenance, and prevention of illness. Implementation of clinical decision making, interventions and health care protocols, emphasize early detection, control and/or resolution of the acute phase of adults and older adults' health problems in a variety of ambulatory and acute care settings.

NUR776: Within a nursing science and family/community systems framework, discussions and clinical experiences, covering treatment and symptom management of all family member's acute, chronic and/or rehabilitation health care requirements. Implementation of clinical decision making, interventions and health care protocols, emphasize care management strategies of children/adults/older adults within the context of the family nurse practitioner's role. Total number of clinical hours required for the Family Nurse Practitioner program is 600 preceptor supervised hours.

The Project Course

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

The following table reflects the progression from baccalaureate to master's program.

Table III-C.3: Progression from Baccalaureate to Master's Program of Selected Competencies, Knowledge, and Role Development as Identified in Essentials documents

Course Objectives		
Competency Category Identified in Essentials Documents of Baccalaureate & Masters Programs	**Baccalaureate Program**	**Master's Program**
Critical thinking	NUR 406: Clinical Decision Making: Practice the skill of critical thinking in the classroom.	NUR 738: Adult Health Nursing I: Compare advanced practice of adult health (theory based) with current professional nursing standards.
Ethics	NUR 300: Apply ethical principles to selected nursing situations. Apply legal concepts related to selected nursing situations.	NUR 726: Health Planning and Policy Development: Leadership Issues: Identify and critically evaluate current issues in Nursing and health care.
Research	NUR 302: Ways of Knowing in Nursing: Apply critical thinking skills to understanding of the nursing profession and nursing practice.	NUR 721: Essentials of Clinical Research: Analyze the role of research in the development of nursing's body of knowledge

Nursing Theory	NUR 301: Therapeutic Nursing Interventions I: Formulate a plan of care that integrates human science concepts and the nursing process.	NUR 720: Concepts and Theories for Advanced Nursing Practice: critically compare selected conceptual frameworks for nursing.
Professional Role Development	NUR 410: Describe the nurse's leadership role as it relates to patient care, delegation, professional issues and political systems	NUR 723: Strategies for Advanced Nursing Practice: Evaluate the impact of group process in the implementation of change
Health Policy/ Issues	NUR 408: Trends and Issues in Nursing and Health Care: Utilize a variety of sources and methods for staying current with nursing issues and trends in nursing and health care.	NUR 726: Health Planning and Policy Development: Leadership Issues: Analyze the process of planning and policy development in health care.

III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.

Elaboration: Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student outcomes identified in course, unit, and/or level objectives.

Program Response:

Teaching-Learning Practices: A variety of teaching-learning practices are used to attain course and program outcomes of the nursing programs such as lectures, discussions, simulations and case presentations. Software programs and other technology support the teaching-learning process. Assignments and evaluation methods are structured to stimulate critical thinking, communication and professional growth. The variety of teaching-learning approaches allow for individual students to engage in learning according to the style most preferred in acquiring knowledge. Course syllabi will be on site for detailed teaching-learning practices in each course.

Teaching Environment: The clinical sites selected for students' learning experiences are accredited agencies where professional standards of nursing practice as well as standards of health care delivery are consistently high. The student faculty ratio is 1:8 and 1:10 which allows instruction and learning and the meeting of specific clinical objectives supportive of quality patient care. Faculty members teach in their areas of expertise, modeling professional behavior as clinicians as well as expert teachers. Clinical experiences offer students the opportunity for group learning and shared responsibility for professional growth. Students are required to practice most skills in the nursing arts laboratory prior to performance in the clinical setting. The Computer Lab is staffed by a chief college lab technician who has a baccalaureate degree in computer science and is master's-prepared as a health educator. The Nursing Arts Lab is staffed full time by a masters prepared clinician in adult health who also has expertise in parent child nursing.

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

- **enable students to integrate new knowledge and demonstrate attainment of program outcomes; and**
- **are evaluated by faculty.**

Elaboration: To prepare students for a practice profession, each track in each degree program and post-graduate APRN certificate program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences involve activities that are designed to ensure students are competent to enter nursing practice at the level indicated by the degree/certificate program. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes.

Program Response:

Undergraduate Program

All students in the traditional pre licensure and accelerated programs must take the following clinical courses: NUR 301, NUR 303, NUR 304, NUR 405, and NUR 409. Each of these courses, except for NUR 304 (60 hours), requires 180 hours of clinical practice.

NUR 301: Therapeutic Intervention I, is the first clinical course in the generic baccalaureate curriculum. Students use therapeutic communication skills in caring for patients from many cultural backgrounds in a variety of health care settings. The focus is on individuals with chronic but stable health conditions. The nursing process is introduced as a means of structuring and delivering care, and students begin to develop health assessment and collaborative skills. The foundational natural and social science courses facilitate an understanding of growth and development, health and illness, and infection control. The science courses are of particular value as students begin to develop their assessment skills, and begin to learn the pathophysiology of diseases, therapies employed, and patients' responses to their altered health states. In fall 2017, The Shadow Health™ Digital Clinical Experience™ (DCE) was introduced to the 301 students. This Shadow Health Digital Clinical Experience provides a dynamic, **immersive experience designed to improve students' skills and clinical reasoning through the examination of digital standardized patients**. Although these patients are digital, each one breathes, speaks, and has a complex medical and psychosocial history. Shadow Health assignments are completed throughout the course.

The clinical setting provides the opportunity for students to apply their understanding of people as unique individuals. Pre- and post-conferences encourage the sharing of experiences, facilitate critical thinking and promote learning as a shared responsibility. These practice sites include medical surgical units in acute care settings on units where patients are being transitioned to long term care or rehabilitation. These are the major sites used in NUR 301 Therapeutic Intervention 1, the first clinical course. The Department of Nursing redesigned the sequence of students' clinical practice experiences in NUR 301 to begin with a comprehensive simulation practice and skills development prior to starting the clinical rotations at health care facilities. Scenarios are built for the simulation experiences that mirror the practice settings and clients' health problems. These are used to help students develop foundational clinical skills needed during the clinical experiences and learning process at health care locations.

NUR 303, adult health nursing, continues in acute care settings. This is the second clinical course of the junior year and is offered during the second semester. Students continue to develop their communication and assessment skills, and expand their knowledge in caring for adult patients who have a variety of acute and chronic health conditions. Courses in the arts and sciences enhance students' ability to understand how illness affects the total person and the individual's unique response, influenced by age, culture and other factors. Using the nursing process, students perform more comprehensive health assessments and more complex nursing skills and interventions. Patient safety and competency in medication administration and related patient education is one focus of the clinical experience. Legal and ethical concepts and evidence-based guidelines are incorporated into practice. The students will continue to use the Shadow Health Digital Clinical Experience commencing in the spring of 2018.

NUR 304, Psychiatric – Mental Health Nursing: Clinical sites used are inpatient acute psychiatric settings and community based mental health facilities. This course focuses on nursing care of individuals and groups with acute and chronic psychiatric and mental health conditions. Courses in the arts and sciences and the foundation courses in nursing (HIN 268 and HIN 269) enhance students' understanding of the social, cultural and developmental influences on human behavior. The clinical experiences provide opportunities to apply principles of group process, therapeutic communication and inter-professional collaboration.

NUR 405, Childbearing and Childrearing Families, provides opportunities for students to apply the nursing process in the care of childbearing and child-rearing families in health and illness, using a family-centered approach. Students' learning experiences take them to homes and agencies in the community to care for

patients originating from a variety of cultures living in the Bronx and its surrounding areas. Clinical experience is provided on maternity units, pediatric units, outpatient clinics, and in the community. The focus of care includes the individual, the family and groups. Knowledge which students bring from studies in the liberal arts, for example Comparative Culture, is integrated as students provide care to patients and families. The course requires students to apply principles of human growth and development, community assessment and the use of community resources, content addressed in earlier courses.

NUR 409, Nursing Synthesis, is the final clinical course of the baccalaureate nursing program. Students synthesize the knowledge and skills learned in previous courses as they focus on the care of patients with acute and chronic health conditions. Students demonstrate more comprehensive assessment and communication skills, and a more proficient level of clinical skill. Patient advocacy, patient teaching and inter-professional collaboration are emphasized. Students are provided with the opportunity to demonstrate greater autonomy as they collaborate with peers, agency staff nurses and other health care professionals. Students have an increased opportunity to articulate their personal and professional values and standards of nursing and are assisted in doing so by having had a background in courses from Knowledge, Self, and Values, Comparative culture and the natural and social sciences. Students are placed in acute care facilities where they have the opportunity to care for a number of patients under the supervision of the clinical faculty. The role of manager of care is emphasized in this experience. Students will also have a 5-week experience in community based settings. This is of particular importance to expose students to these settings since NY State has redesigned its Medicaid program and will be decreasing acute care beds by 25% in the next three years. In the spring 2018 semester students will be introduced to the Geriatric Shadow Health Digital Experience.

Registered Nurse to Bachelor of Science Program

The Lehman College RN-BS curriculum is structured so that content and experiences meet professional standards, integrate national health objectives and meet the changing health care needs of the community of patients. The **two required clinical courses (NUR 400 & NUR 409)** include content related to assessing health status, protecting and maintaining health, restoring health and promoting health with special attention to endemic urban problems—including, but not limited to, asthma, diabetes, HIV/AIDS, tuberculosis, substance abuse and violence, influenza and pneumonia immunizations, and mental illness, and working with vulnerable and underserved populations. Environment and social determinants are emphasized in all of the theory courses and clinical experiences.

The RN-BS completion program uses strategic partnerships to expand the practice experiences of the RN-BS students. Collaboration with clinical partners and other stakeholders helps to build students' experience in community health nursing as they provide health education and chronic illness care and education related to self-management. Through practice experiences, students demonstrate professional responsibility, accountability, and ethical decision making as the basis for delivering health care. Experiential learning also helps the students develop effective collaboration with clients, families, and health care professionals to achieve positive health outcomes.

Traditional RN to BS Program

All registered nurses in the RN-BS program have clinical experiences in community settings where they build on previous knowledge and skills and apply new knowledge under the direction and supervision of a faculty member. Two settings are described below:

The R.A.I.N. Clinical Partner

The **Regional Aid for Interim Needs, Inc.** (R.A.I.N.) is a collaborative clinical partner used in the expanded nursing education for the RN-to-BS traditional students. Its mission is to enhance the well-being and quality of life of individuals by meeting the interim needs of people of all ages. R.A.I.N. community centers in the Bronx offer a **Continuum of Care** that includes a range of services for seniors and those with disabilities at their neighborhood centers. In addition, the R.A.I.N. *Case Management Program* serves home bound seniors 60

years of age and over. It assesses, coordinates, monitors, evaluates, and advocates for seniors requiring multiple services and interventions to meet their health care needs.

Every **R.A.I.N.** senior center offers evidence-based programs focusing on the prevention and management of one or more of the following chronic conditions among older adults: diabetes, arthritis, cancer, mental health and co-occurring disorders, fall prevention, heart disease, and obesity. Alzheimer's, vision and hearing impairment, smoking cessation and obesity are other topics of interest. The following are R.A.I.N.**'s** practice centers where the Lehman College RN-BS students engage in experiential learning:

- Alzheimer's Caregiver Link Program
- Bailey Senior Center
- Boston East Neighborhood Senior Center
- Boston Road Neighborhood Senior Center
- Boston Secor Neighborhood Senior Center
- Eastchester Neighborhood Senior Center
- Gunhill Neighborhood Senior Center
- Inwood Neighborhood Senior Center
- Middletown Neighborhood Senior Center
- Mt. Carmel Neighborhood Senior Center
- Multi-Services for Seniors
- Nereid Neighborhood Senior Center
- One Stop Services for the Elderly
- Parkchester Neighborhood Senior Center
- Senior Options Program
- Tolentine Senior Center

The Neighborhood SHOPP Clinical Partner

The **Neighborhood Self-Help by Older Persons Project (Neighborhood SHOPP**) Inc. is another practice site used for expanding the RN-BS students' clinical experiences. Through the Healthy Living Project, at the Southern Boulevard location, in collaboration with Lehman College Department of Nursing and other community health partners, this program provides health promotion and wellness activities aimed at reducing the impact of diabetes and heart disease which disproportionately affect elders of color. Activities are provided primarily to SHOPP's Senior Network groups and focus on specially tailored educational and self-help practices aimed at improving self-awareness of health management, life-style concerns, exercise, and diet.

The following Table III-E.1 outlines the two clinical courses (NUR 400 & NUR 409) that fulfill the RN-BS students' baccalaureate completion nursing education.

Table III-E.1: RN-BS Required Clinical Courses

Clinical Course	Course Description	Clinical Experience	Project/ Activity
NUR 400: Professional Practice Nursing (*for RN-BS only*)	Health assessment and therapeutic intervention through communication theory and skills, inter-professional collaboration and professional role development. (**3 hours lecture; 9 hours clinical laboratory)**	Indirect Care	• Nursing Arts and Simulation lab • Digital Clinical Experience
NUR 409: Therapeutic Intervention V: Nursing Synthesis.	Synthesis of knowledge and skills required to effectively support clients, families and groups with chronic illnesses (**3 hours lecture; 12hrs clinical laboratory**)	Direct Care/ Indirect Care Indirect Care	***Practice Experiences*** (*Traditional*) • R.A.I.N. • Neighborhood SHOPP • Clinical sites with contract agreements or memorandum of understanding ***Practice Experiences*** (*Online*) • Approved Healthcare facilities where memoranda of understanding or contract agreements are in place ***Traditional (T) & Online (O)*** • Nursing Arts and Simulation lab (T) • Marie Curie High School for Medicine, Nursing and Health Professions (T) • Community Health Education Project (T&O) • Contemporary Issues Analysis (T&O) • Health Promotion Initiatives (T&O) • Health Education Activities (T&O)

NUR 400: Professional Nursing Course

(Taken by both the traditional and online RN-BS students)

The clinical portion of this courses use avatars and virtual worlds as innovative simulation strategies for nursing education via the **Digital Clinical Experience for professional health education.** The virtual portion of this course is supplied via Shadow Health Inc.

The emphasis for this course is on systematic data collection, accurate clinical judgments, the use of these data and nursing judgment in patient care, and the use of therapeutic communications skills during nursing practice. Emphasis is on assessment of the NORMAL, not dysfunctional or pathological.
The Professional Nursing Practice course (NUR 400) is taught using virtual simulation. **This virtual clinical experience is an interactive Internet-based approach that prepares students to care for a variety of patients across the lifespan and across the continuum of care.**

Shadow Health Digital Clinical Experience

The Shadow Health™ Digital Clinical Experience™ (DCE) provides a dynamic, **immersive experience designed to improve students' skills and clinical reasoning through the examination of digital standardized patients**. Although these patients are digital, each one breathes, speaks, and has a complex medical and psychosocial history. Shadow Health assignments are completed throughout the course.

With the Shadow Health assignments, the RN-BS students practice taking a detailed health history and performing physical assessments in system-by-system assignments, preparing them to complete the focus

exams and a comprehensive assessment. These assignments allow students to practice relevant skills and apply content knowledge.

In select system assignments, the RN-BS students explore concept labs. The respiratory, cardiovascular and abdominal concept labs allow students to review the anatomy of specific systems and practice identifying normal and abnormal sounds. The RN-BS students complete these assignments after reviewing course content, reading the course textbook, and completion of the corresponding Shadow Health Assignment.

The Digital Clinical Experience (DCE) provides students with the ability to perform an assessment on a virtual patient. Digital Clinical Experience modules are available for 7 days. Students may complete the required module any time during that 7-day period.

The Digital Clinical Experience contains nine (9) learning assignments and students are required, for each module, to complete and achieve minimum competency. Minimum competency is achieving 73% or greater on the DCE score. Students who do not meet the minimal DCE competency requirement must repeat the module in order to achieve competency. Students who are required to repeat a module do so to meet the minimum competency requirement for that module and do not achieve a higher score for their subsequent attempts. Each assignment has prerequisites. Students are not allowed to proceed to the next assignment without completing the assignment prerequisites. In support, the equipment in place at the **Nursing Arts and Simulation lab** contains health care equipment for simulated clinical practice and is used by students to practice selected nursing skills.

Clinical Assignments
The RN-BS students are assigned a variety of assignments relating to content areas covered in the course assignments. Students may analyze a case study, complete a nursing care plan, write a nursing note, be asked to demonstrate a skill or answer clinical assignments that present a health concern appropriate for a nurse to assess, treat, and follow up.

Focused Clinical Exams and Comprehensive Assessment
The focused exams allow RN-BS students to demonstrate clinical judgment for a patient's chief complaint. Each student will perform **three** focused exams and **one** comprehensive assessment in which the student will demonstrate a mastery of skills relevant to multiple body systems and professional communication in a graded activity.

During the comprehensive assessment, before entering the clinic room, the student will complete the **Plan My Exam** activity to organize the exam procedures that he/she will use in a sequence that moves smoothly from head to toe by mapping them to the region of the body where the RN-BS student will perform them. After the student has planned his/her exam, he/she will enter the clinic room and conduct a Comprehensive Assessment by interviewing and examining the patient.

Discussion Board/Class Participation
The purpose of Class Participation (CP) is to provide students the opportunity to share ideas with colleagues enrolled in the class. Each module will have a number of thought provoking questions posted on the Discussion Board. In order for the class discussions to be effective, students must develop detailed responses that reflect critical analysis of the topic. The response **must** indicate an upper level undergraduate understanding of the content presented and adds to the understanding of the content and is not repetitive. In addition, responses to colleagues must add to the understanding of the topic.

Health Education Clinical Teaching Project Presentation
The purpose of this assignment is to plan, implement, evaluate and present a health education project for a targeted audience. Students will work in assigned groups and will select a specific client learning need or health concern. The assignment will be presented on the discussion board as a discussion and follows the protocol for discussion board postings.

NUR 409: Therapeutic Intervention V: Nursing Synthesis

The practice experiences include both direct and indirect care activities that impact health outcomes. This experiential learning course is structured to allow students to integrate new practice related knowledge and skills into their practice.

TRADITIONAL RN-BS STUDENTS (NUR 409)
This is the final clinical course of the baccalaureate nursing program. Students will acquired direct care experiences working with patients, have the opportunity to assess community-based programs, identify health promotion initiatives/contemporary issues analysis, and develop health education activities. They will also analyze the influences of environment, culture, economics and access to care. Student practice experiences in this course are augmented by both simulation and laboratory experiences.

Direct Care Experiences
Students learn to demonstrate mastery of concepts through relevant practice experiences in the community. Students synthesize the knowledge and skills learned in previous courses as they focus on the care of patients with chronic health conditions. Patient advocacy, patient teaching and inter-professional collaboration are emphasized. Students are provided with the opportunity to demonstrate greater autonomy as they collaborate with peers, agency staff nurses and other health care professionals. Students have an increased opportunity to articulate their personal and professional values and standards of nursing.

Community Health Education Project
This project involves students assessing the practice community by defining the community, administering a Windshield Survey, and working with groups in the community. This is a group project in which an assigned group of students will work together to develop a community health education project for the clinical agency. A display **poster board** from each group of students is presented to the clinical agency(ies).

1. Community Assessment
2. Windshield Survey (*i.e. observations about the community and its dynamics*)
3. Aligning the Community Health Education Project with the ongoing initiatives of the **Delivery System Reform Incentive Payment** (DSRIP) Program and The **Prevention Agenda of NYS**, answering:
   - What is the DSRIP;
   - What is a Performing Provider System (PPS);
   - What are the (4) Four Domains in DSRIP; and,
   - Discuss the significance of the DSRIP Domains 3 and 4 and the Community Health Education Project.

In addition, the RN-BS students are required to complete a ***Community Health Agency Analysis***. Students are to describe the Community Health Agency to which they are assigned, type of organization, Mission Statement and Philosophy, the programs and services, funding sources, identify the stakeholders, describe the driving and restraining forces (including areas of support and resistance), and describe their role as a RN to BS student in regard to factors influencing role expectation and how it relates to the formal and informal structure of the assigned Community Health Agency.

Contemporary Issues Analysis
Part I
- Students identify a contemporary health-related issue or trend or chronic illness in the current news media by the second week of class and follow it for the next four consecutive weeks.
- Select one report on your topic from each of the four weeks.
- Write a brief summary of each of the four news reports.
- Analyze these four news reports:
  - What is the trend or issue that they represent?
  - In what way does this issue or trend relate to primary & community health care?

- How do the media represent the issue in **each** report?
- How does this representation shape public opinion on this issue or trend?

Part II

- Conduct a professional scholarly literature search (CINAHL or MEDLINE) on this issue or trend within a historical context.
- Analyze the issue in relation to any of these perspectives philosophical/ethical perspectives, social/political concerns, economic considerations, and historical change.
- Identify your own points of agreement or disagreement with these perspectives (listed in previous bullet).
- Does this issue or trend hold any significance for the profession of nursing?

Part III

- Compare your analysis of this issue in the media reports with your analysis of this issue in the professional nursing literature (if this is available).
- Identify the similarities and differences
- Based on your findings in this comparative analyses identify the implications for nurses or nursing students, health care policy, and/or health care delivery systems.

Health Promotion Initiatives

The Nursing 409 students are provided additional leadership development opportunities through the **Performance Improvement Project.** This project is based on the *Healthy People 2020 guidelines.* Alongside a group of students at the ***Marie Curie High School for Medicine, Nursing and Health Professions***, RN-BS students guide the research on leading health indicators. After a semester of workshops, the nursing students typically conduct a health fair for over 70 high school students, focusing on nutrition, mental health topics and other health conditions.

Health Education Activities

Continuing Education Hours: One expectation of professional behavior is to engage in lifelong learning. As a result, RN-BS students in the NUR 409 course are expected to identify and participate in learning activities that earn them a **total** of ***30 Continuing Education Hours*** during the course of the semester. Students are encouraged to continue this behavior after graduating from the baccalaureate program. There are many aspects of lifelong learning that students may choose to pursue: for example a graduate degree, a program that leads to specialty certification and other continuing education programs on a "regular basis." (*Students choosing to become certified will need to engage in completing a specific number of continuing education hours in order to meet re-certification requirements*.) Students may enroll in a program that will have them physically present at a seminar or conference, complete paper and pencil continuing education programs vis-à-vis nursing journals or publications (AJN, Nursing Spectrum, Advance for Nursing), or complete online programs that are sponsored by various nursing organizations (NYSNA, ANA, Sigma Theta Tau International, Medline).

Journal: Students are required to make journal entries for **each** clinical day and as new thoughts or insights occur. The journal is a student's personal account of his/her learning experiences over time, which enables the student to chart his/her personal and professional growth. The process of writing a journal helps to clarify the student's thinking, allowing him/her to integrate new experiences into a larger whole. As this is a **personal** document, students are instructed to write in a way that is meaningful to them.

The objectives of students keeping a Journal of their clinical experience are to:

- Encourage reflection on their personal nursing practice;
- Develop skills and demonstrate understanding and application of the principles of human science nursing;
- Document the integration of theory into practice;
- Review, confirm and document strengths, skills and knowledge; and,
- Monitor and document personal and professional growth over time.

The clinical instructor collects the RN-BS students' weekly Journals during the semester. Students will not receive a letter grade for this activity, but in order to receive a passing grade in the course, their journals must be maintained daily. The instructor may also assign entries to stimulate students' thought processes as well as contribute further to their learning.

Classroom/Simulation Lab
The didactic portion of this course includes classroom instructions and simulation lab training to further enhance students' critical thinking, communication, leadership, and evidence-based practice skills. Clinical faculty members, with assistance from the lab staff, use the simulators at specific times during their courses to enhance students' skills and learning. Upon graduation, students are expected to have gained clinical self-confidence and practical knowledge of providing safe, supportive and quality patient care to patients in a complex, multifaceted, and rapid paced health care environment.

Online RN-BS Students (NUR 409)
(***See Appendix III-E.1for outlines of the Clinical Experience / Clinical Projects***)

The Therapeutic Intervention V, Nursing Synthesis course (NUR 409) for online RN-BS students, contains content and requirements similar to the traditional program. The clinical component, however, is administered differently. In place of a group of students being assigned to a clinical site simultaneously, the online RN-BS students are assigned individually to a healthcare facility approved by the Department of Nursing. Memoranda of understanding and contract agreements are in place between each assigned agency and the College in order to maintain quality practice experiences for students. The clinical experience sessions are conducted in diverse and culturally rich clinical facilities in the Bronx, Westchester, Manhattan and other surrounding communities.

The RN to BS curriculum has a much broader approach as compared with the generic baccalaureate content in order to allow for students' role transition to professional nursing. The preferred clinical setting for the RN-BS capstone course (NUR 409 is a non-acute care or non-direct care setting. The RN to BS students have past educational, clinical and practice experiences in acute care settings and thus need additional exposure to non-acute care and community-based settings. The approved clinical settings include both direct care and non-direct care settings where students can be exposed to a wide variety of practice experiences within the health care system. Examples of appropriate RN-BS Capstone clinical settings include (but are not limited to):

Non-direct care clinical practicum sites:

- Working with a clinical nurse specialist or nurse educator on a specific project, initiative, policy or guideline
- Health promotion or workplace wellness initiatives within an agency
- Care coordination departments, care management departments, quality improvement departments, safety and infection control departments,
- Project or quality improvement work in schools, public health departments, child care centers, senior centers, assisted living or adult day care centers
- General clinic settings, specialty care clinic settings, free clinics, occupational health departments, workplace wellness initiatives, organization of a health fair in a workplace, community agency or school setting
- Staff education, projects with a clinical nurse specialist or nurse educator

Direct care clinical practicum sites:

- Public health departments, community nursing centers, community health centers, prenatal clinics, prenatal care coordination
- Schools, child care centers, senior centers, assisted living centers, adult day care centers, memory care centers
- General clinic settings, specialty care clinic settings, outpatient clinics, free clinics, nurse managed clinics, urgent care centers, hemodialysis centers

- Cardiac rehabilitation departments, occupational health departments, discharge planning departments
- Diabetic nurse educator site, camp nurse site
- Home care agencies, hospice care agencies, stroke programs

Both Traditional & Online RN-BS Programs

The curriculum used for both the online and traditional RN-BS programs is parallel. The course faculty teaching the didactic component of the NUR 409 course, for both online and traditional, is responsible for oversight. A course syllabus outlining the course objectives is provided to the clinical site in support of students' practice experiences.

The practice experiences for both traditional and online RN-BS students have been designed to assure that upon graduation students will attain all end-of-program competencies delineated in the AACN Baccalaureate Essentials (2008) and ANA Scope and Standards of Public Health Nursing Practice (2013). Many concepts noted in the American Association of Colleges of Nursing (AACN) White Paper, "Expectations for practice experiences in the RN to Baccalaureate Curriculum", have been incorporated into the RN-BS program design.

The aim of the program is for graduates of the RN-BS nursing program to gain the required knowledge and experience to function independently as well as collaboratively with other members of the health team. Graduates will have sharpened their skills in critical thinking and have the ability to provide competent and compassionate care to assist individuals and families in achieving maximum levels of health.

Academic/Clinical Progression & Evaluation:
In all clinical courses, students must pass both the didactic and clinical portions in order to progress. The didactic portion of the course is given a letter grade. However, the clinical component of a course is graded as a pass or fail. Clinical evaluation is process-oriented and based upon the achievement of course objectives and individual student project objectives. All students have access to all clinical evaluation forms for all courses via the Department's website and in each specific course.

For the traditional RN-BS program:
Clinical faculty members work collaboratively with students as they tend to clients in community-based healthcare settings. Students are provided with daily verbal feedback about their performance and alerted to strengths and need for improvement. This ongoing process of evaluation is only put in writing if a student is performing in a potentially unsafe way and/or is at risk of not meeting the course objectives by the end of the semester. When such a situation occurs, a formative evaluation is written prior to the mid-point of the student's experience in a particular setting and the student is counseled individually. If no improvement occurs, the faculty member may request the Chair of the baccalaureate program to counsel the student. All students receive written summative evaluations at the end of the experience in a particular setting. Clinical evaluations are kept on file in student folders in the nursing office.

For the online RN-BS program:

Blackboard Collaborate, a real-time video conferencing tool using a virtual whiteboard to interact, is used for the online RN-BS NUR 409 course. This fully interactive web conferencing environment and asynchronous capability allow for greater engagement among the students. Each month, for about 2-3 hours, students are required to discuss their direct and/or indirect experiences in their clinical settings, focusing on elements of professional nursing, for example, evidence-based practice, leadership, professionalism, and more. These collaborative meetings are mandatory. **Sessions are recorded and archived to allow students to have access to the information at a later time.** In case a student is unable to attend this online meeting, the student must provide a written progress report to the online course faculty.

As the traditional students, online RN-BS students receive written summative evaluation at the end of each clinical experience. In addition to the online office hours assigned by the course faculty, students can schedule private online meetings as well.

Clinical sites, where the online RN-BS students are practicing, provide feedback to the program about students' performances. This feedback is also factored into the calculation of students' final course grade.

Graduate Program

Practicum Experiences:

The Department of Nursing contracts with health agencies for practicum courses, therefore graduate students are expected to provide the program with the following information:

- Clinical Attendance Logs indicating dates and times of practicum experiences, including preceptor and student's signatures, must be submitted to the Department of Nursing;
- Evaluation of preceptor; and
- Evaluation of clinical program.

Practicum Responsibilities (Faculty/ Student/ Preceptor)

The following table summarizes the responsibilities of course faculty, graduate students, and practicum preceptors.

Faculty/ Department of Nursing Responsibilities	Student Responsibilities	Preceptor Responsibilities
Negotiates clinical affiliation placements.	Complete all course assignments and objectives.	Provides direct instruction, supervision, and guidance relative to clinical application of course content.
Collects pertinent information from students to draft practicum agreements with health agencies.	Meet with course faculty to discuss progress	Negotiates schedule for student practicum experiences
Provides preceptors with course syllabi, student assignments, and evaluation forms.	Convenes with preceptor prior to practicum experience to discuss details of the assignment.	Orients students to clinical environment
Supports communication among faculty, students and preceptors.	Seeks feedback from preceptor regarding assignments and progress.	Evaluates student's performance in collaboration with Department of Nursing faculty
Assumes responsibility for providing guidance and assessment of student learning experiences.	Provide nursing program with attendance and practicum evaluation information	

In fall 2014, the ***Typhon*** electronic student tracking system was implemented in order to monitor students' clinical experiences and progress, the achievement of standards through curriculum mapping, and evaluation. Currently, this tracking system is mainly used by the APRNs and CNSs in our graduate program. To date, all students in the graduate program in a clinical course are utilizing the system.

III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

Elaboration: The curriculum and teaching-learning practices (e.g., use of distance technology, didactic activities, and simulation) are appropriate to the student population (e.g., adult learners, second language students, students in a post-graduate APRN certificate program) and consider the needs of the program-identified community of interest.

Program Response:

The community of interest for the Department of Nursing, as stated in Standard I, includes students, alumnae, employers of the graduates, consumers of health care, affiliating clinical agencies, Lehman College/CUNY, and the nursing profession.

Students

Our student body comes to us from many different communities in the Bronx and surrounding areas and represents many different cultures. There are opportunities for students and faculty to share experiences and knowledge about issues that affect health care in different communities. Many baccalaureate nursing students live in the New York Metropolitan area and most continue to live and practice in the area after graduation. The majority of students is employed and has family responsibilities. Some of our students have worked as nurses in other countries and are able to share perceptions about working in other health care systems with families from different cultures. There are ample discussions and sharing of diverse points of view, while increasing understanding and knowledge about health care systems and practices in other cultures. In the last five years we have had a large contingent of registered nurses from South Korea in our RN-BS cohort. These students, along with the domestic students, need this dialogue in order to develop cultural knowledge, competence and sensitivity while interacting with peers and clients of different cultures. Cultural competence is addressed in every course and is integrated in all the clinical courses. A flexible curriculum, with some evening and some weekend classes is offered for cohorts at our clinical partners' institutions. A variety of assignments and increased course offerings in the summer sessions and winter intersession have been developed to help meet student needs. Almost 50% of the course offerings for registered nurses and masters students are online hybrid courses. These courses are filled to capacity each semester and are the first courses filled once registration starts.

Graduate courses are offered at times that facilitate students' attendance in classes. By offering a combination of day and evening classes, students are able to enroll for part-time study and keep their jobs. For those students who work part time or wish to accelerate their progression, 6-9 credits of courses are offered on one day and sequenced to facilitate completion of the program in two years. Students, if eligible, may also utilize the day care center at Lehman College for their preschool children while attending to their education.

Consumers of health care

The people of the Bronx and the New York City metropolitan area require the services of qualified professional nurses who are generalists and advanced practice nurses who are educated to be administrators, educators, clinical specialists, and nurse practitioners. Patients and their families must be cared for competently and with consideration of their uniqueness as individuals. They also expect that graduates of our baccalaureate and master's programs will be professionals who will provide competent care in an ethical and humanistic manner. Students provide care to patients and their families in their homes, the community, and acute and chronic care settings. A significant amount of care focuses on health teaching, which is necessary to improve individual and community health.

Lehman College is located in one of the largest metropolitan areas in the country, which provides many advantages for our program. Our master's graduates have many opportunities for employment and are prepared to work in different types of facilities, ranging from community based health clinics to academic health care centers. The clinical agencies of New York City are characterized by state of the art health care technology and are staffed by well-prepared preceptors. Our students have opportunities to view many different types of advanced practice nursing roles from the acute care facility to the community run health clinic. Many of these clinical facilities provide services for vulnerable and minority populations. Since there is a large and culturally diverse client base, our students have many opportunities to work with families and individuals from various cultures, income and educational levels. Student have the potential for working with different communities providing services to specialized populations such as those with AIDS, respiratory diseases, or requiring rehabilitative services. With the passage and implementation of the Patient Protection

and Affordable Care Act, the establishment of Accountable Care organizations and the need for primary care providers, our nurse practitioner graduates have no problem finding employment as practitioners.

Profession of nursing

The profession of nursing is advanced by the students we graduate as generalists and advanced practice nurses specializing in parent-child, adult, older adult health, family nurse practitioner or pediatric nursing practice, who are prepared to serve the needs of diverse urban populations. Advanced practice nurses provide the profession with more legitimacy as a serious, autonomous discipline in health care.

Alumnae

Graduates of the program return to the Department and College to participate academically and socially. They participate in such activities as the annual Sigma Theta Tau International Honor Society induction and programs. For the past four years, outstanding alumni in leadership positions in academia and practice have been the keynote speakers at the annual Nursing Pinning Ceremony. A number of the alumni have been workshop leaders in the upgrade and training programs conducted by the Department of Nursing. The Department also employs a number of our alumnae as adjunct clinical faculty. The curriculum also allows for their input through surveys as directed by the programs' evaluation master plan. A significant number of baccalaureate alumnae enter the graduate program. We utilize the Department of Nursing Facebook page to connect with those alumnae who use that form of social media.

Employers of our Graduates

The curriculum prepares graduates who will meet the needs of employers by demonstrating those skills expected of beginning nurses who are baccalaureate prepared and possessing the skills of critical thinkers and advanced practice nurses prepared in different specialty areas.

Lehman College-CUNY

The mission of the College is to serve the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development. The baccalaureate and master's curricula in nursing contribute to the College fulfilling its mission.

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

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

Program Response:

Faculty members are responsible for evaluation of baccalaureate and master's degree students in both the classroom and the clinical area. Qualified nurse preceptors work in collaboration with faculty members to evaluate master's degree students' clinical performance. In addition, we utilize data from our community of

interest (clinical affiliates) about the competencies that they expect from new graduates and competencies from the *AACN Essentials* of Baccalaureate documents. These competencies were incorporated into course content. Course syllabi contain the course description, course objectives, and criteria for evaluation. Copies of course syllabi are given to students enrolled in courses, are available on the Blackboard site for the specific course and are kept on file in the Department of Nursing office. Students can download any clinical evaluation form and other forms used for evaluation from our Department's website (http://lehman.edu/academics/health-human-services-nursing/nursing/). Appendix IIIC.3 and IIIC.5 provides examples of course objectives, and evaluation methods for the baccalaureate and the master's programs.

Evaluation of Baccalaureate Student Performance

Classroom course work is evaluated using teacher made tests, written papers, standardized tests (HESI), portfolios, journals, and group projects. Tests, papers and projects are directly related to the course description and course objectives. Student papers and examinations are used to improve student performance. Students are encouraged to review all written work and examinations with the course faculty. Students who have poor performance must meet with the faculty member teaching the course to review their work and explore methods of improvement. Students who do not show improvement on subsequent papers or tests are referred to the program directors for counseling. Several resources are available for students who are having academic difficulty. Faculty members refer students to the Clinical Practice Lab instructors for tutoring in math, medication administration, and clinical procedures. Referrals may also be made to the college tutoring services (ACE) and, if needed, to the Counseling Center.

All students in the Department of Nursing must demonstrate medication dosage calculation competency. Students are given a link to a website to review dosage calculations. A workshop on medication dosage calculation is held for beginning students before the start of the program and they are tested at the end of the workshop. Students must attain 95% to pass. They are given two opportunities. This competency is evaluated throughout the undergraduate curriculum in all clinical courses and as items on tests. In the baccalaureate program, the clinical component of a course is graded as pass or fail. The classroom portion of the course is assigned a letter grade. Students are required to pass both the clinical and classroom components to pass the course. Clinical evaluation is based upon criteria directly related to course objectives. All baccalaureate students have access to all clinical evaluation forms for all courses via the Department's website and in each specific course.

Each pre-licensure student is also provided with a lab skills checklist. This checklist is developed by the faculty teaching the course. The lab skills forms for each course are also available on the Department of Nursing website (www.lehman.cuny.edu/nursing). All clinical faculty members, comprised primarily of adjuncts, receive copies of students' achievement in skill validation. The student carries the skills checklist throughout the course. Each student must demonstrate competency in specified skills in the Nursing Arts lab before performing these skills in the clinical setting. Faculty in the Nursing Arts Laboratory and the clinical faculty review this document each semester.

Clinical faculty members work collaboratively with students as they care for clients in health care settings. Students are provided with daily verbal feedback about their performance and alerted to both strengths and need for improvement. This ongoing process of evaluation is only put in writing if a student is performing in a potentially unsafe way and/or is at risk of not meeting the course objectives by the end of the semester. When such a situation occurs, a formative evaluation is written prior to the mid-point of the experience in a particular setting; the student is counseled individually (forms in resource room). If no improvement occurs, the faculty member may request the Director of the Baccalaureate Program to counsel the student. All students receive written summative evaluations at the end of the experience in a particular setting. Clinical evaluations are kept on file in student folders in the nursing office.

Simulation Practice:

The Department of Nursing has redesigned the sequence of students' clinical practice experiences to begin with a comprehensive simulation practice prior to starting their clinical rotations at health care facilities.

Scenarios are built for the simulation experiences that mirror the practice settings and clients' health problems. These are used to help students develop foundational clinical skills needed during the clinical experiences and learning process at health care locations.

Community Based Practice*:*

Students in the last semester of the generic programs will now have half of their experience in acute care institutions and the other half in community based settings. This is of particular importance in NY State as the State has redesigned its Medicaid program and will be decreasing acute care beds by 25% in the next four years.

Students are required to take a standardized test (HESI) at the end of each clinical course and the RN Exit test (HESI) at the end of program. Students who do not score above 850 on any HESI exams, including the exit exam, must follow the individualized plan sent to them by the testing service and provide this to the faculty. The score on the exam becomes part of the final grade (10%) for the course. We are prohibited by the New York State Education Department from using the exit exam as a graduation requirement or to prevent students from taking the NCLEX RN.

Evaluation of Master's Degree Student Performance

Classroom work is evaluated using papers, project presentations, essays and objective tests, case studies, and poster presentations. In the clinical courses, the faculty member teaching the course evaluates clinical performance in collaboration with the preceptor. The evaluation is process oriented and based upon course objectives, and individual student project objectives. Each student is assigned to a preceptor who completes a clinical evaluation form with the student's performance. Qualifications to be a preceptor include a master's degree in nursing and a minimum of two years in the current position. For our nurse practitioner students, the preceptors must be a nationally board-certified practitioner in the specialty, hold at a minimum a master's degree in nursing or be a credentialed physician who is a pediatrician, family practice physician, internist or obstetrician/gynecologist. Throughout the semester, the faculty member collects evaluation data through:

(1) Telephone contacts with the student,
(2) Telephone contacts with the preceptor,
(3) Visits to the student and the preceptor at the clinical site,
(4) Reviews of student logs of their objectives and specific actions taken to meet the objectives,
(5) Student participation in weekly seminars to discuss progress on their project and, for the practitioner students, cases seen and issues and challenges that arise, and
(6) Meetings with the student to discuss their progress in meeting the course objectives, and the student's self-evaluation of their progress in meeting project objectives and, for the practitioner students, their clinical goals.

The faculty, in consultation with the preceptor, writes a clinical evaluation of the student. The final grade is determined based upon the preceptor and faculty's evaluations, student's oral presentation of the clinical work, a written paper detailing the clinical project and, for the practitioner students, a summary of patients seen and recorded in the Typhon program.

In the Pediatric Nurse Practitioner Program and the Family Nurse Practitioner Program, the faculty member teaching the course, in collaboration with the clinical preceptor, evaluates clinical performance of the students. All clinical preceptors are nationally board certified Pediatric Nurse Practitioners, Family Nurse practitioners with a master's degree in nursing, or another qualification as a primary care provider, such as pediatricians, family practice physicians and internists with two years of clinical practice. The clinical preceptor reviews all patient interventions with the student, and the faculty member observes the student during at least one patient encounter during the semester. The student maintains a log of client encounters and the faculty member discusses the student's progress in clinical practice with the student and the clinical preceptor. Students are required to post their clinical encounters in the Typhon program. A clinical evaluation tool is used for the three

clinical courses. The evaluation tool is leveled for each course so that students and preceptors can monitor the student's progress and learning needs. The evaluation is kept in the student's file.

Grading Policies

Grading policies are published in the Lehman College Bulletin, the Department of Nursing Undergraduate Student Handbook, the Department of Nursing Graduate Student Handbook (available at www.leman.cuny.edu/nursing), and in each course syllabus which is posted on the Blackboard site for each course. Policies include withdrawal and retention policies. Student grades are posted in the electronic Blackboard grade book and final course grades are available on Blackboard and CUNYfirst. Students may appeal a grade on the basis of unfairness. The grievance procedure is described in the undergraduate and graduate student handbooks posted online at www.lehman.cuny.edu/nursing.

III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.

Program Response:

The curriculum and teaching-learning practices are reviewed as scheduled by the Department's evaluation master plan which is the composite contribution of varied Departmental committees and the faculty. The institution of 12 hour clinical days for NUR 301, 303, 405 and 409 were based on recommendations from our clinical partners. This gives students the opportunity to participate in many more activities at the clinical agency. It also makes it easier to obtain clinical placements for one day. Each semester students evaluate courses including clinical learning experiences. Course evaluations address assignments and tests, the texts used in the course, and the quality of the learning opportunities in the clinical agencies. Student feedback is used to refine courses. The Department obtains feedback from the College and University regarding issues that affect all students and which contribute to the academic achievement of students. An example is the Nursing Department's participation in the Writing Across the Curriculum program, having identified that many of our students needed additional assistance with writing. As a result, faculty implemented more intensive writing courses in the baccalaureate program. Review of the required English proficiency test for admission to the graduate program indicated that it was not a culturally competent evaluation tool, particularly for our internationally educated and very diverse students. Furthermore, the exam was not current. The graduate subcommittee of the Department's curriculum committee met and reviewed the expected outcomes of such a test and reviewed a number of possibilities. The outcome of this review was to use the *Essentials of Baccalaureate Education for Professional Nursing Practice* and have students respond to a series of questions. The grading criteria were revamped and the Graduate Nursing Admission Test (GNAT) was launched in 2014. Students failing 1-7 items may be required to take a writing course before admission to the program. If the student fails more than 7 items on the grading criteria, they are denied admission.

Summary of Standard III

Strengths

1. Demand for the Family Nurse Practitioner Program
2. Demand for the pre-licensure and post-licensure undergraduate programs
3. Diversity of the student body
4. Cadre of qualified preceptors (nurses and physicians)

Challenges

1. Continued demand for the FNP program
2. More doctorally-prepared and nationally certified full-time faculty for graduate program
3. Demand for the pre-licensure program
4. Demand for the post-licensure programs
5. Approval of the adult-geriatric clinical specialist program

Plan for Improvement

1. Consider admission to the generic program twice yearly
2. Expanding accelerated program to 14 months
3. Consider weekend classes for pre-licensure students
4. Consider forming more cohorts for post-licensure students
5. Survey our community of interest about continued interest in our non FNP graduate program

Standard IV
Program Effectiveness: Assessment and Achievement of Program Outcomes

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

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

Elaboration: The program uses a systematic process to obtain relevant data to determine program effectiveness. The process:

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

Program Response:

The Department of Nursing has consistently used a systematic process containing all the components of the standards as designated by the Commission on Collegiate Nursing Education to determine program effectiveness. The following key indicators for assessing overall performance and achievement of program outcomes in the BS and MS nursing programs include: a) student progress data, b) student retention and graduation rates, c) licensing exam pass rate of first-time test-takers, d) certification examination pass rates, e) course and program satisfaction data collected from students, graduates, and alumni, and f) employment rate. Aggregate data is compared to prior year and trend data, selected-established benchmarks, and, when available, state and national standards or norms. Table IV-A.1 below outlines components of the evaluation plan used to determine program effectiveness:

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

Method	Person Providing Data	Source of Data
Grade Distribution	Faculty	Data Files (blackboard, CUNYfirst)
Graduation Rates	Office of Institutional Research, Planning and Assessment	Lehman College Data Book
Licensing Examination Pass Rates	New York State	NCLEX-RN Quarterly and Yearly Reports
Certification Exam Pass Rates	ANCC, AANP, PNCB	Reports from respective organizations
Satisfaction Rates (program & faculty)	Current Students	Student Survey (fall & spring semesters)
Student Evaluation of Their Achievement of Program Outcomes	Graduating Students	Exit Surveys
Alumni Evaluation of Their Ability to Implement Program Outcomes	Alumni	Alumni (Follow-Up) Surveys
Evaluation of the Ability of Graduates	Employers	Employer Surveys

The Lehman College Office of Institutional Research, Planning and Assessment has primary responsibility for collecting and analyzing aggregate data on student outcomes, satisfaction, and faculty performance. The Office provides the course evaluation questionnaire and faculty evaluation questionnaire for all course sections during the fall and spring semesters. At the completion of the semester, quantitative results (individual item means

and summative scale means) of the course evaluations are provided to the department chair, program directors, and faculty members teaching the course. Open-ended student comments on the faculty evaluations are provided to individual faculty members teaching the courses and the department chair. If student comments warrant further action, the department chair, the P and B committee, and the faculty member work together to design a plan to address concerns. Results are delivered to faculty members within two weeks of receipt. At the end of each academic year, a report is prepared on the number of courses evaluated during each term and the summative results for the various degree programs. Two summative scales (course and faculty) are calculated. This report is reviewed by the Dean, Chair, P and B Committee, and each curriculum committee—action is taken if necessary. The latest reports are reviewed at the P and B committee meeting each semester, and used in the reappointment of adjuncts and non-tenured faculty. Since student ratings of the course evaluation and faculty evaluation were above the DON benchmarks, no action items were identified.

Graduation rates and on-time degree completion rates*:* The Office of Institutional Research, Planning and Assessment produces the College's Data Book using CUNYfirst and calculates these rates annually for both the MS and BS programs. The Department of Nursing then compares the results to State and National data. Graduation rates are expressed as the percent of admitted students, within a specific year, who complete their program within: one year (generic - accelerated), two years (generic - traditional), or up to five years (all nursing programs including RN-BS and MS). The average graduation time is calculated for each year's graduating class.

NCLEX-RN© first-time pass rates: Program effectiveness measures include HESI exit exam performance and NCLEX-RN performance, described further in key element IV-C. The baccalaureate students take the HESI specialty exam after each clinical course and in the final semester as an exit assessment and preparation for the NCLEX-RN exam. This assessment is used as a progression exam to measure fundamental preparedness. NCLEX-RN outcome data are reported quarterly to the Department of Nursing by the New York State Education Department Office of the Professions as numbers of candidates passing the exam on the first attempt divided by the total number candidates that took the exam. Findings are used by faculty for program improvement in the baccalaureate program.

Student survey

All current students are asked to complete an online course evaluation questionnaire and faculty evaluation questionnaire at the end of each course for the fall and spring semesters. Baccalaureate and master's students receive an email from the Office of Institutional Research, Planning and Assessment (OIRPA) encouraging them to respond to the online survey. Students are to evaluate their learning experience in the program, the program effectiveness in achieving program outcomes and highlight any existing problems. A new evaluation form for all students is being vetted through the governance process at the College, which will be now in alignment with the College's learning objectives.

Exit Survey

Upon program completion, all graduating BS and MS students are given the appropriate link to DON's Student Exit Survey (SES) website in their last semester to complete. Each survey (BS and MS) has two questions to identify student groups within the program, two questions to assess aspects of program satisfaction, and one global question to elicit further responses. For the MS graduates, the two aspects of program satisfaction addressed are: 1) curricula effectiveness—at the course level to determine adequacy of preparation, and 2) competency attainment. The global question, which is open-ended, assesses overall satisfaction with the program. The survey for the baccalaureate program graduates, though similar in structure, seeks information about student membership and involvement in committees, co-curricular activities and resources that helped them to succeed in the program. (See links to BS and MS exit surveys in section IV-E below).

Alumni Survey

From 2012 to 2016, alumni were surveyed yearly as DON needed to maintain a more current database of its graduates. Currently, alumni are surveyed **every three years** by the Department (next survey is 2018), targeting BS and MS alumni at least one year post-graduation. The online survey is maintained and data

retrieved by the Office of Institutional Research, Planning and Assessment. The ad hoc faculty evaluation committee analyzes, synthesizes, identifies data trends, and compares outcomes to national data. Alumni complete the online survey, accessible on the Department's website (see links to alumni surveys in section IV-E below). Alumni are asked to respond to eight questions related to 1) adequacy of training—satisfaction with their preparedness to provide quality nursing care, 2) current job status, 3) professional achievements, including continued career development, and 4) a global question to draw further information. The Department of Nursing continues to maintain the alumni database with the most recent graduates by distributing a data card to students, in their last semester before graduation, to complete. The card asks for students' current contact information. Collection of alumni satisfaction data is critical to determining program effectiveness. Currently, the evaluation committee is working with the Alumni Office to increase participation of alumni in the 2018 survey.

Job Placement & Employer Satisfaction

Job Placement data is gathered using mainly alumni surveys. Contact information for all graduating students is collected during their final semester before graduation and maintained by the Department of Nursing. An email is sent out to graduates **six months** and **one yea**r post-graduation to remind graduates to complete the appropriate online surveys. In January 2017, the link to a survey in Survey Monkey was emailed to 32 graduates of the FNP programs, who were recipients of a HRSA grant that funded their tuition, fees, and books. The survey gathered information on whether the graduates were working in title following training as well as current employment status. In addition, 2017 graduates from the generic program are currently being surveyed.

Employers are surveyed every three years by DON (see link to survey in section IV-E below). Alumni completing the online survey are directed to the employer survey, which they forward the link to their employer to complete. The response rate has been negligible as employers have failed to complete the online survey; and of those submitted, the majority was not usable as many questions were left unanswered. To address this, employers are surveyed informally about their satisfaction with and opinion of the competencies of employed graduates following one year of post-graduation employment. This is carried out by DON's clinical course faculty members who visit clinical sites where graduates are employed as well as students (e.g. FNPs, PNPs, and other specialty areas) are performing their clinical rotations. Employers readily give anecdotal information about the performance of Lehman graduates. The clinical faculty uses the employer survey, but adjusted, to request aggregate information about the employed Lehman graduates. Employers are invited to comment on the strengths and weaknesses of the graduates as well as make any suggestions perceived to be beneficial to the program. The clinical faculty members submit the data to the Chair and program directors, who then disseminate to the full faculty.

IV-B. Program completion rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required program outcomes regarding completion. For each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program:

- *The completion rate for each of the three most recent calendar years is provided.*
- *The program specifies the entry point and defines the time period to completion.*
- *The program describes the formula it uses to calculate the completion rate.*
- *The completion rate for the most recent calendar year is 70% or higher. However, if the completion rate for the most recent calendar year is less than 70%, (1) the completion rate is 70% or higher when the annual completion rates for the three most recent calendar years are averaged or (2) the completion rate is 70% or higher when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*

A program with a completion rate less than 70% for the most recent calendar year provides a written explanation/analysis with documentation for the variance.

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

Program Response:

Students in the baccalaureate and master's programs have a maximum of five years from first matriculation to graduation. The completion rates of 80% for the traditional generic program, 90% for the accelerated generic program, 95% for the RN-BS program, and 80% for the master's program have all been met.

Completion rate for **cohort programs** was calculated by dividing the total number of students who entered in a particular semester, by 1) the expected program completion time –BS generic traditional 2 years, generic accelerated one year, and then 2) the five-year maximum completion time for those not graduating with their cohort. For both the RN-BS traditional and online programs and the master's program, completion rate was calculated based on a five-year period as students are not assigned to cohorts. Cohort is defined by the semester/year of entry (first-time enrollment) for a group of students who follow the same curriculum plan together.

Baccalaureate Program (Generic Traditional and Accelerated)

The data presented in Table IV-B.1 are for the fall 2014 semester through to the fall 2017 semester for entering cohorts into the baccalaureate program: generic traditional and accelerated, and RN-BS traditional and online.

Table IV-B.1: Baccalaureate Nursing Student Enrollment Data

Admission Cohort		Traditional Generic	Accelerated Generic	Traditional RN-BS	Online RN-BS	Total
2014	**Fall**	70	39*	70	--	**179**
2015	**Spring**	N/A	N/A	112	--	**112**
2015	**Fall**	100	20	98	27	**218**
2016	**Spring**	N/A	N/A	52	12	**64**
2016	**Fall**	84	20	38	19	**161**
2017	**Spring**	N/A	N/A	48	8	**56**
2017	**Fall**	96	24	27	24	**171**
Note: More RN-BS students are showing interest in the online RN completion program because of its flexibility						

DON has established benchmarks above the CCNE 70% completion rate for all its programs based on students' consistent performance. As shown in Tables IV-B.2 and IV-B.3 below, each of the generic and accelerated cohorts since the fall 2013 semester has a completion rate ≥ 70%, thus exceeding the national benchmark of 70%.

Table IV-B.2: BS Traditional Generic Program Graduation Rates: 2014 - 2017

New Admits 2013	Graduated 2015	New Admits 2014	Graduated 2016	New Admits 2015	Graduated 2017	New Admits 2016	Graduated 2018	New Admits 2017	Graduated 2019
60	52 (87%)	70	65 (93%)	100	80 (80%)	84	(Pending)	96	(Pending)
BENCHMARK: **BS Traditional Generic ≥ 80%**									

The completion rate for the BS traditional generic program was calculated for the expected two-year period. Table IV-B.2 shows that the program has met the national standard of 70% and the DON's expected 80% completion rates for the current reporting period. Data show the students, not completing the program in two

years, failed one or two courses. However, the majority of those students failing one course returned and completed the program. For 2016, nine students failed at least one course—all returned for the fall 2017 semester. For those who failed two courses are not eligible to continue in the program. For 2016, three students failed out of the BS traditional generic program.

Table IV-B.3: BS Accelerated Generic Program Graduation Rates: 2014 - 2017

New Admits 2014	Graduated 2015	New Admits 2015	Graduated 2016	New Admits 2016	Graduated 2017	New Admits 2017	Graduated 2018
39*	37 (95%)	20	15 (75%)	20	17 (85%)	24	(pending)
BENCHMARK: **BS Accelerated Generic ≥ 90%**							

*includes MD-RN students

The completion rate for the accelerated generic program for the reporting period 2014 -2017 has met the national standard of 70%. Table IV-B.3 shows completion data for one year of study. In 2015, 95% of the 39 students, (20 traditional accelerated and 19 MD-RN) graduated from the BS program, which met the program's expected 90% completion rate in one year. For 2016 and 2017, however, 75% and 85% graduated the program, respectively. Typically, students, unable to complete their study with their entering cohort, transfer into the traditional generic program to graduate. For the 2015 cohort, the five students who did not graduate in their first year in the accelerated program completed in 2016; the three who entered 2016, but have not graduated to date, are currently enrolled and are expected to graduate spring 2018.

The high completion rate of 100% in two years for the accelerated program is accredited to the DON admissions process. For the reporting period, 2014 – 2017, the range of the entering students' GPA in the sciences was 4.0 to 3.7. However, DON is reviewing the performance data of students who are unable to complete the accelerated program in the expected one year to determine whether the program could offer further support.

RN to BS

Because the College does not have a separate code to track the RN-BS students (all BS students are coded together), the Department of Nursing has manually reviewed its student data to determine retention rate for the BS traditional completion program. Data indicate that the RN-BS traditional students are on track to graduate within the five-year time limit for the reporting period 2014 to 2016 and 2017 to date. For off-campus and employer sponsored programs, program coordinators maintain student progress and graduation rates. This information contributed to the reporting of the RN-BS completion data. In addition, DON used the enrollment data of RN-BS to establish cohorts and then tracked the graduation rates of students.

For 2014 -2016 reporting period, the expected completion rate for the RN-BS students has been maintained at 90%. On-time graduation rate has also been met as students achieved their baccalaureate degree within 5 years. Generally, the RN-to-BS students are employed when entering the nursing program, and upon graduation, they continue working with their employer or transition into another nursing job. The RN-BS students also enroll in the BS completion program in order to maintain their job, and recently to attain a job as hiring rules at hospital and health facilities now require a baccalaureate degree in nursing.

Review of RN-BS student data shows that although graduation rates are as expected, the five percent or ten percent of students (2015 and 2016, respectively) who have not graduated on time have been taking a total of one course per semester or stopped out for one to two semesters before returning to the program.

The Department of Nursing has submitted a request to NYSED for a separate code for the RN-BS traditional program (the online program has its code). It is expected that by January 2018, the College will be able to accurately identify and track the students in the RN-BS traditional program.

Graduate Program

The Department has met its expected completion rate of ≥ **80%** for the graduate program. Table IV-B.4 indicates the enrollment data for new students admitted to the graduate program from 2015 to 2017. Graduation data for the master's program, by individual program type, are listed in Table IV-B.5.

Table IV-B.4: New Admitted Students to MS Nursing Program by Semester

New Admits to MS Program 2015 - 2017					
Program	**Fall 2015**	**Spring 2016**	**Fall 2016**	**Spring 2017**	**Fall 2017**
Adult Health	1	0	0	0	0
FNP	45	45	*57	29	54
Older Adult	1	4	0	0	0
PNP	1	0	0	1	0
Adv. Cert. FNP	6	6	7	6	13
Nursing Education	0	0	1	0	0
Nursing Administration	0	0	1	0	0
Semester Enrollment	**54**	**55**	**66**	**36**	**67**

Note: Off-campus MS programs are excluded from data enrollment (discussed separately below)

*10 entering students received the AENT grant (discussed further under the AENT training grant)

Table IV-B.5: MS Graduation Data

Program	**MS Nursing Graduates**		
MS Degree	2013 - 2014	2014 -2015	2015 - 2016
• Adult Health Nursing	27	20	8
• Family Nurse Practitioner	89	94	134
• Pediatric Nurse Practitioner	1	1	2
• Nursing Older Adults	2	0	1
• Parent-Child Nursing	0	0	0
MS Degree Total	**119**	**115**	**145**
Adv. Certificate			
• Family Nurse Practitioner	9	11	7
• Pediatric Nurse Practitioner	1	0	0
• Nursing Education	1	0	3
Adv. Certificate Total	**11**	**11**	**10**
Total	**130**	**126**	**155**

BENCHMARKS:

MS Programs ≥ 80%

- The two program tracks Adult Health Nursing and Nursing of the Older Adults will be replaced by the Adult-Gerontology Clinical Nurse Specialist Program. These options will be discontinued by January 1, 2018 to be in compliance with New York State Education Department (NYSED).
- Campus and Off-Campus Graduates are included in the graduation rate

Data Source: Lehman College 2016 Fact Book

Review of graduate student data for the reporting period indicates that the majority of students graduate mostly in their third or fourth year of study. However, students attending the off-campus programs complete the MS program within two or two and half years as they are placed in cohorts.

AENT Traineeship Grants

A one-hundred percent completion rate has been achieved for the 88 FNP students who were recipients of the HRSA grant for 2014 -2016 and 2016 -2017. In 2014, the Department of Nursing procured a two-year Advanced Education Nurse Traineeship (AENT) grant (HRSA) totaling $446,302 ($223,151/ per year) to fund the tuition, fees, books and stipend for 50 *Family Nurse Practitioner* students, who were enrolled in the

graduate program. In 2016, the DON also received a similar HRSA grant for $350,000 for one year to train an additional 33 FNP students. To date, all awardees graduated from the MS nursing program. The overall project aim was to graduate qualified nurse practitioners from the community, in a timely manner at the end of one (full-time) or two years (part-time), knowledgeable about the healthcare needs of the underserved and vulnerable populations.

The success of this grant program is also credited to the ongoing efforts of the Department to keep the training content relevant to the needs of underserved populations. Through content mapping, areas such as population health, health disparities including mental health disparities in the Bronx and NYC, treatments, and regulations for intervention and elimination of health disparities have been threaded throughout the clinical experience of the FNP students. Clinical sites are constantly being evaluated to ensure quality and diversity of clinical placements and experiences (student clinical placement information located in Typhon system).

Off-Campus

An effective collaborative relationship exists between the Department of Nursing and the clinical agencies with which students affiliate. Several of these clinical agencies and certain workers' unions, for example 1199/SEIU, have been working with the Lehman College Department of Nursing to provide offsite courses in the master's programs. Currently, DON has an off-site FNP program for qualified 1199/SEIU baccalaureate prepared nurses. These students will graduate at the end of spring 2019 or fall 2019 semester (see Table IV-B.6). There are no graduation completion data available for the off-campus cohorts as the first group of students are scheduled to graduate fall 2018.

Table IV-B.6: Off-Campus MS Nursing Cohort Data

MSN: Fall 2015-Fall 2017					
Start Term	**New Admits**	**Currently Enrolled (Retention Rate)**	**Completion Date**	**Currently Employed**	**Partners**
FA17 FNP	30	26(87%)	**Pending SP 19**	100%	1199
SP17 Adult Health	16	15(94%)	**Pending SP19**	100%	NY Presbyterian Queens
FA17 FNP	15	14(93%)	**Pending FA19**	100%	Bronx Lebanon

Student Support

Lehman College Nursing Department is improving the quality of student support services by developing cross-campus collaboration with the Sophomore Year Initiative (SYI). Nursing faculty will use the Student Tracking Early Alert Retention (S.T.E.A.R) early warning system to identify within the first 4 weeks of the semester "at-risk" students taking nursing courses across all levels, and trigger alerts so that advisors can outreach to students and create intervention plans to remove barriers for these students to complete their course/degree requirements and graduate from the nursing program on time. S.T.E.A.R is designed to increase persistence and retention of "at-risk" students through three key components: early identification, continuous intervention and intensive support services. The intended outcomes are as follows:

- Increase and support "at-risk" students' academic progress,
- Increase and support cross-campus communication between faculty, students, administrators and support services,
- Increase communication between students and faculty,
- Improves student persistence and retention to graduation, and
- Increase student utilization of students support services.

Since Fall 2015 semester, all clinical faculty members teaching NUR 300, NUR 301, NUR 330, and NUR 344 have been identifying at-risk students to receive support. Typically, five percent of the total BS student enrollments are referred for academic support.

IV-C. Licensure and certification pass rates demonstrate program effectiveness.

Elaboration: The pre-licensure program demonstrates achievement of required program outcomes regarding licensure.

- *The NCLEX-RN® pass rate for each campus/site and track is provided for each of the three most recent calendar years.*
- *The NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year. However, if the NCLEX-RN® pass rate for any campus/site and track is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that campus/site or track is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

A campus/site or track with an NCLEX-RN® pass rate of less than 80% for first-time takers for the most recent calendar year provides a written explanation/analysis with documentation for the variance and a plan to meet the 80% NCLEX-RN® pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, data relative to specific campuses/sites or tracks, and data on repeat takers.

The graduate program demonstrates achievement of required program outcomes regarding certification. Certification results are obtained and reported in the aggregate for those graduates taking each examination, even when national certification is not required to practice in a particular state.

- *Data are provided regarding the number of graduates and the number of graduates taking each certification examination.*
- *The certification pass rate for each examination for which the program prepares graduates is provided for each of the three most recent calendar years.*
- *The certification pass rate for each examination is 80% or higher for first-time takers for the most recent calendar year. However, if the pass rate for any certification examination is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that certification examination is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

A program with a pass rate of less than 80% for any certification examination for the most recent calendar year provides a written explanation/analysis for the variance and a plan to meet the 80% certification pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, and data on repeat takers.

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

Program Response:

New York State does not require that graduates of nursing practitioner (NP) programs be certified to practice as NPs in the State. Completion of a state approved nurse practitioner program is the only requirement for an amendment to the registered nurse license. This has contributed greatly to the delay or non-participation of Lehman graduates taking the appropriate family nurse or pediatric nurse practitioner certification exam.

Test results received from the Pediatric Nursing Certification Board (PNCB), American Academy of Nurse Practitioners Certification Board (AANPCB), and the American Nurses Credentialing Center (ANCC) indicate very low numbers of test-takers in the year of graduation as well as low test scores. Student outcomes from all three certification exams are below the national average and program expectation. The following indicate the number of family nurse practitioner (FNP) and pediatric nurse practitioner (PNP) students graduated from the Lehman nursing program from 2014 to 2016:

Table IV-C.1: Graduation Data 2014 to 2016

Degree	Academic Year 2015 - 2016	Academic Year 2014 - 2015	Academic Year 2013 - 2014
MS (FNP)	80	94	89
Post MS (FNP)	0	11	9
MS (PNP)	0	1	1
Post MS (PNP)	0	0	0

Sources: Lehman College 2015 Fact Book; 2016 graduation data

Pediatric Nurse Practitioner (PNP) Program

The low enrollment of students in the PNP program at Lehman accounts for the sparse numbers taking the certification exam. Table IV-C.2 below shows the certification results received from the Pediatric Nursing Certification Board for period 2014 to 2016.

Table IV-C.2: PNCB Certification Results

Degree	Year Tested	# of Candidates	Overall Pass % Rate
Master's	2016	1	0%
Master's	2015	1	100% (1)
Master's	2014	0	N/A

Data show that for the 3-year reporting period a total of two (2) students took the certification exam. Aggregate outcome data is at a 50% (1/2) success rate. Although participation rates are very low, the department has begun to examine results of testing areas against the curriculum. The size of the program and students' clinical experiences are also under review. The PNP program review is an item for discussion for the scheduled June 2017 faculty workshop/ meeting.

Family Nurse Practitioner Program

Data received from the American Academy of Nurse Practitioners Certification Board (AANPCB) indicated 39% (34/87) of the students who took the certification exam in 2016 graduated in that same year, and the remaining 61% (53/87) of the test-takers graduated from 2012 to 2015. Of the 39 successful candidates who took the certification exam in 2016, 28 (72%) were first-time test-takers. Table IV-C.3 below summarizes the certification data.

Table IV-C.3: AANPCB 2016 Certification Results

Degree	Year Tested	Year Graduated	Time Lapsed (Yrs.)	# of Candidates	Overall Pass % Rate
Master's	2016	2016	0	34	53% (18)
Master's	2016	2015	1	24	50% (12)
Master's	2016	2014	2	15	33% (5)
Master's	2016	2013	3	11	27% (3)
Master's	2016	2012	4	3	33% (1)
				87	**45% (39)**

Aggregate student pass rate on the certification exam for 2016 did not meet the expected program outcome of 80%. Analysis of the AANPCB report indicated that the testing area on "assessment" was students' major challenge. Compared to the aggregate score of 35 for national average, the program average was 29; a six-point difference in the scores.

Table IV-C.4: AANPCB 2015 Certification Results

Degree	Year Tested	Year Graduated	Time Lapsed (Yrs.)	# of Candidates	Overall Pass % Rate
Master's	2015	2015	0	20	75% (15)
Master's	2015	2014	1	41	66% (27)
Master's	2015	2013	2	14	43% (6)
Master's	2015	2012	3	7	14% (1)
				82	**60% (49)**

For 2015, the AANPCB certification report showed that 75% (15/20) of the students who took the certification exam in the year of graduation passed. Of the overall 49 students who were successful on the exam, 38 (76%) were first-time test-takers (see Table IV-C.4 above). Aggregate student pass rate on the certification exam for 2015 did not meet expected program outcome of 80%.

Table IV-C.5: AANPCB 2014 Certification Results

Degree	Year Tested	Year Graduated	Time Lapsed (Yrs.)	# of Candidates	Overall Pass % Rate
Master's	2014		N/A	1	N/A**
Master's	2014	2014	0	26	62% (16)
Master's	2014	2013	1	26	42% (11)
Master's	2014	2012	2	4	50% (2)
Master's	2014	2011	3	1	N/A**
				58	**30***

*One of the candidates reported as N/A passed
**Pass rate not provided

The aggregate student pass rate on the certification exam for 2014 did not meet expected program outcome of 80%. For 2014, the AANPCB certification report showed that 62% (16/26) of the students who took the certification exam in the year of graduation passed. Of the overall 30 students who were successful on the exam, 24 (80%) were first-time test-takers (see Table IV-C.5 above).

Table IV-C.6: ANCC 2015 Certification Results

Year of Graduation	Year Tested	Number of Examinees	Number of 1st Time Candidates	Pass rate 1st Time candidates
2014	2015	23	19	26%
2015	2015	9	8	75%

The APRN program aggregate certification data report from the American Nurses Credentialing Center (ANCC) indicated that program expected outcome was not met. However, aggregate data also show a

correlation between students' time of graduation and the time that they take the certification exam. Certification data collected on the FNP examinees for 2015show a 75% pass rate for first-time test-takers who took the test in the year of graduation (see Table IV-C.6). For 2016, a 70.27% (37/43) pass rate for first-time MS test-takers who graduated in 2016.

Table IV-C.7 shows a comparison of students' performance for 2014 and 2016 by domain. For the foundation of advanced practica domain, there is a 3.49 point improvement in scores from 2014 to 2016; for independent practica, a 14.07 point increase. However, the score for professional practica domain has decreased. Based on these scores, DON has instituted the HESI exam (pathophysiology, physical assessment, and a comprehensive exam) and has continued to provide the review course for students. In addition, the graduate curriculum committee, NP coordinator, and faculty teaching in the courses continue to update the content in the clinical courses. Emphasized now in clinical courses are clinical decision-making scenarios relating to key content areas (refer to Improvement Plan in this section for additional information).

Table IV-C.7: Comparison of Domain Level Performance by Year of Graduation

Domain	**2016 School Average Raw Score**	**2015 School Average Raw Score**	**2014 School Average Raw Score**
Foundations of Advanced Practica	42.65	42.11	38.96
Professional Practica	20.16	29.22	26.87
Independent Practica	57.37	47.78	43.30

IMPROVEMENT PLAN

Improving students' participation and test performance on the certification exams have become the focus of the Department of Nursing. Although certification is not a requirement for licensure in NY State, low participation and low pass rates of students taking the test, and great lapse of time before taking the test following graduation are challenges being urgently addressed by the Department of Nursing.

In response to these issues, in spring 2016, the ad hoc faculty curriculum committee reviewed the **Family Nurse Practitioner** curriculum to determine its soundness as well as teaching strategies. Syllabi, course materials, and program design were examined. In addition, aggregate student performance data for the 2014 and 2015 AANPCB certification exams for students testing in the year of graduation were analyzed. Students' performance data on all testing areas—assessment, diagnosis, planning, evaluation—were evaluated and compared to the national averages to determine how far apart students' outcomes were. For 2014, the aggregate program scores in four domains, with the exception of "assessment", were three points less than the national averages. The program average score for assessment was a six point deficit. For 2015, the program average scores in all four testing domains reflected a two- or three-point deficit when compared to the national average.

Determining how far apart students' clinical experiences are from the **three Ps**—advanced pathophysiology, advanced pharmacology, and advanced health assessment (physical)—has become urgent for faculty. **The full-faculty decided to introduce the HESI assessment for the three Ps at the end of each course, and a comprehensive assessment at the end of the clinical capstone course NUR 776, starting in spring 2017.** This decision to introduce the HESI is expected to assist in program evaluation as well as to identify students' strengths and weaknesses.

A pilot study introducing the HESI assessment for the three Ps was launched in fall 2016. The mean score on the advanced pharmacology (pharmacotherapeutics) domain for a total of 34 FNP students was 658. Twenty-one percent of the students scored at the recommended performance level of an 800 - 849. Students also scored low on the physical assessment. Renal/urinary was one area noted where students performed unsatisfactorily.

With these scores, the department of nursing is also reviewing students' clinical experiences. The department has begun to meet with many of its strong academic-practice partners, for example the Essen Medical Associates P.C. / NYC REACH, to ensure that its family nurse practitioner students receive clinical experiences that would enable them to effectively administer quality patient care. Emphasis has been placed on using the clinical evaluation tool provided (*available on Typhon*) to practice sites to assess core critical skills each term, which is based on the FNP competencies as outline by the National Organization of Nurse Practitioner Faculties (NONPF). The Department of Nursing has reiterated its expectation for students to master all skills for each term, demonstrate them, and incorporate them as they develop new skills.

With data indicating a correlation between graduation dates and testing dates, alumni practicing as certified FNPs have been invited to the clinical capstone class, NUR 776, to discuss the benefits of taking the certification exam. This addition to the improvement plan is to encourage students' participation on the certification exam, and increase their understanding of the benefits of becoming a nationally certified family nurse practitioner.

The Department of Nursing has been encouraging full student participation in the Fitzgerald certification review course. As many graduates of the FNP program forego taking the certification exam, they also do not enroll in the review course. The department's insistence that students take the review course is for students to become familiar with the design of the questions, which will build confidence, as well as identify strengths and weaknesses. The costs of the review are covered by the Department of the Nursing.

Increasing student participation on the certification exam in a timely manner is significant to the department. In 2014, the Department of Nursing received a two-year HRSA grant (i.e. Advanced Education Nurse Traineeship) to fund the tuition, fees, books and stipend for 50 FNP students enrolled in the graduate program, and who upon graduation are to pursue employment in medically underserved communities in the Bronx, New York City and New York State. The department made one of the conditions for acceptance that grant awardees must take the certification exam within six months of graduation. Currently, data on this group of graduates are being collected on licensure, certification, and employment as an FNP.

Concerned about the low pass rates on the FNP certification exams, the Department of Nursing discussed additional strategies to enhance the pass rates with our program associate at the New York State Department of Education (NYSED. Based on the recommendation offered, beginning the fall 2017, students in the FNP program will not be allowed to graduate until they have completed all course work and taken the ANCC **certification exam. The students are allowed to do this since ANCC has instituted the authorization to test option before graduation.**

The Department has also requested through ANCC that it be allowed to have information about our graduates who have taken the exam and areas that they have passed or failed. Though this is not a current practice, we have written and requested that they consider that option. We have also requested access to the ANCC portal so that we can get information about whether or not those persons for whom a verification of education to test have taken the exam within 6 months after graduation.

IV-D. Employment rates demonstrate program effectiveness.

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

- *The employment rate is collected separately for each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program.*
- *Data are collected within 12 months of program completion. For example, employment data may be collected at the time of program completion or at any time within 12 months of program completion.*

- *The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

Any program with an employment rate less than 70% provides a written explanation/analysis with documentation for the variance.
This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.

Program Response:

Expected graduation rates for the undergraduate programs are at benchmark. Both the graduation rates for the baccalaureate and master's program have exceeded the 70% national benchmark. Data collection methods were reviewed at the faculty workshops in June 2014 and May 2015. Data analysis of employment rates was also conducted using information gathered from the 2014 Alumni Surveys, currently available on DON's website and the 2014 and 2015 exit surveys. Data collected from graduates' participation in the transition to practice program is also factored into the calculation of student employment rate for the baccalaureate program.

BACCALAUREATE PROGRAM

The expected outcomes for the 2013, 2014 and 2015 job placement for the baccalaureate program have been met. For the generic program, the six-month 75% job placement rate has been achieved; however, the one year 100% job placement has not been met. **The DON calculates the employment rates by subtracting from the total number of graduates with an RN license** the graduates who failed the NCLEX-RN© exam, and those who didn't take the licensure exam, and the graduates who were employable but currently not working as an RN and applied to the Transition to Practice (TTP) program (see description below). The result is then divided by the total graduates with an RN license. The DON calculates employment rates 6-months and 1-year post-graduation. Using this formula, DON has been able to collect the data for 2013, 2014 and 2015.

The number of 2013 and 2014 graduates of the generic baccalaureate program, who passed the NCLEX-RN© exam but were not employed as a nurse was determined using the number of Lehman applicants to the Registered Nurse Transition to Practice (TTP) certificate pilot program. This six-month program is currently being offered by the New York Alliance for Careers in Healthcare ("NYACH") through Lehman College School of Continuing and Professional Studies, and in partnership with the Greater New York Hospital Association ("GNYHA"). The ultimate goal of the program is to provide participants the additional skills and experience needed to obtain employment as an RN post-program. Participants are matched with one of the six participating clinical training sites. Participants receive an educational stipend, payable over the course of the six-month program period.

The expected outcome for the RN-BS has been maintained at full job placement. The RN-BS graduates are employed in the positions that they were employed upon entering the program.

The job placement of graduates is also assisted by the DON's ongoing relationships with area hospitals that alert the department of registered nurse vacancies at their facilities. From the start of 2014 to date, DON has received notices of positions available in our clinical partners' institutions. All faculty members are informed of the vacancies, and in turn email their graduated class with the information, including contact information of the hospital recruiter. The DON continues to work with our career placement and clinical partners in the development of programs to enhance the success of our graduates being **employed within six to nine months**. There is ongoing discussion with two HHC hospitals about the continuation of the Transition to Practice program.

MASTER'S PROGRAM

The DON has not met the benchmark for employment rate set at 90% for the master's program. Identifying the actual number of graduates employed one-year post-graduation has been difficult. With the limited data collected, **DON calculated the employment rate using the *Alumni Survey Data* to identify the number of graduates employed divided by the total number of respondents for each reporting year.** The reported job placement was calculated at 89% (17 of 19)—two FNP graduates indicated they were not currently working. In addition to graduates reporting job placement, the Department has also collected anecdotal data from employers in the Bronx during this reporting period.

Typically, the master's cohort graduates return to their employers post-graduation in order to retain their positions and maintain their salaries. A graduate wanting to transition into a FNP position, which is not a collective bargaining position, stays in his/her current position until an opening becomes available. Table IV-D.1 shows employment rates for graduates for the master's cohorts as 100% for the reporting periods, thus meeting the expected outcome.

To address the limited feedback from graduates in the general program (non-cohort), DON has recently made an Alumni Survey available to MS graduates through the departmental website.[3] This site is monitored by the College's Assessment and Planning department. Data are forwarded to DON every three months for review and analysis.

In 2014, DON collected employment data from five health care facilities in the community area, known to have hired 10 or more of DON's MS graduates. The clinical course faculty developed and distributed an employment placement and satisfaction survey to the employers. The survey collected aggregate data at specific health care facilities, including the number of graduates hired; their job assignments as well as the employer's satisfaction level and feedback on program effectiveness. One of the employers reported hiring 19 of DON's FNP graduates in areas such as doctors on call — in-home medical care; reassessment of patients in skilled nursing facilities; and, primary care of patients with chronic diseases. On a scale of 1 to 5 (five being the highest), the employer rated Lehman prepared nurses at a 4. The following Table IV-D.2 indicates additional feedback received.

Table IV.D.2: Employer's Level of Satisfaction with the DON Graduates (Aggregate Data)

Area	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Overall job performance of these employees				●
Job specific skills			●	
Problem solving skills			●	
Individual and teamwork skills				●
Leadership skills				●
How well did the Lehman College nursing program prepare the employees for their current position?				●
What is the likelihood of your agency hiring Lehman College nursing graduates in the future?				●

IV-E. Program outcomes demonstrate program effectiveness.

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

Program outcomes are defined by the program and incorporate expected levels of achievement. Program outcomes are appropriate and relevant to the degree and certificate programs offered and may

3 https://snap.lehman.edu/snapwebhost/s.asp?k=139457330721

include (but are not limited to) student learning outcomes; student and alumni achievement; and student, alumni, and employer satisfaction data.
Analysis of the data demonstrates that, in the aggregate, the program is achieving its outcomes. Any program with outcomes lower than expected provides a written explanation/analysis for the variance.

Program Response:

For both the **baccalaureate and master's program**s, outcome data demonstrating program effectiveness have been collected and analyzed for the three most recent years 2014, 2015 and 2016 from student online exit survey, and in 2014 for the alumni and employer online surveys (including job placement), which are only collected every three years.

Student Exit Survey

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

Baccalaureate Program
2015

The aggregate date from the student exit survey for 2015 met the expected outcome of 85% satisfaction rate. The Department of Nursing administers the anonymous online Undergraduate Exit Survey after each student cohort graduates (January, May, & August). This three-part survey asks new graduates to evaluate the overall quality of nursing courses and student support services/activities using a 5-point Likert scale. The third part of the survey invites comments about the program. A total of 44 usable responses were received from generic baccalaureate graduates (n=13, 30%), second degree generic students (n=8, 18%), and RN-to-BS students (n=23, 52%).

Aggregate date regarding the effectiveness of department-sponsored co-curricular or student support resources met overall satisfaction, with varying foci. Forty-one percent (41% [18/44]) rated mentoring/advisement as very helpful or helpful; 59% (26/44) rated study groups as very helpful or helpful; whereas 61% (27/44) rated the nursing computer lab as very helpful or helpful; and 75% (33/44) rated faculty-facilitated course content reviews as very helpful or helpful.

Students' ratings of the effectiveness of their lecture and clinical courses in helping them to plan patient care in the clinical setting met expected outcomes of 85%. However, the total number of students responding relative to the effectiveness of each course varied. It is important to note that not all students took the same courses. For example, RN-to-BS students did not take the clinical nursing courses and two of the lecture courses (NUR 330 and NUR 344) that generic students take.

Student exit data indicated an 80% satisfaction rate in their participation in summer internship programs. Ten (10) generic students completed nursing student summer internships at area hospitals and elsewhere (Montefiore Medical Center [n=6], Bronx Lebanon Hospital [n=3], and the Hospital for Special Surgery [n=1]). Students rated these programs as very valuable (7/10) or valuable (1/10). Two students reported dissatisfaction with their programs (Montefiore Medical Center, n=1; Bronx Lebanon Hospital, n=1). To increase nursing students' level of participation in summer internship programs, the department has been referring students to the *Veterans Affairs Learning Opportunity Residency* (VALOR) program, which provides students with the opportunity to develop competencies in clinical nursing during residency at an approved VA health care facility. Students are also referred to other potential nursing residency or external programs during the summer.

Besides students' academic performance, the department also sought to gather information on students' participation in department activities. Exit survey data indicated an aggregate total of 34% (15/44)

participation in department activities: 11/44 (25%) students indicated they were class representatives; and an additional 2/44 (5%) students indicated they were Nursing Department committee representatives. Participation in department faculty meetings, Nursing Student Association meetings, and Student Government Association was indicated by two (5%) students. With a low student participation in department activities, faculty members have increased their effort to improve student involvement.

2016

The anonymous 2016 online Undergraduate Exit Survey was made available after each student cohort graduated (January, May, & September). A total of 30 usable responses were received from second degree generic students (n=3), and RN-to-BS students (n=27). However, no responses were received from generic baccalaureate students.

The aggregate student rating of the effectiveness of their lecture and clinical courses met expected outcome of 85% satisfaction rate (see Table IV.E-1 below). Students rated the effectiveness of their lecture and clinical courses in helping them to plan patient care in the clinical setting. As mentioned earlier in the 2015 report, not all students took the same courses as generic or RN-BS students complete the exit survey for the BS program. Therefore, the total number of students responding relative to the effectiveness of each course varied. The table below summarizes the number of students who rated each course and the practice lab as excellent (E), very good (VG), and good (G).

Table IV.E-1: 2016 BS Student Exit Survey

Course	E,VG, G/total students
HIN 268	26/29 (86.6%)
HIN 269	26/30 (86.6%)
NUR 300	28/29 (96.6%)
NUR 302	25/30 (93.3%)
NUR 330	2/2 (100%)
NUR 344	2/2 (100%)
NUR 400	27/27 (100%)
NUR 406	26/29 (90.0%)
NUR 408	27/29 (93.1%)
NUR 410	29/30 (96.7%)
Practice lab	20/22 (90.9%)

Although the expected outcome for the effectiveness of lecture and clinical courses was met, non-participation among the generic nursing students has remained a concern. Faculty members teaching the BS graduating classes have begun emailing their students to alert them to the availability of the survey and underscoring the importance of their participation in the exit survey. Students are made aware that their input in the evaluation of the nursing program does affect change. With this increased effort to get feedback from students, especially the generic students, the participation rate is expected to increase for the 2017 survey. Signage encouraging students to complete the exit survey is now being placed in strategic areas, for example the nursing student lounge, the simulation and practice lab, and the Nursing Department, reminding students that their contributions are valuable to the future success of the program.

Aggregate student rating for preparedness in specific nursing competencies exceeded program expectation. Students were asked to rate how well they were prepared relative to specific nursing program competencies. The table below summarizes their responses.

Table IV.E-1: 2016 BS Student Exit Survey

Program Competency	VG, G preparation
Overall competency in the practice of nursing	28/30, 93.3%
Utilize human science perspective in care delivery	28/30, 93.3%
Integrate evidence-based practice into patient care	26/28, 92.9%
Apply ethical and legal principles when delivering care	27/30, 90.0%
Act as a change agent	25/29, 86.2%
Use critical thinking	27/30, 90.0%
Collaborate effectively	27/30, 90.0%
Participate in agency and professional activities	27/30, 90.0%

Response options were: very good (VG), good (G), fair, did not prepare, not applicable.

Although students' evaluations of the nursing program were favorable, faculty advisors having limited knowledge about other College requirements besides nursing's was mentioned as a concern. This comment has been noted and plans to include a review segment on the overall BS requirements will be included in the faculty June 2017 scheduled workshop.

Master's Program

2015
The Department of Nursing administers the anonymous online Graduate Exit Survey at program completion. This three-part survey asks graduates to evaluate how well each core and program track course prepared them for their practicum courses and how well-prepared they were in each competency. The third section of the survey invited comments about the program. A total of 20 usable responses were received.

Aggregate student satisfaction data exceeded the expectation outcome of 85%. Graduates' opinions of how well each course prepared them to plan care for patients in their practicum settings ranged from 1 (excellent) to 5 (poor). Overall, most graduates rated their courses as excellent, very good, or good. Graduates were also asked to rate how well Lehman prepared them relative to each of the program competencies using a 4-point Likert scale (1=very good, 2=good, 3=fair, 4=did not prepare). Overall, graduates felt their preparation was very good or good.

2016
A total of one student responded to the 2016 exit survey. Therefore, a similar plan for faculty to email their students encouraging their participation has also been implemented for master's students.

Alumni Survey

Baccalaureate Program

2015
Of the undergraduate program alumni who responded (n=7), two graduated in 2011, three graduated in 2013, and two graduated in 2014. Three were generic baccalaureate graduates, three were second degree baccalaureate students, and one was an RN-to-BS student. Two alumni also completed, or are enrolled in, an advanced practice master's program. Six alumni reported full-time employment (in the NYC metro area) and one is unemployed and not seeking employment. **The Department of Nursing continues to reach out to graduates of 2015 and 2016 to help improve response rates for the next scheduled alumni survey in fall 2018.**

Alumni satisfaction met the program expected outcome of 85%. Six (86% [6/7]) participants indicated satisfaction with the quality of the program. Alumni were asked to rate the quality of Lehman's nursing program preparation for their current position relative to the program's outcomes. Responses were reported using a 5-point Likert scale (1=exceptionally well, 2=very well, 3=adequate, 4=poor, 5=not at all). Responses indicated exceptionally well (EW) and very well (VW). Additionally, alumni were asked to rate how well they

believe Lehman prepared them for their current job. Forty-three percent 43% (3/7) indicated they were exceptionally well- or very well-prepared, and an additional three indicated adequate preparation.

2016
Although 2016 was not a scheduled period for an alumni survey, the department decided to keep the online survey live. Of the 17 undergraduate program alumni who responded, 11 graduated in 2015, 1 graduated in 2014, and 5 did not indicate their graduation date. Eight (8) were generic baccalaureate graduates, six (6) were second degree baccalaureate graduates, and three (3) were RN-to-BS graduates. Seven alumni also completed, or are enrolled in, an advanced practice master's program. All 17 alumni reported full-time employment as an RN (in the NYC metro area).

Student aggregate rating of the quality of the program was 72%, below the expected program outcome of 85%. Alumni comments were closely reviewed to determine areas of dissatisfaction. One student indicated, "**Introducing a preceptorship program will help improve our nursing skills**", and another suggested that the "**last semester should be a 'capstone' or preceptorship 1:1 [ratio]. More emphasis and help with getting a summer externship between junior and senior year**." These comments closely parallel those of the **Community Advisory Committee** (see Employer Survey below for additional information), consisting of collaborative partners, which suggested that the Lehman Department of Nursing include additional clinical opportunities to build students' confidence.

Master's Program

2015
Although only three (3) alumni responded to the online master's program alumni survey, the overall satisfaction of program effectiveness was 100%. Respondents graduated from different program tracks (older adult health, family nurse practitioner, and post-master's certificate family nurse practitioner). All were employed full-time, two in positions requiring a master's degree. Overall, these alumni indicated feeling well-prepared for their current job. One graduate reported having implemented an evidence-based practice change; this person also reported conducting a systematic review. Two alumni reported an interest in pursuing a doctorate.

2016
Two (2) alumni responded to the master's program alumni survey; both graduated in 2015. Respondents graduated from the family nurse practitioner program. Both are employed full-time, one in direct patient care and the other in a care management/care coordination position. Overall, these alumni indicated feeling very well- or exceptionally well-prepared for their current job.

The Department of Nursing has begun its outreach to current students who are scheduled to graduate this next year, and alumni. Emails have begun to go out to the 50 FNP students who were recipients of the HRSA-AENT grant informing them of the 2017 alumni survey. Graduating classes have been or will be informed of the survey as well.

Employer Survey

The Department of Nursing conducts an **employer survey** every three (3) years. The most recent one was conducted in 2014; **the next survey scheduled is in fall 2018**. In the interim, between 2014 and 2017, the department has met consistently with the **Community Advisory Committee,** consisting of Chief Nurses and CEOs of community-based health agencies who are the program's leading employers. Meetings are now scheduled twice per year. In January of this year, the committee met to discuss the quality of graduates of the Lehman nursing programs—both baccalaureate and master's, and the effectiveness of the program focusing on areas needing addressing to increase the readiness of students for nursing practice.

Baccalaureate Program

The lack of response from employers to the survey of the graduates of the undergraduate program has been a concern of the Department of Nursing as it evaluates the effectiveness of the baccalaureate program. For the 2014 data collection period, only one employer survey was received. All questions were checked off as satisfactory, but no comments or suggestions were added. **To address this shortcoming, the department looks to the *Community Advisory Committee* (CAC) for feedback. At the January meeting, the CAC proposed that the department should relook at its BS curriculum to determine where students could be given additional opportunities to work in clinical settings.** Suggestions were made to place students with preceptors in their junior and senior years to increase students' confidence in clinical settings. **The department is now relooking at current students' practice experiences to make the relevant changes that would enhance their confidence in administering quality patient care.**

Master's Program

In February 2014, clinical course faculty revised and distributed an employment placement and satisfaction survey of Lehman's nursing graduates to five health care facilities in the community area, known to hire 10 or more of the graduates of the master's program. This survey collects aggregate data at specific health care facilities, including the number of graduates hired; their job assignments as well as the employer's satisfaction level and feedback on program effectiveness. The total response rate was 20% (1 of 5). The employer indicated hiring 19 of Lehman's FNP graduates in areas such as doctors on call—in-home medical care; reassessment of patients in skilled nursing facilities; and, primary care of patients with chronic diseases. On a scale of 1 to 5 (five being the highest), the employer rated Lehman prepared nurses at a 4. The following Table IV-E.2 indicates additional feedback received.

Table IV.E.2: Aggregate Data of Employer's Satisfaction with Lehman MS Nursing Graduates

Area	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Overall job performance of these employees				●
Job specific skills			●	
Problem solving skills			●	
Individual and teamwork skills				●
Leadership skills				●
How well did the Lehman College nursing program prepare the employees for their current position?				●
What is the likelihood of your agency hiring Lehman College nursing graduates in the future?				●

Job Placement for BS & MS Graduates

Job Placement rates for the three reporting years, 2014, 2015, and 2016 have consistently met expectations for the baccalaureate program, both generic and RN-BS, and the master's program. The MS enrollment requirement of at least one year of employment as a nurse has attracted experienced nurses already working in the field. However, the department has begun to look at data to determine how many of the MS graduates are transitioning into their field of study.

The expected job placement rate for the RN-BS program is 100%. Most of the RN-BS students enrolled in the program have returned to school because of the increased demand for baccalaureate-prepared nurses. As a result, this group of students upon graduation is already employed as nurses.

The expected job placement rates for the generic program, 75% in six months of graduation and 100% in one year of graduation, have been met for the reporting period. The Department of Nursing has established **strong academic-practice partnerships** in the Bronx, New York City, and the Westchester County area for training its nursing students. As result, many of the students are hired by these practice

partners upon graduation. In addition, **alumni support** has become instrumental in providing timely information about job opportunities for graduates of both the baccalaureate and master's programs. Working on updating its alumni database has helped the department of nursing in identifying alumni who are contributing greatly to the community and the department.

Surveys on Nursing Website

Currently, the Department of Nursing has placed exit, alumni, and employer surveys for both the undergraduate and graduate programs on its website. On an ongoing basis, the ad hoc nursing faculty evaluation committee and the Office of Academic Programs review the data collected/ responses. Reports are forward to the Chair and full nursing faculty committee. The following are websites made available to students, alumni, and employers for data collection:

EXIT
BS in Nursing Exit Survey
https://snap.lehman.edu/snapwebhost/s.asp?k=146074923417
MS in Nursing Exit Survey
https://snap.lehman.edu/snapwebhost/s.asp?k=146056035801

ALUMNI
BS in Nursing Alumni Survey
https://snap.lehman.edu/snapwebhost/s.asp?k=146056030250
MS in Nursing Alumni Survey
https://snap.lehman.edu/snapwebhost/s.asp?k=146056028534

EMPLOYER SURVEY
BS
https://snap.lehman.edu/snapwebhost/s.asp?k=144545847030
MS
https://snap.lehman.edu/snapwebhost/s.asp?k=144545796183

IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.

Elaboration: *The program demonstrates achievement of expected faculty outcomes. Expected faculty outcomes:*

- *are identified for the faculty as a group;*
- *incorporate expected levels of achievement;*
- *reflect expectations of faculty in their roles and evaluation of faculty performance;*
- *are consistent with and contribute to achievement of the program's mission and goals; and*
- *are congruent with institution and program expectations.*

Actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes.

Program Response:

Faculty outcomes are consistent with, and contribute to the achievement of Lehman College/CUNY and the Department of Nursing's mission, goals and expected outcomes through *excellence in teaching*, *scholarship*, and *services*. Faculty expectations and evaluation processes are based on CUNY and the College's mission in these three areas. CUNY Bylaws define faculty roles and expected outcomes. The Lehman College Faculty and the Lehman College Department of Nursing Faculty Handbook clearly state the College's position on

teaching, scholarship, and service.[4] These expectations are congruent with the **Professional Staff Congress contract** with CUNY and reflect the mission, objectives and expected outcomes of the program. All faculty members without exception are expected to achieve satisfactory ratings during each year of employment.

Annual Review of Faculty

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

Excellence in Teaching
Baccalaureate & Graduate Program

All full-time and part-time faculty members teaching in the undergraduate programs hold, at a minimum, a master's degree in nursing with clinical experience appropriate to their teaching responsibilities. Additionally, all faculty members who teach required theory courses in the graduate program hold, at a minimum, a master's degree in nursing and are doctorally prepared in nursing or a related field.

In the Family Nurse Practitioner (FNP) program and Pediatric Nurse Practitioner (PNP) program, all faculty members teaching the clinical courses are nationally board certified as nurse practitioners in their specialty area. The academic and experiential preparation of nursing faculty including their diverse backgrounds enables the Department to fulfill its mission.

Faculty Course Questionnaires

Aggregate mean scores for teaching quality in the baccalaureate and master's programs, for the three recent years, have met the benchmark of 95%, set by the program. For the BS and MS programs, an overall score of 94.4% student satisfaction of faculty has been achieved.

Student Evaluations of Teaching are emailed to all current Lehman students in the CUNYFirst system at the end of each semester. The SETLs provide an opportunity for students to give timely feedback on both course and instructor quality for each course that is taken each semester. The SETLs are comprised of a set of questions that are used for all Lehman courses. SETL results for the individual courses are aggregated to allow for comparison to the Department's mean scores. The program aggregate benchmark for Course Overall and Instructor Overall ratings is expected to be below a 2.5 on a 1.0 to 5.0 scale (a score of 1 being excellent and 5 being poor). The SETLs reports are emailed to the faculty and nursing department chair who reviews the performance data. The feedback received is used to evaluate student satisfaction with the quality of the course and the instructor. Based upon the feedback received from the SETls, changes to individual courses as well as curricular changes are made by recommendations put forth by the ad hoc curriculum evaluation committee to the full faculty committee for final decisions. These data are used for reappointment of adjunct faculty and in the annual evaluation of full time faculty. Aggregate SETLs mean score for the three recent years (2014, 2015 and 2016) are 1.75 for 2014, 1.85 for 2015, and 1.85 for 2016. See aggregate faculty data in Table IV-F.1 below. The faculty has consistently a achieved a 94.4 % on the SETL

[4] www.lehman.cuny.edu/provost

Table IV-F.1 Aggregate Faculty Course Questionnaire Data 2014 to 2016

Reporting Year	Instructor Overall Mean Score
2014	1.8
2015	1.9
2016	1.9

Range of scores is 1.0 – 5 .0. The aggregate instructor overall benchmark is below 2.5
For question 5.1 on the Student Evaluation which is: What is your overall rating of this instructor's teaching?

Peer Evaluation/ Chair and P&B Evaluation
Aggregate data for the evaluation of the nursing **adjunct faculty members** for the reporting period 2014 to 2016 met the department's expected outcome of 100%. Of the 38 adjunct faculty members evaluated in 2014, 76% (29) were outstanding; and 24% (9) were satisfactory. For 2015, 82% (37) of the 45 adjunct faculty received outstanding evaluation, while 18% (8) received a satisfactory evaluation. In 2016, of the 60 adjunct faculty members evaluated, 85% (51) were outstanding; and 15% (9) were satisfactory. After 5 semesters, adjunct/part time faculty are not required to have peer observations as per the collective bargaining agreement

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

For the period 2014 to 2016, faculty members have presented at numerous research conferences locally, regionally and nationally at Mount Sinai Medical Center, Montefiore Medical Center, St. Louis University, CUNY Graduate Research Day, Arizona State University, and many others. Faculty members have also presented or will present at international conferences in Ottawa, Canada; Stockholm, Sweden; Trondheim, Norway; Universidad Autonoma de Yucatan (UADY), Merida, Yucatan, Mexico; Taipei City, Taiwan; University of Nottingham, United Kingdom; South Africa, Brazil, and others (see Appendix IV-F.1 for more details).

In this same time period, faculty members have published in peer reviewed journals such as the UK's Nursing Management, Journal of Gerontological Nursing, American Journal of Nursing, Journal of Nurse Practitioners, Journal of Applied Research, Journal of the American Association of Nurse Practitioners, Journal of Clinical Outcomes Management, and Dimensions of Critical Care Nursing, and others; written chapters in books.

Lehman College now uses a data-management software package called **Digital Measures (DM**) for the creation and maintenance of faculty CVs. This allows for faculty teaching, research and service activities to be tracked. The data in DM is also used for the generation of annual reports, reappointment, promotion, and tenure reviews. Aggregate faculty publications and presentations are indicated in Table IV-F.2 below.

Table IV-F.2: Full-time BS & MS Faculty Scholarship

Reporting Year	**Number of Peer-Reviewed Books & Book Chapters**	**Number Peer-Reviewed Journal Articles**	**Presentations**
2014	0	8	24
2015	2	10	27
2016	2	8	16
Total	**4**	**26**	**67**

(See Appendix IV-F.1 for further details)

Services
Faculty members have served in leadership positions for national and international professional organizations, including the American Association of Retired Persons (AARP board member and president-elect for 2016-2018), chairperson, Bronx Westchester Area Health Council; member, Robert Wood Johnson Foundation National Advisory Committee on the New Jersey Nursing Initiative; member, Dartmouth Leadership and

Improvement Institute; New Jersey State Licensed Health Officer; NYS infection Control Educator; President and Organizer of first NY City chapter of the American Assembly for Men in Nursing (AAMN, 2014); visiting scholar at Connell School of Nursing; and research associates at area hospitals, editorial boards of the Journal of Emergency Nursing.

At the College and University, faculty members' contributions extend beyond the Department of Nursing. Faculty involvements include membership in the Senate, team leader for development of CUNY on the Concourse Human Patient Simulator Project, college Undergraduate Curriculum and Graduate Studies Committees, Diversity Committee, and Assessment Council. **Currently at the CUNY Graduate Center, four (4) faculty members are chairing dissertation committees.**

Faculty members provide opportunities for students to develop their leadership skills. Faculty members, teaching Therapeutic Intervention V—Nursing Synthesis (NUR 409), allow their nursing students to work with high school students through joint research and presentations of their findings to larger audiences. These joint leadership workshops are held each semester with pre-entry high students interested in health careers. This allows for both pre-entry and nursing students to explore health related topics that are prevalent in today's society. The Department's leadership segment of the nursing program focuses on developing competent individuals capable of assuming key roles in the nursing profession.
Students in the Honors course in the senior year of their program work with faculty on specific research projects.

Table IV-F.3: Grants Received by Faculty for both the MS & BS Nursing Program

Program	Grantor Name/ Grant	Purpose	Date Received	Pending	Funding Amount
Master's	HRSA (AENT Grant)	FNP students' Ed.	July 1, 2014 ($223,151 for 2 years)	--	$446,302
Baccalaureate	HRSA (NWD Grant)	BS Program	Approved July 1, 2014/but not funded	--	N/A
Master's	HRSA (AENT Grant)	FNP students' Ed.	July 1, 2016	--	$350,000
Master's	HRSA (ANEW Grant)	FNP students' Ed.		Submitted 1/25/17	
Master's	PSC-CUNY Grant	*Research*: Role adjustment of FNPs	July 2015	N/A	$3,500
Baccalaureate	Macy-Gold Humanism Award	To expand nursing curriculum using simulation to increase nursing care for sickle cell disease patients		Submitted 2/14/17	
Nursing Faculty & Baccalaureate	R21 National Institute of Nursing Research	The Technology, education, application, software for sickle cell health (TEASCH) Project.		Submitted 2/16/17	
Nursing Faculty	PSC Grant 2014-2015	Research: Educational Application development for patients' with sickle cell disease	Not Approved	Submitted 12/16/14	N/A
Total					**$799,802**

- Advanced Education Nursing Traineeship (AENT)
- Advanced Nursing Education Workforce (ANEW)
- Health Resources and Services Administration (HRSA)
- National Institutes of Health (NIH)
- Nursing Workforce Diversity (NWD)
- Professional Staff Congress (PSC)

Analysis of faculty data draws attention to areas for improvement. Although faculty is strong in service and excellence in teaching, there is paucity in extramural research funding. The number of faculty publications and tenure-track faculty are not at the expected level of DON and the College. To address this, the Provost plans to meet with associate professors to develop an action plan. The Dean of HS2N has scheduled meetings with tenure-track professors to work with them to develop research projects that are extramural research, and for peer review journals. The Dean has begun to involve faculty in health equity projects in the Center for Health Equity in the Bronx.

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

> *Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.*

Program Response:

For the reporting period, 2014, 2015, 2016 and spring 2017, there were 25 formal complaints filed with DON, relating to grade appeals, department's policy on student disqualification from the program upon failing two nursing courses, and admission criteria policy. Upon review of the grievances filed, findings indicated that two (8%) students' appeals were granted; one appeal (4%) indicated a need for program adjustment. The remaining 22 (88%) appeals were denied as students failed to give compelling evidence relating to their appeals.

The DON formal complaint policy is congruent with the College's policy. The University and the College have a formal complaint procedure. The procedure for filing a formal complaint is available on the College's website and in the Undergraduate and Graduate Bulletins (www.lehman.edu). Students in the Department of Nursing have a well-defined process for communicating their issues and concerns. The Department has a specific process for appealing grades (Nursing Student Handbook located on DON's Website). That policy is congruent with the College policy on grade appeals.

A formal complaint, as defined in the College's Student Handbook http://www.lehman.edu/office-campus-life/documents/StudentHandbook.pdf, is an allegation of misconduct brought against a student that includes a personal description of what the complainant knows, including date, time, and place, and a description of any exchange with the accused regarding the alleged violation. The process to submit a complaint is detailed in the Student Handbook. The policy is available in the Student Handbooks on the DON website (http://lehman.edu/academics/health-human-services-nursing/nursing/).

For this reporting period, 52% (13 of 25) of the appeals were related to course grades. Nursing students follow College and Department policies regarding grade appeals if they perceive unfairness in a grade received in a course. For each appeal, the Chair convened an appeal committee and followed the College's policy and procedure in hearing the students' appeals. The data from the appeals were analyzed for specific patterns. Although there was no need for change, adherence to program policy was emphasized at faculty meetings. A summary of the complaints for the reporting period is presented in Table IV-G.1

Table IV-G.1 Appeals Activities for Lehman Dept. of Nursing 2014- 2017 Period

Calendar Year	Date Submitted	Appeal Description	Decision	Degree/ Program
2017 (to date)	4/01/17	Appeal of grade	Denied	BS/ Generic
	4/01/17	Appeal of grade	Denied	BS/ Generic
	4/01/17	Appeal of grade	Denied	BS/ Generic
	4/04/17	Appeal of grade	Denied	BS/ Generic
2016	3/02/16	Reinstatement to the program	Granted	BS/ Generic
	5/26/16	Reinstatement to the program	Granted	BS/ Generic
	6/01/16	Appeal of grade	Denied	BS/ Generic
	6/04/16	Appeal of grade	Denied	BS/ Generic
	6/08/16	Appeal of grade	Denied	BS/ Generic
	7/18/16	Challenged Admissions Decision	Denied	BS/ Generic
	9/21/16	Reinstatement to the program	Denied	BS/ Generic
	Date omitted	Policy Change (failed to get a "B" grade on repeated course)	Denied	BS/ Generic
	Date omitted	Policy Change (failed to get a "B" grade on repeated course)	Denied	RN-BS
	Date omitted	Policy Change (failed to get a "B" grade on repeated course)	Denied	BS/ Generic
2015	Date omitted	Reinstatement to the program (failed course twice)	Denied	RN-BS
	Date omitted	Reinstatement to the program (failed course twice)	Denied	RN-BS
	1/28/15	Final grade (class challenged faculty on computation of grades)	Denied	BS/ Generic
	4/20/15	Instructor teaching style (class)	Adjusted	BS/ Generic
	6/20/15	Appeal of grade	Denied	BS/ Generic
	6/23/15	Appeal of grade	Denied	BS/ Generic
	11/26/15	Appeal of grade	Denied	BS/ Generic
	12/28/15	Policy Change (failed to get a "B" grade on repeated course)	Denied	BS/ Generic
	Date omitted	Policy Change	Denied	BS/ Generic
2014	6/22/14	Appeal of Final grade	Denied	BS/ Generic
	Date omitted	Appeal of grade	Denied	BS/ Generic

Another 40% (10 of 25) of the grievances filed by students (i.e. reinstatement & policy change) challenged department's policy relating to the failing of two nursing courses. At the faculty workshop in January 2017, ways to support low performing students were reiterated. Student mentoring and assigning students to attend on-campus tutoring resulted from the discussion. Nursing students experiencing academic challenges are referred to the Science Learning Center (SLC) by their teachers for tutoring and additional academic support. The inclusion of the Department of Nursing in the college's Sophomore Initiative S.T.E.A.R. was started in fall 2015 as a proactive measure to decrease the number of students failing nursing courses.

For this reporting period, one formal complaint received related to the instructor's teaching style.
The Department Chair reviews complaints about instructional performance and then meets with the faculty member. The Chair and the P and B committee develop remediation plans with the faculty member, which might include observing the faculty member in the classroom. The faculty member is monitored over the ensuing semester and special attention is paid to the faculty evaluation questionnaire from the course(s).

IV-H. Data analysis is used to foster ongoing program improvement.

Elaboration: The program uses outcome data for improvement. Data regarding completion, licensure, certification, and employment rates; other program outcomes; and formal complaints are used as indicated to foster program improvement.

- *Data regarding actual outcomes are compared to expected outcomes.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Program Response:
Data analysis of expected student outcomes has provided vital information for ongoing program improvement. The DON closely reviews the synergy of the various components that support program effectiveness. Assessment data are reviewed and analyzed on an ongoing basis. The evaluation and ad hoc curriculum committees analyze graduation and attrition rates and review the exit survey results for the baccalaureate and master's programs. The P and B Committee analyzes faculty outcomes. The curriculum committee analyzes results from ATI assessments and critical thinking. The evaluation committee analyzes NCLEX-RN pass rates, employment rates, and surveys from alumni, Nursing Advisory Board, and clinical sites. Results of all assessment data are reported to full faculty during year-end meetings. All course reports are discussed to identify areas for recommended changes or program improvement.

The strengths of DON's baccalaureate and master's programs in relation to Standard IV are presented below.

Summary of Standard IV

Strengths:

- Despite low response rates, the DON is mining the responses it does receive to reflect on and modify its programs.
- The DON has a well- developed assessment plan for the BS and MSN programs.
- Program completion rates in the BS and MS programs exceed expected standards.
- First-time NCLEX-RN pass rates have met or exceeded the aggregate student outcome for the past three years.
- The DON committees have a continual improvement process including the annual review of the nursing program in relation to the CCNE standards.
- Nursing faculty have met or exceeded aggregate faculty outcomes for the past three years.
- The DON is able to accomplish its mission, goals and outcomes as a result of a dedicated diverse faculty.
- The nursing faculty demonstrates a clear commitment to program excellence.
- Faculty members are consistently involved in the offerings of the college.
- Faculty members are involved in multiple professional development activities to enhance teaching and practice.
- DON has established strong relationship with clinical affiliates to train nursing students.

Challenges:
The areas for continuous improvement of the DON for Standard IV are presented below:

- Low response rate on the employer survey limits value of data to use for program improvement.
- Low student involvement in committees and faculty active membership in committees.
- Low pass rate on the certification exam
- Lack of reliable data for the RN-BS program from the College

Plan for Improvement
The action plan of the DON for Standard IV is outlined below:

- Continue to work with the Community Advisory Committee, consisting of administrators from affiliate hospitals, to gain feedback on the training needs of nursing students.
- Review current students' practice experiences to make relevant changes that would enhance their confidence in administering quality patient care.
- Faculty to help students become aware of their opportunity to participate in committees.
- Conduct data analysis to develop improvement plan for certification exam outcomes.
- Compare HESI standardized test scores for the MS program to the NP core critical skills, outlined by the National Organization of Nurse Practitioner Faculties (NONPF) to closely monitor students' clinical experiences.
- With a separate code for the RN-BS program, work with the College and University to develop program/software to monitor students, particularly the registered nurses.

Herbert H. Lehman College
Of The City University of New York

DEPARTMENT OF NURSING

APPENDICES

Self-Study Report for Accreditation by the

Commission on Collegiate Nursing Education

2017

CCNE Standards for Accreditation of Baccalaureate and Graduate Degree Programs
Amended 2013

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APPENDIX 1A.1: ACHIEVING THE VISION

By Building on a Strong Foundation 2010 – 2020

STRATEGIC DIRECTIONS FOR LEHMAN COLLEGE

MISSION

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

VISION

Lehman College has entered a new era in its history as an institution of higher education. Already known for its outstanding faculty, dedicated staff, superb library, art gallery, theaters, speech and hearing clinic, and athletic facilities, the College will now build a new state-of-the-art, environmentally "green" science facility that will invigorate faculty and student research as well as prepare Lehman students for science-based careers.

Supported by the University's expanding technological resources, the College will promote creative teaching strategies, greater access to courses through online learning, off-campus access to library resources, and enhanced student services. The new Multimedia Center will stimulate technological innovation in all areas of communications and the arts for both the College and the region.

Lehman has always been a commuter campus that prides itself on its diversity and commitment to multicultural understanding. Now, the College looks forward to providing a residential experience to attract a wider range of students and to developing new learning communities to enhance student success.

Lehman College will prepare students to live and work in the global community through new interdisciplinary programs, such as environmental studies and international business, along with study abroad and experiential learning opportunities. The College's geographic information systems and numerous partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific institutions will contribute to the economic development of the region. Service learning and internship opportunities will be further developed to foster the engaged citizenship and commitment to public service embodied in its namesake, Herbert H. Lehman.

Recognized for small classes, close interaction between students and faculty, a successful Teacher Academy and Honors College, and a caring and supportive environment, Lehman College will celebrate its fiftieth anniversary in 2018 as the college of choice in the region, committed to preparing students for graduate studies, professional careers, and lifelong learning.

VALUES

Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.

GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING

Objective 1.1: Recruit, support, and retain distinguished faculty.

- Develop a plan for the hiring of new faculty of the highest quality, committed to both teaching and research that is aligned with College strategic priorities and follows the goals and principles of the College's affirmative action program.
- Support and reward creative teaching and excellence in research and scholarship.
- Support the professional development of new and mid-career faculty members through orientations and ongoing mentoring by senior faculty.
- Enhance intellectual and cultural activities on the campus.
- Foster academic leadership development opportunities for department chairs.

Objective 1.2: Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process.

- Ensure that liberal arts and sciences remain the core emphasis of the College, while strengthening professional programs.
- Strengthen general education and provide a curriculum and resources essential to an outstanding liberal arts and sciences and professional curricula.
- Strengthen and expand existing programs in STEM disciplines and health sciences.
- Develop, strengthen, and realign programs in emerging fields of knowledge.
- Pilot new programs through the School of Continuing and Professional Studies.
- Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs.

Objective 1.3: Achieve greater external recognition and success of academic programs.

- Establish new administrative units to house several professional programs, such as a School of Education, School of Health Sciences, Human Services, and/or Nursing, School of Business, and a School of Continuing and Professional Studies.
- Foster a dynamic research/creative activities environment to promote both student achievement and greater faculty success.
- Develop a robust collaboration and alignment between academic programs in the arts and campus entities dedicated to the visual and performing arts.
- Seek professional accreditation in all programs, where available, such as AACSB accreditation for business programs.

Objective 1.4: Enhance existing facilities, promote the efficient use of space, and ensure a well-maintained campus environment that supports teaching, research, learning, and quality of life.

- Develop and implement a plan for the renovation and upkeep of classroom and office buildings that offers an inviting and attractive environment with appropriate technology.
- Increase faculty engagement in campus life by improving non-instructional facilities.

- Assess Library needs guided by best practices of space utilization to promote the increased use of its resources for study and research.

GOAL 2: ENHANCED STUDENT SUCCESS

Objective 2.1: Recruit well-prepared, promising, and motivated students of diverse ethnicities and cultures consistent with the College's mission.

- Maintain policy of raising undergraduate freshman and transfer admissions standards in line with other leading senior CUNY colleges.
- Continue to develop and implement a comprehensive enrollment management plan to shape Lehman's student composition in accordance with CUNY's projections for growth.
- Support collaborative efforts between Lehman College and its principal feeder community colleges to improve credit transfer and ensure a smooth transition for students.

Objective 2.2: Strengthen academic resources and student support services.

- Develop a coordinated institutional approach to undergraduate advising.
- Offer the courses and support services necessary to increase student retention, progression, and four-year and six-year graduation rates.
- Improve the quality and availability of academic and student support services as well as IT technical support.
- Develop an alumni mentoring program to support students in their career and professional development and encourage lifelong ties to the College.

Objective 2.3: Enhance student experience and life on campus.

- Create a College Center, a "center of gravity" for the campus, serving student government, student organizations, and students, faculty, and College activities, as well as providing space for College services.
- Establish a student housing program to provide on- and off-campus accommodations.
- Enhance initiatives that support student leadership training and professional development, including internships, service learning, and civic engagement projects.
- Prepare students to live and work in the global community through new interdisciplinary programs, study abroad, and experiential learning opportunities.
- Assess the feasibility of moving Lehman intercollegiate athletics from NCAA Division III to Division II.

GOAL 3: GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS

Objective 3.1: Integrate institutional planning and assessment to improve effectiveness.

- Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.
- Foster a culture of continuous assessment focused on institutional effectiveness to improve overall performance.
- Create and implement an IT strategic plan to guide the development of a technological environment on campus that is integrated into teaching, research, and learning.

- Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives.

Objective 3.2: Strengthen existing sources of revenue support, and create new sources, for student and faculty research and outreach programs.

- Increase funding from individuals, corporations, and foundations and coordinate fundraising through the Division of Institutional Advancement in partnership with the Lehman College Foundation.
- Expand and deepen faculty skills and expertise and increase support in seeking government and foundation research awards.
- **Objective 3.3: Increase visibility and alumni engagement.**
- Develop and implement a strategic marketing and communications plan to enhance the College's image and standing.
- Develop and implement a plan to promote greater alumni engagement in the life of the College.

GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE

Objective 4.1: Enrich the community through increased engagement of the College's resources.

- Increase engagement of faculty, staff, and students in outreach, service, and partnerships to contribute to individual achievement and the transformation of lives and communities in the Bronx and surrounding region.
- Increase participation of the general public in cultural programs and events on campus.

Objective 4.2: Improve the health and educational well-being of the community.

- Strengthen and broaden the College's connections with New York City schools to improve student academic achievement.
- Improve the health and well-being of the community through research, service, recreational programs, and partnerships.
- Promote a healthier and greener environment through example and partnerships with government agencies, educational institutions, organizations, and businesses.

Objective 4.3: Contribute to the economic vitality of the Bronx and surrounding region.

- Address workforce needs through collaborations with employers in growing and emerging sectors of the economy.
- Encourage entrepreneurship and economic diversification through the activities of the School of Continuing and Professional Studies, the Bronx Small Business Development Center, and Lehman/CUNY centers and institutes.

APPENDIX 1A.2: Mission, Philosophy & Program Goals and Objectives

MISSION OF THE NURSING DEPARTMENT

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 graduates are prepared to be competent professional nurses who will contribute to the health needs of diverse cultural groups in New York City, the region and the world.
(Last modified: 03/26/12)

PHILOSOPHY OF THE NURSING DEPARTMENT

The philosophy of the Department of Nursing encompasses the faculty's beliefs about the concepts of education, nursing, persons, environment and health, and provides a framework for the nursing curriculum of the undergraduate and graduate programs. The faculty believes that professional nursing education must take place in institutions of higher learning as the nursing programs build upon the liberal arts and sciences to develop the critical thinking essential for providing nursing care in our society, and for developing the profession of nursing. A baccalaureate education prepares students for professional nursing practice and leadership. Graduate education provides the knowledge base for advanced practice, leadership, and theory development within the profession. Higher education also provides opportunities for students to develop their potential as individuals and as contributing members of society. The programs encourage students to be active participants in their own education and in life-long learning. The importance of the student's inter-subjective relationships to professional development as well as self-development and self-awareness is emphasized. These inter-subjective relationships occur with teachers, peers, clients, and other health professionals.

Nursing is the assessment and treatment of human responses to the actual or potential health needs of people. It requires the collaborative effort of the nurse with a client, family, and other health care professionals. Nursing seeks to identify and enhance health-seeking behaviors of clients through such services as case finding, health teaching, health counseling and provision of supportive care throughout the life cycle. The nursing profession bases its practice on knowledge generated through nursing research and from the humanities and natural sciences. Nursing is committed to the ethical care and nurturing of well and ill people, individually and in groups. Professional nurses are self-directed, skilled in oral and written communications, accountable for their actions and able to make sound decisions and formulate independent judgments.

The person is an active being with an inherent capacity to choose among situations presented by life and with responsibility for their choices; everyone experiences the world differently and has a particular way of seeing the world. Each person is valued and supported in his/her uniqueness.

The environment is that which is in mutual and simultaneous interchange with the person. Reality is multidimensional, context-dependent, and relative.

Health is a condition of actualization or realization of the person's potential. It is primarily a measure of each person's ability to do what he/she wants to do and become what he/she wants to become. Health encompasses disease and non-disease.

PROGRAM GOALS

- Develop graduates with excellence in practice, research, scholarship and teaching
- Recruit, retain and graduate a highly qualified, diverse student body prepared for successful professional practice.
- Prepare alumnae who are engaged in continuous improvement and lifelong learning with a commitment to the college and the profession.
- Engage in collaborative efforts with multiple stakeholders in improving the health and wellness of diverse populations and a commitment to community service.

UNDERGRADUATE PROGRAM OBJECTIVES

The Lehman College baccalaureate curriculum prepares its graduates to:

1. Demonstrate competency in the practice of nursing by applying knowledge from nursing science, the physical and human sciences, and the humanities to promote, protect, maintain and restore optimal health.
2. Apply leadership and communication skills to affect change and effectively implement patient safety initiatives to improve and monitor the quality of healthcare delivery for diverse population.
3. Demonstrate an understanding of the basic research process and evaluate nursing research outcomes in terms of applicability to professional nursing practice.
4. Integrate best practices, clinical judgment, inter-professional perspectives, and patient preference in planning, implementing, and evaluating outcomes of care.
5. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
6. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and client's right to privacy.
7. Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare policy, delivery and practice.
8. Articulate the unique nursing perspective in collaboration with other disciplines to optimize patient outcomes.
9. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations, using a human science perspective to promote health.
10. Access inter-professional and intra-professional resources to resolve ethical and other practice dilemmas and to prevent unsafe, illegal, or unethical care practices.
11. Demonstrate professionalism, including demeanor, respect for self and others, and attention to professional boundaries.
12. Implement holistic, patient-centered care across the health illness continuum, across the lifespan, and in a variety of healthcare settings.

OBJECTIVES OF THE GRADUATE PROGRAM

The Master's program uses the student's nursing knowledge as a foundation to achieve the following program outcomes:

1. Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach to professional practice.

2. Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices.

3. Demonstrate leadership role development through clinical expertise, negotiation and collaboration with multiple stakeholders.

4. Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders.

5. Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge.

6. Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies.

7. Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care.

APPENDIX 1B.1: Lehman College Department of Nursing 2016 -2019 Evaluation Master Plan

STANDARD I – PROGRAM QUALITY: MISSION AND GOVERNANCE

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions D=development M=maintenance R=revision
I-A. The mission, goals, and expected program outcomes are: congruent with those of the parent institution; and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	• Lehman College Website; • DON Website; • Congruency found in BS and MS nursing student handbooks and student bulletin.	General Nursing Curriculum Committee	Review Lehman College Policies, Mission and goals. Review Nursing Department philosophy and goals/objectives.	Every 3 years (2013; 2016); and as required	Fully Congruent	**M** Mission and BS and MS program objectives were examined and revised to be congruent with the College's 2010 -2020 Strategic Plan: Achieving the Vision.
I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: professional nursing standards and guidelines; and the needs and expectations of the community of interest.	• Minutes of DON's graduate and undergraduate curriculum committee meetings; • Minutes of general faculty meetings	BS and MS Nursing Curriculum Committees Full faculty	• Nursing's Social Policy Statement: The Essence of the Profession (American Nurses Association (ANA, 2010); • Nursing: Scope and Standards of Practice, 3rd Edition (ANA, 2015); • The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008); • Quality and Safety Education for Nurses (QSEN; Institute of Medicine, 2003) www.qsen.org • Guide to the Code of Ethics for Nurses: Interpretation and application (ANA, 2010 Re-issue)	Yearly	Fully Congruent	**M** BS and MS programs and course outcomes were revised to reflect program Essentials and current standards of nursing practice.

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions D=development M=maintenance R=revision
			• The Essentials of Master's Education for Advanced Practice Nursing (AACN, 2011) • Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education (NTF, 2016)			
I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.	• CUNY Tenure and Promotion Guidelines; • Faculty Development Standards (Office of the Provost – Website); • Annual Faculty Evaluations; • Digital Measures.	DON's Personnel and Budget Committee (P&B)	• Annual evaluations; • Peer observations; • Student evaluations	Yearly and Each Semester	Fully Congruent	**M** Annual evaluations, peer observations and student evaluations used
I-D. Faculty and students participate in program governance.	• Minutes of Full faculty meetings; • CUNY Bylaws	• Personnel and Budget Committee • Student Affairs Committee • Faculty • Nursing Society	Participation on standing committees	Yearly	• Student participation in program governance to be at least 50% of DON full faculty meetings; • Faculty assigned to student committees participate in at least 80% of meetings	**D** To increase student participation; and Faculty active membership of committees

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions D=development M=maintenance R=revision
I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications	• Lehman College Website • DON Website • Nursing Students Handbooks	Directors of Undergraduate and Graduate programs	• Review college smart catalogue/website; • Student hand books; • Course syllabi	Yearly	Accuracy of all published materials	**D**
I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are: fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement.	• CUNY Website • Lehman College Website • DON Website • BS and MS Student Handbooks • Minutes of Curriculum Committee	• Student Affairs Committee • Curriculum Committee • Directors of undergraduate and graduate • programs	Review of Smart Catalogue/ Website	Yearly	Fully Congruent	**M**

STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	• Annual and ongoing budget; • Adequacy– Minutes of P&B meetings	• Personnel and Budget Committee • Chair of the Department	Budget request	Yearly	Fully Congruent • Faculty salaries are equal to or exceed the average salaries identified by AACN for comparable schools. • 80% of faculty respondents agree or strongly agree that resources are adequate in the following areas: physical space; equipment and supplies; office space; and professional development • 80% of student respondents agree or strongly agree that resources are adequate in the following areas: physical facilities; classroom technology; learning resources	**M** Adequate budget for current enrollment The new Nursing Education, Research and Practice Center (NERPC) at Lehman College, construction set to begin in 2018, will support the expansion of the nursing programs.
II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs	Evaluation Committee Minutes	Evaluation Committee	Evaluation Committee will survey students and faculty	Yearly	Fully Congruent 80% of respondents agree or strongly agree that academic support services are adequate.	**M**

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
II-C. The chief nurse administrator: is a registered nurse (RN); holds a graduate degree in nursing; holds a doctoral degree if the nursing unit offers a graduate program in nursing; is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.	• Office of the Dean of HS2N • CV of Chair	• Dean of the School of Health Sciences, Human Services, and Nursing (HS2N) • Faculty	Performance appraisal	Yearly	Fully Congruent The nurse administrator meets 100% of criteria.	**M** Election 3 years as per CUNY Bylaws
II-D. Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.	• Budget • Digital Measures • Semester schedule of classes • Teaching assignments • Faculty's CVs	• P and B Committee • Chair	Budget allocation	Yearly	Fully Congruent Sufficient number of full-time and adjunct faculty for student demand/ enrollment 100% of faculty academically prepared for teaching assignments	**M**
II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.	• CVs • Recommendations	• Undergraduate and Graduate directors • Coordinator of NP programs	• Resume review • Observations	Each semester	Fully Congruent 100% academically and experientially qualified for teaching assignments	**M** Preceptors meet needs of the programs

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	• Digital Measures • Budget • Faculty Annual Evaluations • Class Schedules • Annual faculty survey	• Chair • P and B Committee • Office of the Dean of HS2N	• Peer evaluation • Annual evaluation • Meetings with Chair	Ongoing Yearly	Fully Congruent 80% of faculty respondents agree or strongly agree with standard II-F.	**M** Faculty Handbook as resource Office of Assessment distributes and reports annual faculty survey

STANDARD III PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.	Curriculum Subcommittees' minutes BS and MS Nursing Student Handbooks	The Undergraduate and Graduate Curriculum Subcommittees	Examine consistency between curriculum, terminal outcomes, course objectives and program philosophy through a process of content mapping.	Every 2 years: Fall 2014, 2016, 2018	Fully Congruent	**R** Revisions were made in the undergraduate program to reflect Essentials; Continue to examine and revise curriculum and course objectives to meet current standards of practice and needs of community of interest. Revision of Graduate program to include Adult-Gerontology Clinical Nurse Specialist—awaiting approval from NYSED
III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Master's program	• Programs and course outcomes	The Undergraduate and Graduate Curriculum Subcommittees	Review curriculum plans, AACN Essentials of education, ANA standards for practice and standards of nursing organizations for nurse practitioners.	Every Semester and ongoing	Full consistency of course syllabi in relation to Essentials and standards of nursing organizations	**M** A synthesis

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
curricula incorporate professional standards and guidelines as appropriate. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012). Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines. DNP program curricula incorporate professional standards and guidelines as appropriate. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006)						

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
and additional relevant professional standards and guidelines if identified by the program. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).						
III-C. The curriculum is logically structured to achieve expected student outcomes. Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities. Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge. DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student. Post-graduate APRN certificate programs build on graduate level nursing competencies	• Curriculum Map • Essentials • Course syllabi	Undergraduate and Graduate Curriculum Subcommittees	• Review changes in college curriculum • Review DON's course syllabi	Every Semester and Yearly	100% compliance	M Baccalaureate and Master's Essentials in education are reflected in the curriculum Courses are designed to promote learning of core content first, and then specialty courses second. - Continue to examine the logic of content and experience progression; - Continue to examine implementation of the Baccalaureate and Master's Essentials in education.

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
and knowledge base.						
III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.	• Student evaluation of instructors • Peer evaluations of instructors • Standardized tests • Curriculum Committee minutes	• Chair of DON • Faculty • Curriculum Committees	• Review student survey results regarding the effectiveness of teaching/learning practices • Review results of student learning outcome assessments • Periodically review all courses for alignment between objectives and course content/assignments/ exams.	Every semester <u>Every 3 years</u> (individual courses are reviewed)	• 80% of student will rate teaching effectiveness at a 1 or 2 on a 1- 5 scale (1- exceptional; 5- poor); • 100% of students will meet the specified learning benchmark; • 100% alignment between course objectives, content, and assignments/ exams	**M** Monitor teaching practices Change teaching assignments as needed
III-E. The curriculum includes planned clinical practice experiences that: enable students to integrate new knowledge and demonstrate attainment of program outcomes; and are evaluated by faculty.	• Clinical evaluation forms • Student exit survey • Course Syllabi Typhon (an electronic student tracking system, including clinical skill logs)	• Curriculum Committees • Directors of undergraduate and graduate programs; • Faculty • Chair • Ad Hoc evaluation committee	• Review student evaluations • Clinical evaluations • Exams • Papers	Every semester Yearly and bi-annually	• 100% of students achieve clinical-level objectives for each course; • 100% clinical evaluation, signed by faculty; • 80% of student agree or strongly agree to the effectiveness of their clinical experience; • 100% of NP programs have documented site visits.	**M** Clinical facilities currently adequate—but, increasing difficulty to obtaining clinicals for undergraduate and graduate students; Clear evaluation methods in all course syllabi
III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	• Clinical faculty/ preceptors • Student survey • Alumni	• Undergraduate curriculum subcommittees • Graduate curriculum subcommittees	Review exit, alumni and employer surveys	Every semester	• 80% of student agree or strongly agree to the effectiveness of their clinical experience;	**M** **R** Adjustments made to address students and employers' needs.

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
	survey • Employer survey	• Student Affairs Committee • Course Faculty			• 95% of clinical faculty/ preceptors rate students as adequately prepared for their practicum experience; • 90% alumni agree or strongly agree that the program met their needs and expectations.	**R** Low employer participation in surveys is being reviewed.
III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	• Curriculum Committee minutes • Course Syllabi, including Rubrics • Clinical lab • BS and MS program objectives • Blackboard	• Curriculum Committee • Directors of BS and MS programs • FT and PT Faculty	• Curriculum committee review courses for alignment between course objectives, and methods of evaluation	Yearly (data collected/ analyzed) Three years (review of individual courses)	100% alignment of course objectives and evaluation methods	**M** Grades are now being recorded by the Department's Chief College Lab Tech to increase accuracy.
III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	• Student evaluation • Annual evaluations • Peer evaluation	• P and B Committee • Chair	• Peer evaluation • Student evaluations • Annual evaluations	Every semester and as needed	• 90% of students rate faculty's effectiveness as satisfactory	**M** Consistency in outcomes for all faculty

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

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
IV-A. A systematic process is used to determine program effectiveness.	• Student course evaluations • Student exit surveys • Standardized test scores • HESI exit exam • NCLEX-RN© first-time pass rates • Certification pass rate • Employer surveys • Alumni exit surveys	• DON Chair • Undergraduate and graduate program directors • Ad Hoc evaluation committee	• Review of all data sources, benchmark achievements; conduct a gap analysis of course syllabi	Every Semester Yearly (end of academic year) 3 Years (employer and alumni surveys) – next 2018	• 100% achievement of program goals • 100% adherence to the Master Plan for obtaining the yearly data	**M** Recommendations from the 2014 full-faculty review of all data sources, benchmark achievements as well as the gap analysis of course syllabi (i.e. verification of curricula goals) influenced curricular changes, and policy changes and programmatic remediation as well as faculty development.
IV-B. Program completion rates demonstrate program effectiveness.	• Lehman College Dashboard (LCD) •	• DON Chair • Undergraduate and Graduate Program Directors • Curriculum Committee • Institutional Research Department	• Student enrollment and graduation data • Course grades	Yearly	• 80% of generic traditional students graduate after 2 years; • 90% generic accelerated students graduate after 1 year • 95% RN-BS within 5 years; • 80% MS students graduate within 5 years	**M** Review of students' progress focused on course grades and learning objectives (i.e. knowledge and skills) to verify congruence with AACN standards and the closing of the assessment loop—this is a continuous and cyclical process. Curricular and program evaluation changes made in 2014 by the Ad-hoc curriculum committee and general nursing faculty have influenced changes in

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
						upfront simulation experience for students, mediation for failing students, congruence of similar courses being taught, and faculty teamwork.
IV-C. Licensure and certification pass rates demonstrate program effectiveness.	• HESI exit test results • NCLEX-RN© scores • Certification exam results (ANCC, AANP, PNCB)	• DoN Chair • Undergraduate and graduate program directors • Ad Hoc evaluation committee		Yearly	• 80% MS and BS students score 850+ on HESI • 88% first-time pass rate NCLEX-RN© • 80% pass rate certification examination, by specialty (i.e. FNP, PNCB-PNP at national average)	**M** Stability in the NCLEX-RN pass rates **R** Addition of HESI standardized test for graduate program and the use of certification exam as a graduation requirement. DON has not achieved the 80% pass rate on certification exams – see Standard IV for plan to remedy.
IV-D. Employment rates demonstrate program effectiveness.	• Alumni surveys • Employers' feedback (anecdotal) • Employment rates	• Undergraduate and graduate program directors • Ad Hoc evaluation committee	Review survey data	Every 3 years	• 75% Job placement rate for Generic program within 6mths; and 95% in 1year • 100% job placement rate for RN-BS • 90% job placement rate for MS program	**R** • Employer anecdotal information received (ongoing) • Revised data collection process for alumni survey and employers' feedback (2015)

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
IV-E. Program outcomes demonstrate program effectiveness.	• Minutes of full-faculty meeting • Student and alumni surveys	• DON Chair • Undergraduate and Graduate curriculum Subcommittees. • Ad Hoc evaluation committee • Undergraduate and graduate program directors	• Evaluate satisfaction survey of alumni • Evaluate student satisfaction rate • Evaluate job placement rates • Evaluate graduation rates • Assess informal employers' reports of alumni	Every three years	Fully Congruent	**M** • Continue to monitor and utilize survey data for program improvement. • Curriculum and program evaluation changes involved broad faculty involvement. • Recommendations and revisions reflected in faculty assembly minutes.
			• Certification pass rate • NCLEX pass rate	Yearly		
IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.	<u>Digital Measures</u>: • CVs • Annual Evaluation • Peer Review • Grants • Publications	• DON Chair • Undergraduate and Graduate directors • College Tenure and Promotion Committee	• Assess students' evaluation of faculty • Review faculty for tenured appointment and tenure-track using criteria such as pattern of research and scholarship, and others.	Every Semester	• 95% faculty to receive score lower than 2 on student survey (a score of 1 being excellent and 4 being poor). • 90% achieve tenure on time • Within 5 years, faculty without doctorate to receive certificate of continuous employment	**M** Student evaluations are being used for *teaching-learning assessment* as well as faculty development. Scheduled faculty professional growth activities are ongoing. 100% of faculty members put forward have achieved tenure to date. Recently, one faculty member got promoted to full-professor and two to an associate professor position; Others progressing on track (7-year track).

Key Element	Location of Documentation	Responsibility of	Methods/ instruments	Frequency of Assessment	Expected Level of Achievement	Outcome & Recommendations/ Resolutions
IV-G. The program defines and reviews formal complaints according to established policies.	• DON Website • Student Handbooks • Files in Chair's office	• DON's Chair • Faculty	Analyze Formal complaints using College/ CUNY grievance process	Ongoing	100% of complaints to be addressed in a timely manner.	**M** 100% adherence to student complaint policy and procedures. All formal complaints submitted to the Department received formal resolution.
IV-H. Data analysis is used to foster ongoing program improvement.	• Curriculum sub-committee minutes • Ad hoc evaluation committee minutes	• DON's Chair • Undergraduate and Graduate directors • Undergraduate and Graduate Curriculum Subcommittees. • Ad Hoc evaluation committee • Faculty	Program assessment data	Every Fall and Spring Semester	Fully Congruent 100% faculty involvement in program review and implementation of the program improvement plan	**M** Recommendations and revisions noted to curriculum and change in policies.

APPENDIX IB.2: Letter to Community of Interest

LEHMAN COLLEGE

DEPARTMENT OF NURSING

T3 Building, Room 201
250 Bedford Park Blvd West
Bronx, NY 10468

Phone: 718-960-8214
Fax: 718-960-8488
www.lehman.edu

August 14th, 2017

RE: Commission on Collegiate Nursing Education (CCNE) Third-Party Comments

Dear Colleagues and Constituents:

Lehman College of the City University of New York will be hosting a Commission on Collegiate Nursing Education (CCNE) on-site evaluation November 1st to the 3rd, 2017 for our continued accreditation of our BS program in nursing which includes our accelerated program, traditional generic program and RN- BS traditional program and our RN-BS online program. Our MS degree program will also be reviewed at that time and includes adult and older adult Advanced Practice Registered Nurse tracks: family nurse practitioner and pediatric nurse practitioner and post master certificates as family nurse practitioner and pediatric nurse practitioner. In accordance with CCNE accreditation procedures, I invite you and interested parties to submit comments concerning the BS and MS degree programs.

As required by CCNE procedures, third-party comments will be received by CCNE until 21 days before the scheduled on-site evaluation. Therefore, the deadline to submit third-party comments is October 11th, 2017

- Please submit your comments to:
Commission on Collegiate Nursing Education (CCNE)
Attn: Third-Party Comments
655 K St. NW
Suite 750
Washington, DC 20001 or-
Thirdpartycomments@aacn.nche.edu

CCNE requires that all third-party comments be written in English and comments are shared only with the members of the evaluation team prior to their on-site evaluation. At no time during the review process are these comments shared with the Lehman College Department of Nursing, the CCNE Accreditation Review Committee, or the CCNE Board. This invitation is to inform you of the opportunity to participate in this very important process for the Lehman College Department of Nursing concerning our continued accreditation.

Thank you for your participation in this important process.

Sincerely,

Catherine Alicia Georges, EdD, RN,FAAN

APPENDIX IC.1: NURSING FACULTY PROFILE, SCHOLARSHIP AND SERVICE

FT/ PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Baldwin, Barbara**	Clinical Assistant Professor	Bachelor of Science: Nursing Master of Science: Nursing Administration Post-Master PNP: Pediatric Nurse Practitioner: Nursing Post-Master DNP: Doctor of Nursing Practice	SUNY New Paltz, New Paltz, NY Pace University, New York, NY CUNY Hunter College, New York, NY Brandman University, Irvine, CA	Clinical Assistant Professor Pediatric Nurse Practitioner-Primary Care Pediatric Mental Health Specialist	Certified Pediatric Nurse Practitioner – Primary Care (CPNP-PC) By the Pediatric Nursing Certification Board Certified Pediatric Mental Health Specialist (PMHS) By the Pediatric Nursing Certification Board Fellow of the National Association of Pediatric Nurse Practitioners and Nurses (NAPNAP)	NUR 405 Therapeutic Interventions IV: Childbearing and Childrearing Families NUR 769 Family Development Theory

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
F/T	**Baraldi , Carole**	Sub-Assistant Professor	BSN	Lehman College	**Assistant/Visiting Professor** Mercy College 9/2014 – 9/2017	Certified Adult Nurse Practitioner	Fundamentals of Nursing Health Assessment Nursing Informatics Curriculum Development Instructional Strategies
			MS	Long Island University	**Adjunct Assistant Professor** Mercy College 9/2013 – 9/2014		Computer Technology Health Policy Health Assessment
			Ed.D	Teachers College, Columbia University	**Lecturer/Clinical Instructor** SUNY/Downstate 1986-1992		Women's Health

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Baraldi, Carole	**Susan G. Komen Foundation of Greater New York** (Awarded May 2008- $50,000, May 2009 - $75,000, May 2010 $75,000, May 2011 $100,000 and May 2012 -$75,000) Co-developed a model to increase breast cancer screening to women with physical disabilities. This model is currently practiced in NY Presbyterian, Columbia University and Health and Hospitals Corporation. **Susan G. Komen Foundation** (Awarded September 1994) $10,000Development of materials on breast self-exam for visually impaired/blind women	Access to primary care for women with physical disabilities Global Health Disparities United Nations NGO Board Member Care management for the disabled in Vietnam as a consequence of Agent Orange	Clapp, R. W, Baraldi, C. A., Grassman, J., Mirer, F., Robe, D., & Schnall, S. (2014). On Agent Orange in Vietnam. *American Journal of Public Health, 104*(10), 1860-1861.	**Interprofessional Education Panel presenting on a "A Stroke of Insight" Mercy College, 4/2017.** **United Spinal Association/ Independence Care System Annual Women within Conference 2016:** Primary Care for Women with Physical Disabilities **International Conference on Agent Orange: Hanoi 8/2016 Paper presentation on the Legacies of War:** Agent Orange and Unexploded Ordnance: Care Management Model for Individuals with Disabilities **American Public Health Association Conference, 11/2015** A Case Management Model of Healthcare Delivery for People with Disabilities affected by the Legacies of the Vietnam War: Agent Orange and Unexploded Ordnance **Independence Care System Workshop on Breast and Gynecological Care for Women with Disabilities, 2015** **United Spinal Association/Independence Care System Annual Women within Conference, 2015** Breast Cancer Facts for Women with Physical Disabilities **American Public Health Association Conference, 2014** Community Based Rehabilitation Model for Individuals with War-related Disabilities: Could this work in the US?

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
				United Spinal Association/Independence Care System Annual Women within Conference, 2014 Breast Cancer Facts for Women with Physical Disabilities **American Public Health Association Conference, 2013** Observational Report on Community Based Rehabilitation **United Spinal Association/Independence Care System Annual Women within Conference, 2013** How to Make the Most of your Mammogram: For Women with Physical Disabilities **United Spinal Association/Independence Care System Annual Women within Conference, 2011**

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Campbell, Eleanor**	Associate Professor (T)	BS Nursing 01/1975 MA Nursing 05/1980 MEd, Nursing May 1989 EdD, Nursing May 1998	Alfred University Teachers College-Columbia University Teachers College-Columbia University	Pediatrics Maternal –Child Nursing Nurse Educator	Pediatrics Maternal –Child Nursing	NUR 405 NUR 720 NUR 749 NUR 756 Graduate Program Director PhD RN Program CUNY Graduate Center Dissertation Seminar

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Campbell, Eleanor	**June 2013 -** Dean of Health and Human Services Division of CUNY – "Dietary Choices of Children and Adolescents: An International Comparison" – Cape Town South Africa and Bronx, NY $6,300 **June 2012** – Dean of Health and Human Services Division of CUNY – "Dietary Choices of Children and Adolescents: An International Comparison" – Cape Town South Africa and Bronx, NY $9,000.00 **July 2009**-2010 - PSC-CUNY Award – "Curriculum Assessment for Korean Registered Nurse Students to Meet the Role Expectations of the Nurse in NYC Hospitals" $4,730.00 **2008 – 2010** - Co-investigator for NIH-	**July 2017** **Nutrition and Exercise Education for Parent and Adolescents.** "Nutrition education and training program for adolescent and parent dyads". Pre and post evaluation of the effects of a nutrition education and training program on the healthy dietary choices of adolescent: parent dyads. **August 2015 - Campbell, E.** and Moltzen, K. "Nutrition education and training program for adolescent and parent dyads". Pre and post evaluation of the effects of a nutrition education and training program on the healthy dietary choices of adolescent: parent dyads. **June 2013, 2012 -** Dean of Health and Human Services	**Campbell, Eleanor** (2016). Mentoring new leaders: A networking day, Exhibit 16.4 – Jointly sponsored professional association events: Pooling resources and achieving successful outcomes, In Jeffreys, M. R. *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation,* 3rd Edition. NY: Springer Publishing. **Campbell, Eleanor** (2016). Nurses networking for human caring, Exhibit 16.5 – Jointly sponsored professional association events: Expanding networks and achieving successful outcomes, In Jeffreys, M. R. *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation,* 3rd Edition. NY: Springer Publishing. Isasi, C., Florez, Y., **Campbell, E**., Wylie-Rosett, J. & Whiffen, A. (2011). High school prevalence of obesity among inner city adolescent boys in the Bronx, NY: Forgetting our boys. *Preventing Chronic Disease.* **Campbell, E.T.** (2009). Dietary choices of urban minority high school students - *Pediatric Nursing*. 35, 3,171-180. **Campbell, Eleanor T.** (2009). Teaching	**December, 2015** **Interprofessional Networking to Promote Healthier Communities– Mount Saint Mary College, Newburgh, NY Panel Presenter -** "Comparison of adolescent food choices, Cape Town and New York." November 2015 **43rd Biennial Convention Sigma Theta Tau International Nursing Honor Society– Las Vegas, Nevada - Podium Presenter** "Comparison of adolescent food choices, Cape Town and New York." October, 2015 **Transcultural Nursing Society 41st Annual Conference Portland, Oregon Podium Presenter** "Comparison of Adolescent Food Choices: Cape Town and New York." May 2014 **The Graduate Center of the City University of New York, NY,** Trasncultural Nursing Society Northeast Chapter, "Dietary Choices of Adolescents and International Comparison"

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
	NICHHD Grant "Nutrition, Activity, and Health" Isasi, C., Florez, Y., **Campbell, E**., Wylie-Rosett, J. & Whiffen, A.	Division of CUNY – "Dietary Choices of Children and Adolescents: An International Comparison" – Cape Town South Africa and Bronx, NY	Korean RN-BSN students. *Nurse Educator*. 34, 3, 122-125. **Campbell, Eleanor T.** (2008). Gaining insight into student nurses' clinical decision- making process. *Achiquan Universidad De La Sabana facultad De Enfermeria*. Chia, Columbia. 8 (1) 19-32.	

FT/ PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Dobson, Cassandra**	Associate Professor/ Director of Undergraduate Program (T)	RN Diploma BS, MS PhD	Flushing School of Nursing, Queens Lehman College, Bronx Columbia University, NY	Patient education and community services for SCD patients: Montefiore Medical Center, Bronx, N.Y. 2015-Present: Associate Professor, (promotion with Tenure, Full time) Department of Nursing, Lehman College, Bronx, NY: Appointed to Doctoral Faculty of the Graduate School and University Center's PhD Program in Nursing, Department of Nursing 9/2017- Present: Director of undergraduate program in Nursing. Lehman College, City University of New York 2015, Certificate of Special Congressional Recognition: Charles Rangel: Member of Congress 2015, Award: Iconic women: SCDAA 2016, 500 African-American Women of Distinction. 5/2016- Research Nurse Award: Montefiore Medical Center, Bronx, NY. 10607 6/2017- Citation for Dedication and Exemplary Service for the service provided for Patients with Sickle Cell Disease: Nassau County Office of the Executive.	APRN, Professor, Advocate for Sickle cell disease. Lecturer, National speaker,	NUR: 300, NUR: 302, NUR 720, NUR 721, NUR: 787. HIN 268 Faculty advisement

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Dobson, Cassandra	Submitted R21 NIRN: A sickle cell Disease (SCD) Technology Education, Application software, for Sickle Cell Disease, Health (TEASCH) Project: Denied with recommendations.			**Peer Reviewed Abstracts/Presentations and Posters:** Gillian Hinds-White, RN, FNPc Graduate Student; Cassandra **Dobson,** PhD. RN-BC, PHc Associate Professor: Advanced Nurse Practitioners Improving Compliance Rates Amongst High Risk Adolescents in need of the Gardasil/HPV Vaccine: CUNY Institute for Health Equity Annual Conference: Equity Now. Lehman College, Bronx, NY. May 8th 2017 Olatokunbo Osewa, RN, FNP(c), Graduate student; Cassandra **Dobson**. PhD, RN-BC, PHc, Associate Professor, Lehman College, City University of New York: Prenatal Cannabis Exposure and its Effects on Newborns: CUNY Institute for Health Equity Annual Conference: Equity Now. Lehman College, Bronx, NY. May 8th 2017 Rochelle Goodlitt RN, BSN, FNPc, Graduate Student; Cassandra **Dobson**, PhD, RN-BC. PHc Associate Professor. Lehman College. City University of New York. Student Nurse Practitioner Attitudes Towards Individuals with Developmental Disabilities: Efficacy of a Continuing Education Program. CUNY Institute for Health Equity Annual Conference: Equity Now. Lehman College, Bronx, NY. May 8th 2017. Tene McDonald, BS, MS/FNPc, Graduate student; Cassandra **Dobson,** PhD, RN-BC: Associate Professor: Lehman College, CUNY, Bronx, Nurturing in Early Childhood Development: An Exploratory Study: CUNY Institute for Health Equity Annual Conference: Equity Now. Lehman College, Bronx, NY. May 8th 2017 Uchechukwu Imegi, DNP, RN-BC, MS, Adjunct Professor/Cassandra **Dobson**, PhD. RN-BC, PHc, Associate Professor, Lehman College, City University of New York: Barriers that prevent adolescents with sickle cell disease from being compliant with hydroxyurea: A systematic review: CUNY Institute for Health Equity Annual Conference: Equity Now. Lehman College, Bronx, NY. May 8th 2017

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
				Jacobs, C.; Thomas, V.; Vattappally, L.; Gorton-Parker, J.; Mariotti, L.; **Dobson,C**. and Minniti, C. What does it take to build the Sickle Cell Center for Adults (SCCA) at Montefiore Medical Center; 6th Annual Nursing Research Symposium, Montefiore Medical Center. 2016, Jacobs, Charleen, ANP-BC, MS, RN; **Dobson,** Cassandra, PhD, RN; Minniti, Caterina, MD.Nurse Practitioner-Driven Collaborative Consult Service in the Sickle Cell Department, 6th Annual Nursing Research Symposium, Montefiore Medical Center. 2016, Lauren Mariotti, LMSW; Yonati Haymov, BA; **Cassandra Dobson**, and Caterina P Minniti, MD. A Patient Centered Approach to Identify Barriers to Outpatient Clinic Attendance in an Urban Population of Adults with Sickle Cell Disease. 6th Annual Nursing Research Symposium, Montefiore Medical Center. 2016, Uchechukwu Imegi, DNP, RN; **Cassandra Dobson**, Barriers that prevent adolescents with sickle cell disease from being compliant with hydroxyurea: A systematic review. 6th Annual Nursing Research Symposium, Montefiore Medical Center. 2015, and Sickle Cell Disease Association 44th Annual Convention, Baltimore MD. 2016

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
PT	**Gayle, Kagren**	Adjunct Lecturer	-Doctor of Nursing Practice(Pending) -Master Of Science -Bachelor of Science -Associate Degree in Nursing	Chamberlain College Of Nursing College of New Rochelle Bronx Community College	N/A	Family Nurse Practitioner	Nursing 400 Health Assessment Lecture & La.

FT/ PT	Name	Rank/ Tenure (T)	Bacc./ Grad. Deg.	Institution Granting Degree	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Georges, Catherine Alicia**	Professor/T	EdD: Educational Leadership and Policy Studies (2001), MA: Community Health Nursing (1973), BS: Nursing (1965),	University of Vermont New York University Seton Hall University	• Full Professor/ Chair, Dept. of Nursing, Lehman College (CUNY) (2009-present) • Associate Professor, Dept. of Nursing, Lehman College (CUNY) (2005-2009) • Assistant Professor, Dept. of Nursing, Lehman College (CUNY) (2001-2004) • Lecturer, Dept. of Nursing, Lehman College (CUNY) (1980-2001) • Instructor, Dept. of Nursing, Lehman College (CUNY) (1975 - 1980)	*National & State Committees /Councils:* • AARP President Elect (2016 – 2018) • Board of Directors, AARP (2010-2016) • Chairperson, Bronx Westchester Area Health Council (2006 - Present) • Member, Robert Wood Johnson Foundation National Advisory Committee on the New Jersey Nursing Initiative (2008 - present) Dartmouth Leadership and Improvement Institute, (2007 - 2015)	NUR 409, NUR 726, HIN 269

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Georges, Catherine Alicia			*Current Research: Reducing Health Disparities in Older African Americans* *Peer Reviewed:* *Bolton, L. Georges,C A., Wray, R.(2015) Taking action: Nurse leaders in the boardroom. In Mason,D. et al. . Policy and Politics in Nursing and Health Care. St. Louis: Saunders /Elsevier p.479-482* Georges, C. A. (2012) Project to expand diversity in the nursing workforce. *Nursing Management* Vol. 19 2 , pp. 22-26 Georges, C.A. Honoring black nurses. (2010). *American Journal of Nursing*, Vol. 110,2 p 7 Georges, C.A. (2007). Diversity in nursing: A long road ahead. Policy and Politics in Nursing and Health Care. St. Louis: Saunders /Elsevier p. 559-567 Georges, C.A. (2005). Professional nursing organizations: Influencing policy affecting the health status of African American communities Nurse Leader Vol 3 5 Georges, C. A. , Bolton, L, Bennett, C (2004). Test of functional health literacy in *African Americans Journal* of the National Black Nurses Association Vol. 15 1 Georges, C. A. (2004). African American nurse leadership: pathways and opportunities. *Nursing Administration Quarterly* Vol. 28 3 pp. 170-172 Bolton, L. Giger, J., Georges, C. A. (2004) Structural and racial barriers to health care. *Annual Review of Nursing Research*. Vol. 22, pp. 39-58 Georges, C. A., & Bolton, L., (2003). Quality of care in African American communities and the nursing shortage. *Journal of National Black Nurses Association* Vol. 14 2 Bolton, L. Giger, J., & Georges, C. A. (2003). Eliminating structural and racial barriers: A plausible solution to eliminating health disparities. *Journal of National Black Nurses Association* Vol. 14 1	Nursing Innovations: Building a Healthy Community National Black Nurses Association August 1, 2017, Las Vegas Nevada Caregiving National Black Nurses Association, August 3, 2017 Managing the Maze of Elder Care. Aspen Ideas Festival, June 22-25, Aspen Colorado Preparing for leadership: What it takes to take the lead. ANA-Minority Fellows Conference June 13, 2017 **Policy And Advocacy:** Intersectionality of Poverty, Race and Gender. North Carolina State University, Social Work Symposium, March 30, 2017 Minding the Gap: Improving Mental Health Access in African-American Communities Sigma Theta Tau International Honor Society, July 23, 2016, Cape Town, South Africa Committee for Assessing Progress on Implementing the Recommendations of the IOM Report The Future of Nursing: Leading Change, Advancing Health, Institute of Medicine, July 27, 2015, Washington, DC

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Gordon, Claudette**	Assistant Professor /T	EdD: Educational Leadership (9/2009) MS: Nursing Administration (1/1990) BS: Nursing, (6/1984) Diploma: Nursing (11/1968)	University of Phoenix Lehman College (CUNY) Lehman College (CUNY) Jamaica	Nursing Administration Education	Diploma: Midwifery (11/1972) Educational Leadership	NUR 301, 303, 409

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Gordon, Claudette		2013: "Bullying in the 21st century: Implications for Nursing Academia, Nursing Practice, & Law.	2013 Sole Contributor: Chapter 37:"Nursing Care of a Family When a Child Needs Diagnostic or Therapeutic Modalities" in Pillittieri, Adele (2013). Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family, 7th Edition. 2014 "Bullying in the 21st century: Implications for Nursing Academia, Nursing Practice, & Law. International Business & Economy Conference (IBEC) Proceedings, 2014	**May 2016:** "Transition to Nursing Practice: Creating Empowering Work Environments for the 21st Century ", Omega Chi Chapter of Chi Eta Phi, Inc. & Downstate Medical Center, Brooklyn, New York **October 2016:** "The Multigenerational Workforce of the 21st Century: leadership Strategies for Empowerment." Caribbean Nurses Organization (CHO) Conference. Antigua, WI **May 2017:** "The Essence of Nursing in the 21st Century: Knowledge & Caring." Lincoln Medical & Mental Health Center, Nurses Week Celebration, Bronx, New York

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
PT	**Johnson, Wanda**	Adjunct Lecturer	AAS BS MS	Borough of Manhattan Community College 6/1970 Lehman College, City University of New York 6/1983 Lehman College, City University of New York 1/1991		MS in Nursing: Older Adult Health Minor: Nursing Administration	Nursing: RN to BSN Program Spring 2014 NUR 409 Fall 2014 NUR 409 Summer 2014 NUR 409 Nursing: RN to BSN Program Spring 2015 NUR 409 Fall 2015 NUR 409 Summer 2015 NUR 409 Nursing RN to BS Program

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Joseph, Mary**	Assistant Professor	BSN MSN PhD	Arizona State U CUNY Hunter College CUNY Graduate Center		Nursing Mental Health Nursing	Mental Health Nursing Nursing Research Interpersonal Communication

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Joseph, Mary		The lived Experience of Folklore Practice as a Health Patterning Modality Thoughts Antiguan folklore and Health		3/5/2016 Poster 10/2016 podium 12/3/2016 poster 3/31/17 poster 4/10/17 podium 8/11/17 podium 8/12/17 Radio Interview

FT/ PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
PT	**Krinsky, Robin**	Adjunct Assistant Professor	BS in Biology BSN MSN DNP	State University of NY at Stony Brook Columbia University Columbia University Case Western Reserve University			NUR 410

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Krinsky, Robin			**Krinsky,** R**.** (2018). Conflict Resolution skills in Professional Nursing Practice. In *Beauvais, A. (Ed.). Leadership and Management Competencies in Nursing Practice: Competencies, Skills, and Decision-Making. New York: Springer Publishing.* **Krinsky,** R. (2017). Hemodynamic Monitoring. In *Fitzpatrick, J. J & Wallace, M., (Eds.). Encyclopedia of Nursing Research. New York: Springer Publishing.* **Krinsky,** R. (2015). Fatigue and Alarm Fatigue in Critical Care Nurses. Doctoral dissertation, Ohio LINK Electronic Thesis and Dissertation Center. (Accession Number: casednp1428102757). **Krinsky**, R. (2015). Leadership. In *Smith, M.J., Carpenter, R., & Fitzpatrick, J.J. (Eds.), Encyclopedia of Nursing Education. New York: Springer Publishing.* **Krinsky**, R. & Hickson, J. (2014). Transformational Leadership Theory. In *Fitzpatrick, J. J. & McCarthy, G. (Eds.), Theories guiding Nursing Research and Practice. New York: Springer Publishing*. **Krinsky,** R**.,** Murillo, I., & Johnson, J. (2014). A practical application of Katharine Kolcaba's Comfort Theory to cardiac patients. *Applied Nursing Research 27*(2), 147-150. Dallam, L., Smyth, C., Jackson, B.S., **Krinsky**, R., O'Dell, C., Rooney, J., Badillo, C., Amella, E., Ferrara, L., Freeman, K. (1995). Pressure ulcer pain: Assessment and quantification. *Journal of Wound Ostomy Care Nurses, 22*(5), 211- 216.	Krinsky, R. (2016). Critical Care Nurses Perception of Workload in Responding to Alarms: What's all that Ringing about? [Poster]. *Poster presented at the American Association of Critical Care Nurses Conference, New Orleans, Louisiana, May, 2016.* Krinsky, R. (2016). Critical Care Nurses Perception of Workload in Responding to Alarms: What's all that Ringing about? [Poster]. *Poster presented at the Mount Sinai Hospital Nursing week, May, 2016.* Krinsky, R. (2015). Fatigue in Critical Care Nurses. [Presentation]. *Podium presentation at the Mount Sinai Hospital Nursing Research Day, December, 2015.* Krinsky, R. (2015). Fatigue in Critical Care Nurses. [Poster]. *Award winning research poster presented at the Mount Sinai Hospital Nursing Research Day, December, 2015.* Krinsky, R. (2015). Fatigue and Alarm Fatigue in Critical Care Nurses. [Presentation]. *Podium presentation at the 26th International Nursing Research Congress, Honor Society of Nursing, Sigma Theta Tau International. San Juan, Puerto Rico, July, 2015.* Krinsky, R. (2015). Fatigue and Alarm Fatigue in Critical Care Nurses. [Presentation]. *Paper presented at the 19th Annual Nursing Research and Evidence-*

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
				Based Practice Conference at New York University Medical Center, New York, June 2015. Krinsky, R. (2015). Cardiac Trauma. [Presentation]. *Presented at Challenges in Critical Care 2015, NYC Chapter of the American Association of Critical Care Nurses, Mount Sinai St. Luke's Medical Center, New York, June 2015.* Krinsky, R. (2015). Fatigue in Critical Care Nurses. [Presentation]. *Paper presented at the American Association of Critical Care Nurses Conference, San Diego, California May, 2015. 2015 Research Award winner.* Krinsky, R. (2015). Fatigue in Critical Care Nurses. [Poster]. *Award winning research poster presented at the American Association of Critical Care Nurses Conference, San Diego, California May, 2015.* Krinsky, R. (2015). Transformation Leadership Theory. [Presentation]. *Presentation at the International Nursing Collaboration on Theories Guiding Nursing Research and Practice, Catherine McCauley School of Nursing and Midwifery University College Cork, Cork, Ireland, May, 2015.*

FT/ PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
PT	**Makinde, Christiana**	Adjunct Assistant Professor	Graduate Degree: Doctorate of Nursing Practice Master's Degree: Pediatric Nurse Practitioner from NYU	New York University (NYU)	Pediatric Clinical through NYU Pediatric Nurse Practitioner Program Research implementation conducted at Maimonides	Current research articles and Pediatric information from Pediatric Organizations, such as American Academy of Pediatrics, CDC.org, NAPNAP, PNCB, Bright Futures, ANCC, etc	Pediatric Course in the Graduate Family Nurse Practitioner (FNP) Program- NUR774 theoretical and didactic

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Maldonado, Sandra**	Assistant Professor Tenure-Track	EdD- Teacher Leadership and Administration Post Masters-FNP Post Masters-Nursing Education Post Masters-Nurse Midwifery Masters in Nursing BS Nursing	Walden University-Minneapolis, Minnesota College of Mt Saint Vincent College of Mt Saint Vincent Rutgers University Hunter College Downstate College of Nursing	Women's Health	Lecture and coordination of course 6 credits, 45 lecture hours	NUR 77 5 Advanced Family Nurse Practice II

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Nurse-Clarke, Natasha**	Lecturer (untenured)	BS and MS in Nursing	Hunter College, Downstate Medical Center			Lecturer, CUNY, Lehman College, Bronx, NY 8/12-Present NUR 302, Ways of Knowing: Nursing Research (Fall 2012) NURS 400: Professional Nursing Practice- Health Assessment (Spring 2013) NURS 300: Nursing As A Human Science (Fall 2013, Fall 2014, Fall 2015, Fall 2016) NURS 301: Therapeutic Intervention I: Introduction to Professional Nursing Practice (Fundamentals of Nursing) Clinical Section- Bronx Lebanon, Hospital Center- Special Care Unit (Fall 2013), North Central Bronx Hospital Center (Fall, 2014, 2015, 2016) NUR 303: Therapeutic Intervention II: Adult Health Nursing (Med/Surg) Clinical Section- North Central Bronx Hospital Center- Med/Surg (Spring 2014, 2015, 2016, 2017) NUR 406: Clinical Decision Making (Spring 2014) NUR 408: Trends and Issues in Nursing (Summer 2017, Fall 2017)

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Nurse-Clarke, Natasha	Recipient of Alpha Phi Chapter of Sigma Theta Tau Research Grant, $2,000 (2016) Recipient of Mu Upsilon Chapter of Sigma Theta Tau Doctoral Research Grant, $700 (2015) Recipient of Mu Upsilon Chapter of Sigma, Theta Tau Doctoral Scholarship Award (2014) Recipient of Doctoral Student Research Grant, CUNY Graduate Center, $1,000 (2014) Recipient of Globalization, Health and Social Justice Fellowship $4,500 (2013) Recipient of Senator Patricia K. McGee Nursing Faculty Scholarship (2012-2015) Recipient of March of Dimes Community Grant for work with mothers and infant babies in local	Adolescent Food Choices: A Cross-sectional Study Cape Town and the Bronx 2013. Completed research in Cape Town South Africa June 2013. IRB Approval (Research Assistant). Food Advocacy Among Adolescents in a Black Township in Cape Town, South Africa. Completed research in Cape Town South Africa June 2013. IRB Approval (Principal Investigator). A Grounded Theory Study of How Labor and Delivery Nurses Care for Women Experiencing Stillbirth. Dissertation topic. PhD Candidate May 2016. IRB Approval (Principal Investigator).		□ Newborn Care. Sigma Gamma Rho Community Baby Shower, Catholic Guardian Society, Bronx, NY, 4/11 □ Domestic Violence Interventions: Creating a Brooklyn Model. Presented at Brooklyn Regional Perinatal Forum, 11/11 □ Maimonides Infants &Children's Hospital Bereavement Support Group. Poster, 1st Annual Nursing Poster Presentation, Maimonides Medical Center, 5/11 □ Pregnant or Thinking About It. Presentation at Ernst & Young on behalf of March of Dimes, 2/2012 □ Developing and Maintaining Bereavement Support Group. NYPH/Weill Cornell Medical Center Regional Perinatal Center's 8th Annual Nursing leadership Retreat, 2/13/12 □ Food Advocacy Among Adolescents in a Black Township in Cape Town, South Africa. Maimonides Medical Center, 1st Annual Nursing Research Conference. Brooklyn, NY, 11/2013 □ NYS Perinatal Quality Collaborative Neonatal Enteral Feeding Project Maimonides Medical Center Storyboard, NYSPQC Enteral Nutrition Learning Session. Albany, NY, 12/16/13 □ A Grounded Theory Study of How Labor and Delivery Nurses Care for Women Experiencing Stillbirth. Poster Presentation at 26th Annual Eastern Nursing Research Society Scientific Sessions, Philadelphia, PA, 04/9/14 □ Developing An Online Exemplary Nursing Blackboard Course. Breakout Session Presentation at Bronx Ed Tech Showcase 2014, Bronx, NY, 05/09/14 □ Developing An Online Exemplary Nursing Blackboard Course. Workshop Presentation at the Hispanic Educational Technology Conference (HETS) at Lehman College, Bronx, NY, 06/19/14

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
	community (2011, 2012, 2013)			Dissertation Research Presentation to Vermont Nursing Students: Vermont's Future of Nursing Initiative. UVM and Vermont Action Coalition. University of Vermont, Vermont Tech, Norwich University. 09/23-24/2014 Developing An Online Exemplary Nursing Blackboard Course. Workshop Presentation at the Hispanic Educational Technology Conference (HETS), San Juan, Puerto Rico. 01/13/15 Developing An Online Exemplary Nursing Blackboard Course. 5th Annual Health Professions Education Conference and Technology Summit (NYCNECT), Baruch College, NY, Poster Presentation, 1/22/15 Virtual Office Hours Using Blackboard Collaborate. PATT's Online Education: Successes, Challenges, and Best Practices Conference, John Jay College, CUNY, NY, NY. 05/01/15 Virtual Office Hours Using Blackboard Collaborate. 2015 Bronx CUNY EdTech Showcase: Beyond Higher Education: Technology & Community, Hostos Community College, CUNY, NY, NY. 05/08/15 Virtual Office Hours Using Blackboard Collaborate. 6th Annual Health Professions Education Conference and Technology Summit (NYCNECT), Baruch College, NY, Podium Presentation, 6/10/15 Adolescent Food Choices: A Two City Comparison Cape Town and the Bronx. Sigma Theta Tau International 43rd Biennial Convention, Las Vegas, NV, Podium Presentation with Eleanor T. Campbell, EdD, 11/09/15

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
PT	**Okumakpeyi, Pearline**	Adjunct Associate Professor	BSN M.A. Nursing Education M.Ed. Nursing Education Professorial Role D.N.S.	Hunter College, CUNY Teachers' College Columbia University Teachers' College Columbia University Graduate Center, CUNY			HIN 269: Analysis and Action for Community Health

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Okumakpeyi, Pearline	2001 – 2003 Helene Fuld Trust Grant – Community Based Nursing Award $98,328		R. Cavendish, L. Konecny, L. Naradovy, B. 0Luise, J. Como, P. Okumakpeyi, C. Mitzeliotis, M. Lanza. Patient's Perceptions of Spirituality and the Nurse ad a Spiritual Care Provider. *Holistic Nursing Practice.* January/February 2006 pp 41 – 47 Okumakpeyi, P. (2010/July/Sept.) Case Study: Child with global delay, *International Journal of Nursing Terminologies and Classifications, (21)3, 134 – 136* Dissertation – Women of Faith: Adaptation of African American Women Breast Cancer Survivors Available in ProQuest Dissertation and Theses	Podium Presentation- Downstate Medical Center Nurse Honor Society Women of Faith: Adaptation of African American Women Breast Cancer survivors Poster Presentation – Nurses Implementing Strategies to Improve Health Through Screening, Education and community Service – Norhteast Transcultural Nursing Society - Nurses Networking Day New York University Hospital Poster Presentation: New York City College of Technology Faulty and Student Research Day: Application of the Roy Adaptation Model in the adaptation experience of African American Women breast cancer survivors. Podium Presentation- North east regional conference – Chi Eta Phi Sorority Inc.- Women of Faith: Adaptation of African American Women Breast Cancer survivors Podium Presentation – The New Millennium in Nursing Evolving and Emerging Nurses Roles - 3rd Annual Symposium Omega Chi Chapter, Chi Eta Phi Sorority Inc. Educating Future Nurses with a Focus on Yesterday, Today and Tomorrow Poster Presentation. "Implementing

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
				Computer-based Testing – ParSYSTEM – for Nursing, The City Tech Seventh Annual Poster Session of Faculty & Student Research, New York City College of Technology of the City University of New York, Brooklyn, New York; November 10, 2010. 9th Annual CUNY IT Conference, "Implementing Computer-based Testing – ParSYSTEM – for Nursing, John Jay College of Criminal Justice, December 3, 2010 Poster Presentation – Sigma Theta Tau International Honor Society of Nursing North America Region 14 – Women of Faith: Adaptation of African American Women Breast cancer survivors Chi Eta Phi Community outreach program (Taking it to the Streets) – Several Venues Stay Beautiful, Stay Alive – Breast Cancer Awareness Program Jan Hus Moravian Church Health Forum – Cancer, Hypertension, and Diabetes March 8. 2008 New York City College of Technology College Governance Plan in a nutshell –

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
				The role of College Council March 11, 2008 St Luke's Evangelical Lutheran Church Women's Health Forum April 5, 2008 Dr. Susan Smith McKinney Adult Day Care Presentation on Kidney Disease October 30, 2007 St Luke's Evangelical Lutheran Church Forum on Breast Health November 3, 2007 Bishop Hercules Nursing Home Professionalism in Nursing June 14, 2006 Bishop Hercules Nursing Home Perfecting your Documentation Skills July 18, 2006 Florence Nightingale Nursing Home Respiratory Assessment for the Ventilator Dependent Resident July 2003

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Lancaster, Gwendolyn**	Assistant Professor Non-tenure (sub)	AAS BSN MSN/ed EdD	Pace University University of Phoenix University of Phoenix University of Phoenix	Registered Nurse Certified in Critical Care Nursing	Adult Health	Nursing as a Human Science (NUR 300) Clinical Decision Making (NUR 406) Ways of Knowing in Nursing (NUR 302) Concepts and Theories for Advanced Nursing Practice (NUR 720)

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Lancaster, Gwendolyn	N/A	Understanding Interdisciplinary Communication and Collaboration Among Physicians, Nurses and Unlicensed Assistive Personnel	**Lancaster, G**, Ma., L., D'Leema N., Narcavage-Bradley, C., Sollazzo, L., & Esposito, C. L. (2016). Unionized nurse leaders assert a greater influence over working conditions and quality of patient care. *Journal of the New York State Nurses Association, 44*(2), 46-51 **Lancaster**, **G**, Kolakowsky-Hayner, S., Kovacich, J., & Greer-Williams, N. (2015). Interdisciplinary communication and collaboration among	**New York League for Nursing 2017** Spring Research Conference 2017: Interdisciplinary Communication and Collaboration: Physician, Nurse and Unlicensed Assistive Personnel, Saratoga Springs, NY **CUNY Institute For Health Equity Annual Conference 2017**:

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
			physicians, nurses and unlicensed assistive personnel. *Journal of Nursing Scholarship, 47*(3), 275-284. doi: 10.1111/jnu.12130	Interdisciplinary Communication and Collaboration: Physician, Nurse and Unlicensed Assistive Personnel, Lehman College, Bronx, NY **Sigma Theta Tau International Nursing Education Research Conference 2016**: Physician, Nurse and Unlicensed Assistive Personnel Perceptions of Interdisciplinary Communication and Collaboration: A Phenomenological Study, Hyatt Regency Bethesda Hotel, Washington, DC (accepted but not presented)

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
F/T	**Lundy, Theresa**	Lecturer (CE)	BS MS FNP	Lehman College Lehman College Lehman College	Nursing Nursing, Gerontology Advanced Practice Nursing	 Administration/ Education	NUR 301, Nursing Interventions I Clinical faculty, generic BS and accelerated students NUR 303, Nursing Interventions II, clinical faculty, generic BS and accelerated students NUR 408, Trends and Issues in Nursing and Health Care, Lecturer

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Lundy, Theresa		*Nurses' Perceptions of Geriatric Oncology in an Ambulatory Setting:* analyzing, coding and categorizing data under guidance of Primary Investigator, Elizabeth Capezuti, PhD, RN, FAAN	Lundy, T. L. (*publication date pending*). African Americans and health disparities. In Capezuti, E., Malone, M. L., Gardner, D. S., Khan, A., & Baumann, S. L. (Eds.). *The encyclopedia of elder care, (4th Ed.)*. New York: Springer	Presentation at Gerontological Society of American Annual Conference 11/2016: Jean-Charles, D. C., Ghesquiere, A., Lundy, T., McAfee, C., Gardner, D., Reid, C., & Capezuti, E. (2016). *Developing and Pilot Testing a Palliative Care Educational Curriculum for Older Adults in Under-Resourced Communities*. *Posters presented* at CUNY-Wide Diversity Conference, April, 2017 Jean-Charles, D. C., Lundy, T. *Developing and Pilot Testing a Palliative Care Educational Curriculum for Older Adults in Under-Resourced Communities.*

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Robinson, Ivreen**	Assistant Professor Tenure Track	BSN and MS PhD. Adult Educatio n	College of New Rochelle Walden University	FNP-BC Practices 7.5 hours weekly	PhD, FNP-BC	NUR 776: Older Adult (Course is a culmination of pediatrics, younger adult, and older adult).

FT/ PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
PT	**Saccomano, Scott**	Adjunct Assistant Professor	PhD MS BS	Seton Hall University Hunter College City College of NY	Health Leadership	Geriatric NP	NUR 400 NUR 766

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Saccomano, Scott		Saccomano, S. and Pinto-Zipp, G. (2014) Integrating delegation into the curriculum, The Journal of Creative Nursing, 20(2); 106-116. Veterans Satisfaction and use of Veterans Administration Health Care Services. American Assembly for Men in Nursing Conference, Newark NJ (October 2013).	Saccomano, S. (2017) Try This: Quality Improvement Series: Best Practices in Nursing Care to Older Adults: Quality Assessment and Performance Improvement (QAPI) in Healthcare: Fall Prevention" Hartford Institute for Geriatric Nursing of New York University. Saccomano, S. & Ferrara, L. (2017). Management of wrist pain, The Nurse Practitioner Journal, 42(8); 15-18. Ferrara, L. & Saccomano, S. (2015). Constipation: Primary care implications for the child and the parent, The Nurse Practitioner Journal, 42(7); 30-34. Saccomano, S. & Ferrara, L. (2015) Fall prevention in the elderly, The Nurse Practitioner Journal, 40(6); 40 -47. Saccomano, S. & Ferrara, L. (201Treatment and prevention of gout, The Nurse Practitioner Journal, 40(8); 24 – 30. Ferrara, L. and Saccomano, S. (2015). The case of unresolved anemia; The Nurse Practitioner Journal, 40(3); 20-22 Saccomano, S. (2014). Sleep Disorders in the Older Adult, Journal of Gerontological Nursing, 40(3); 38-45. Saccomano, S. (2014) Taking steps in the hospital to prevent diabetes-related admissions. American Nurse Today, 9(4); 1-6. Saccomano, S. and Pinto-Zipp, G. (2014) Integrating	Veterans Satisfaction and use of Veterans Administration Health Care Services. American Assembly for Men in Nursing Conference, Newark NJ (October 2013). *Delegation: A Critical Skill in Nursing Orientation, Poster Presentation,* CUNY Graduate Center, Second Annual Research Day, CUNY Graduate Center, NY, NY (April 2013) *Delegation: A Critical Skill in Nursing Orientation, Poster Presentation,* First Annual Students/Faculty Collaborative Nursing Research Day, Herbert H Lehman College, Bronx, NY (March 2013). *Lets Go to the Doctor: Guidelines for Men's Health Prevention and Screening*, American Assembly for Men in

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
			delegation into the curriculum, The Journal of Creative Nursing, 20(2); 106-116. Saccomano, S. and Abbatiello, G. (2014), Cultural considerations at End of life, The Nurse Practitioner Journal, 39(2); 24-32. Saccomano, S. and Ferrara, L. (2014). Management of Corneal Abrasions, The Nurse Practitioner Journal, 39(9); 1-6. Saccomano, S. and Ferrara, L. (2013). Infectious Mononucleosis, Clinician Reviews, 23(6): 42-49. Saccomano, S. and Ferrara, L. (2013) Evaluation of the acute abdomen, *The Nurse Practitioner Journal,* 38(11); 46-53. Ferrara, L and Saccomano, S. (2012). Crohn's disease recognition is key, *The Nurse Practitioner Journal,* 37(12); 23 - 28. Saccomano, S (2012). Dizziness, vertigo and presyncope: What's the difference, *the Nurse Practitioner Journal,* 37(12); 46 – 52 Saccomano, S. (2012) Ischemic stroke: the first 24 hours *The Nurse Practitioner Journal*, 36(10); 12 - 19 Saccomano, S. and DeLuca, D. (2012). Living with chronic kidney disease: related issues and treatment, *The Nurse Practitioner Journal*. 37(8); 32 – 38.	Nursing Conference, San Francisco, California (October 2012) Strategies for Self – Directed Learning in a Virtual Environment, Business and Health Administration Conference, Chicago, Illinois (March, 2012).

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Scheetz, Linda**	Associate Professor, (NT)	BSN MA EdD	Trenton State College New York University Columbia University	Prior experience in critical care, medical-surgical, and emergency-trauma	BSN: nursing generalist MA: theory-based EdD: Nursing Education (decanal role)	NUR 302 lecture NUR 721 lecture NUR 723 lecture NURS 70102 lecture NURS 70300 lecture NURS 70301 lecture NURS 72000 lecture NURS 89003 lecture

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Scott, Korto**	Assistant Professor/ Tenure track	Bachelors of Science Nursing, Master of Arts Nursing, Nursing Education Post Masters Advanced Certificate Ed.D	Cuttington University College, Liberia New York University, New York Molloy College, New York Dowling College, New York			Undergraduate & Graduate courses: NUR 300 NUR720 NUR 723 NUR766 NUR773

FT/ PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Tesoro, Mary**	Assistant Professor/ Tenure track	DNS	CUNY Graduate Center 9/06-5/2011		Doctor of Nursing Science	Fall 2014: NUR 301 (6 cr), NUR 406 (3 cr); release time (3 cr) Spring 2015: NUR 303 (6 credits), release time (3 cr)
			MS in Nursing	Lehman College 9/94-12/98		MS in Nursing: Older Adult Health Minor: Nursing Administration	Fall 2015: NUR 301 (6 cr), NUR 406 (3 cr); release time (3 cr) Spring 2016: NUR 303 (6 credits), release time (3 cr)
			BA	Lehman College 9/78-1/81		BA Biology	Fall 2016: Fellowship leave Spring2017: Fellowship leave
			AAS	9/74-6/76		AAS Nursing	Committees: Evaluation Undergraduate curriculum Faculty affairs Faculty Adviser to NSA

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Tesoro, Mary	2017: PSC CUNY: Level 2 application submitted. Awarded $5937.76 RE: PSC-CUNY Award # 60550-00 48 2015: Hospital Acquired Pneumonia Prevention Initiative Grant (HAPPI). National Patient Safety Council. Submitted March 2015 on behalf of Montefiore Medical Center. Grant funded by Sage Products LLC PI: Mary Tesoro DNS, RN-BC Co-PI: Pio Paunon Phd, RN Co-PI: Dian Peyser, MS, RN Co-PI: Farley Villarente Notified 4/19/15 $19,400 2012: CUNY: $7300 for study 5/2012 "Developing nurses' thinking using online strategies". <u>Grant Applications Not Funded</u>: NIH NINR: Biopsychosocial	2011: Effects of use of the Developing Nurses Thinking (DNT) on accuracy of nursing diagnosis Quasi Experimental study with control and intervention groups investigating impact of clinical post conference using DNT model vs. "usual" structure on nursing students' diagnostic accuracy (published 2012 JNE) 2012: Implementation of the DNT model in an online course for registered nurses. Quasi Experimental study with one group pre and post-test for evaluating diagnostic accuracy and survey to elicit RN perceptions of use of the DNT model to guide clinical reasoning (submitted for publication) 2016: Hospital Acquired Pneumonia Prevention Initiative (HAPPI) phase 2. Site PI • National Study that includes 24 sites across United States • Procedures: through retrospective chart review, identify patient factors and nursing interventions for patients who developed non-ventilator hospital acquired pneumonia (use of modified CDC guidelines to validate diagnosis). Site data was entered into national database for aggregate and site analysis. • Mary Tesoro: Site principal investigator at Montefiore Medical	<u>Peer Review Journals:</u> Jensen, R., Cruz, D.A., Tesoro, M.G., & Moraes Lopes, M.H. (2014). Translation and cultural adaptation for Brazil of the Developing Nurses' Thinking Model. *Rev. Latino-Am. Enfermagem,* 22(2), 197-203. Tesoro, M.G. (2012). Effects of using the Developing Nurses' Thinking model on nursing students' diagnostic accuracy. *Journal of Nursing Education,* 51(8), 346-353. Sen, M. & Tesoro, M. (2007). A Mock Trial Approach to Nursing Competency. *Journal for Nurses in Staff Development,* 23(6), 289-292. <u>Book Chapter:</u> McCaffery-Tesoro, M. (2009). Man with renal calculi and stent placement. In Lunney, M. *Critical Thinking to Achieve Positive Health Outcomes: Nursing Case Studies and Analysis.* Ames, Iowa: Wiley-Blackwell. <u>Video:</u> Lunney, M. & Tesoro, M.G. (2011). Patient Safety and Accuracy of Nursing Diagnosis. Staten Island: College of	4/21/17 NICHE Annual Conference, Austin Texas <u>Podium:</u> Taking the Pressure Off: The Do No Harm Skin Safety Bundle 3/20/17 NYONEL 2017 Annual Leadership Conference. Tarrytown, NY <u>Podium:</u> Hospital Acquired Pneumonia Prevention Initiative (HAPPI-2): a focus on nursing care 2/13/17 School of Nursing Federal University of Parana (UFPR), Curitiba, Brazil <u>Podium:</u> Use of the Developing Nurses' Thinking (DNT) to promote of nursing diagnosis 2/10/17 School of Nursing Federal University of Parana (UFPR), Curitiba, Brazil <u>Workgroup:</u> discussion and planning for inclusion of UFPR participation in multisite study: Effect of Guided Clinical Reasoning Prompts in Written Case Studies 2/8/17 School of Nursing Federal University of Sao Paulo (UNIFESP), Sao Paulo, Brazil <u>Workgroup:</u> discussion and planning for inclusion of UNIFESP participation in multisite study:

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
	Assessment of Chronic Stressors in African-American Males Attending College. FOA: P3-331. Funding opportunity title: Health Promotion Among Racial and Ethnic Minority Males (R21) Research group from CUNY Institute for Health Equity PI: Principal Investigator: Dr. Marilyn Aguirre-Molina, Ed.D, M.S. Co-PIs: Mary Tesoro and others Notification September 2015-	Center • Data collection completed March 2016. • Aggregate and individual site data analysis in progress by Primary Investigators at Sutter Health, Sacramento, California • Manuscript submitted to Journal of Nurse Administrators (JONA), April 2017. (submission # 17-00132) 2017: Completed: Evaluation of scholarship and rigor of DNP capstone projects ○ PI: Karen Roush; CO-PI Mary Tesoro ○ Lehman IRB approval: ○ Tool validation in progress. Critical Appraisal Tool sent to 10 DNP educators across the US for content validation (April, 2016). ○ Tool validated ○ Data collection concluded April 2017 ○ Data analysis in progress April 2017. ○ Submitted for publication: July 2017 Journal of Professional Nursing Ms. Ref. No.: JPN-D-17-246 Title: An examination of the rigor and value of final scholarly projects	Staten Island, NY. Donated to NANDA International for distribution, see www.NANDA.org. (https://www.nanda.org/nanda-international-patient-safety-case-study-video.html) Continuing Education Programs Tesoro, M. (2017). Nurses' Clinical Decision Making. *Nursing Knowledge International.* https://www.nursingknowledge.org/nurse-s-clinical-decision-making-online-course.html	Effect of Guided Clinical Reasoning Prompts in Written Case Studies. 2/7/17 School of Nursing and University Federal University of Sao Paulo (UNIFESP), Sao Paulo, Brazil Podium: Testing the Effect of Guided Clinical Reasoning Prompts in Written Case Studies. Study background and outline presented. 12/2/16 7th Annual RNLMI Symposium NY, NY Poster: HAPPI-2 Phase 1. 9/23/16 6th Annual Research Symposium: Engaging Nurses in Research through Meaningful collaboration at Montefiore. Bronx, NY Podium: HAPPI-2 (hospital acquired pneumonia prevention initiative) Phase 1: Montefiore Findings 9/25/15 5th Annual Research Day at Montefiore. Bronx, NY Podium: Making HAPPI (hospital acquired pneumonia prevention initiative) Happen Poster: Making HAPPI Happen 5/26/15QSEN National Forum: 10 years and going strong. San Diego,

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
		completed by DNP nursing students 2017: Skills of critical thinking among undergraduate nursing students who used the Model Developing Nurses' Thinking • Research collaborator. Dr. Elaine Cruz, University of Parana, Brazil • A quasi experimental study using control and intervention groups to explore thinking skills as measured by accuracy of nursing diagnosis between student groups who are taught use of the DNT model and those with "standard" instruction. • n= 80 students • Study completed 9/2015. Data analysis in progress as of April, 2016 • DATE OF APPROVAL (University of Parana IRB): 27/05/2015 • START DATE: 03/08/2015 • DATE OF RESEARCH CONCLUSION: 12/2016 • Defense of dissertation 2/13/2017 • Manuscript submitted to Revista Brasileira de Enfermagem – August, 2917. Manuscript ID REBEn-2017-0714 2017: in progress: Effect of Guided Clinical Reasoning Prompts in Written Case Studies. • Multisite, international study		CA Podium: Using the DNT model to teach clinical reasoning in the context of patient safety. Poster: Do No Harm: Skin Safety Initiative 5/8/15Bronx Tech Showcase Podium: The Master Class: Who, what, Where, When, and HOW. 3/29/15 New York Organization of Nurse Executive Leaders (NYONEL) Annual Meeting Poster: Taking the Pressure Off: The Do No Harm Skin Safety Bundle Tarrytown, NY 3/6/15 GCNDAA 4th Annual Nursing Research Day Poster: Development of an online program to teach faculty how to run a clinical

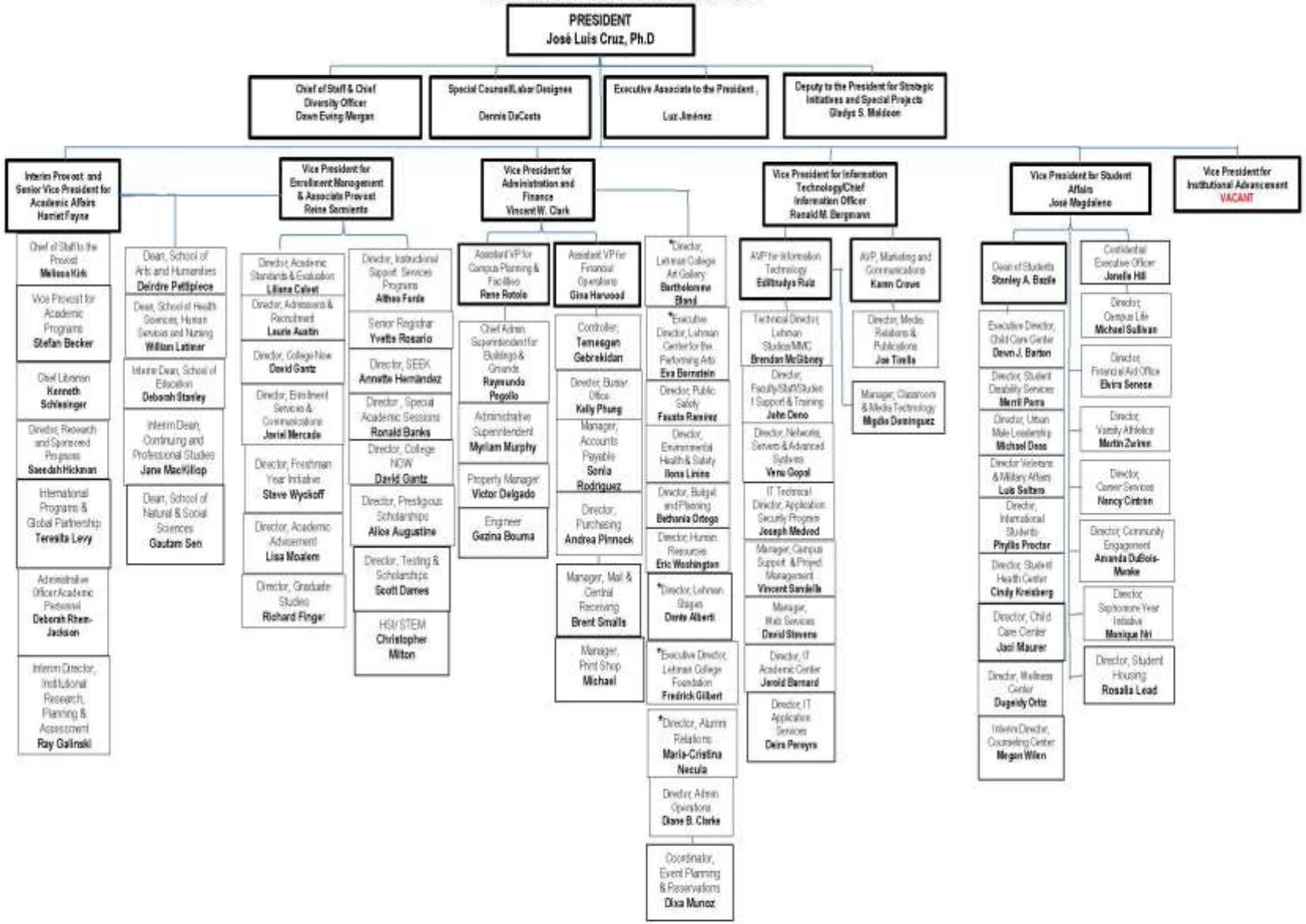
FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
		• Collaborators: • Dr. Ann Simmons: Concordia College, Bronxville, NY • Dr. Elaine Cruz: Federal University of Parana, Curitiba, Brazil, • Dr. Alba Barros: Federal University of Sao Paulo, Sao Paulo, Brazil • Lehman IRB approval 12/2016 • Data collection • Lehman College o Completed April 2017 • Concordia College o Scheduled for fall 2017 • Federal University of Parana o Scheduled for fall 2017 • Federal University of Sao Paulo o Scheduled for fall 2017		

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
		Development of Cultural Competence among community college nurses from the classroom to the work setting (doctoral) Coping with Female Genital Cutting: West African Immigrant women living in NY (draft in process)		Predictors of culture competence among registered nurses (poster to be presented @ Sigma Theta tau international 44thBiennial Convention Oct 28-Nov1, 2017 Primary Native Languages and the development of cultural competence among registered nurses in NY Metropolitan area @ Annual nursing research @Montefiore Medical Center 2016 Same presented @ Transcultural Nursing Annual Conference, NM,2013 International Business &Economic Conference Hawaii, 2012

FT / PT	Name	Rank/ Tenure (T)	Earned Degree & Discipline	College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Course and Area of Responsibility
FT	**Whetsell, Martha**	Professor/ Tenure	PhD: Educational Psychology (1985) MS: Pediatric Nursing, Nursing Education and Health Nursing (1976) BSN: Nursing (1975)	University of South Carolina USC School of Nursing USC School of Nursing	Pediatrics, Neonatology	Researcher, lecturer Supervised and chaired more than 60 masters' thesis and doctoral dissertations in the United States, Spain, Mexico and Panama 2008 to Present Supervising, 12 Doctoral Dissertations and Sponsoring 6 dissertations at the CUNY Graduate Center Doctoral Science Nursing Program. Program Started Fall 2008 Nominated to the Institutional Review Board of CUNY (Lehman) Research Committee (2008- Present) Member of the Students Affairs Committee Lehman, Department of Nursing (2006- Present) Nominated ambassador to Evaluation Committee Lehman College (2009- Present)	Research, Theory, Measurement, Human development

FACULTY	GRANTS	RESEARCH	PUBLICATIONS	PRESENTATIONS
Whetsell, Martha			1. **Whetsell, M.V.,** Gonzales, Y., & Ferguson, M.E. (2018). Models and Theories Focused on Human Existence and Universal Energy. In J.B. Butts & K.L. Rich (Eds.), *Philosophies and Theories for Advanced Nursing Practice*, Burlington: Jones & Bartlett Learning., 2. **Whetsell, M.V**., Bennett-Roach, Harrington, Frederickson, Lauchner, Roy(2014). Qualitative Studies, Quantitative Studies: Description Designs, Quantitative Studies: Explaining , Predicting, and Prescribing Designs, Quantitative Studies: Investigations Designs, Roy Adaptation Model-Based Research: Global View, Instruments Used in Roy Model-Based Studies1995 to 2010. In Sister Callista Roy (Eds.) *Generating Middle Range Theory from Evidence to Practice,* Springer Publishing Company, 3. **Whetsell, M.V.,** Gonzales, Y., & Ferguson, M.E. (2013). Models and Theories Focused on Human Existence and Universal Energy. In J.B. Butts & K.L. Rich (Eds.), *Philosophies and Theories for Advanced Nursing Practice*, Burlington: Jones & Bartlett Learning. Awarded the best book of the year award by AJN 2011	

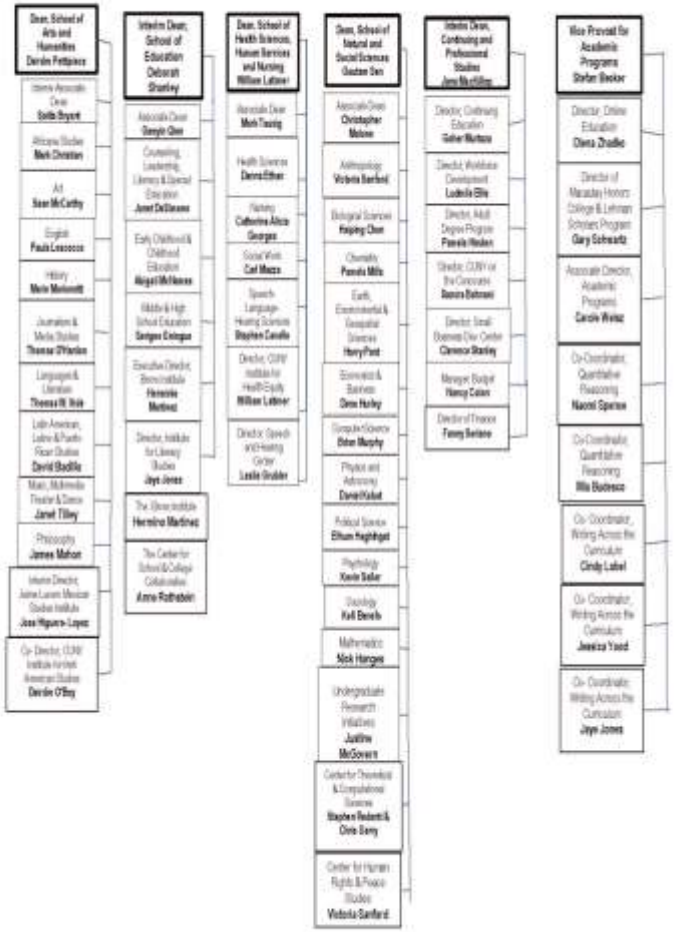
LEHMAN COLLEGE - ORGANIZATION CHART 2017 - 2018



** Vice President Vincent Clark is the Administrator in charge until a Vice President for Institutional Advancement is appointed.

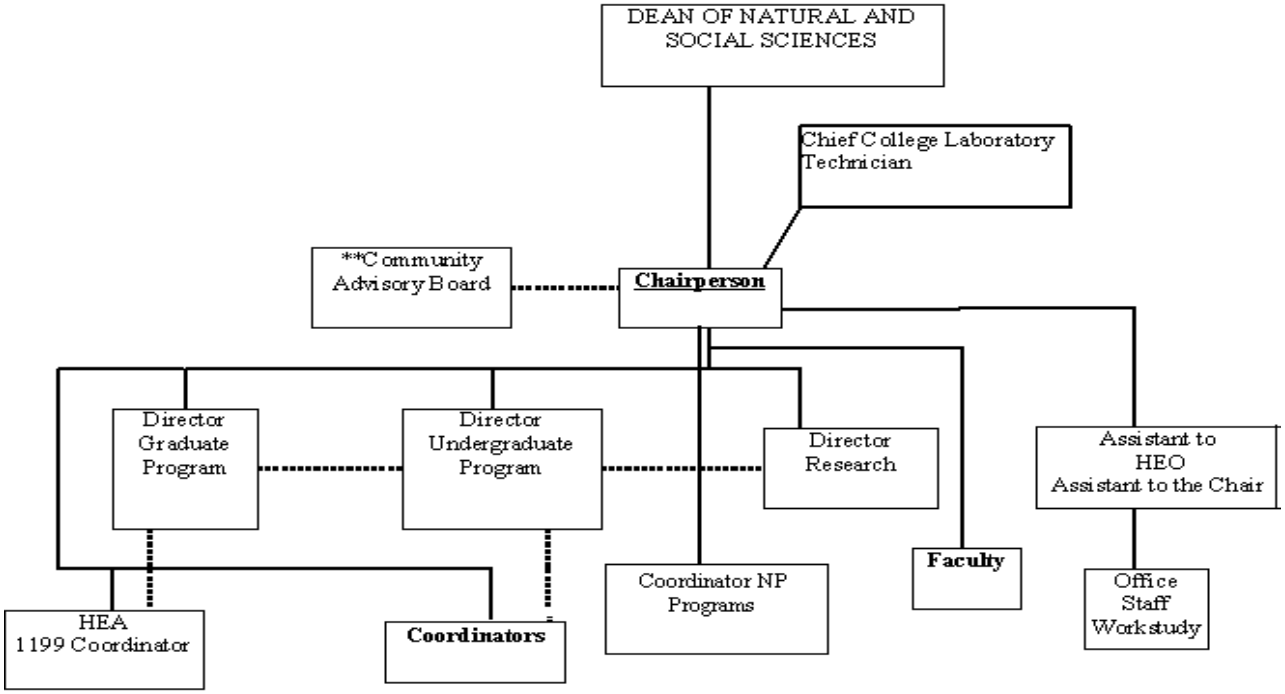
LEHMAN COLLEGE - ORGANIZATION CHART 2017 - 2018

Departments Reporting to the Deans and Vice Provost

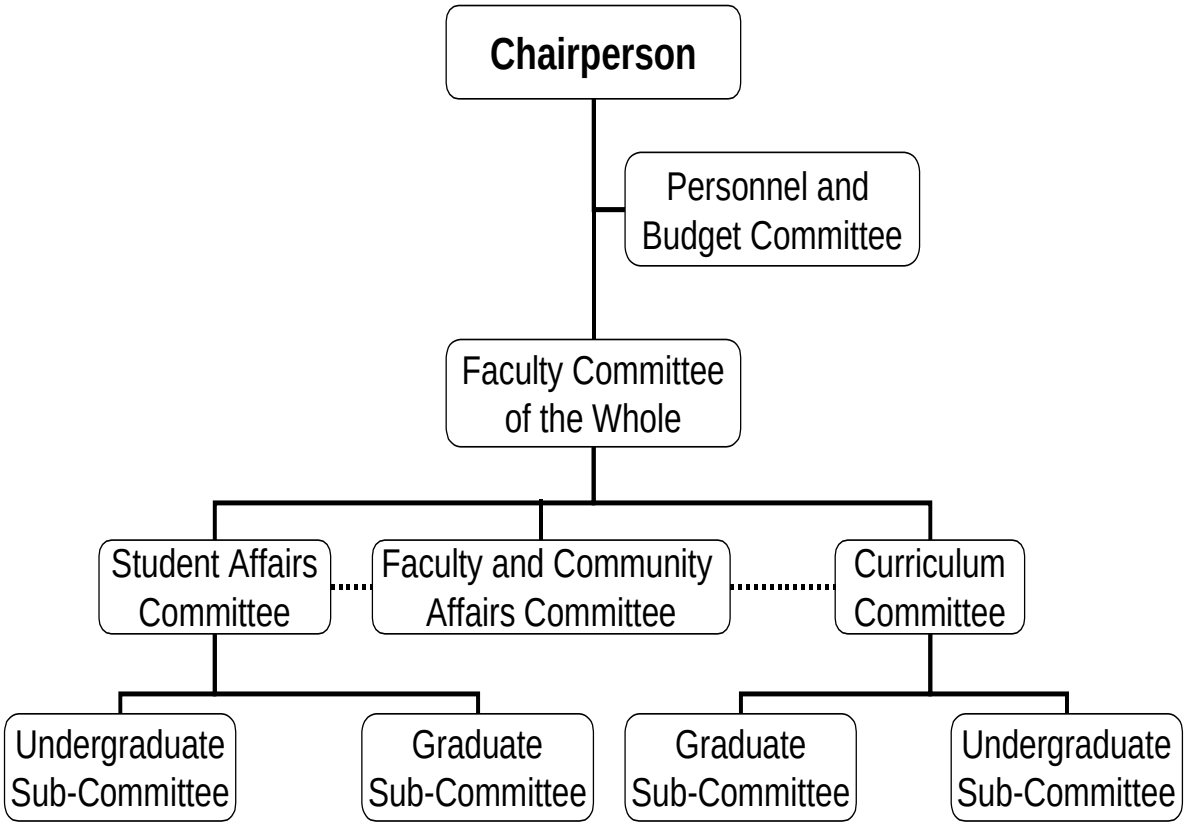


PPENDIX 1D.2: Nursing Department Organization

ADMINISTRATION AND ORGANIZATION
DEPARTMENT OF NURSING



GOVERNANCE STRUCTURE
DEPARTMENT OF NURSING



APPENDIX 1D.3: NURSING DEPARTMENT BYLAWS

BYLAWS

ARTICLE I:

The departmental organization will be in accordance with Article IX, Section 9.1 of the current edition of the Bylaws of the Board of Trustees of the City University of New York and any succeeding related documents.

ARTICLE II: OFFICERS

2.1 The Department Chairperson shall be the Executive Officer of the Department and the presiding officer at meetings of the Faculty, Personnel and Budget and Advisory Committees.

2.2 Duties of the Chairperson shall be as defined in Section 9.3 of the Bylaws of the Board of Trustees of the City University of New York.

2.3 The Department Chairperson is an ex-officio member of all Departmental committees, with the exception of Personnel and Budget and Advisory Committees.

2.4 Election of a departmental delegate to the Lehman College Senate shall be in accord with the Documents of Governance of Lehman College, with one representative by and from the full-time faculty members acting as a single electorate.

2.5 Election of the Chairperson and members of the Department Committee on Personnel and Budget shall be in accord with Bylaws of The Board of Trustees of The City University of New York and the Documents of Governance of Lehman College.

2.6 Departmental committee chairpersons, other than Personnel and Budget, Curriculum, and Advisory Committees, shall be elected by the faculty at the May meeting for the subsequent academic year.

2.7 Appointment of course coordinators, Chairperson of the Curriculum Committee, Directors of the Undergraduate and Graduate Programs and Director of Research and Practice shall be the responsibility of the Chairperson of the Department on the advice and recommendation of the Committee on Personnel and Budget.

ARTICLE III: STUDENT REPRESENTATION

M.5 Student representation on committees shall be as designated in Articles IV, V and VI of this document.

M.5 Student representatives to committees, with the exception of the Personnel and Budget Committee, shall be elected by the appropriate student body, graduate or undergraduate, at the beginning of the academic year.

3.3 Student representatives to the Personnel and Budget Committee shall be elected by the student body, graduate and undergraduate, in April of each year to serve in the subsequent academic year.

ARTICLE IV: FACULTY MEETINGS

4.1 Chairperson:
The Department Chairperson shall chair faculty meetings.

4.2 Schedule of Meetings:
The Faculty shall meet regularly each month during the academic year. Special meetings may be called by the Chairperson or by the written request of ten (10) members of the faculty. The purpose(s) of the special meeting shall be stated in the call. A notice of at least one week will be given.

4.3 Participants and Quorum:
A majority of full-time faculty shall constitute a quorum. Voting rights of the faculty are in accord with the Documents of Governance of Lehman College. Part-time faculty and faculty associates are encouraged to attend and participate as non-voting members.

4.4 Purposes of Meetings:

a) To function as a voting body;
b) To elect the Department Chairperson, members of the Personnel and Budget Committee and chairpersons of standing committees with the exception of the curriculum committee;
c) To discuss and debate issues and concerns related to curriculum, student, faculty and community affairs, and to refer matters to appropriate committees;
d) To facilitate exchange of Divisional and College related information to and from faculty.

M.5 Records:
Minutes of each meeting shall be recorded and distributed no later than two weeks following meetings. Items for the agenda can be submitted by faculty or students up to five school days prior to meetings. The agenda will be distributed at least two school days prior to each meeting.

M.5 Student Representation:
There shall be one undergraduate and one graduate student representative. Student participation shall be as non-voting members and advisors in student-related issues. Faculty reserves the right to the privilege of the executive session.

4.7 Approval of Actions:
Approval shall be by majority vote, except in instances which require a greater vote as stated in Robert's Rules of Order, Newly Revised.

Article V: PERSONNEL AND BUDGET COMMITTEE

5.1 Chairperson:
The Department Chairperson shall be the Chairperson of the Committee.

5.2 Membership:
The Personnel and Budget Committee will be composed of four members of faculty rank and the Chairperson of the Department. Members of the Committee shall be elected by the faculty in accord with Bylaws of the Board of Higher Education and the Documents of Governance of Lehman College. Election shall be held at the same time that the Department Chairperson is elected.

5.3. Eligibility to Serve:
Members shall hold faculty rank, as designated in the Bylaws of the Board of Higher Education and the Lehman College Documents of Governance.

5.4 Duration of Service:
Members of the Personnel and Budget Committee serve terms of three years.

5.5 Student representation:
There shall be one undergraduate and one graduate student representative. Student representatives shall serve on the committee in an advisory capacity and shall be non-voting members of the committee.

5.6 Duties of the Committee:
Duties shall be in accord with Bylaws of the Board of Higher Education and the Lehman College Document of Governance. The Committee shall designate a panel of observers, the size of which is to be specified by the Chairperson, and shall participate in the observation and evaluation of faculty members. The Committee shall advise the Department Chairperson regarding all Departmental Budget proposals.

5.7 Records:
Records of the Committee shall be kept in accord with Bylaws of the Board of Higher Education and collective bargaining agreements.

Article VI: COMMITTEES

6.1 STANDING COMMITTEES

a. Chairpersons: Chairpersons of standing committees, except the Curriculum Committee, shall be elected by the faculty at the May meeting for the subsequent academic year.
b. Membership: At the beginning of the academic year, faculty members are to be appointed to standing committees by the Department Chairperson after they have indicated their preference for committees. Committee membership shall be staggered so that one-half of the committee remains while the other half are newly appointed. The Department Chairperson shall maintain the right and responsibility

to ensure appropriate membership for committees. In the event of a vacancy on a standing committee, the Department Chairperson may appoint a replacement for the duration of the term.

a. Eligibility to Serve: All full-time members of the department's instructional staff shall be eligible to serve as members. Faculty associates may also be invited to serve on a committee with the approval of the Department Chairperson and that committee's chairperson.
b. Duration of Service: Terms of service on Standing Committees shall be two years
c. Student Representation: There shall be student representation as indicated in these Bylaws.
d. Records: Each Standing Committee shall keep minutes of proceedings conforming to the most recent version of Robert's Rules of Order, Newly Revised. Minutes of each Standing Committee shall be circulated to the Department Chairperson and to all members of the committee and will be maintained on file in the Department.
e. Annual Report: Each Committee Chairperson shall submit an annual report of committee activities to the Department Chairperson in April of each year.
f. Quorum: A majority of the committee membership shall constitute its quorum.

M.5 CURRICULUM COMMITTEE:

a. Membership: There shall be faculty representation from each major specialty area in nursing. There shall be two (2) undergraduate and two (2) graduate student representatives. The Curriculum Committee Chairperson shall be appointed by the Department Chairperson.

b. Duties: The Committee will:

1) Review and propose changes in the philosophy, purposes and objectives of the undergraduate and graduate programs;
2) Assure that the undergraduate and graduate curricula are congruent;
3) Undertake the evaluation of curricula;
4) Propose, revise/new courses and programs.

M. Subcommittees: There shall be two standing sub- committees: Undergraduate Curriculum and Graduate Curriculum.

M. Schedule of Meetings: The Curriculum Committee shall meet at least once each semester. The Undergraduate and the Graduate Curriculum Sub- committees shall meet at least four times each academic year.

e. Approval Process:

1. Proposals concerning changes in curricula or new elements of programs will be considered first by the appropriate subcommittees of the Curriculum Committee (Undergraduate or Graduate).

2. Upon approval, proposals shall then be submitted to the Curriculum Committee.

3. Upon approval by the Curriculum Committee, proposals shall be submitted in writing to the total faculty. It shall be the responsibility of the chairperson of the Curriculum Committee to present the proposal together with adequate rationale for the proposal, in written form to, the faculty. All proposals for change and/or new programs must be submitted to the faculty at least one month in advance of the time when a vote is to be taken on the proposal.

4. The Chairperson of the Curriculum Committee shall present proposals, by motion on behalf of the Committee, for consideration at a regularly scheduled meeting of the Faculty.

5. At the time of the vote, members of the Faculty shall be presented with the proposal in a written format consistent with prevailing College policy and drafted for purposes of submission to appropriate bodies in the College.

6. Approval of proposals for changes and/or new programs shall require a two-thirds vote.

7. It shall be the responsibility of the Chairperson of the Curriculum Committee to forward proposals approved by the Faculty to other bodies in the College for consideration and action in accord with the Documents of Governance of Lehman College.

M.5 STUDENT AFFAIRS COMMITTEE

M. Subcommittees: There shall be two standing subcommittees of the Committee: Undergraduate and Graduate. The two subcommittees shall hold a joint meeting at least once each academic year.

M. Membership: There shall be faculty members representing levels of the undergraduate program and the graduate program. There shall be student representatives as follows: one from the undergraduate program, one from the graduate program, and one from the RN student group.

M. Duties: The committee will review and develop policies on admissions, placement, health requirements for clinical laboratories, promotion, retention, graduation, awards and the rights and responsibilities of students as needed.

M.5 FACULTY AND COMMUNITY AFFAIRS COMMITTEE

M. Membership: The committee shall be composed of the Director of Research and Practice and faculty members representing graduate and undergraduate programs.

M. Duties: The Committee shall recommend policies and make suggestions about faculty development, the department's relationship with community agencies, recruitment of students, and publicity about the Department and its programs to the Faculty. The Committee will plan and implement orientation for new faculty and other faculty development activities.

M.5 AD HOC COMMITTEES

Ad hoc committees may be appointed by the Chair of the Department and by the chairpersons of any standing committee as needed.

ARTICLE VII: PARLIAMENTARY AUTHORITY

When not otherwise specified in these Department Bylaws or Bylaws of the Board of Higher Education, the most current version of the Robert's Rules of Order, Newly Revised will be observed.

ARTICLES VIII: AMENDMENTS

These Bylaws may be amended at any regular meeting of the Faculty by two-thirds vote of the entire faculty provided that the amendment has been submitted in writing at a previous regular meeting.

ARTICLE IX: RATIFICATION

Upon adoption by two-thirds majority of the Faculty present at a regular meeting of the Faculty, these bylaws of the Department of Nursing at Lehman College of the City University of New York.

Revised: November 2, 1992
Revised: February ,2006

LEHMAN COLLEGE
DEPARTMENT OF NURSING
COMMITTEE MEMBERS
FALL 2017-2018

CURRICULUM

Committee Chair: L. Scheetz

Undergraduate Sub-Committee:
Chair: L. Scheetz

- C. Baraldi
- T. Lundy
- N. Nurse
- K. Scott
- M. Mathew
- C. Gordon
- M. Joseph
- G. Lancaster

Graduate Sub-Committee:
Chair: E. Campbell

- M. Whetsell
- C. Dobson
- I. Robinson
- B. Baldwin
- M. Tesoro
- S. Maldonado

STUDENT AFFAIRS

Chair:*

- T. Lundy
- I. Robinson
- M. Joseph
- M. Tesoro
- Student representatives

*Elect chair at first meeting

FACULTY AFFAIRS

Chair:*

- E. Campbell
- B. Baldwin
- K. Scott

*Elect chair at first meeting

P/B COMMITTEE

Chair: C. A. Georges

- E. Campbell
- L. Scheetz
- M. Whetsell
- C. Dobson

Student:

ADMISSIONS

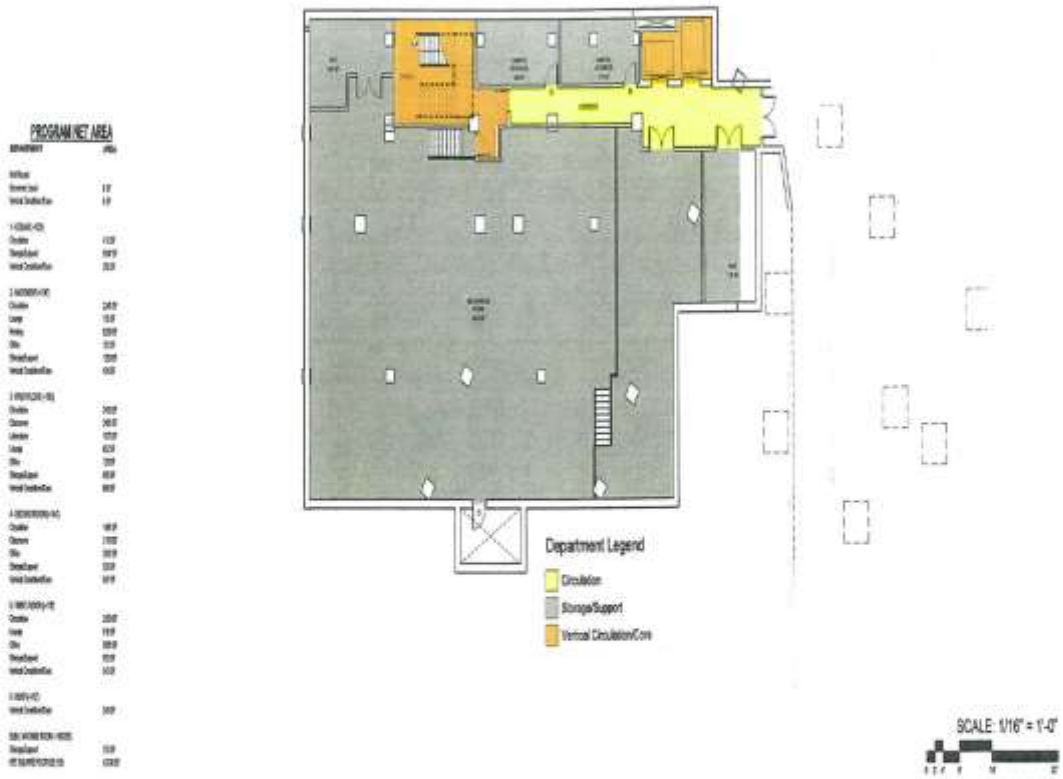
Ad-Hoc Undergraduate:

- T. Lundy
- N. Nurse

AD-HOC EVALUATION

- C. Dobson
- L. Scheetz
- N. Nurse
- C. Gordon
- M. Tesoro

APPENDIX IIA.1: New Nursing Facility



PROGRAM NET AREA

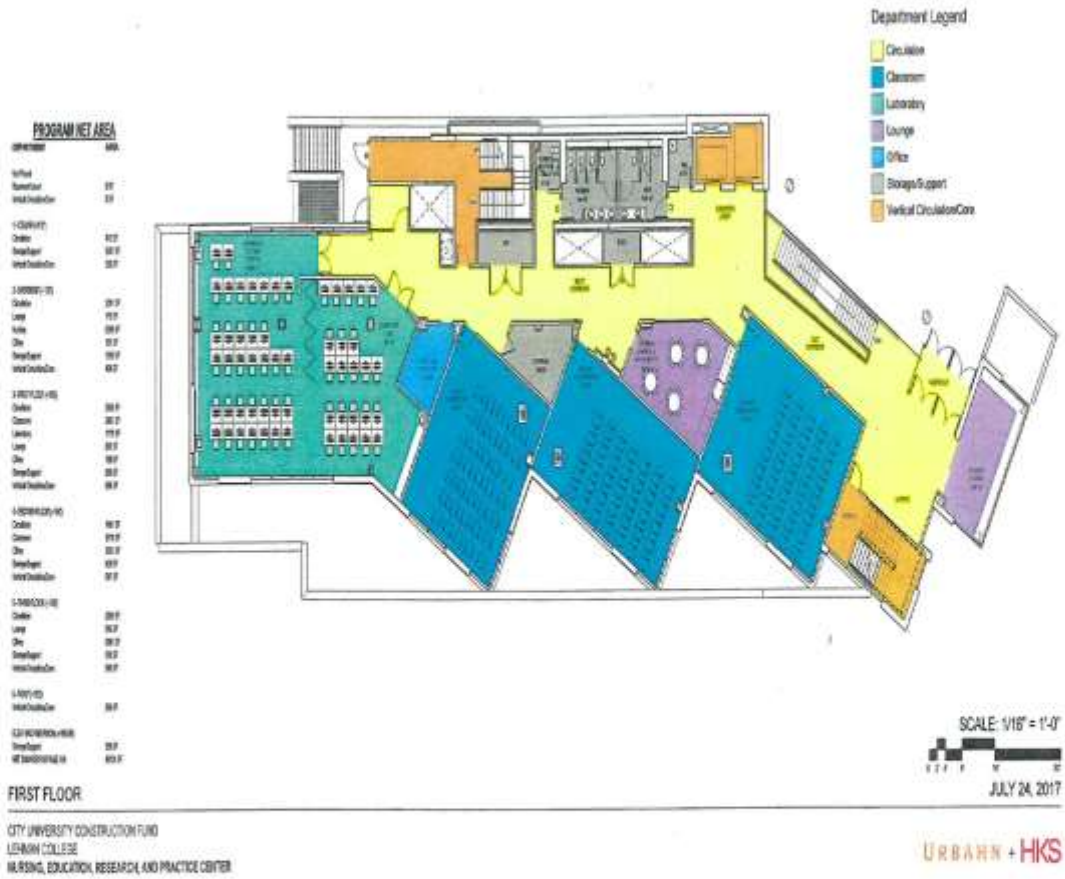
SCALE: 1/16" = 1'-0"

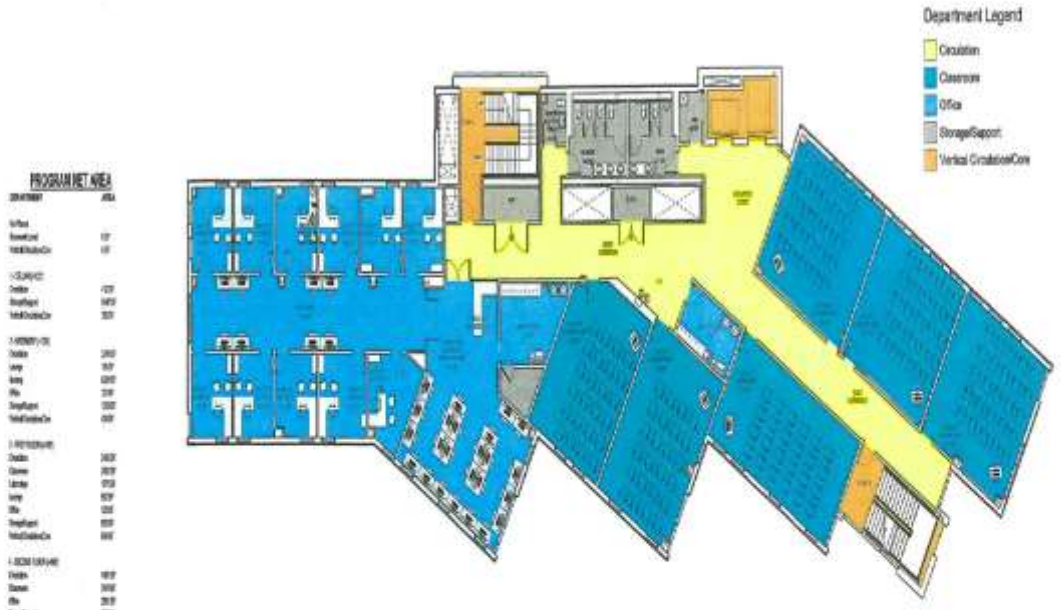
JULY 24, 2017

BASEMENT

CITY UNIVERSITY CONSTRUCTION FUND
LEHMAN COLLEGE
NURSING, EDUCATION, RESEARCH, AND PRACTICE CENTER

URBAHN + HKS


Department Legend
Circulation
Classroom
Laboratory
Lounge
Office
Storage/Support
Vertical Circulation/Core
PROGRAM NET AREA
SCALE: 1/16" = 1'-0"
FIRST FLOOR
JULY 24, 2017
CITY UNIVERSITY CONSTRUCTION FUND
LEHMAN COLLEGE
NURSING, EDUCATION, RESEARCH, AND PRACTICE CENTER
URBAHN + HKS



PROGRAM NET AREA

DEPARTMENT	AREA
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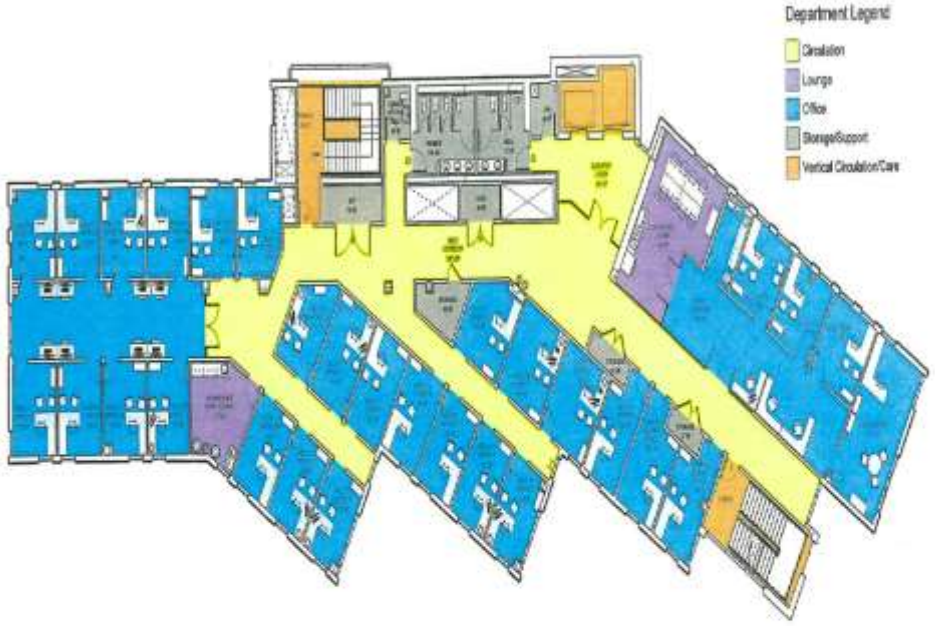

PROGRAM NET AREA

DEPARTMENT	AREA
Archive	
Storage/Support	131
Vertical Circulation/Core	131
Circulation	4519
Storage/Support	1813
Vertical Circulation/Core	3918
Circulation	2813
Lounge	813
Lobby	1259
Office	1317
Storage/Support	1259
Vertical Circulation/Core	4418
Circulation	2153
Classroom	2418
Janitorial	1713
Lounge	1513
Office	1319
Storage/Support	1513
Vertical Circulation/Core	1818
Circulation	1413
Classroom	1318
Office	2813
Storage/Support	1313
Vertical Circulation/Core	1413
Circulation	2013
Lounge	1113
Office	1813
Storage/Support	1113
Vertical Circulation/Core	1613
Vertical Circulation/Core	2913
Storage/Support	2918
NET SQUARE FOOTAGE	47513

SCALE: 1/16" = 1'-0"

JULY 24, 2017

THIRD FLOOR

CITY UNIVERSITY CONSTRUCTION FUND
LEHMAN COLLEGE
NURSING, EDUCATION, RESEARCH, AND PRACTICE CENTER

URBAHN + HKS

APPENDIX IIIB.1: GENERAL EDUCATION REQUIREMENTS

College General Requirements

Courses	Number of Credits
Introduction to Natural Science	8-10
English	3-7
Foreign Language	3-9
Mathematics	3-4
Upper division Interdisciplinary Courses Humanities & Sciences The American Experience	3 3
Distribution Courses (Each student select one course from a specified list in each of following seven areas: I. Individuals and society II. Socio-political structures III. Literature IV. The arts V. Comparative culture VI. Historical studies VII. Knowledge, self and values	21

APPENDIX IIIB.2: CURRICULUM FOR GENERIC STUDENTS

DEPARTMENT OF NURSING
BACHELOR OF SCIENCE PROGRAM IN NURSING

Curriculum Requirements - Generic

The upper-division nursing program, which leads to a B.S. degree, is designed to prepare students for a career as a professional nurse and to provide a foundation for graduate study in nursing. The program fulfills the requirements of the New York State Education Department, is accredited by the Commission on Collegiate Nursing Education (CCNE), and entitles graduates to take the National Council Licensing Examination (NCLEX-RN) for licensure as a registered professional nurse.

The program is a **75-credit** major of the total 120 credits required for graduation and is designed for completion in the last two years (four semesters) of academic study. Students are required to complete the college general education requirements and prerequisite courses prior to admission to the nursing major. Liberal arts and science courses provide the support for the concentrated study of professional nursing required in the third and fourth years of the program. The generic curriculum is designed for full-time study only. The clinical laboratory sections of the nursing courses are conducted in diverse and culturally rich clinical facilities in the Bronx, Westchester, Manhattan and other surrounding communities. Independent study and honors projects are available to qualified students.

Graduates of the program will have gained the knowledge and experience to function independently as well as collaboratively with other members of the health care team. They will have sharpened their skills in critical thinking and have the ability to provide competent and compassionate care to assist individuals and families achieve maximum levels of health.

75-Credit B.S. in Nursing Major

The distribution of courses and credits to be earned by all majors in the generic track are as follows:

Credits

21 In Sciences (Prior to Admission)

CHE 114 Essentials of General Chemistry: 3 Credits
CHE 115 Essentials of General Chemistry: 1.5 Credits, lab
CHE 120 Essentials of Organic Chemistry: 3 Credits
CHE 121 Essentials of Organic Chemistry: 1.5 Credits, lab
BIO 181 Anatomy and Physiology I: 4 Credits
BIO 182 Anatomy and Physiology II: 4 Credits
BIO 230 Microbiology: 4 Credits

6 In Foundation Courses

HIN 268 Human Growth and Development: 3 Credits (required prior to admission)
HIN 269 Analysis and Action for Community Health: 3 Credits.

48 In Nursing Courses

NUR 300 Nursing as a Human Science: 3 Credits
NUR 301 Therapeutic Intervention I: Introduction to Professional Nursing Practice. 6 Credits
NUR 302 Ways of Knowing: 3 Credits
NUR 303 Therapeutic Intervention II: Adult Health Nursing. 6 Credits
NUR 304 Therapeutic Intervention III: Psychiatric-Mental Health Nursing. 3 credits
NUR 330 Pharmacologic Basis of Nursing Practice: 3 Credits
NUR 344 Altered Health States (Pathophysiology): 3 Credits
NUR 405 Therapeutic Intervention IV: Childbearing and Childrearing Families. 6 Credits
NUR 406 Clinical Decision Making: 3 Credits
NUR 408 Trends & Issues in Nursing and Health Care: 3 Credits
NUR 409 Therapeutic Intervention V: Nursing Synthesis. 6 Credits
NUR 410 Professional Nursing Management: 3 Credits

CURRICULUM PATTERN
Generic

CURRICULUM PATTERN FOR GENERIC STUDENTS

Fall Semester – Freshman Year

ENG 110	3 Credits
BIO 181	4 Credits
Distribution	3 Credits
Distribution	3 Credits
Distribution	3 Credits
	16 Credits

Spring Semester – Freshman Year

ENG 120	3 Credits
BIO 182	4 Credits
Distribution	3 Credits
Distribution	3 Credits
Distribution	3 Credits
	16 Credits

Fall Semester – Sophomore Year

CHE 114	3 Credits
CHE 115	1.5 Credits
BIO 230	4 Credits
HIN 268	3 Credits
Foreign Language	4 Credits
	15.5 Credits

Spring Semester – Sophomore Year

CHE 120	3 Credits
CHE 121	1.5 Credits
MAT 132	4 Credits
Distribution	3 Credits
Foreign Language	5 Credits
	16.5 Credits

Fall Semester – Junior Year

NUR 300	3 Credits
NUR 301	6 Credits
NUR 344	3 Credits
HIN 269*	3 Credits
	12–15 Credits

Spring Semester – Junior Year

NUR 303	6 Credits
NUR 304	3 Credits
NUR 330	3 Credits
LEH 300	3 Credits
	15 Credits

Fall Semester – Senior Year

NUR 302	3 Credits
NUR 405	6 Credits
NUR 406	3 Credits
LEH 301	3 Credits
	15 Credits

Spring Semester – Senior Year

NUR 408	3 Credits
NUR 409	6 Credits
NUR 410	3 Credits
	12 Credits

*May be taken prior to admission to the nursing program

Note:

- Curriculum pattern may vary depending on English, math and foreign language placement exams.
- Semester credit loads can be reduced prior to admission to the nursing program by taking courses in summer school.
- All College requirements, including LEH courses, distribution courses and foreign language must be completed prior to registration for NUR 409 and NUR 410.

CURRICULUM PATTERN FOR ACCELERATED STUDENTS

Fall Semester

NUR 300: Nursing as a Human Science. 3 credits, 3 hours lecture.
NUR 301: Therapeutic Intervention I: Introduction to Professional Practice. 6 credits: 3 hours lecture, 12 hours clinical laboratory
NUR 344: Altered Health States. 3 credits, 3 hours lecture.
NUR 330: Pharmacologic Basis of Nursing Practice. 3 credits, 3 hours lecture.
Seminar: 0 credits, 1 hour.

Winter Intersession

HIN 269: Analysis and Action for Community Health. 3 credits, 3 hours lecture.
NUR 304: Therapeutic Intervention III: Psychiatric-Mental Health Nursing. 3 credits, 2 hours lecture, 4 hours clinical laboratory.

Spring Semester

NUR 303: Therapeutic Intervention II: Adult Health Nursing. 6 credits, 3 hours lecture, 12 hours clinical laboratory.
NUR 405: Therapeutic Intervention IV: Childbearing and Childrearing Families.6 credits, 3 hours lecture, 12 hours clinical laboratory.
NUR 302: Ways of Knowing in Nursing. 3 credits, 3 hours lecture.
NUR 406: Clinical Decision Making. 3 credits, 3 hours lecture.
Seminar: 0 credits, 1 hour

Summer Session I - II

NUR 408: Trends and Issues in Nursing and Healthcare. 3 credits, 3 hours Lecture. (Summer I)
NUR 409: Therapeutic Intervention V: Nursing Synthesis. 6 credits, 3 hours lecture, 12 hours clinical laboratory. (Summer I and II)
NUR 410: Professional Nursing Management. 3 credits, 3 hours lecture. (Summer II)

Curriculum Requirements—Accelerated (Generic)

To be eligible for the Generic Accelerated Nursing Program, student must have a Bachelor's Degree (any discipline) and meet the admission requirements for the Nursing Department. Applicants will follow the **Generic Nursing** path, conditions, and application procedures as described in this student handbook and the **Bachelor of Science Program in Nursing-Generic** brochure/handout.

Accelerated nursing students will attend classes in: Fall, winter, spring, and both summer sessions. If accepted into the Accelerated Generic Program, the program must be completed in one (1) year.

APPENDIX IIIB.3: MASTER'S CURRICULUM AND PROGRAMS

ACADEMIC PROGRAMS

MASTER OF SCIENCE DEGREE PROGRAM IN NURSING

The Department of Nursing offers Graduate Programs in **Parent-Child Nursing, Adult Health Nursing, Nursing of Older Adults** (No admissions-discontinued January 1, 2018), Pediatric Nurse Practitioner and Family Nurse Practitioner as well as Advanced Certificates in Nurse Education, Nurse Administration, Pediatric Nurse Practitioner and Family Nurse Practitioner. Creative and individualized programs of study are used to meet academic requirements and career objectives of graduate nursing students. Students elect one functional area: nurse administrator, nurse educator, clinical specialist, or the practitioner (pediatrics and family). The programs lead to a Master of Science degree and, with a variety of clients in community and health settings, prepare nurses for advanced practice. Graduate Nursing students attend classes and seminars on campus. They also have access to selected graduate offerings in other units of the City University. Clinical experience is provided in a variety of settings throughout the metropolitan and tri-state area. These include hospitals, community and mental health centers, and other facilities where health care is provided. The graduate nursing program is fully accredited by the Commission on Collegiate Nursing Education.

CURRICULUM INFORMATION AND PATTERNS

Prerequisite course
Graduate-level statistics – NUR 600 Biostatistics in Healthcare (4 credits)

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

Basic Core Courses—Credits (15)

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

1). Curriculum Plan for M.S. in Family Nurse Practitioner
(45 Total Credits: 15 basic core credits / 30 major credits)

Credits (30)

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

M.S./FNP Full-time Study:
Fall Semester I: NUR 720, NUR 721, NUR 723, (9 credits)
Spring Semester I: NUR 766, NUR 769, NUR 773 (9credits)
Fall Semester II: NUR 767 NUR 726, (6 credits)

Spring Semester II: NUR 774 (6 credits (200 clinical hours)
Fall Semester III NUR 775 **(**6 credits (200 clinical hours)
Spring Semester III NUR 776**,** NUR 787 (9 credits)

M.S. /FNP Part-time Study:
Fall Semester: I NUR 720, NUR 721 (6 credits)
Spring Semester: I NUR 723, NUR 726 (6 credits)
Fall Semester II: NUR 766, NUR773, (6 credits)
Spring Semester II: NUR 767, NUR 769 (6 credits)
Fall Semester III: NUR 774 (6 credits 200 clinical hours)
Spring Semester III: NUR 775 (6 credits 200 clinical hours)
Fall Semester IV: NUR 776, NUR 787 (9 credits)

2). Curriculum Plan for M.S. in Pediatric Nurse Practitioner
(45 Total Credits: 15 basic core credits / 30 major credits)

Credits (30)

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

Full-Time Study
Fall Semester I: NUR 720, NUR 721, NUR 723 (9 credits)
Spring Semester I: NUR 766 NUR 769, NUR 773 (9credits)
Fall Semester II: NUR 767 NUR 726, (6 credits)
Spring Semester II: NUR 770 (6 credits (200 clinical hours)
Fall Semester III NUR 771 **(**6 credits (200 clinical hours)
Spring Semester III NUR 772; NUR 787 (9 credits)

Part -Time Study
Fall Semester: I NUR 720, NUR 721 (6 credits)
Spring Semester: I NUR 723, NUR 726 (6 credits)
Fall Semester II: NUR 766 NUR773, (6 credits)
Spring Semester II: NUR 767 NUR 769 (6 credits)
Fall Semester III: NUR 770 (6 credits 200 clinical hours)
Spring Semester III: NUR 771 (6 credits 200 clinical hours)
Fall Semester IV: NUR 772, NUR 787 (9 credits)

APPENDIX IIIC.1: CURRICULUM FOR REGISTERED NURSES

BACHELOR OF SCIENCE PROGRAM IN NURSING
REGISTERED NURSES (Licensed in New York State)

CURRICULUM INFORMATION AND PATTERN FOR REGISTERED NURSES

The upper division nursing program, which leads to a B.S. degree, is designed to prepare for professional nursing practice and provide a foundation for graduate study in nursing. The program fulfills the requirements of the New York State Education Department, and is accredited by the Commission on Collegiate Nursing Education.

The registered nurse sequence is a 37.5-credit major of the total 120 credits required for graduation. Some Registered Nurse courses are offered online as well as in-class. Independent study courses and honors projects are available to qualified students.

The registered nurse (RN) sequence is designed for completion in 2 academic years of full-time study. However, registered nurses may pursue either full-time or part-time study.

The clinical laboratory sections of the nursing courses are conducted in the diverse and culturally rich clinical facilities in the Bronx, Westchester, Manhattan and other surrounding communities.

Graduates of the registered nurse sequence in the baccalaureate nursing program will have gained the knowledge and experience to function independently as well as collaboratively with other members of the health team. Graduates will have sharpened their skills in critical thinking and have the ability to provide competent and compassionate care to assist individuals and families in achieving maximum levels of health.

Registered nurse applicants to the Lehman College baccalaureate nursing program must first apply for admission to the College and, after acceptance, apply to the Department of Nursing for admission.

The curriculum pattern for RN-BS students varies depending on the program from which they graduated and whether they are part-time or full-time students. Registered nurses are admitted fall and spring semesters and courses for RNs are offered every semester, including winter intersession and both summer sessions.

The pre-requisite requirements for the RN-BS program are:

- Current unencumbered registered nurse license in New York State
- Sixty college credits with a grade point average of 2.5 or greater or the associate degree in nursing from the City University of New York
- A college course in general chemistry with lab
- A course in Human Growth and Development

Associate Degree Graduates from CUNY or SUNY Community Colleges

RNs who earned an associate degree in nursing from a community college of the City University of New York (CUNY) or the State University of New York (SUNY) will be granted up to 60 credits from the associate degree that will count toward the 120 credits required for the Bachelor of Science degree. Graduates of CUNY will be deemed to have met the College general education requirements with the exception of two upper division interdisciplinary courses (LEH 300 and LEH 301). Graduates of SUNY schools will be given credit for general education/liberal arts courses upon evaluation of their transcripts on a course by course basis. In

addition to the LEH courses, they may be required to complete general education courses in specific areas such as literature, philosophy or the arts. Both groups must complete 30 credits in nursing and 30 credits in liberal arts/electives.

Graduates with an associate degree in nursing who also hold a bachelor's degree in another field will be granted 90 credits toward their Bachelor of Science degree in nursing and will need to complete only the 30 credits in nursing to earn the BS degree in nursing.

Graduates of Accredited Associate Degree Programs Not in Institutions of Higher Learning
RNs who have earned an associate degree from a program not affiliated with a college or university will be granted advanced standing credit on admission to Lehman College after review of their transcript if their school meets the requirements as noted in the transfer student criteria.

Graduates of Hospital (diploma) Schools of Nursing
Lehman College grants advanced standing credit only for courses taken in an institution of higher learning. Therefore, graduates of diploma nursing programs are encouraged to take the Excelsior College (formerly Regents College) exams to earn advanced standing credits in Adult Nursing, Maternal and Child Nursing and Psychiatric Mental Health Nursing to earn advanced standing credits. They may also earn credit for the Human Growth and Development course (HIN 268) through validation examination.

RN-BS Course Requirements
All registered nursing students must complete the following nursing courses at Lehman College:

HIN 268*	Human Growth & Development	3 credits
HIN 269	Analysis & Action for Community Health	3 credits
NUR 300	Nursing as a Human Science	3 credits
NUR 302	Ways of Knowing in Nursing	3 credits
NUR 400	Professional Nursing Practice	6 credits
NUR 406	Clinical Decision Making	3 credits
NUR 408	Trends & Issues in Nursing & Health Care	3 credits
NUR 409**	Therapeutic Intervention V	6 credits
NUR 410**	Professional Nursing Management	3 credits

*Unless transferred or validated by examination
**Co-requisites: Must be taken in the last semester after completion of all liberal arts requirements.

Fully Online Nursing RN to BS Program

Our Mission

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 graduates are prepared to be competent professional nurses who will contribute to the health needs of diverse cultural groups in New York City, the region and the world.

About the Program

The Online RN-BS Program is designed specifically for Registered Nurses to earn a Bachelor Degree 100% online. It is a 37.5-credit major of the total 120 credits required for graduation.

The fully online RN to BS Program is designed to prepare students for professional nursing practice and provide a foundation for graduate study in nursing. The program fulfills the requirements of the New York State Education Department and is accredited by the Commission on Collegiate Nursing Education. Graduates of the program will have gained the knowledge and experience to function independently as well as collaboratively with other members of the health care team. Graduates will have sharpened their skills in critical thinking and have the ability to provide competent and compassionate care to assist individuals and families in achieving maximum levels of health.

Why Lehman Online?

- **Flexibility** - This program is 100% online allowing nursing professionals to continue in their career path while pursuing a Bachelor's Degree.
- **Convenience -** Students may choose to be a full-time or part-time student as long as they complete the program in 5 years.
- **Online Student Support** – Staff dedicated to meet the specific needs of the online nursing student from admissions through graduation.

The RN-BS Online Learning Experience

Fully online students receive the same high-quality education and student support as on-campus students, with the ability of completing their coursework entirely online. This program offers a wide array of online courses that enhance students' cultural awareness and improves their critical thinking skills, enabling them to better serve a diverse patient population.

QUALIFIED APPLICANTS:

Graduates of Associate Degree programs in nursing and graduates of diploma programs who are currently licensed as Registered Professional Nurses in New York State are eligible to apply for admission to the Online RN-BS Program after completing 60 college credits with a cumulative index of 2.5 or greater and providing a transcript with evidence of college courses in chemistry, math and human growth and development (or their equivalents). Some students may qualify to earn credits for the Human Growth and Development course through a validation examination. Students must seek advisement *(*for this process. joan.draper@lehman.cuny.edu. Registered Nurses may pursue either full-time or part-time study.

Acceptance is contingent upon receipt, and verification of, a current unencumbered New York State RN license and registration. After applying, you may email a PDF version of these documents to Joan Draper at joan.draper@lehman.cuny.edu

Prerequisites:

- Current unencumbered licensure and registration in New York State
- Sixty (60) college credits with a grade point average of 2.5 or greater; or the associate degree in nursing from the City University of New York
- Official transcript(s) from all schools attended which also exhibits evidence of a college course in:
    - Chemistry – Successful completion of a college level Chemistry course including both a lecture and a lab, totaling at least 4 credits
    - Math – Successful completion of a college level Math course, totaling 3 credits
    - *Successful completion of a college level Human Growth and Development across the Lifespan course, totaling 3 credits

*Students who are registered nurses may qualify for a challenge exam to earn credit for this course.

For admissions information for the Online RN-BS program, please contact Joan Draper at joan.draper@lehman.cuny.edu, 718-960-2400, Carman Hall, Room 249.

COURSE DESCRIPTIONS: RN TO B S PROGRAM

HIN 268: Human Growth and Development. 3 hours, 3 credits. Physical, cognitive, social, and emotional
aspects of human development across the life span.
PREREQ: Thirty college credits.

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: Thirty college credits.

NUR 300: Nursing as a Human Science. 3 hours, 3 credits. Historical and theoretical foundations of nursing and selected topics relating to the intersubjective nature of professional nursing. PREREQ: Admission to the nursing major.

NUR 302: Ways of Knowing in Nursing. 3 hours, 3 credits. Methods of research and inquiry in nursing and their implications for clinical practice. PREREQ or COREQ: NUR 300.

NUR 400: Professional Nursing Practice. 3 hours lecture, 9 hours clinical laboratory; 6 credits. Health assessment and therapeutic intervention through communication theory and skills, interprofessional collaboration and professional role development.
PREREQ or COREQ: HIN 269, NUR 300, NUR 302.

NUR 406: Clinical Decision Making. 3 hours, 3 credits. 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 303 or NUR 400.

NUR 408: Trends & Issues in Nursing & Health Care. 3 hours, 3 credits. Identification and exploration of trends and issues with opportunity to debate and to defend a position on issues. PREREQ: NUR 405 or NUR 406 or permission.

NUR 409: Therapeutic Intervention V: Nursing Synthesis. 6 credits: 3 hours lecture. 12 hrs clinical laboratory. Synthesis of knowledge and skills required to effectively support clients, families and groups along a trajectory from diagnosis through end of life. Population based care as it relates to disaster preparedness and targeted nursing response.
PREREQ: NUR 405, NUR 406.
COREQ: NUR 410.

NUR 410: Professional Nursing Management. 3 hours, 3 credits. Professional role of the nurse in the health care system. Emphasis on leadership and management theory as related to nursing administration, organizational design and governance. COREQ: NUR 409.

NUR 489: Honors Project. One semester, 3 credits (maximum 6 credits). Independent study or investigation, under faculty direction. A written report is required.
PREREQ: Satisfactory completion of 24 credits in NUR
and/or related fields and departmental permission; cumulative college index of 3.2 and an index of 3.5 in Nursing.

COURSES OF INTEREST
NUR (SOC) 240: Death, Dying, and Bereavement. 3 hours, 3 credits. Sociological, psychological, and healthcare perspectives
and ethical issues
surrounding the processes of dying and bereavement. Topics include the history of attitudes toward death, the new medical technology, the ways individuals confront their own death and that of others, dying in institutions, death and the child, and suicide.

NUR 350: Topics in Nursing. 3 hours, 3 credits (maximum 6 credits). PREREQ: Permission of the Chair.

NUR 385: Independent Study in Nursing. One semester, 1-3 credits. (Limited to Juniors and Seniors in nursing) Independent study on a specific topic or clinical area of interest, under the supervision of a faculty member in the Department of Nursing.

PREREQ: Instructor's permission.

APPENDIX IIIC.2 ANA STANDARDS OF PRACTICE AND PERFORMANCE (MASTER'S)

ANA Standards of Professional Nursing Practice for Graduate Programs

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
Assessment The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.	• Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach.	• NUR 600: Biostatistics in Health Research • NUR 720: Concepts & Theories for Advanced Practice • NUR 721: Essentials of Clinical Nursing • NUR 723: Strategies for Advanced Practice • NUR 726: Health Planning & Policy Making : Leadership Issues • NUR 730: Nursing Informatics • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 756: Nursing Role in Professional Development • NUR 766: Advanced Pathophysiology • NUR 767: Advanced Pharmacology • NUR 769: Family Developmental Theory • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 773: Advanced Health Assessment. • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III	**600 , 730, 756, 766, 767, 769, 773, 787–** quizzes, discussion board assignments, exams, papers, presentations **, 770, 771, 772, 774, 775, 776** – discussion board, written papers, class presentations, clinical logs, case studies	**NUR 600, 720, 721, 723, 726, 730, 756** classroom, discussion board. **NUR 756** –classroom, discussion board **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 773 –** classroom, Blackboard, Nursing Arts Laboratory **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care
Diagnosis The registered nurse analyzes the assessment data to determine actual or potential diagnoses,	• Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach. • Demonstrate ways of knowing	• NUR 723: Strategies for Advanced Nursing Practice. • NUR 600: Biostatistics in Health Research • NUR 720: Concepts & Theories for Advanced Practice • NUR 721: Essentials of Clinical Nursing • NUR 723: Strategies for Advanced Practice • NUR 726: Health Planning & Policy Making : Leadership Issues	**600, 720, 721, 726, 756 –**discussion board assignments, class discussion, papers, presentations **732, 733, 738, 739, 751, 752–**clinical logs, case studies, clinical evaluations	**NUR 720, 721, 723, 726, 756, 766, 773** classroom, discussion board, clinical laboratory **NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
problems, and issues.	through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices.	• NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 766: Advanced Pathophysiology • NUR 767: Advanced Pharmacology • NUR 769: Family Developmental Theory • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 773: Advanced Health Assessment. • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III	**766, 767 –** Case studies, quizzes, writing assignments **773-** Case studies, exams, papers NUR **770, 771, 771, 774, 775, 776 –** exams, clinical logs, case studies, clinical evaluations	**NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings **NUR 756** –classroom, discussion board **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775**- clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Outcome Identification	• Demonstrate leadership role development through clinical expertise, and negotiation and	• NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II	**NUR 732, 733, 738, 739, 749, 751 & 752**- clinical logs, case	**NUR 732, 733,** clinical field work with children and families in acute care and

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
(RN identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.	collaboration with multiple stakeholders that influence advanced nursing practice. • Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders.	• NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 766: Advanced Pathophysiology • NUR 767: Advanced Pharmacology • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 773: Advanced Health Assessment • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III	study, written papers, presentations **766, 767 –** Case studies, quizzes & exams, writing assignments **773 –** case studies, **770, 771, 772**, **774, 775, 776** - clinical logs, case studies.	outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775**- clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Planning The registered nurse develops a	• Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving	• NUR 720: Concepts & Theories for Advanced Practice • NUR 721: Essentials of Clinical Nursing	**NUR 732, 733, 738, 739, 749**, **751, 752, 770, 771, 772**, **774, 775, 776** -clinical logs,	**NUR 720, 721, 726, 748, 756 –** classroom, Blackboard **NUR 732, 733,** clinical field work with children and

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
plan that prescribes strategies to attain expected, measurable outcomes	practice outcomes and developing an evidence-based approach. • Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care.	• NUR 723: Strategies for Advanced Practice • NUR 726: Health Planning and Policy Making: Leadership Issues • NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 748: Nursing Administration of Healthcare Systems • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756; Nursing Role in Professional Development • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 773: Advanced Health Assessment • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II NUR 776: Advanced Family Nursing Practice III	case studies, presentations, papers **NUR 720, 721, 726, 748, 756 –**discussion board assignments, presentations **766 , 773–** Case studies.	families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** Clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care **NUR 775-** clinical field work with young adults and women in primary care **NUR 776-** clinical field work with older adults in primary care settings
Implementation (RN implements the identified plan.) **Coordination of Care:** The registered nurse	• Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices.	• NUR 730: Nursing Informatics • NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 749: 1.2.3. Nursing Practice, Synthesis &	**732, 733, 738, 739,** - Case Studies, clinical logs, papers, presentations	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
coordinates care delivery **Health Teaching and Health Promotion:** The registered nurse employs strategies to promote health and a safe environment. **Standard 6.**	• Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders. • Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care.	Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 766: Advanced Pathophysiology • NUR 767: Advanced Pharmacology • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 773: Advanced Health Assessment • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II NUR 776: Advanced Family Nursing Practice III		populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775**- clinical field work with young adults and women in primary care **NUR 776-** clinical field work with older adults in primary care settings
Evaluation The registered nurse evaluates progress toward attainment of goals and outcomes	• Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices. • Collaborate with other healthcare professionals and community members to	• NUR 720: Concepts & Theories for Advanced Practice • NUR 726: Health Planning & Policy Making : Leadership Issues • NUR 721: Essentials of Clinical Research • NUR 723: Strategies for Advanced Nursing Practice • NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II	**720, 721, 769 –** research proposals, papers **732, 733, 738, 739, 749, 751 752, 774, 775, 776-** Case studies, papers, clinical logs, presentations	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
	identify and analyze ethical, legal and social issues in health care practices, research, and policies.	• NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 766: Advanced Pathophysiology • NUR 767: Advanced Pharmacology • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II NUR 776: Advanced Family Nursing Practice III		**NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775**- clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care

American Nurses Association (ANA) Standards of Professional Performance for Graduate Programs

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
Ethics (RN practices ethically)	• Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies.	• NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III	Clinical logs, presentations	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings – **NUR 774** clinical field work with children and childbearing families in primary care **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Education The registered nurse seeks knowledge and competence	• Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices. • Demonstrate specialized strategies	• NUR 720: Concepts and Theories for Advanced Nursing Practice • NUR 723: Strategies for Advanced Nursing Practice • NUR 756: The Nurse's Role in Professional Development	Research papers, presentations. Clinical logs, case presentations	**720, 723, 787 –** classroom, discussion board **NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
that reflects current nursing practice and promotes futuristic thinking.	and skills, including technology, in facilitating complex decision making in the delivery of quality care.	• NUR 787: Advanced Professional Seminar		**NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Evidence-based Practice & Research (RN integrates evidence and research findings into practice.)	• Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach. • Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research	• NUR 600: Biostatistics in Health Care • NUR 720: Concepts &Theories for Advanced Practice • NUR 721: Essentials of Clinical Research • NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II	Quizzes, exams, papers, discussion board assignments. Presentations, clinical logs, clinical evaluations.	**766, 767 –** classroom, Blackboard **NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
	and clinical knowledge. • Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies.	• NUR 749: Nursing Practice: Synthesis & Application • NUR 766: Advanced Pathophysiology • NUR 767: Advanced Pharmacology • NUR 769: Family Developmental Theory • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III		nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Quality of Practice (RN contributes to quality nursing practice.)	• Demonstrate leadership role development through clinical expertise, negotiation and collaboration with multiple stakeholders that influence advanced nursing practice. • Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders. • Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality	• NUR 723: Strategies for Advanced Nursing Practice • NUR 730: Nursing Informatics • NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 748: Nursing Administration of Healthcare Systems. • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 773: Advanced Health Assessment	Clinical logs, clinical evaluations, presentations, papers, case studies	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
	care.	• NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III		in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Communication The registered nurse communicates effectively in all areas of practice.	• Demonstrate leadership role development through clinical expertise, and negotiation and collaboration with multiple stakeholders that influence advanced nursing practice. • Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies.	• NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 767: Advanced Pharmacology • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III	Clinical Evaluations, clinical logs, presentations Clinical Evaluations, clinical logs, presentations	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749 -** clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
				in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Leadership The registered nurse leads within the professional practice setting and the profession.	• Demonstrate leadership role development through clinical expertise, negotiation and collaboration with multiple stakeholders that influence advanced nursing practice. • Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies. • Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care.	• NUR 726: Health Planning and Policy Making: Leadership Issues • NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 767: Advanced Pharmacology • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III	Clinical Evaluations, clinical logs, presentations, papers	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
Collaboration The registered nurse collaborates with the healthcare consumer and other key stakeholders in the conduct of nursing practice.	• Demonstrate leadership role development through clinical expertise, negotiation and collaboration with multiple stakeholders that influence advanced nursing practice. • Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies. • Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge.	• NUR 723: Strategies for Advanced Nursing Practice. • NUR 732: Parent-Child Nursing I NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 767: Advanced Pharmacology • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III	Clinical Evaluations, clinical logs, presentations	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Professional Practice Evaluation The registered nurse evaluates one's own and	• Demonstrate leadership role development through clinical expertise, negotiation and collaboration with multiple stakeholders that influence advanced nursing practice.	• NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application	Clinical Evaluations, presentations, clinical logs	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
others' nursing practice.		• NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 769: Family Developmental Theory • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III		and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings – ED, clinics, private MD offices **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Resource Utilization The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally	• Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders. • Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care.	• NUR 730: Nursing Informatics NUR 773: Advanced Health Assessment • NUR 766: Advanced Pathophysiology • NUR 767: Advanced Pharmacology • NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 748: Nursing Administration of Healthcare Systems. • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I	Exams, discussion board assignments, clinical evaluations, presentations, clinical logs	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749** - clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752**

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
responsible		• NUR 752: Nursing of Older Adults II • NUR 756: Nursing Role in Professional Development • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III		clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Environmental Health (RN practices in an environmentally safe and healthy manner.)	• Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies. • Demonstrate specialized strategies and skills, including technology, in facilitating complex decision making in the delivery of quality care.	• NUR 726: Health Planning and Policy Making: Leadership Issues • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 766: Advanced Pathophysiology • NUR 767: Advanced Pharmacology • NUR 732: Parent-Child Nursing I • NUR 733: Parent-Child Nursing II • NUR 738: Adult Health Nursing I • NUR 739: Adult Health Nursing II • NUR 748: Nursing Administration of Healthcare Systems. • NUR 749: 1.2.3. Nursing Practice, Synthesis & Application • NUR 751: Nursing of Older Adults I • NUR 752: Nursing of Older Adults II • NUR 770: Advanced Practice I • NUR 771: Advanced Nursing Practice II • NUR 772: Advanced Nursing Practice III • NUR 773: Advanced Health Assessment. • NUR 774: Advanced Family Nursing Practice I	Exams, papers, presentations, clinical evaluations, clinical logs	**NUR 732, 733,** clinical field work with children and families in acute care and outpatient settings **NUR 738, 739** clinical field work with adult populations in primary, acute care and outpatient settings **NUR 749 -** clinical field work with nurse educators, administrators, or nurse managers in primary, acute, and long-term care settings and academic institutions. **NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with

ANA 2015 Professional Standards	Graduate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
		• NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III		children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings
Culturally Congruent Practice registered nurse practices in a manner that is congruent with cultural diversity and inclusion principles.	• Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders	• NUR 773: Advanced Health Assessment. • NUR 774: Advanced Family Nursing Practice I • NUR 775: Advanced Family Nursing Practice II • NUR 776: Advanced Family Nursing Practice III •	Quizzes, exams, papers, discussion board assignments. Presentations, clinical logs, clinical evaluations.	**NUR 751 & 752** clinical field work with older adults in primary, acute and long-term care settings. **NUR 770, 771, 772** clinical field work with infants, children, and adolescents in primary, acute care settings **NUR 774** clinical field work with children and childbearing families in primary care settings **NUR 775-** clinical field work with young adults and women in primary care settings **NUR 776-** clinical field work with older adults in primary care settings

APPENDIX IIIC.3: TERMINAL COMPETENCIES AND LEHMAN COLLEGE CURRICULUM PLAN FOR NP PROGRAMS

Core Competencies for Nurse Practitioners (NONPF, 2014)

	Pediatric Nurse Practitioner Courses	**Family Nurse Practitioner Courses**
Scientific Foundation Competencies	NUR 600	NUR 600
1. Critically analyzes data and evidence for improving advanced nursing practice.	NUR 720	NUR 720
2. Integrates knowledge from the humanities and sciences within the context of nursing science.	NUR 721	NUR 721
3. Translates research and other forms of knowledge to improve practice processes and outcomes.		
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge		
Leadership Competencies	NUR 726	NUR 726
1. Assumes complex and advanced leadership roles to initiate and guide change.	NUR 723	NUR 723
2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.		
3. Demonstrates leadership that uses critical and reflective thinking.		
4. Advocates for improved access, quality and cost effective health care.		
5. Advances practice through the development and implementation of innovations incorporating principles of change.		
6. Communicates practice knowledge effectively both orally and in writing.		
7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus	NUR 726 NUR 723	NUR 726 NUR 723
Quality Competencies	NUR 726	NUR 726
1. Uses best available evidence to continuously improve quality of clinical practice.	NUR,770,	NUR 774
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.	NUR 771, NUR 772	NUR 775 NUR 776
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.		
4. Applies skills in peer review to promote a culture of excellence.		
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality		
Practice Inquiry Competencies	NUR 787	NUR 787
1. Provides leadership in the translation of new knowledge into practice.	NUR,770,	NUR 774
2. Generates knowledge from clinical practice to improve practice and patient outcomes.	NUR 771,	NUR 775
3. Applies clinical investigative skills to improve health outcomes.	NUR 772	NUR 776
4. Leads practice inquiry, individually or in partnership with others.		
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities		
Technology and Information Literacy Competencies	NUR 721	
1. Integrates appropriate technologies for knowledge management to improve health care.	NUR 770	NUR 721
2. Translates technical and scientific health information appropriate for various users' needs.	NUR 771	NUR 774

	Pediatric Nurse Practitioner Courses	**Family Nurse Practitioner Courses**
2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. 2b). Coaches the patient and caregiver for positive behavioral change. 3. Demonstrates information literacy skills in complex decision making. 4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care. 5. Uses technology systems that capture data on variables for the evaluation of nursing care	NUR 772 NUR 721 NUR 770 NUR 771 NUR 772	NUR 775 NUR 776 NUR 721 NUR 774 NUR 775 NUR 776
Policy Competencies 1. Demonstrates an understanding of the interdependence of policy and practice. 2. Advocates for ethical policies that promote access, equity, quality, and cost. 3. Analyzes ethical, legal, and social factors influencing policy development. 4. Contributes in the development of health policy. 5. Analyzes the implications of health policy across disciplines. 6. Evaluates the impact of globalization on health care policy development	NUR 721 NUR 726 NUR 723 NUR 770 NUR 771 NUR 772	NUR 721 NUR 726 NUR 723 NUR 774 NUR 775 NUR 776
Health Delivery System Competencies 1. Applies knowledge of organizational practices and complex systems to improve health care delivery. 2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering. 3. Minimizes risk to patients and providers at the individual and systems level. 4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. 5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment. 6. Analyzes organizational structure, functions and resources to improve the delivery of care. 7. Collaborates in planning for transitions across the continuum of care	NUR 770 NUR 771 NUR 772 NUR 726	NUR 774 NUR 775 NUR 776 NUR 723 NUR 726
Ethics Competencies 1. Integrates ethical principles in decision making. 2. Evaluates the ethical consequences of decisions. 3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.	NUR 770 NUR 771 NUR 772 NUR 787	NUR 774 NUR 775 NUR 776 NUR 787

	Pediatric Nurse Practitioner Courses	**Family Nurse Practitioner Courses**
Independent Practice Competencies 1. Functions as a licensed independent practitioner. 2. Demonstrates the highest level of accountability for professional practice. 3. Practices independently managing previously diagnosed and undiagnosed patients. 3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care. 3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. 3c). Employs screening and diagnostic strategies in the development of diagnoses. 3d). Prescribes medications within scope of practice. 3e). Manages the health/illness status of patients and families over time. 4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making. 4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration. 4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect. 4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care. 4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care 4e). Develops strategies to prevent one's own personal biases from interfering with delivery of quality care. 4f.) Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff and caregivers. 5. Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care 6. Collaborates with both professional and other caregivers to achieve optimal care outcomes. 7. Coordinates transitional care services in and across care settings. 8. Participates in the development, use, and evaluation of professional standards and evidence-based care.	NUR 770 NUR 771 NUR 772	NUR 774 NUR 775 NUR 776

APPENDIX IIIC.4: ANA STANDARDS OF PERFORMANCE AND PRACTICE (BACCALAUREATE)

Table IIIC:4: ANA Standards of Professional Performance

ANA 2015 Professional Standards	Baccalaureate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
Ethics The registered nurse practices ethically.	• Uphold ethical standards related to data security, regulatory requirements, confidentiality, and client's right to privacy. • Access inter-professional and intra-professional resources to resolve ethical and other practice dilemmas and to prevent unsafe, illegal, or unethical care practices.	HIN 268:Human Growth and Development NUR 300: Nursing as a Human Science NUR 301: Therapeutic Intervention I NUR 302: Ways of Knowing NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 405: Therapeutic Intervention IV NUR 406: Clinical Decision Making NUR 408:Trends & Issues in Nursing & Health Care NUR 409:Therapeutic Intervention V NUR 410: Professional Nursing Management	• Lecture/Discussion • Supervised practice situations • Case studies • Group presentations re ethical issues • Identification of ethical issues in clinical.	Classroom Clinical settings
Education The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking. **Standard 13.**	• Demonstrate competency in the practice of nursing by applying knowledge from nursing science, the physical and human sciences, and the humanities to promote, protect, maintain and restore optimal health. • Demonstrate professionalism, including demeanor, respect for self and others, and attention to professional boundaries.	HIN 268:Human Growth and Development NUR 300: Nursing as a Human Science NUR 301: Therapeutic Nursing Intervention I NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 400: Professional Nursing NUR 405: Therapeutic Intervention IV NUR 406: Clinical Decision Making NUR 409:Therapeutic Intervention V	• Group presentations • Pre & post conference case studies • Care plans • Lecture/ Discussion • Home visits	Classroom Clinical Settings Community
Evidence-based Practice & Research The registered nurse integrates evidence and research findings into practice.	• Demonstrate an understanding of the basic research process and evaluate nursing research outcomes in terms of applicability to professional nursing practice. • Integrate best practices, clinical judgment, inter-professional perspectives, and patient preference in planning, implementing, and evaluating outcomes of care.	NUR 301: Therapeutic Nursing Intervention I NUR 302: Ways of Knowing NUR 303: Therapeutic Intervention II NUR 344: Altered Health States NUR 405: Therapeutic Intervention IV NUR 406: Clinical Decision Making NUR 409:Therapeutic Intervention V	• Papers—critique of research studies • Classroom presentations • Case studies • Objective exams • Analysis of hospital policies & procedures	Classroom Clinical settings

ANA 2015 Professional Standards	Baccalaureate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
	•			
Quality of Practice The registered nurse contributes to quality nursing practice.	• Apply leadership and communication skills to affect change and effectively implement patient safety initiatives to improve and monitor the quality of healthcare delivery for diverse population. • Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. • Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare policy, delivery and practice.	NUR 300: Nursing as a Human Science NUR 301: Therapeutic Nursing Intervention I NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 400: Professional Nursing NUR 405: Therapeutic Intervention IV NUR 408:Trends & Issues in Nursing & Health Care NUR 409:Therapeutic Intervention V NUR 410: Professional Nursing Management	• Papers on risk management/QI • Lecture/ discussion • Objective exams • Nursing Arts Lab (NAL) demonstration and practice • AV and CALs supervised practice • Process recordings/ care plans	Classroom Clinical settings NAL Computer lab
Communication The registered nurse communicates effectively in all areas of practice	• Apply leadership and communication skills to affect change and effectively implement patient safety initiatives to improve and monitor the quality of healthcare delivery for diverse population. • Articulate the unique nursing perspective in collaboration with other disciplines to optimize patient outcomes.	NUR 301: Therapeutic Nursing Intervention I NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III	• Lecture/ discussion • Group presentation/ projects • Clinical practice • Pre and post conference	Classroom Clinical settings
Leadership The registered nurse leads within the professional practice setting and the profession.	• Apply leadership and communication skills to affect change and effectively implement patient safety initiatives to improve and monitor the quality of healthcare delivery for diverse population. • Articulate the unique nursing perspective in collaboration with other disciplines to optimize patient outcomes. • Demonstrate professionalism, including	NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 400: Professional Nursing NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V NUR 410: Professional Nursing Management	• Group presentations • Lecture/discussion • Written papers • Pre and post conference	Classroom Clinical settings

ANA 2015 Professional Standards	Baccalaureate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
	demeanor, respect for self and others, and attention to professional boundaries.			
Collaboration The registered nurse collaborates with the healthcare consumer and other key stakeholders in the conduct of nursing practice. **Standard 11.**	• Articulate the unique nursing perspective in collaboration with other disciplines to optimize patient outcomes. • Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations, using a human science perspective to promote health.	NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 400: Professional Nursing NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Discussion with clinical staff and other disciplines • Serve as clinical "team leaders" • Supervised clinical performance • Community projects	Classroom Clinical settings Community
Professional Practice Evaluation The registered nurse evaluates one's own and others' nursing practice.	• Demonstrate professionalism, including demeanor, respect for self and others, and attention to professional boundaries.	NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Supervised clinical practice • SIM lab	Classroom Clinical settings
Resource Utilization The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible	• Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. • Access inter-professional and intra-professional resources to resolve ethical and other practice dilemmas and to prevent unsafe, illegal, or unethical care practices.	NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• NAL • Lecture/discussion • Supervised clinical practice	Library Classroom Clinical settings Computer lab NAL

ANA 2015 Professional Standards	Baccalaureate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
Environmental Health The registered nurse practices in an environmentally safe and healthy manner.	• Implement holistic, patient-centered care across the health illness continuum, across the lifespan, and in a variety of healthcare settings. • Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations, using a human science perspective to promote health.	HIN 269: Analysis and Action for Community Health NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Clinical supervision • Pre- and post-conference • Group work • Care plan	Classroom Clinical settings Community

ANA Standards of Professional Nursing Practice

ANA 2015 Professional Standards	Baccalaureate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
Assessment The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.	• Demonstrate competency in the practice of nursing by applying knowledge from nursing science, the physical and human sciences, and the humanities to promote, protect, maintain and restore optimal health. • Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations, using a human science perspective to promote health.	HIN 269: Analysis and Action for Community Health NUR 300: Nursing as a Human Science NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Group presentations • Community assessment • Care plans • Supervised clinical practice • Objective exam	Clinical settings Community
Diagnosis The registered nurse analyzes the assessment data to determine actual or potential diagnoses, problems, and issues.	• Demonstrate competency in the practice of nursing by applying knowledge from nursing science, the physical and human sciences, and the humanities to promote, protect, maintain and restore optimal health.	NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Supervised clinical practice • Care plans • Pre and post conference	Clinical settings
Outcome Identification The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.	• Apply leadership and communication skills to affect change and effectively implement patient safety initiatives to improve and monitor the quality of healthcare delivery for diverse population. • Integrate best practices, clinical judgment, inter-professional perspectives, and patient preference in planning, implementing, and evaluating outcomes of care. • Articulate the unique nursing perspective in collaboration with other disciplines to optimize patient outcomes.	NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Pre and post conference • Care plans • Literature review	Clinical settings

ANA 2015 Professional Standards	Baccalaureate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
Planning The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes	• Demonstrate competency in the practice of nursing by applying knowledge from nursing science, the physical and human sciences, and the humanities to promote, protect, maintain and restore optimal health.	NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Pre and post conference • Care plans	Clinical settings
Implementation The registered nurse implements the identified plan	• Apply leadership and communication skills to affect change and effectively implement patient safety initiatives to improve and monitor the quality of healthcare delivery for diverse population. • Demonstrate an understanding of the basic research process and evaluate nursing research outcomes in terms of applicability to professional nursing practice. • Integrate best practices, clinical judgment, inter-professional perspectives, and patient preference in planning, implementing, and evaluating outcomes of care. • Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. • Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare policy, delivery and practice. • Implement holistic, patient-centered care across the health illness continuum, across the lifespan, and in a variety of healthcare settings.	NUR 301: Therapeutic Intervention I NUR 302: Ways of Knowing NUR 303: Therapeutic Intervention II NUR 304: Therapeutic Intervention III NUR 405: Therapeutic Intervention IV NUR 409:Therapeutic Intervention V NUR 410: Professional Nursing Management	• Supervised clinical practice • Care plans • Pre and post conference • Critique of research studies • NAL demonstration and evaluation • Lecture/discussion	Classroom Clinical Settings

ANA 2015 Professional Standards	Baccalaureate Program Objectives	Courses	Sample Teaching Learning Practices	Teaching Environment
Evaluation The registered nurse evaluates progress toward attainment of goals and outcomes	• Integrate best practices, clinical judgment, inter-professional perspectives, and patient preference in planning, implementing, and evaluating outcomes of care.	NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Analysis paper of best practices • Care plans • Pre and post conference	Classroom Clinical Settings
Culturally Congruent Practice registered nurse practices in a manner that is congruent with cultural diversity and inclusion principles.	• Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations, using a human science perspective to promote health. •	HIN 269 Analysis and Action for Community health NUR 301:Therapeutic Nursing Intervention I NUR 303:Therapeutic Intervention II NUR 304:Therapeutic Intervention III NUR 405:Therapeutic Intervention IV NUR 409:Therapeutic Intervention V	• Analysis paper of best practices • Care plans • Pre and post conference	Classroom Clinical Settings

APPENDIX1V: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

APPENDIX IVF.1: FACULTY DEVELOPMENT WORKSHOPS (LEHMAN & CUNY) 2013-2017

- Series of grant availability by the Office of Sponsored Programs
- Tenure and Promotion by C. Alicia Georges
- Blackboard workshop by Stephen Castellano, Oleana Zhadko, Online teaching and learning technical specialist
- Current research activity by Faculty
- Alert Lockdown Inform Counter Evacuate Training
- Presentations(4) on scope of new building and simulation and skills labs
- Faculty development Using Nurse Tim
- V-Sims workshop
- Shadow Health Webinars

APPENDIX IVF.2: STANDARDS FOR FACULTY SCHOLARSHIP

American Association of Colleges of Nursing Standards for Academic Nursing Scholarship (1999)
Scholarship of Discovery

- Peer-reviewed publications of research, theory, or philosophical essays (DON looks for them to be in the top journals, as well as impact index)
- Presentations of research, theory, or philosophical essays;
- Grant awards in support of research or scholarship;
- Mentorship of junior colleagues in research or scholarship (This has not been as widespread since we just promoted our two assistant professors to associate in the past year. The chairperson has been responsible for this.)
- State, regional, national, or international recognition as a scholar in an identified area; and Positive peer evaluations of the body of work. (DON depends on the external reviewers for this).

Scholarship of Teaching

- Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories.
- accreditation or other comprehensive program reports;
- successful applications of technology to teaching and learning;
- positive peer assessments of innovations in teaching;
- state, regional, national, or international recognition as a master teacher;
- published textbooks or other learning aids;
- grant awards in support of teaching and learning;
- design of outcome studies or evaluation/assessment programs; and
- Presentations related to teaching and learning.

Scholarship of Practice

- peer-reviewed publications of research, case studies, technical applications, or other practice issues;
- presentations related to practice;
- consultation reports;
- reports compiling and analyzing patient or health services outcomes;
- products, patents, license copyrights;
- peer reviews of practice;
- grant awards in support of practice;
- state, regional, national, or international recognition as a master practitioner;
- professional certifications, degrees, and other specialty credentials;
- reports of meta-analyses related to practice problems;
- reports of clinical demonstration projects; and
- Policy papers related to practice.

Scholarship of integration

- peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others;
- copyrights, licenses, patents, or products for sale;
- published books;
- positive peer evaluations of contributions to integrative scholarship;
- reports of interdisciplinary programs or service projects;
- interdisciplinary grant awards;
- presentations; and
- Policy papers designed to influence organizations or governments.

These standards are congruent with expectations of the college for tenure and promotion. We do not expect each candidate to have all of these but at least some of them. The nurse practitioners when they are being reviewed for tenure and promotion must meet most of the scholarship of practice. No practitioner has been reviewed for tenure in the past 15 years.

APPENDIX IVH.1: NURSING DEPARTMENT STRATEGIC PLAN

2016-2019 Strategic Plan

I. Departmental Mission

To prepare nursing professionals at the undergraduate and graduate levels who are able to relate humanistically, think critically, and pursue life-long learning.
The graduates are prepared to be competent professional nurses who will contribute to the health needs of diverse cultural groups in New York City and the world

Philosophy of the Nursing Department

The philosophy of the Department of Nursing encompasses the faculties' beliefs about the concepts of education, nursing, persons, environment and health, and provides a framework for the nursing curriculum of the undergraduate and graduate programs. The faculty believes that professional nursing education must take place in institutions of higher learning as the nursing programs build upon the liberal arts and sciences to develop the critical thinking essential for providing nursing care in our society, and for developing the profession of nursing. A Baccalaureate education prepares students to begin professional practice, while graduate education provides the knowledge base for advanced practice, leadership, and theory development within the profession. Higher education also provides opportunities for students to develop their potential as individuals and as contributing members of society. The programs encourage students to be active participants in their own education and in life-long learning. The importance of the student's inter-subjective relationships to professional development as well as self-development and self-awareness is emphasized. These inter-subjective relationships occur with teachers, peers, clients, and other health professionals.

Nursing is the assessment and treatment of human responses to the actual or potential health needs of people. It requires the collaborative effort of the nurse with a client, family, and other health care professionals. Nursing seeks to identify and enhance health-seeking behaviors of clients through such services as case finding, health teaching, health counseling and provision of care supportive throughout the life cycle. The nursing profession bases its practice on knowledge generated through nursing research and from the humanities and natural sciences. Nursing is committed to the ethical care and nurturing of well and sick people individually and in groups. Professional nurses are self-directed, skilled in oral and written communications, accountable for their actions and able to make sound decisions and formulate independent judgments.

The person is an active being with an inherent capacity to choose among situations presented by life and with responsibility for these choices; everyone experiences the world differently and has a particular way of seeing the world. Each person is valued and supported in his/her uniqueness.
The environment is that which is in mutual and simultaneous interchange with the person. Reality is multidimensional, context-dependent, and relative.
Health is a condition of actualization or realization of the person's potential. It is primarily a measure of each person's ability to do what he wants to do and become what he wants to become. Health encompasses disease and non-disease.

II. Departmental Goals and Strategic Direction

The Department of Nursing at Lehman College is one of four departments in the School of Health sciences Human Services and Nursing. The program admitted its first students in 1971. The Department

of Nursing offers undergraduate and graduate nursing programs to a culturally diverse student body. Our undergraduate nursing program has both a generic program and a registered nurse completion program and a RN-BS Online Option. The department has submitted proposals to NYSED to separate the traditional RN-BS completion program and the accelerated program from the current generic program. Our graduate program, which was launched in 1976, offers five tracks of specialization: parent child nursing, adult health nursing, nursing care of older adults (these tracks will be discontinued as of January 1, 2018 to be in compliance with NYSED rules). We offer a pediatric nurse practitioner program and a family nurse practitioner program. We also offer post masters certificates in the pediatric nurse practitioner program, family nurse practitioner program and in nursing education and nursing administration. The Department has submitted proposals to NYSED for approval of the adult geriatric clinical nurse specialist program and a Doctorate in Nursing Practice program
The Department of Nursing has developed a number of partnerships over the last few years with a variety of nursing organizations and health care agencies throughout the metropolitan region. We have worked. The department has been a pioneer in the establishment of on line distance education programs. The graduate program and the registered nurse completion program offer many of its courses on line.
The nursing shortage and the shortage of nursing faculty will to continue to the end of this decade. Doctorally prepared nursing faculty members are required to teach the theory based courses and there is a need for skilled practitioners as clinical faculty. The registered nurse of the future initial preparation will be in baccalaureate programs.

The average age of the registered nurse in the current registered nurse pool is 47 years of age. Only 8.0% of all RNs are under the age of 30. It is imperative to recruit students from diverse backgrounds as there is paucity for a projected revised health care system. The department of nursing has developed an accelerated program for second degree students wanting a career change. The department of nursing also has to be prepared to expand its RN-BS program and Master program as the state and the country begin to implement the recommendations of the Carnegie Foundation Report on Nursing Education and the IOM Future of Nursing Initiative. It is crystal clear from these reports that we must change the way we educate nurses. Lehman Department of Nursing has to lay the foundation now for the education of these nurses. We need educational facilities and technology that are state of the art. We need well prepared faculty and we must develop stronger relationships with our clinical /practice partners. The development of this strategic plan is a first step.

Fall 2016- Spring 2017

- Goal 1: Adult-Geri Nurse Approved
- Goal 2: Submission of the Master Plan in Preparation for DNP Approval
- Goal 3: Doctor of Nursing Practice Program Approved
- Goal 4: Grants (internal, external, training and service, research) PI grants

Fall 2017-Spring 2018

- Goal 5: Dual Degree Program Implemented
- Goal 6: Establish Doctor in Nursing Practice
- Goal 7: Nursing Building Groundbreaking
- Goal 8: Increase the number of doctorally prepared faculty of school of nursing

Fall 2018-Spring 2019

- Goal 9: Begin discussion on establishment
- Goal 10: Faculty Increased to 20 full-time