



Middle States Commission on Higher Education

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Substantive Change Request Form

Effective Date: January 1, 2019

INSTRUCTIONS:

Review

- Review the [Substantive Change Policy](#) and [Substantive Change Procedures](#) before completing this form. This request form aligns with the Substantive Change Policy and Substantive Change Procedures effective January 1, 2018.
- Review this Form in its entirety.
- Read instructions for completing the relevant appendix on page 11.
- Determine if this request is “complex”:
Note on Complex Substantive Change: The Commission may require that an institution submit substantive change request under the “complex” substantive change process. Please see the Substantive Change Procedures for more information about complex substantive change.
 - If an institution is uncertain about whether a proposed substantive change is complex, the institution should contact the designated Commission staff liaison as early as possible with preliminary information on the nature and purposes of the planned change.
 - Changes in legal status, form of control, or ownership, and EQUIP Experimental Site Initiatives with the United States Department of Education (USDE) are always considered complex and are indicated as complex in this request form.
 - However, in addition to these, any of the types of substantive change may be considered “complex” by the Commission or staff on its behalf, depending on the nature of the change. Examples include (but are not limited to) change in the status of multiple locations, multiple types of change that are submitted simultaneously, and some institutional closures.

Complete

- Complete this Form and its required appendix for the specific type of substantive change (see Section E).
- Use current PDF software and combine documents (label attachments appropriately) into a **single, bookmarked file**.

Submit

- **Submit a separate request form for each proposed change unless the change is designated a complex substantive change.**
- Upload completed Form through the Institution Portal in the area labeled “Substantive Change Request”.
- If requested by staff or substantive change evaluators, upload supporting documents to the area in the portal labeled “Substantive Change Additional Documents”.

Date Submitted: **11/5/2019**

Institution: **Lehman College**

City, State: **Bronx, New York**

Section A: Type of Substantive Change

Please check the type of substantive change. You must submit the Required Appendix by Substantive Change Type (See Section E).

- 1. Change in the Established Mission or Objectives of the Institution
- 2. Change in Legal Status, Form of Control, or Ownership
- 3. Significant Departure from Existing Educational Programs
- 4. Alternative Delivery Method
- 5. Direct Assessment/Competency Based Education Programs
- 6. Different Credential Level
- 7. Change from Clock Hours to Credit Hours
- 8. Substantial Increase or Decrease in Clock or Credit Hours
- 9. Contractual Arrangements
- 10. Establishment of Additional Locations
- 11. Establishment of a Branch Campus
- 12. Closure, Relocation, or Reclassification of a Site
- 13. Planned Institutional Closure
- 14. Experimental Sites Initiatives (ESI)/EQUIP with U.S. Department of Education

Section B: Institutional Standing with other Agencies

1. Has any other regional, national or disciplinary/professional accrediting agency asked for follow-up reporting from the institution, including any of its branch campuses, additional locations or other sites within the last two full academic years, including current year?
 NO YES

If yes, indicate the agency, reporting date of the next report **and** the topics to be reported:

[Click or tap here to enter text.](#)

2. Is the institution being monitored or reviewed by any federal agency, including the United States Department of Education, or any state agency for any reason, including any of its branch campuses, additional locations or other sites within the last two full academic years, including current year?
 NO YES

If yes, indicate the agency, due date of the next report **and** the topics to be reported:

[Click or tap here to enter text.](#)

Section C: Required Approvals for the Substantive Change

List and **provide documentation** for internal approvals (i.e. administrative, faculty, committees, board) and external approvals (i.e. system, state, out-of-state, international, national and/or specialized accreditors) required for the proposed substantive change noted in Section A above. **(Label attachments i.e. State Approval, Institutional Approval, etc.)**

1. Institutional Approvals

a. Are institutional approvals required? NO YES

b. If so, what is required:

[Click or tap here to enter text.](#)

c. Have they been obtained? (If yes, attach) *NO YES N/A

***If not yet obtained but required, request form must be submitted after all institutional approvals are received.**

2. System Approvals

a. Are system approvals required? NO YES

b. Have they been obtained? (If yes, attach) NO YES N/A

c. If not yet obtained but required, provide the status:

[Click or tap here to enter text.](#)

3. State Approvals

a. Are state approvals required? NO YES

b. Have they been obtained? (If yes, attach) NO YES N/A

c. If not yet obtained but required, provide the status:

[Click or tap here to enter text.](#)

4. Legal, Contractual, or Other Required Approvals

a. Are any other legal, contractual, or other approvals required? (i.e. federal, out-of-state, international) NO YES

b. Have they been obtained? (If yes, attach) NO YES N/A

c. If not yet obtained but required, provide the status:

[Click or tap here to enter text.](#)

Section D: Substantive Change Request

Provide succinct and analytical answers to the following questions.

Introduction to the Proposed Substantive Change

1. Provide a brief overview of the proposed substantive change request.

Add Doctor's – Professional Practice. This proposal describes the Lehman College (Department of Nursing) plan to offer a doctoral program leading to the degree of Doctor of Nursing Practice (DNP). The DNP program will prepare registered professional nurses (RNs) already holding a baccalaureate degree in nursing, and advanced standing nurses with a master's degree in nursing to translate research findings into evidence-based practice and provide cost effective, clinically-focused, high quality care for culturally diverse populations in local communities, the state of New York, and across the country. Two specialty tracks in family nurse practitioner and pediatric nurse practitioner will be offered. The two tracks will include four pathways: BS to DNP, Post-Master's to DNP, PNP to DNP, and FNP to DNP. This doctoral program is a terminal professional degree representing the highest level of clinical nursing competence.

Institutional Mission/Objectives and Rationale for Substantive Change

2. Institutional Mission and Objectives

- a. Provide the institution's **current** mission statement.

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.

- b. Describe how the proposed substantive change aligns with the institution's mission, referencing each of the types of substantive change noted above.

Lehman believes that its planned DNP program will meet strong local, regional, and national demand for doctorally-prepared, advanced practiced registered nurses (APRNs). The 2015 County Health Ranking report ranked the health status of Bronx residents as last among the 62 counties in New York State. With very high morbidity and mortality rates, and health disparities in the Bronx, it is apparent that there is a need in the Bronx for APRNs prepared at the doctoral level to assume leadership roles in creating change in complex health care delivery systems in the Bronx and much needed areas in light of recent health legislation which emphasizes access to primary health care services. Lehman's students come primarily from the tri-state area, with the highest concentration from the Bronx. They are a heterogeneous, multicultural, dynamic group of students. Because most have family and community ties, they have roots in the area and have a sustained history of remaining in the community and working locally after graduation. This is precisely the kind of Lehman student who will become ideal clinical nursing experts to deliver primary health care to a diverse family population with varied life styles and a broad range of historical, social, economic, and ethnic differences.

3. Need for Proposed Substantive Change

- a. Explain the need for the proposed substantive change, including descriptions of what analyses were conducted to consider benefits, costs, strengths and weaknesses associated with the proposed substantive change and how the institution concluded to move forward with the request.

The development of the DNP degree itself was prompted in 2005 by the National Academy of Sciences' call for the development of a non-research doctorate with a focus on clinical work in order to prepare expert practitioners who are able to be healthcare leaders and serve as clinical faculty (AACN, 2014). In addition, the American Association of College of Nursing (AACN) has mandated that the current level of preparation necessary for advanced nursing practice roles be moved from the master's to the practice doctorate level by the year 2015.

Consistent with these recommendations, in 2013, the Lehman College Department of Nursing conducted several surveys of its recent graduates. Across all surveys, 77% (56 of 73 students) indicated an interest in attending a practice doctoral degree program. This planned DNP program, within Lehman's Graduate Nursing Program, will address the growing knowledge base required for assuring quality patient outcomes as well as reduce shortages of doctorally-prepared nursing faculty. The DNP graduates will be prepared to assume the role of advanced practitioner in a health care setting, allowing them to work collaboratively with other professional disciplines to develop, implement and evaluate health policies and protocols to improve population health; and as clinical practice faculty within the university setting.

- b. Attach specific data that support the need for the substantive change. (i.e., student surveys, national trends, employment statistics, student demands, etc.) **(Label attachment Needs and Data Analysis)**

Ethics and Integrity

4. Describe how this proposed substantive change is consistent with the institution's commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

All of CUNY's relevant policies (<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/>) and Lehman College's policies (<http://www.lehman.edu/academics/policies.php>) apply.

5. Describe how this proposed substantive change will continue to support a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

All of CUNY's relevant policies (<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/>) and Lehman College's policies (<http://www.lehman.edu/academics/policies.php>) apply.

6. Describe how the proposed substantive change will be honestly and truthfully conveyed in public relations announcements, advertisements, and in all materials and communications for internal and external constituents and include a timeline for communications.

The program will be advertised on the Lehman Website and in the Graduate Bulletin. The Bulletin includes information about admission requirements, continuation requirements, courses, degree requirements, and tuition and fees. The online bulletins are updated periodically throughout the calendar year and provide the most current information for prospective students or for general review. Current students generally follow program requirements based on their date of matriculation, subject to changes in State requirements. All students must speak with a faculty adviser to confirm their degree requirements.

Academic and Instructional Infrastructure

7. Faculty and/or Staffing Needs

- a. Describe faculty and/or staffing needs as they relate to the proposed substantive change.

The Lehman Department of Nursing has 15 full-time faculty, of these 12 (80%) hold doctoral degrees, while the remainder are master’s prepared. The Department has several current part-time faculty members who are qualified to teach the new DNP courses. In the first year, one full-time faculty will be hired to support the program; and, in the third year, an additional faculty member will be hired as students enter into the capstone courses. The program will provide interdisciplinary learning via courses and seminars with faculty from the School of Natural and Social Sciences, the School of Health Sciences, Human Services and Nursing, and members of the health care team at clinical sites.

- b. Provide analysis and discussion of faculty, staff, and administrative credentials and professional experience necessary to ensure successful implementation of the proposed substantive change.

Lehman’s capacity to initiate a DNP program is based on the Department of Nursing’s (DON) doctorally prepared faculty with clinical practice experience in areas that support student education. Faculty members teaching the DNP program possess diverse backgrounds and intellectual perspectives in areas of advanced nursing practice.

The Department of Nursing faculty members for this degree program are the same as those currently teaching in the graduate program. The majority of full-time and some part-time faculty members hold doctoral degrees. The faculty includes CNS’s, NP’s, and other specialty certified professionals. As members of an interdisciplinary team, faculty and clinical instructors are qualified to deliver patient-centered care—emphasizing evidence-based practice, quality improvement, and informatics. The following table identifies the active clinical practices of the DON faculty for the planned DNP program.

Faculty Credentials

Nurse Faculty	Credentials	Academic/ Clinical	Preparation Functional
Barbara Baldwin	DNP, Post-Master’s, M.S., B.S.	Pediatric Nursing	Clinician; Nurse Educator; Pediatrics (APRN)
Eleanor Campbell	Ed.D., M.Ed, M.A., B.S.	Parent/ Child Nursing	Nurse Educator

(Graduate Director)		Curriculum & Teaching	
Cassandra Dobson	Ph.D, M.S., B.S.	Public Health	Researcher; Administrator
Catherine Alicia Georges (Chair)	Ed.D., M.A., B.S.	Community Health, Nursing Education/ Health Policy	Administrator; Educational Leadership & Policy Studies
Claudette Gordon	Ed.D., M.S., B.S.	Educational Leadership	Nurse Educator; Nursing Administrator; Midwifery
Mary Joseph	Ph.D, M.S., B.S.	Mental Health Nursing	Nurse Educator
Ivreen Robinson	Ph.D., M.S., B.S.	Adult Education, Leadership	Family Nurse Practitioner (APRN); Nurse Educator
Karen Roush	Ph.D., M.S., B.S.	Adult Education	Family Nurse Practitioner (APRN); Educator; Researcher
Linda Scheetz	Ed.D., M.A., B.S.N.	Outcomes Measurement, Emergency-Trauma, Older Adults	Educator; Researcher
Korto Scott	Ed.D., M.A., B.S.	Adult Health Nursing	Family Nurse Practitioner (APRN); Educator
Mary Tesoro	D.N.S., M.S., B.S.	Adult Health Nursing, Oncology Nursing	Clinician; Educator
Martha Whetsell	Ph.D., M.S., B.S.	Psychology, Pediatric Nursing	Educator; Researcher; Pediatrics (APRN)

In addition to the current Lehman nursing faculty, a total of two new full-time faculty members, at the assistant or associate rank, will be hired to teach *in year one and year three* in the DNP program. A current faculty member will serve as the coordinator of the Doctor of Nursing Practice program. Additional doctorally-prepared adjunct faculty will also be employed especially when students begin working on capstone projects in years 2 through 5. With the inclusion of new faculty members, there will be no impact on the current faculty workload. Currently, the Department of Nursing has one full-time and four part-time faculty members with the DNP and two full-time faculty members pursuing the DNP.

Lehman College has current contractual agreements in place with all public and private hospitals in the Bronx, all public and most private hospitals in the four boroughs of NYC. In addition, the College has similar agreements with many hospitals and health care facilities in lower Westchester. These affiliations have provided opportunities to recruit competent adjuncts to teach in the nursing program.

The faculty teaching assignment for the DNP program is outlined in the following table (all faculty members listed teach in the master's program). The inclusion of interdisciplinary collaboration within faculty teaching assignments is to draw on the diverse perspectives of experts from different disciplines. This teaching format allows students to learn curriculum content from a broader perspective, focusing on diverse community settings and opportunities for advanced practice nurses to become actively engaged in research and its application to evidence-based practice. Evidence-based nursing practice adds to the knowledge base relevant to the provision of nursing care to diverse populations. Collaborative and interdisciplinary research instructions will include the departments of Health Sciences (Epidemiology), Mathematics & Computer Science (Genomics), and Economics & Accounting and Political Science (Financial Management and Budget Planning). This faculty-teaching structure is also aimed at advancing faculty learning through Interdisciplinary development of a culture of collaborative research (ENA, 2009).

Faculty Teaching Assignments (including Interdisciplinary Collaborations)

Course #	Course Name	Faculty	Department
NUR 600	Biostatistics in Healthcare	Nikola Latic (Interdisciplinary collaboration)	Mathematics and Computer Science
NUR 720	Concepts and Theories for Advanced Nursing Practice	Dr. Eleanor Campbell Dr. Korto Scott	Nursing
NUR 721	Essentials of Clinical Research	Dr. Cassandra Dobson Dr. Karen Roush	Nursing
NUR 723	Strategies for Advanced Nursing Practice	Dr. Linda Scheetz	Nursing
NUR 726	Health Planning and Policy Making: Leadership Issues	Dr. Catherine Alicia Georges	Nursing
NUR 766	Advanced Pathophysiology	Dr. Korto Scott	Nursing
NUR 767	Advanced Pharmacology	TBA	Nursing
NUR 769	Family Development Theory	Dr. Barbara Baldwin	Nursing
NUR 770	Advanced Clinical Practice I	Dr. Barbara Baldwin	Nursing
NUR 771	Advanced Clinical Practice II	Dr. Barbara Baldwin	Nursing
NUR 772	Advanced Clinical Practice III	Dr. Barbara Baldwin	Nursing
NUR 773	Advanced Health Assessment	TBA	Nursing
NUR 774	Advance Family Nursing Practice I	Dr. Barbara Baldwin	Nursing
NUR 775	Advance Family Nursing Practice II	TBA	Nursing
NUR 776	Advance Family Nursing Practice III	Dr. Ivreen Robinson	Nursing
NUR 787	Advanced Professional Seminar (Master's Project)	Dr. Cassandra Dobson Dr. Karen Roush	Nursing
NUR 800	Leadership in a Complex Health Care System	Dr. Catherine Alicia Georges	Nursing
NUR 801	Evidence Based Practice I: Methods	Dr. Martha Whetsell Dr. Karen Roush New Faculty (1)	Nursing
NUR 802	Evidence Based Practice II: Implementation and Evaluation	Dr. Linda Scheetz New Faculty (2)	Nursing
NUR 803	Theories in Transcultural Nursing and Health	Dr. Eleanor Campbell Dr. Korto Scott	Nursing
NUR 805	Epidemiology	New Faculty (1) (Interdisciplinary collaboration)	Nursing; Health Sciences
NUR 806	Genomics	Dr. Martha Whetsell (Interdisciplinary collaboration)	Nursing; Mathematics & Computer Science
NUR 807	Financial Management and Budget Planning	Dr. Dene Hurley; Ira Bloom, Esq. (Interdisciplinary collaborations)	Economics & Accounting; Political Science
NUR 808	Health Policy	Dr. Catherine Alicia Georges; (Interdisciplinary collaboration)	Nursing; Health Sciences
NUR 809	Practicum I (100 cl hours)	Dr. Cassandra Dobson; Dr. Mary Tesoro New Faculty (1); New Faculty (2)	Nursing
NUR 810	Practicum II & Capstone (200 cl hours)	Dr. Ivreen Robinson New Faculty (1); New Faculty (2)	Nursing
NUR 811	Practicum III & Capstone (200 cl hours)	All Faculty Members	Nursing

Students

8. Student Population and the Student Experience

- a. Describe your institution's **current** student population.

In Fall 2018, Lehman College had 12,639 undergraduate students and 2,148 graduate students. Overall student enrollment was 14,787. 61.7% of undergraduate students were enrolled full-time. 90.0% of graduate students were enrolled part-time. 68.1% of students were female and 31.9% were male. 50.9% of undergraduate students were ages 19-26. 48.3% of graduate students were ages 23-30 while an additional 33.8% were ages 35 and over. 53.0% of undergraduate students were Hispanic, 30.3% were Black/Non-Hispanic, 6.8% were White/Non-Hispanic, 7.0% were Asian/Pacific Islander. 37.2% of graduate students were Hispanic, 31.7% were Black/Non-Hispanic, 21.6% were White/Non-Hispanic, and 7.0% were Asian/Pacific Islander. 92.3% of undergraduate students were from New York State, including 59.9% from the Bronx. 96.4% of graduate students were from New York State, including 44.9% from the Bronx.

- b. Provide an analysis and discussion of how the student population will change as a result of the proposed substantive change.

The target population for this DNP program will be baccalaureate-prepared registered professional nurses, advanced standing non-APRNs, and APRNs in the Bronx and New York City Metropolitan Area, who live, practice and will continue to practice in the urban setting. Currently, the majority of Lehman College Nursing students reside in the Bronx, one of the other four boroughs or surrounding counties. Thus, the overall profile of the student population will not change.

- c. Describe the student support programs and services associated with this proposed substantive change.

Lehman College offers a wide range of student services to ensure student success, persistence and program completion. Student support services such as advising, financial aid, counseling, instructional support services such as tutoring and writing, library and technology support services such as assistance with BlackBoard, are made available to all students. These services are made available to students via phone, video conferencing, online, and by means of extended office hours leveraging existing services. Students entering the program will be assigned to a faculty member teaching in the DNP program, who will be the advisor for the student for the duration of his/her enrollment in the program. As with current graduate students, the name of their assigned faculty advisor is located on their record in CUNYfirst. Each student will be required to see the advisor for permission for each course, at mid-term, and for permission to register for courses for the subsequent semester. Forms now used for advisement of graduate students will also be used for the DNP students.

- d. Provide an analysis of how this substantive change may impact the institution's student achievement measures. Utilize relevant measures consistent with institutional mission and goals, and appropriate to programs (e.g. graduation and retention rates, placement rates, licensure and examination rates), and briefly describe the processes and procedures the institution will use to ensure accuracy of student achievement measures.

The planned DNP program provides students with the opportunity to acquire the competencies required for entry to advanced nursing practice, while also completing the requirements for the DNP degree. Furthermore, using the AACN DNP Essentials (AACN 2006), the DNP curriculum builds on the master's level competencies required for completing the requirements for the DNP degree. It extends the advanced nursing practice to include organizational and systems leadership, ongoing improvement of health outcomes, and patient safety (AACN, 2006).

The DNP graduate will be prepared for the FNP or PNP specialty practice through the core clinical nursing practice competencies and didactic learning experiences. This practice-focused doctoral program will provide integrative practice experiences and an intense practice immersion experience that focuses on innovative and evidenced-based practice, reflecting the application of credible research findings.

The culminating capstone project, which utilizes clinical experience to provide an application-oriented project bringing new scientific knowledge to the practice setting and systems of care, is usually conducted at students' place of work with the approval of their employers to do their practicum or at a health care facility of their choice. It is anticipated that students will be employed in clinical practices. The program is designed to foster a high degree of professional identification and support using peer colleagues. The following are curriculum highlights:

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

Upon starting the DNP program, students are provided with a Portfolio Benchmark Matrix to help maintain the targeted evidence for each course.

Educational Effectiveness Assessment

9. Assessment

- a. **Indicate how the effectiveness of this substantive change will be assessed in the broader context of assessment practices at your institution.**

The AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006) will be the expected standards of performance for graduates, in addition to specialty specific accreditation and certification standards as developed by specific specialty organizations. The proposed program has been developed to meet the essentials for academic and clinical performance. The program evaluation will include formative evaluation, which involves systematic monitoring and assessment of all aspects of the DNP program; and summative evaluation, which focuses on the alignment of program objectives with the AACN essentials, program modifications, and program planning and implementation. Both evaluative methods will involve qualitative and quantitative measures. Results from these measures will be used as a continuous feedback loop to improve and strengthen the program.

- b. **Describe how the institution will engage in the periodic assessment of the impact of the substantive change.**

In addition to annual program- and course-level assessment conducted by the academic departments, there are major program reviews conducted every 5 years.

- c. Attach assessment documentation as appropriate. (Label attachment **Assessment**)

Planning, Resources, and Institutional Improvement

10. Enrollment Projections

- a. Provide an analysis of enrollment projections associated with the proposed substantive change.

This DNP program will be offered on both a full-time (minimum of 9 credits), and part-time (less than 9 credits) basis. Students enrolled as full-time will be placed in cohorts to facilitate academic progression and program completion, course offerings, and tracking of students. The scheduling of classes for the cohort will be one day per week. Evidence indicates that the one- day /week cohort model facilitates ease of class scheduling and student attendance for those who are employed full-time. Group cohesiveness provides academic and social support and networking among cohort members which promotes retention and program completion (Burnett, 2011). Students enrolled as part-time will take courses as advised and required for academic progression.

Students pursuing this DNP program will begin classes in the fall semester. Table 2 below illustrates the College's plan to enroll a total of 30 students in the first year of the DNP program—20 full-time and 10 part-time, and the same for each of the four consecutive years.

Students have the option to attend all classes on one day during the fall and spring semesters. Students also have the option to take courses in the summer

- b. Attach three-year enrollment projections as they relate to the proposed substantive change. (Label attachment **Enrollment Projections**)

11. Financial Analysis

- a. Provide an analysis of the financial impact of the proposed substantive change. Analysis must include: how the institution will manage its resources to achieve its mission and overall student learning immediately after approval of the proposed substantive change and into the foreseeable future; and an analysis of risk factors that might impact the successful implementation of the proposed substantive change.

Costs will include faculty salary, administrative program support, information technology support, seminar costs, materials/supplies, and accreditation costs. Tuition revenue from student enrollment will support any additional costs for adjunct faculty. The program will be fully funded using existing general funds and tuition revenues. No additional funds will be requested. Existing funds and resources will be reallocated. External funds will be sought to supplement existing funding.

- b. Attach a three-year financial plan, associated with the proposed substantive change, with projections of costs and revenues, based on realistic, justifiable assumptions. (Label attachment **Financial Projections**)

12. Organizational Planning and Capacity

- a. Provide analysis and discussion of how the institution plans to ensure overall stability and quality including adequate and efficient utilization of resources.

The department and school dean will supervise this program as they do all programs.

- b. Describe how the institution will provide oversight of the proposed substantive change.

The department and school dean will supervise this program as they do all programs. Deans report to the Provost.

13. Will the proposed substantive change involve a contract with any third-party provider?

NO YES

If yes, describe. [Click or tap here to enter text.](#)

If the third-party provider will be delivering 25% or more of an academic program also complete a separate substantive change request for **Contractual Arrangements**.

14. Impact of Substantive Change

- a. Discuss the expected impact of this proposed substantive change on the institution, other than enrollment, financial, mentioned above.

Increased ability to serve our students and community. As noted earlier, the 2015 County Health Ranking report ranked the Bronx as last among the 62 counties in New York State. New York's summary ranks for health factors, based on weighted scores for health behaviors, clinical care, social and economic factors, and the physical environment. With the increasing morbidity and mortality rates and health disparities in the Bronx, it is apparent that there is a need in the Bronx for APRNs prepared at the doctoral level to assume leadership roles in creating change in complex health care delivery systems in the Bronx and much needed areas in light of the recent health legislation which has since opened access to primary health care services. Offering these degrees fulfills Lehman College's mission to serve the Bronx and surrounding region.

- b. Provide an analysis and description about how the institution will ensure that there are adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support the proposed substantive change? **(Label attachment Facilities)**

15. Timeline

- a. Provide a timeline of the proposed substantive change with critical milestones which include the anticipated effective date. **(Label attachment Timeline)**

Governance, Leadership, and Administration

16. Organizational Structure

- a. Describe how the proposed substantive change fits within the institution's organizational structure.

The program is administered by an academic department within an academic school under the Office of the Provost for Academic Affairs and Student Success. Changes to the program must be approved by the Graduate Studies Committee, the Lehman College Senate and CUNY; New York State approval may also be required for extensive changes.

- b. Attach the institution's organizational chart as it relates to the proposed substantive change.
(Label attachment Org Chart)

17. Governance Structure

- a. Describe how the institution's governance structure will ensure representation by institutional stakeholders.

The Graduate Studies Committee is appointed by the Lehman Senate. This committee consists of 6 faculty, 3 students and 1 administrator. The Lehman Senate is composed of 51 faculty, 34 students, 5 non-teaching instructional staff members and 12 administrators.

- b. Describe how the institution, the Governing Board, and other governing bodies will operate with sufficient autonomy to enable the institution to meet its mission and educational purposes.

As Lehman College is a senior college within The City University of New York, its governance structure is complex and multilayered. The overall governance structure of The City University of New York is established by New York State Education Law, which creates the Board of Trustees of The City University of New York. The Board includes 16 voting members, ten appointed by the Governor of New York State, five appointed by the Mayor of New York City, and the Chair of the University Student Senate, who serves ex officio. The Chair of University Faculty Senate is a non-voting, ex officio member. The Board of Trustees, in turn, has adopted the CUNY Bylaws.

The Bylaws spell out the structure and organization of the Board including: its committees and their membership; duties and responsibilities of the University Chancellor; and duties and responsibilities of CUNY Presidents, including the President of Lehman College. In accordance with CUNY Bylaws, College Presidents report to the Chancellor, acting as the executive agent of the Board of Trustees through the Chancellor.

The College's internal governance structures – including the Senate, General Faculty, Faculty Personnel and Budget Committee, and student government – operate in accordance with the Bylaws and written policies of the Board of Trustees, the College's Documents of Governance, and administrative direction received from CUNY Central administration.

Section E: Required Appendices by Substantive Change Type

You must complete the appropriate Appendix of substantive change that is related to the request. Failure to submit this required additional information relating to the Substantive Change will result in your request being considered incomplete and the Commission will reject the request.

1. Change in the Established Mission or Objectives of the Institution – See [Appendix 1](#)
2. Change in Legal Status, Form of Control, or Ownership - See [Appendix 2](#)
3. Significant Departure from Existing Educational Programs – See [Appendix 3](#)
4. Alternative Delivery Method – See [Appendix 4](#)
5. Direct Assessment/Competency Based Education Programs - See [Appendix 5](#)
6. Different Credential Level – See [Appendix 6](#)
7. Change from Clock Hours to Credit Hours – See [Appendix 7](#)
8. Substantial Increase or Decrease in Clock or Credit Hours – See [Appendix 8](#)
9. Contractual Arrangements – See [Appendix 9](#)
10. Establishment of Additional Locations – See [Appendix 10](#)
11. Establishment of a Branch Campus – See [Appendix 11](#)
12. Closure, Relocation, or Reclassification of a Site – See [Appendix 12](#)
13. Planned Institutional Closure See [Appendix 13](#)
14. Experimental Sites Initiatives (ESI)/EQUIP with U.S. Department of Education - See [Appendix 14](#)

Section F: Checklist and Certifications

By signing and submitting this *Substantive Change Request Form*, the individual below certifies that:

- The *Substantive Change Policy* and *Substantive Change Procedures* have been reviewed.
- The information included in the substantive change request form is accurate at the time of submission.
- The institution will notify the Commission of subsequent, significant developments that could affect the Commission's decision.
- The substantive change request form, including the appropriate appendix/(ces) has been completed in its entirety.
- Supporting documents are appropriately labeled to facilitate the review.
- The submission of this request for review by the Commission has been authorized by the appropriate individuals at the institution.
- The institution understands that prior approval of all substantive changes before implementation is required by the Commission.
- The institution understands that retroactive approval will not be included within the scope of the institution's accreditation status.
- The substantive change request does not adversely affect the institution's compliance with the Commission's standards for accreditation, requirements of affiliation, and policies and procedures, and federal compliance requirements.
- The institution understands that the Commission reserves the right to reject incomplete requests.
- The institution understands that it must provide immediate notification of any outstanding information (for example, a site visit, evidence of appropriate approvals, etc.), and it is the responsibility of the institution to ensure all conditions have been met and that the Commission has received all necessary documentation.
- The institution understands that the Commission may take action in accordance with its Accreditation Actions Policy and Accreditation Actions Procedures.

The Substantive Change Request Form must be submitted by the institution's Accreditation Liaison Officer (ALO)

Provide Name, Title, Email, and Phone Number of (ALO) submitting this request:

Name: Vincent Prohaska

Title: Interim Vice Provost for Academic Programs

Email: vincent.prohaska@lehman.cuny.edu

Phone Number: 718-960-1120

Please sign by typing the name of the Accreditation Liaison Officer (ALO) or including an electronic signature of the ALO in the space provided:

Signature of ALO: Vincent Prohaska

INSTRUCTIONS FOR APPENDICES:

For Microsoft Word 2013, 2016 or later users

1. Left click on the triangle on the left of the appendix or appendices to expand the section for the specific type of substantive change. If you cannot see the triangle, tap or place your cursor in the heading to see the triangle. You can also right-click the heading and click expand/collapse.
2. Delete the appendices that are not related to this request by highlighting the appendices and pressing delete.
3. Do not change the numbers affiliated with each Appendix, even if the order of the submitted Appendices is not in numerical order.

For other Microsoft Word users

1. Delete appendices that are not related to this request by highlighting the appendices and pressing delete.

Appendix 6: Different Credential Level

You must submit a separate request form for each program.

Check the appropriate boxes:

For definitions of credential levels, please see **IPEDS glossary** at:

<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>

Credential level of proposed program(s)	Currently approved credential level(s)
<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (<1 year)	<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (<1 year)
<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=1 year, <2 years)	<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=1 year, <2 years)
<input type="checkbox"/> Associate's or equivalent	<input type="checkbox"/> Associate's or equivalent
<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=2 years, <=4 years)	<input checked="" type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=2 years, <=4 years)
<input type="checkbox"/> Bachelor's or equivalent	<input checked="" type="checkbox"/> Bachelor's or equivalent
<input type="checkbox"/> Post-baccalaureate Award/Certificate/Diploma	<input checked="" type="checkbox"/> Post-baccalaureate Award/Certificate/Diploma
<input type="checkbox"/> Master's or equivalent	<input checked="" type="checkbox"/> Master's or equivalent
<input type="checkbox"/> Post-master's Award/Certificate/Diploma	<input type="checkbox"/> Post-master's Award/Certificate/Diploma
<input checked="" type="checkbox"/> Doctor's – Professional Practice	<input type="checkbox"/> Doctor's – Professional Practice
<input type="checkbox"/> Doctor's – Research/Scholarship	<input type="checkbox"/> Doctor's – Research/Scholarship
<input type="checkbox"/> Doctor's – Other	<input type="checkbox"/> Doctor's – Other

The Commission requires prior approval for the first two programs offered at each credential level. Is this the first or second program?

1st proposed program to be offered via this credential level

Name of program as it would appear in the institution's catalog:

Family Nurse Practitioner

The institution certifies that it used acceptable and consistent methods for assigning credit hours to this program of study.

2nd proposed program to be offered via this credential level

Name of program as it would appear in the institution's catalog:

The institution certifies that it used acceptable and consistent methods for assigning credit hours to this program of study.

Please answer each question in this section:

1. Provide the following attachments:

Curriculum and course offerings for the proposed program, including information about course sequencing (Label attachment **Curriculum**)

Course descriptions (Label attachment **Courses**)

Learning outcomes with expected timeline for student completion (Label attachment **Outcomes**)

2. Provide a description of procedures, requirements or policies that may change (e.g., admissions criteria, graduation requirements, etc.).

No changes in procedures, requirements or policies are anticipated.

3. If not described above, describe faculty, staff, and administrative credentials and professional experience necessary to ensure successful implementation of the proposed substantive change
4. Please provide, very briefly, any additional information that may be helpful to the Commission regarding this substantive change.

Click or tap here to enter text.

Senate Meeting – April 29, 2015 Graduate Studies Report

On behalf of the Grad Studies Committee, I'd like to put forth items from the following departments or offices:

Department of Sociology ☐ Withdrawal of courses: SOC 530, 720, 730, 740, 744, 746, 750, 770, 775, 780, 785

Department of History ☐ New course: HIW 717

Department of Economics and Business ☐ Change in admission requirements: MS/Accounting and MS/Business Programs

Department of Counseling, Leadership, Literacy and Special Education ☐ Change in degree requirements: bilingual school counseling extension certificate

Department of Art ☐ Change in degree requirements: MFA program ☐ New course: ART 744 ☐ Course changes: ART 730; ART 732; ART 734; ART 736; ART 748; ART 750

Department of Nursing ☐ Proposal to establish a new degree program: Doctor of Nursing Practice (pending the revisions discussed with Prof. Georges)

School of Education and School of Arts and Humanities; ☐ Discontinuation of obsolete NYS Provisional and Permanent certification teacher education programs ☐ Discontinuation of inactive (dormant) teacher education programs

Office of Graduate Studies ☐ Policy/procedure updates: Good Academic Standing and Probation; Satisfactory Academic Progress (formerly Unsatisfactory Academic Progress)



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Division of Professional Education
Professional Education Program Review
Education Building
89 Washington Avenue, 2nd Floor, West Wing
Albany, NY 12234
Tel. (518) 474-3817, ext. 360
Fax (518) 473-0114
Email: OPPROGS@nysed.gov

August 9, 2019

Dr. Daniel Lemons
Interim President
CUNY Lehman College
250 Bedford Park Boulevard West
Bronx, NY 10468

Dear President Lemons:

This letter is in response to correspondence requesting approval of two license qualifying Doctor of Nursing Practice (DNP) degree programs in Family Nurse Practitioner and Pediatric Nurse Practitioner to be offered at City University of New York at Lehman College.

I am pleased to inform you that the Board of Regents approved the Master Plan Amendment at its April 2019 meeting and the Governor approved the Master Plan Amendment on July 23, 2019. On the basis of our review the programs detailed on the attached listing from the Inventory of Registered Programs are accredited by the New York State Board of Regents – Office of the Professions and are registered for professional purposes under Subchapter A of the Regulations of the Commissioner of Education (Chapter II of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York) until September 1, 2020. After that date registration will be extended annually until the Department's next review is conducted.

New registration is required for any existing curriculum in which a significant change is made that affects its title, focus, design, requirements for completion, or mode of delivery. Therefore, prior to initiating a significant change in these programs, I ask that you contact the Professional Education Program Review office at (518) 474-3817, extension 360, or via e-mail at OPPROGS@nysed.gov.

I wish you and your colleagues success with these programs.

Sincerely,

William Murphy, Ph.D.
Director

Attachment

cc: Chancellor Matos Rodriguez; P. Nwosu; C. Georges; J. Bowers; E. Sukhanova; M. Casazza;
L. Bruno; V. Upadhyay

NEW YORK STATE EDUCATION DEPARTMENT
 INVENTORY OF REGISTERED PROGRAMS
 REGISTRATION CHANGE REPORT

08/09/2019

332000 CUNY LEHMAN COLLEGE

PROG CODE	PROGRAM TITLE	HEGIS	AWARD
40560	FAMILY NURSE PRACTITIONER	1203.10	DNP
	FORMAT ADDED - DAY		
	TAP ELIGIBLE -		
	APTS NOT ELIGIBLE -		
	VTA ELIGIBLE -		
	CERT/LICENSE ADDED - FAMILY NP	TYPE = LIC QUAL	08/2019
	PROGRAM ADDED - REG DATE = 08/2019		
40561	PEDIATRIC NURSE PRACTITIONER	1203.10	DNP
	FORMAT ADDED - DAY		
	TAP ELIGIBLE -		
	APTS NOT ELIGIBLE -		
	VTA ELIGIBLE -		
	CERT/LICENSE ADDED - PEDIATRICS NP	TYPE = LIC QUAL	08/2019
	PROGRAM ADDED - REG DATE = 08/2019		

**LEHMAN COLLEGE
DOCTOR'S – PROFESSIONAL PRACTICE**

NEEDS AND DATA ANALYSIS

Some of the many factors building momentum for change in nursing education include the rapid expansion of knowledge underlying practice; increased complexity of patient care; national concerns about the quality of care and patient safety; shortages of nursing personnel; shortages of doctorally prepared nursing faculty; and increasing educational expectations for the preparation of other members of the healthcare team (AACN, 2013), as well as the increasing gap in quality primary care services created in part by the enactment of the Affordable Care Act of 2010 (Anderson, 2014).

The 2015 County Health Ranking report ranked the Bronx as last among the 62 counties in New York State. New York's summary ranks for health factors, based on weighted scores for health behaviors, clinical care, social and economic factors, and the physical environment. With the increasing morbidity and mortality rates and health disparities in the Bronx, it is apparent that there is a need in the Bronx for APRNs prepared at the doctoral level to assume leadership roles in creating change in complex health care delivery systems in the Bronx and much needed areas in light of the recent health legislation which has since opened access to primary health care services.

Table 1: Health Problems of the Bronx, New York City and New York State as a whole: A Comparison

Healthy People 2020 Indicators	Bronx	New York City	New York State
Overweight	62%	53%	57%
Obesity	30.6%	22.1%	21%
Diabetes	12.4%	9.1%	6.6%
Tobacco use	25.3%	23.3%	18.2%
Mental Health Hospital admissions related to mental disorders/ 10,000	69.4	66.5	45
Responsible Sexual Behavior: HIV/AIDS new cases per 1,000 population	1.3	0.8	0.6
Environmental Quality Asthma Hospitalizations per 1,000 children under age 15	9.2	6.1	8.4

Source: NYC, DOH (2012)

The Institute of Medicine (IOM), Joint Commission, Robert Wood Johnson Foundation (RWJF), and other authorities have called for re-conceptualizing educational programs that prepare today's health professionals (AACN, 2013). In view of this, the IOM has called for the doubling of the number of nurses with doctorates by 2020 in its 2011 Future of Nursing Report (Future of Nursing-NYS, 2012). The IOM further recommended that at least 10 percent of all baccalaureate nursing graduates should matriculate into a master's or doctoral program within five years of graduation (Future of Nursing-NYS, 2012).

The development of the DNP itself was prompted in 2005 by the National Academy of Sciences' call for the development of a non-research doctorate with a focus on clinical work in order to prepare expert practitioners who are able to be healthcare leaders and serve as clinical faculty (AACN, 2014). The Position Statement on the Practice Doctorate in Nursing released in October 2004 states a high level of need for the new practice doctorate based on the growing complexity of healthcare, growth in scientific knowledge, and sophistication of technology that has necessitated expanded didactic and clinical hours for advanced practice nurses (AACN, 2004). In particular, the report cited numerous benefits to the creation of this degree (the DNP differs from the PhD in Nursing in that it focuses on advanced practice

as opposed to research), one of which included high levels of market interest in the graduates of DNP programs. Another important factor in considering the creation of the DNP was the nursing faculty shortage. The severity of this problem has been lessened since the availability of DNP programs, as many DNP students enter interested in further nursing education. In so doing, the DNP functions to ease the significant nursing faculty shortage by providing clinical faculty members who have the motivation to advance the education of future nurses.

Meeting the Nation's Health Care Needs

The DNP program focuses on preparing leaders who can “improve the quality of care, patient outcomes and health of society by advancing health policy” (NONPF, 2013). At this pivotal period in health care, where clinical expertise is critical for transforming health care systems, strong leadership from advanced practice nurses will contribute to the delivery of high-quality care while working collaboratively with leaders from other health professions (IOM, 2011). “Transforming Leadership” is cited by IOM (2011) as a fundamental transformation of the nursing profession for the future of nursing. The IOM Committee, supported by RWJF, developed an Initiative on the Future of Nursing with recommendations for an action-oriented blueprint. This report suggested that “*the nursing profession must produce leaders throughout the health care system, from the bedside to the boardroom, who can serve as full partners with other health professionals*” in order to support the shifting of the nation’s health system toward a greater emphasis on primary and preventive care, resulting from the enactment of the *Affordable Care Act* (2010) and the *Health Education and Reconciliation Act* (2010)—which are designed to expand health coverage to 30 million Americans; increase benefits and lower costs for consumers; provide new funding for public health and prevention; bolster the health care and public health workforce and infrastructure; foster innovation and quality in the health care system; and more.

In order to support full transformation in health care, the need to develop a cadre of doctorally-prepared advanced practice nurses, who can provide the leadership and quality care required by the nation, must be addressed. Lehman anticipates that its planned DNP program will meet a strong local, regional, and national demand for doctorally prepared clinicians who can competently provide the health services and leadership required. This is particularly true for the Bronx, the location of Lehman College, whose population is the most economically disadvantaged in New York City with some of the highest rates of the leading chronic diseases in the U.S.

Meeting the Nation's Economic Needs

Evidence has shown that nurse practitioners have been providing high-quality and cost-effective care (Stanik-Hutt et al., 2013). There is a growing need for doctorally prepared, advanced clinical nurses to assure quality patient outcomes. In addition to providing many of the same services less expensively than physicians, nurse practitioners offer a focus on patient-centered care and preventive medicine (NNCC, 2013). In 2009, it was determined that nurse practitioners provide care of equivalent quality to that of physicians at a lower cost, while achieving high levels of patient satisfaction and providing more disease prevention counseling, health education, and health promotion activities than physicians (NNCC, 2013). The national average cost of a nurse practitioner (NP) visit in 2009 was 20% less than a visit to a physician (NNCC, 2013). Clinics run by nurse practitioners create cost savings associated with reduced use of emergency rooms, urgent care centers, hospitals, and emergency medical services. In general, the DNP graduates will help in supporting and transforming health care systems.

The anticipated need for high quality care provided by DNPs nationwide has been echoed by local healthcare organizations. The Bureau of Labor Statistics (BLS) expects Nurse Practitioner jobs to increase by 31 percent in the next seven years, much faster than average. The BLS expects 47,000 new

jobs will be generated by 2022. The New York State Bureau of Labor estimates that Nurse Practitioner jobs in New York City will grow at a rate of between 3.2% and 3.6% per year.

Meeting the Community's Health Care Needs

The anticipated need for high quality care provided by DNPs nationwide has been echoed by local health care organizations. Accordingly, the Lehman DNP graduates are expected to be in demand. The Bureau of Labor Statistics (BLS) expects Nurse Practitioner jobs to increase by 31 percent in the next seven years, much faster than average. The BLS expects 47,000 new jobs will be generated by 2022. The New York State Bureau of Labor estimates that Nurse Practitioner jobs in New York City will grow at a rate of between 3.2% and 3.6% per year. With the high and increasing morbidity and mortality rates and health disparities in the Bronx, it is apparent that there is a great need in the Bronx for advanced practice nurses prepared at the doctoral level to deliver primary care to individuals and families in light of the new health legislations which will open access to primary health care services.

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

The graduates of the Lehman College Post-Baccalaureate DNP program will be prepared as Doctor of Nursing Practitioners with a clinical specialization in FNP or PNP. All of the students will have a minimum of **one and one half years** of preparation as a family nurse practitioner or pediatric nurse practitioner at the doctoral level. Others with a bachelor's degree in nursing, or advanced standing non-APRNs will complete additional clinical hours to satisfy the advanced standing FNP or PNP requirements.

Meeting the University's Needs

There are several DNP degree programs in NYC and surrounding areas. The majority are private institutions. The private institutions are Columbia University, New York University, Pace University and Molloy College. There are also programs in NJ such as Fairleigh Dickinson University and Rutgers University. There are no DNP programs, public or private in the Bronx. The Lehman DNP program is designed for both post-baccalaureate and post-master's studies in response to IOM's call to double the number of nurses with a doctorate by 2020 (*recommendation # 5*) in order to add to the cadre of nurse faculty and researchers, with attention to increasing diversity (IOM, 2011). The survey of our five major clinical partners (Bronx Lebanon, Jacobi, Montefiore, Lincoln and St. Barnabas hospitals in the Bronx with 100% response indicated support for the DNP program:

Doctor of Nursing Practice 2013 Needs Survey:

To continue to serve our health care community, the Lehman College Department of Nursing is conducting a needs assessment for a proposed **Doctor of Nursing Practice degree program in the Family Nurse Practitioner (DNP-FNP) track**. Your participation is greatly appreciated.

1. Does your institution anticipate any interest in hiring graduates of a Family Nurse Practitioner doctoral program (DNP-FNP) in the future?

_____Yes; _____No

2. If no, but interested in other specialty area(s), please indicate below.

3. We welcome any additional comments you would like to provide.

Summary of Survey

- **5 of the clinical partners surveyed responded (100%)**
- **5 indicated that they would hire FNP-DNP graduates**
- **None indicated NO**
- **One (1) institution Jacobi expressed an interest in nurse anesthetist**

The Department of Nursing will continue to reach out to clinical affiliates to determine their future needs for other specialty areas.

Meeting Nursing Student Needs

The DNP degree is transforming not only how nurses are educated to take on advanced practice clinical roles, but also to prepare nurses as administrators, educators, and leaders. To meet role expectations, nurses must be prepared at higher levels of education (IOM, 2011). According to the AACN (2013), 217 DNP programs are currently enrolling students at schools of nursing nationwide, and an additional 97 DNP programs are in the planning stages.

The students entering the DNP program have a commitment to a career in nursing practice and healthcare leadership and are focused on improving the outcomes of patient care and population health (AACN, 2014). As such, those who have successfully completed a DNP frequently go on to work in a leadership capacity within healthcare systems (i.e. as executives for health care organizations or as directors of clinical programs). A 2014 national salary survey conducted by the ADVANCE healthcare Network for Nurse Practitioners and Physician Assistants found that nurse practitioner working full-time earned an average salary of \$101,621 per year.

In the 2011 survey of nurse practitioners, conducted by the American Academy of Nurse Practitioners, nurse practitioners in NYC earned an average of \$117,775 with a base salary of \$94,337. The salary is dependent on years of experience. The nurse practitioner with a Doctor of Nursing Practice degree earned on average an additional \$8,576 per year (graduatenursingedu.org, AACN, 2014). Each week the Department of Nursing Chairperson and Director of the Graduate Nursing Program receive information from recruiting agencies advertising availability of positions in NYC and other parts of the country.

The target population for this DNP program will be baccalaureate-prepared registered professional nurses, advanced standing non-APRNs, and APRNs in the Bronx and New York City Metropolitan Area, who live, practice and will continue to practice in the urban setting.

Currently, the majority of Lehman College Nursing students reside in the Bronx, one of the other four boroughs or surrounding counties.

Student Interest/ Demand

In spring 2013, using the *graduate student exit survey* to assess the interest and need for a DNP program, the Lehman College Department of Nursing conducted a survey of the 3 classes of 2011, 2012 and spring 2013 MS in nursing graduates via email. Of the 82 graduates targeted, 33% (27) responded indicating unanimously that they were interested in attending a DNP program at Lehman. Prior to this, a similar survey was emailed to 88 spring 2012 graduates, mostly from the FNP program and the Adult Health specialties. A total of 31% (27 of 88) responded, of which 78% (21 of 27) indicated a high interest in enrolling in the DNP program at Lehman.

To gather further information about the pool of potential applicants, a link to an **updated graduate nursing student online SNAP survey** was emailed to forty-three spring 2013 and fall 2012 FNP graduates requesting additional information about their advanced practice experience as well as their enrollment preference. There was a 44% (19) response rate; of which 8 (42%) indicated an interest in attending a DNP program at Lehman, while 6 (32%) were uncertain. Across all surveys, 77% (56 of 73 students) indicated an interest in attending a DNP program. Detailed results of this online were:

Graduates' DNP Assessment Survey Results May 2013

Questions:

1. When did you graduate from the Master of Science in Nursing Program?
2. Are you nationally certified? (Yes; No)
3. If yes, please indicate the certification below: (AANP; ANCC)
4. Are you currently employed as a Nurse Practitioner? (Yes; No)
5. If yes, name of employer: _____
6. Are you interested in pursuing a Doctor of Nursing Practice (DNP) degree? (Yes; No; Uncertain)
7. If you answered yes to question 6, how soon would you like to start? (Within 1-2 year; Within 3-4 years; Within 5 or more years; Uncertain)
8. If you answered yes to question 6, what is your study preference? (*Part-time study; Full-time study; Uncertain*)

Summary of Findings

Who responded?

- Of the 43 Alumni of the FNP program contacted (2012 & 2013 graduates), 19 (44%) responded.
- Of those responded, 8 (42%) indicated an interest in attending a DNP program at Lehman, while 6 (32%) were uncertain.
- Of the 19 respondents, 13 were 2012 graduates and 6 were 2013 graduates.

Of our alumni, who is likely to attend a DNP offering? When?

- Of the 13 Alumni indicating interest in the DNP program, 8 (62%) were nationally certified: 3 (38%) AANP certified and 5 (62%) ANCC certified.
- Currently 47% (9 of 19) are employed as NPs. Of those employed, 5 (63%) are employed as NPs.

What do our respondents see as primary advantages? Disadvantages?

Advantage: The program is soon to be launched:

- All 13 (100%) respondents who indicated interest, wanted to begin the program within 1-2 years.

Disadvantages: Alumni who are not certified and/or not working as an FNP were uncertain about advancing their education:

- Of the 32% (6 of 19) indicating uncertainty in registering for the program, 5 were not certified; the remaining 1, who is certified is not employed as an NP.
- Of those indicating interest in the program, 62% (8 of 13) preferred part-time study. This program, however, is a full-time study.

Other findings

- There were no significant differences relating to the year of graduation among the respondents.

Based on the overall student interest, there is certainly a need for a DNP program at Lehman. The terminal practice DNP program will provide formal education and access to nurses with an earned Bachelor, and Master's degree in nursing from an accredited institution.

**LEHMAN COLLEGE
DOCTOR'S – PROFESSIONAL PRACTICE**

ASSESSMENT

EVALUATION	METHOD	TIMELINE	BENCHMARK	FEEDBACK LOOP
STUDENT LEARNING OUTCOMES & PROGRESSION	<u>DIRECT ASSESSMENT</u> <ul style="list-style-type: none"> • Student course grades • Preceptor evaluation of student clinical performance • Faculty evaluation of students • Doctoral project progress • DNP Scholarly Project Proposal Defense 	<ul style="list-style-type: none"> • Each semester • Each semester (Practicum is taken) • Each semester • Each semester (advisor to ensure progression) • Yearly (beginning 2nd YR of program) 	<ul style="list-style-type: none"> • 95% achieve GPA of B or higher to maintain placement in DNP (95% progression rate) • 100% satisfactory clinical performance • 95% student pass rate (100% faculty response rate) • 100% Project Proposal Approval • 85% graduation rate (100% pass oral defense of project proposal-- 5th semester) 	Evaluate DNP course syllabi to determine congruence with the AACN Essentials.
	<u>INDIRECT ASSESSMENT</u> <ul style="list-style-type: none"> • Student narrative formative self-evaluation** (E-portfolio) • Student enrollment • End-of-semester survey 	<ul style="list-style-type: none"> • Each semester • Each semester • Each semester 	<ul style="list-style-type: none"> • 100% Student update of E-Portfolio • 92% student retention • 100% response rate 	Evaluate student portfolio content, to determine whether program outcomes and AACN Essentials were met
PROGRAM QUALITY & EFFECTIVENESS	<ul style="list-style-type: none"> • Clinical placement • Student end-of-program survey (course evaluation) • Alumni survey • Employer survey 	<ul style="list-style-type: none"> • Each semester (beginning 3rd semester of program) • Each semester • Yearly • Yearly 	<ul style="list-style-type: none"> • 100% practicum placement rate • 80% student response rate • 40% response rate • 25% response rate 	Evaluation and revision of curriculum and course syllabi as needed by DNP executive leadership and DNP Graduate Committee

<u>INSTRUCTIONAL STAFF</u> <ul style="list-style-type: none"> • Student evaluation of instruction • Faculty peer review • Faculty feedback 	<ul style="list-style-type: none"> • Each semester • Each semester • Each semester 	<ul style="list-style-type: none"> • 80% student response rate • 100% faculty peer review • 100% faculty response rate 	Instructional staff including Interdisciplinary collaboration and faculty support and development plan to be reviewed
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****Student Narrative formative self-evaluation** of attainment of DNP program outcomes and DNP Essentials, as reflected in the portfolio materials, are performed at regular intervals throughout the program, in consultation with the Faculty Advisor. Upon completion of all coursework, a comprehensive narrative summative self- evaluation must be included in the final Portfolio submission.

LEHMAN COLLEGE DOCTOR'S - PROFESSIONAL PRACTICE

ENROLLMENT PROJECTIONS

	YEAR 1					YEAR 2					YEAR 3				
	PATHWAYS					PATHWAYS					PATHWAYS				
	BS	Post-Master's	PNP	FNP	Total	BS	Post-Master's	PNP	FNP	Total	BS	Post-Master's	PNP	FNP	Total
Continuing Students															
• Full-time	0	0	0	0	0	3	3	7	7	20	6	6	13	13	38
• Part-time	0	0	0	0	0	2	2	3	3	10	4	4	6	6	20
Newly Enrolled Students															
• Full-time	3	3	7	7	20	3	3	7	7	20	3	3	7	7	20
• Part-time	2	2	3	3	10	2	2	3	3	10	2	2	3	3	10
Start of Year	5	5	10	10	30	10	10	20	20	60	15	15	29	29	88
Yearly Attrition (3%)*															
• Full-time	0	0	0	0	0	0	0	-1	-1	-2	-1	-1	0	0	-2
• Part-time	0	0	0	0	0	0	0	0	0	0	0	0	0	-1	-1
Total Attrition	0	0	0	0	0	0	0	-1	-1	-2	-1	-1	0	-1	-3
Projected Graduates															
• Full-time	0	0	0	0	0	0	0	0	0	0	0	0	-6	-6	-12
• Part-time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Projected Graduates	0	0	0	0	0	0	0	0	0	0	0	0	-6	-6	-12
End of Year	5	5	10	10	30	10	10	19	19	58	14	14	23	22	73

*The attrition rate is calculated at 3% for each year from year 2 to year 5 (the assumption is that in year 1 the program will maintain full enrollment).

The proposed DNP program will offer two specialty tracks in Family Nurse Practitioner (FNP) and Pediatric Nurse Practitioner (PNP) and four pathways (note the following):

BS to DNP (88 credits, including 1100 clinical hours)

- Full-time study: 5 years (10 semesters)
- Part-time study: 7 years (14 semesters)

Post-Master's to DNP (69 credits, including 1100 clinical hours) (advanced standing non-APRNs)

- Full-time study: 4 years (8 semesters)
- Part-time study: 6 years (12 semesters)

PNP to DNP (39 credits, including 500 clinical hours)

- Full-time study: 2 and ½ years (5 semesters)
- Part-time study: 3 and ½ years (7 semesters)

FNP to DNP (39 credits, including 500 clinical hours)

- Full-time study: 2 and ½ years (5 semesters)
- Part-time study: 3 and ½ years (7 semesters)

**LEHMAN COLLEGE
DOCTOR'S – PROFESSIONAL PRACTICE**

FINANCIAL PROJECTIONS

Expenditures	Year 1 2017	Year 2 2018	Year 3 2019
Full Time Faculty	120,858	120,858	246,208
Part Time Faculty	0	0	0
Full Time Staff	0	0	0
Part Time Staff**	49,135	49,135	51,091
Library (Includes Staffing)	0	0	0
Equipment	0	0	0
Laboratories	0	0	0
Supplies & Expenses (OTPS)	10,500	10,500	7,200
Capital Expenditures	0	0	0
Other	0	0	0
Total all	180,493	180,493	304,499

*2 full-time faculty members (one hired in the first year, and another in the third year); salary includes 33% fringe benefits.

**1 part-time staff (RN/Lab Assistant) working 20hrs/wk.; total amount includes 10% fringe benefits

The salaries for faculty were estimated based on the PSC-CUNY Salary Scale 2010-2017 and the AAUP Faculty Salary Survey of the Chronicle of Higher Education.

Projected Revenue Table

<u>Revenues</u>	1 st Year	2 nd Year	3 rd Year
<u>Tuition Revenue</u>			
01. From Existing Sources	0	0	0
02. From New Sources	268,800	512,330	667,199
03. Total	268,800	512,330	667,199
<u>State Revenue</u>			
04. From Existing Sources	0	0	0
05. From New Sources	0	0	0
06. Total	0	0	0
<u>Other Revenue</u>			
07. From Existing Sources	0	0	0
08. From New Sources	0	0	0
09. Total	0	0	0
<u>Grand Total</u>			
10. From Existing Sources	0	0	0
11. From New Sources	268,800	512,330	667,199
TOTAL	268,800	512,330	667,199

Three-Year Revenue Projections			
	Year One	Year Two	Year Three
Tuition & Fees:			
<i>Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.</i>			
Number of Majors (Enter # of EXISTING FULL-TIME In-State Students)	0	0	0
Tuition Income (\$6,685 per semester) calculates 2% increase per year	13,370.00	\$13,637.40	\$13,910.15
Total Tuition	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)			
Total Fees	0	0	0
Total Instate Tuition & Fees	\$0	\$0	\$0
Tuition & Fees:			
Number of Majors (Enter # of EXISTING FULL TIME Out-of-State Students)			
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$910	\$928.2	\$946.76
Total Tuition	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)			
Total Fees	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$0
TOTAL EXISTING FULL TIME TUITION REVENUE	\$0	\$0	\$0
	Year One	Year Two	Year Three
Tuition & Fees:			
Number of Majors (Enter # of EXISTING PART-TIME In-State Students)			
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+Spring) i.e. 6 Fall, 6 Spring (<i>no summer session</i>)			

Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$560	\$571.20	\$582.62
Total Tuition	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)			
Total Fees	0	0	0
Total Instate Tuition & Fees	\$0	\$0	\$0
Tuition & Fees:			
Number of Majors (Enter # of EXISTING PART-TIME Out-of-State Students)			
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15			
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$910	\$928.20	\$946.76
Total Tuition	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)			
Total Fees	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$0
TOTAL EXISTING PART TIME REVENUE	\$0	\$0	\$0
TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)	\$0	\$0	\$0
	Year One	Year Two	Year Three
Tuition & Fees:			
<i>New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.</i>			
Number of Majors (Enter # of NEW FULL TIME (9 credits) In-State Students)	20	38	56
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring) # credits vary by pathway- See Tables 2, 5, 6, & 7 for number of students (semester/ pathway) & credit count	18	17.29	14.52
Tuition Income (\$560 per credit) calculates 2% increase per year	\$560	\$571.20	\$582.62
Total Tuition	\$201,600	\$375,290	\$473,440

Student Fees (enter ANNUAL program fees other than standard CUNY fees)	\$0	\$0	\$0
Total Fees	\$0	\$0	\$0
Total Instate Tuition & Fees	\$201,600	\$375,290	\$473,440
Tuition & Fees:			
Number of Majors (Enter # of NEW FULL TIME Out-of-State Students)			
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$910	\$928.20	\$946.76
Total Tuition	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)			
Total Fees	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$0
TOTAL NEW FULL-TIME TUITION REVENUE	\$201,600	\$375,290	\$473,440
	Year One	Year Two	Year Three
Tuition & Fees:			
Number of Majors (Enter # of NEW PART-TIME In-State Students)	10	20	29
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring) # credits vary by pathway- See Tables 2, 5, 6, & 7 for number of students (semester/ pathway) & credit count **	12	12	11.48
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$560	\$571	\$582
Total Tuition	\$67,200	\$137,040	\$193,759
Student Fees (enter ANNUAL program fees other than standard CUNY fees)			
Total Fees	0	0	0
Total Instate Tuition & Fees	\$0	\$0	\$0
Tuition & Fees:			
Number of Majors (Enter # of NEW PART-TIME Out of State Students)			

****Formula: # of students in each cohort X # credits to be taken, added to the results of the other cohorts; total amount divided by the total number of students**

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15			
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$910	\$928.20	\$946.76
Total Tuition	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)			
Total Fees	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$0
TOTAL NEW PART TIME REVENUE	\$67,200	\$137,040	\$193,759
TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)	\$268,800	\$512,330	\$667,199
	Year One	Year Two	Year Three
State Revenue from EXISTING sources-identify sources	0	0	0
STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9	\$0	\$0	\$0
State Revenue from NEW sources-identify sources	0	0	0
STATE BUDGET APPROPRIATIONS FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11	\$0	\$0	\$0
FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS			
	Year One	Year Two	Year Three
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)		0	0
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)		0	0

(d) Three-Year Financial Projections for Program

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

Year 1	Year 2	Year 3

Current Full Time Faculty Replacement Costs (list separately)

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Current Full Time Faculty Overload (include summer)

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New Full Time Faculty Base Salary (list separately)

90,871	90,871	185,119
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New Full Time Faculty Overload (include summer) New Faculty Re-assigned Time

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(list separately) Full Time Employee Fringe Benefits (33.0%)

29,987	29,987	61,089
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Total (Links to Full-Time Faculty on New Resources Worksheet)

120,858	120,858	246,208
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Part Time Faculty Actual Salaries

0	0	0
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Part Time Faculty Actual Fringe Benefits (10%)

0	0	0
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Total (Links to Part-Time Faculty Program Exp. Worksheet)

0	0	0
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Full Time Staff Base Salary (list separately) Full Time Staff Fringe Benefits (33%)

0	0	0
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Total (Links to Full-Time Staff on Program Exp. Worksheet)

0	0	0
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(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)

Part Time Staff Base Salary (list separately)

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RN/Lab Assistant (20 hrs./wk.)

44,668	44,668	46,446
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Part Time Employee Fringe Benefits (10.0%)

4,467	4,467	4,645
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Total (Links to Part-Time Staff on New Resources Worksheet)

49,135	49,135	51,091
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LIBRARY

Library Resources

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Library Staff Full Time (list separately) Full Time Staff

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Fringe Benefits (33%)

0	0	0
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Library Staff Part Time (list separately)

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Part Time Employee Fringe Benefits
(10.0%) **TOTAL (Links to Library on
New Resources Worksheet)**

EQUIPMENT Computer Hardware
Office Furniture
Other (Specify)
**Total (Links to Equipment on New
Resources Worksheet)**

LABORATORIES
Laboratory Equipment
Other (list separately)
**TOTAL (Links to Laboratories on New
Resources Worksheet)**

SUPPLIES AND EXPENSES (OTPS)
Consultants and Honoraria
Office Supplies Simulation Lab
Supplies Faculty Development
Conferences/ Guest Speakers
Membership Fees
Licenses
Computer Lab Software / Materials
Computer License Fees
Computer Repair and Maintenance
Equipment Repair and Maintenance
**New Total Supplies and OTPS Expenses
(Links to Supplies on New Resources
Worksheet)**

CAPITAL EXPENDITURES
Facility Renovations
Classroom Equipment
Other (list separately)
TOTAL

TOTAL

	Year 1	Year 2	Year 3
Part Time Employee Fringe Benefits (10.0%) TOTAL (Links to Library on New Resources Worksheet)	0	0	0
	0	0	0
EQUIPMENT Computer Hardware			
Office Furniture			
Other (Specify)			
Total (Links to Equipment on New Resources Worksheet)	0	0	0
LABORATORIES			
Laboratory Equipment			
Other (list separately)			
TOTAL (Links to Laboratories on New Resources Worksheet)	0	0	0
SUPPLIES AND EXPENSES (OTPS)			
Consultants and Honoraria			
Office Supplies Simulation Lab			
Supplies Faculty Development	3,000	3,000	3,300
Conferences/ Guest Speakers	0	0	0
Membership Fees	3,000	3,000	3,000
Licenses			
Computer Lab Software / Materials	900	900	900
Computer License Fees	3,600	3,600	--
Computer Repair and Maintenance			
Equipment Repair and Maintenance			
New Total Supplies and OTPS Expenses (Links to Supplies on New Resources Worksheet)	10,500	10,500	7,200
CAPITAL EXPENDITURES			
Facility Renovations			
Classroom Equipment	0	0	0
Other (list separately)			
TOTAL	0	0	0
TOTAL	180,493	180,493	304,499

**LEHMAN COLLEGE
DOCTOR'S – PROFESSIONAL PRACTICE**

FACILITIES

Library Resources

The Lehman College Leonard Lief Library is fully equipped to support the DNP program. A continually updated Reserve collection includes current textbooks, journal articles, and course materials. 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. A nursing faculty member serves on the Library Committee and provides input on references and resources pertinent to the discipline of nursing.

Physical Resources

The T-3 building provides two floors of classroom and faculty offices for Lehman Department of Nursing. The largest space on the first floor houses a 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 plans for simulation have already taken into account advanced practice nursing education needs. The requisite equipment is already in place at the Nursing Arts and Simulation lab, which contains health care equipment for simulated clinical practice and is used by students to practice selected nursing skills. It is equipped with five (5) Laerdal Vital Signs Simulators, one (1) Sim Man 3G, and one (1) "Harvey" Cardiopulmonary Patient Simulator. One (1) Meti Man, one (1) Meti Child and one (1) Meti Baby, along with Laerdal's Sim NewB are available to students. There is a separate physical assessment/treatment room equipped for our advanced health assessment course and use by the nurse practitioner faculty and students.

The City University of New York Office of Facilities Planning and Construction is now designing a new building at the southern end of the campus that will house the Department of Nursing and other departments in the School of Health Sciences, Human Services and Nursing. The proposed new building will allow the Department of Nursing to extend its research capabilities and outreach to community in the possible use of the facility as a nurse managed clinic staffed by Nurse Practitioners. Students will learn in an inter-professional environment with participation of the science faculty and expert clinicians from Affiliate Hospitals.

No additional classroom or lab space will be required in the first two years of the DNP program, since the current facility will be operational for additional classroom space.

Other Resources Required

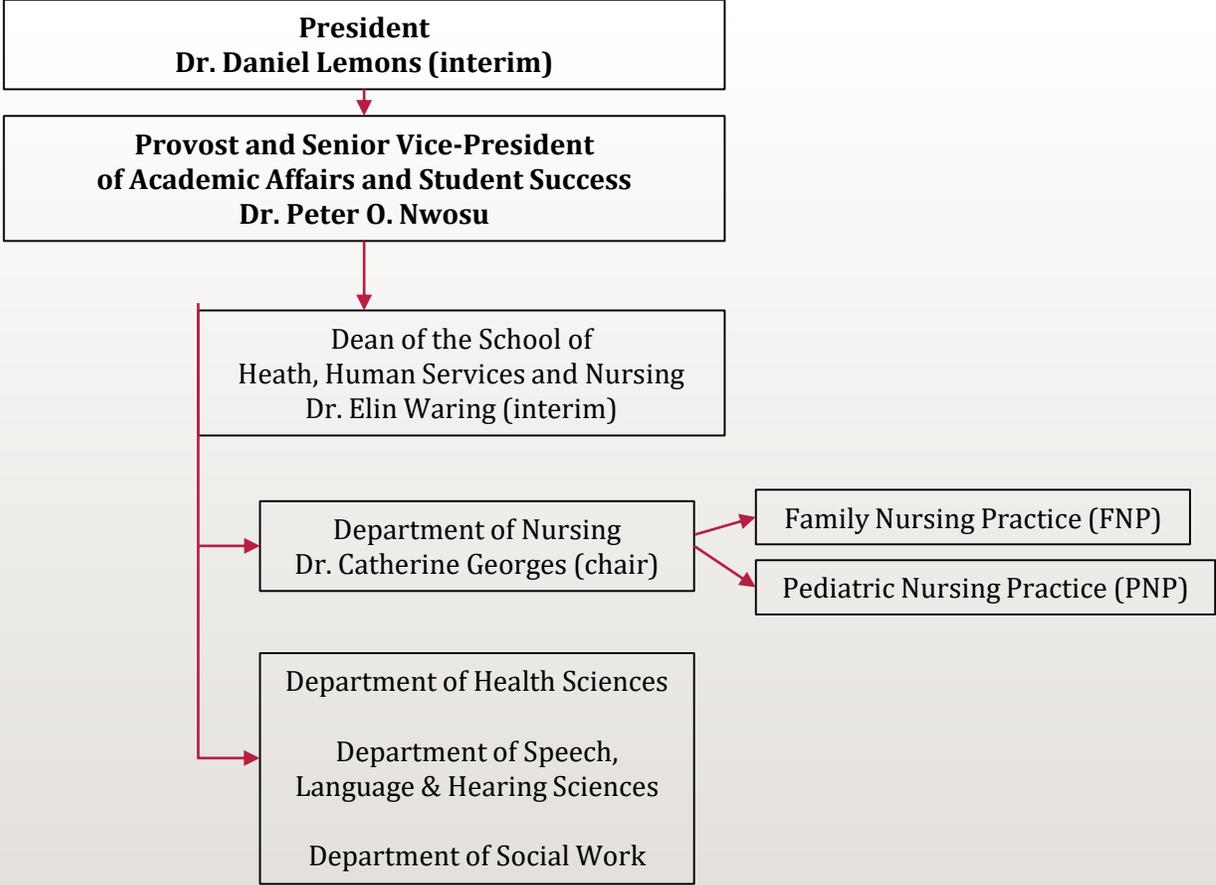
No other additional resources will be required for the Lehman DNP program. The Office of Academic Advisement and the Office of Graduate Studies provide support to students from admission through to graduation. Admission advisement includes the evaluation of transcripts and transfer credits and the appropriate placement of students, and the Office of Institutional Research, Planning and Assessment monitors student progression.

**LEHMAN COLLEGE
DOCTOR'S – PROFESSIONAL PRACTICE**

TIMELINE

Spring 2015	Institutional Approval
Summer 2015	City University of New York (CUNY) Central Office submitted programs to New York State (NYS)
Summer 2019	NYS Governor approved Master Plan Amendment NYS Education Department (NYSED) approved programs
Fall 2020	Anticipated enrollment of first cohort Enrollments and student progress will be monitored each semester

**LEHMAN COLLEGE
ORGANIZATION CHART
DOCTORATE IN NURSING PRACTICE**



**LEHMAN COLLEGE
DOCTOR'S – PROFESSIONAL PRACTICE**

CURRICULUM

BS TO DNP (options reflect whether degree is **Family Nurse Practitioner
or **Pediatric Nurse Practitioner**)**

Full-time Plan of Study (5 years – 10 semesters)				
SUMMER 2017			FALL 2017	
NUR 600	Course Title • Biostatistics in Healthcare	Crs 4	NUR 720 • Concepts and Theories for Advanced Nursing Practice NUR 766 • Advanced Pathophysiology NUR 773 • Advanced Health Assessment	Crs 3 3 3
Total Credits		4	Total Credits	
		4	9	
SPRING 2018			FALL 2018	
NUR 721 NUR 767 NUR 769	Course Title • Essentials of Clinical Research • Advanced Pharmacology • Family Development Theory	Crs 3 3 3	NUR 726 • Health Planning and Policy Making: Leadership Issues NUR 774 • Advanced Family Nursing Practice I or NUR 770 : Advanced Clinical Practice I	Crs 3 6
Total Credits		9	Total Credits	
		9	9	
SPRING 2019			FALL 2019	
NUR 723 NUR 775	Course Title • Strategies for Advanced Nursing Practice • Advanced Family Nursing Practice II or NUR 771 Advanced Clinical Practice II	Crs 3 6	NUR 776 • Advanced Family Nursing Practice III or NUR 772 Advanced Clinical Practice III NUR 787	Crs 6 3
Total Credits		9	Total Credits	
		9	9	
SPRING 2020			FALL 2020	
NUR 800 NUR 801 NUR 803	Course Title • Leadership in Complex Health Care Systems • Evidence Based Practice I: Methods • Theories in Transcultural Nursing & Health	Crs 3 3 3	NUR 802 • Evidence Based Practice II: Implementation & Evaluation NUR 805 • Epidemiology NUR 806 • Genomics	Crs 3 3 3
Total Credits		9	Total Credits	
		9	9	
SPRING 2021			FALL 2021	
NUR 807 NUR 808 NUR 809	Course Title • Financial Management and Budget Planning • Health Policy • Practicum I (100 cl hours)	Crs 3 3 3	NUR 810 • Practicum II & Capstone (200 cl hours)	Crs 6
Total Credits		9	Total Credits	
		9	6	
SPRING				
NUR 811	Course Title • Practicum III & Capstone (200 cl hours)	Crs 6		
Total Credits		6		
		6		
Total BS to DNP Program Credits				88
Part-time Plan of Study (7 years – 14 semesters)				
SUMMER 2017			FALL 2017	
NUR 600	Course Title • Biostatistics in Healthcare	Crs 4	NUR 720 • Concepts and Theories for Advanced Nursing Practice NUR 766 • Advanced Pathophysiology	Crs 3 3
Total Credits		4	Total Credits	
		4	6	
SPRING 2018			FALL 2018	
NUR 721 NUR 767	Course Title • Essentials of Clinical Research • Advanced Pharmacology	Crs 3 3	NUR 769 • Family Development Theory NUR 773 • Advanced Health Assessment	Crs 3 3
Total Credits		6	Total Credits	
		6	6	
SPRING 2019			FALL 2019	

Course Title	Crs	Course Title	Crs
NUR 723 • Strategies for Advanced Nursing Practice	3	NUR 774 • Advanced Family Nursing Practice I <u>or</u>	6
NUR 726 • Health Planning and Policy Making: Leadership Issues	3	NUR 770 • Advanced Clinical Practice I	
Total Credits	6	Total Credits	6
SPRING 2020		FALL 2020	
Course Title	Crs	Course Title	Crs
NUR 775 • Advanced Family Nursing Practice II <u>or</u>	6	NUR 776 • Advanced Family Nursing Practice III <u>or</u>	6
NUR 771 • Advanced Clinical Practice II		NUR 772 • Advanced Clinical Practice III	
Total Credits	6	Total Credits	6
SPRING 2021		FALL 2021	
Course Title	Crs	Course Title	Crs
NUR 787 • Advanced Professional Seminar	3	NUR 802 • Evidenced Based Practice II	3
NUR 801 • Evidence Based Practice I Methods	3	NUR 800 • Leadership in Complex Health Care Systems	3
Total Credits	6	Total Credits	6
SPRING 2022		FALL 2022	
Course Title	Crs	Course Title	Crs
NUR 803 • Theories in Transcultural Nursing & Health	3	NUR 806 • Genomics	3
NUR 805 • Epidemiology	3	NUR 808 • Health Policy	3
Total Credits	6	Total Credits	6
SPRING 2023		Fall 2023	
Course Title	Crs	Course Title	Crs
NUR 807 • Financial management and Budget Planning	3	NUR 810 • Practicum II & Capstone (200 cl hours)	6
NUR 809 • Practicum I (100 Clinical hours)	3		
Total Credits	6	Total Credits	6
Fall 2024			
Course Title	Crs		
NUR 811 • Practicum III & Capstone (200 cl hours)	6		
Total Credits	6		
Total BS to DNP Program Credits			88

Clinical experience is specific to each specialty area. Students have the option to take courses in the summer.

POST-MASTERS TO DNP (options reflect whether degree is **Family Nurse Practitioner or **Pediatric Nurse Practitioner**)**

Full-time Plan of Study (4 years – 8 semesters)				
FALL 2017		SPRING 2018		
Course Title	Crs	Course Title	Crs	
NUR 766 • Advanced Pathophysiology	3	NUR 773 • Advanced Health Assessment	3	
NUR 767 • Advanced Pharmacology	3	NUR 774 • Advanced Family Nursing Practice I or	6	
NUR 769 • Family Development Theory	3	NUR 770 • Advanced Clinical Practice I		
Total Credits	9	Total Credits	9	
FALL 2018		SPRING 2019		
Course Title	Crs	Course Title	Crs	
NUR 801 • Evidence Based Practice I: Methods	3	NUR 776 • Advanced Family Nursing Practice III or	6	
NUR 775 • Advanced Family Nursing Practice II or	6	NUR 772 • Advanced Clinical Practice III		
NUR 771 • Advanced Clinical Practice II		NUR 800 • Leadership in Complex Health Care Systems	3	
		NUR 803 • Theories in Transcultural Nursing & Health	3	
Total Credits	9	Total Credits	12	
FALL 2019		SPRING 2020		
Course Title	Crs	Course Title	Crs	
NUR 802 • Evidence Based Practice II: Implementation & Evaluation	3	NUR 807 • Financial Management and Budget Planning	3	
NUR 805 • Epidemiology	3	NUR 808 • Health Policy	3	
NUR 806 • Genomics	3	NUR 809 • Practicum I (100 cl hours)	3	
Total Credits	9	Total Credits	9	
FALL 2020		SPRING 2021		
Course Title	Crs	Course Title	Crs	
NUR 810 • Practicum II & Capstone (200 cl hours)	6	NUR 811 • Practicum III & Capstone (200 cl hours)	6	
Total Credits	6	Total Credits	6	
			Total Program Credits	69
Part-time Plan of Study (6 years – 12 semesters)				
FALL 2017		SPRING 2018		
Course Title	Crs	Course Title	Crs	
NUR 766 • Advanced Pathophysiology	3	NUR 769 • Family Development Theory	3	
NUR 767 • Advanced Pharmacology	3	NUR 773 • Advanced Health Assessment	3	
Total Credits	6	Total Credits	6	
FALL 2018		SPRING 2019		
Course Title	Crs	Course Title	Crs	
NUR 774 • Advanced Family Nursing Practice I or	6	NUR 775 • Advanced Family Nursing Practice II or	6	
NUR 770 • Advanced Clinical Practice I		NUR 771 • Advanced Clinical Practice II		
Total Credits	6	Total Credits	6	
FALL 2019		SPRING 2020		
Course Title	Crs	Course Title	Crs	
NUR 776 • Advanced Family Nursing Practice III or	6	NUR 800 • Leadership in Complex Health Care Systems	3	
NUR 772 • Advanced Clinical Practice III		NUR 801 • Evidence Based Practice I Methods	3	
Total Credits	6	Total Credits	6	
FALL 2020		SPRING 2021		
Course Title	Crs	Course Title	Crs	
NUR 802 • Evidenced Based Practice II	3	NUR 803 • Theories in Transcultural Nursing & Health	3	
NUR 805 • Epidemiology	3	NUR 808 • Health Policy	3	
Total Credits	6	Total Credits	6	
FALL 2021		SPRING 2022		
Course Title	Crs	Course Title	Crs	
NUR 806 • Genomics	3	NUR 809 • Practicum I (100 Clinical hours)	3	
NUR 807 • Financial Management and Budget Planning	3			
Total Credits	6	Total Credits	3	
FALL 2022		SPRING 2023		
Course Title	Crs	Course Title	Crs	
NUR 810 • Practicum II & Capstone (200 Clinical hours)	6	NUR 811 • Practicum III & Capstone (200 cl hours)	6	
Total Credits	6	Total Credits	6	
			Total Program Credits	69

FAMILY NURSE PRACTITIONER/PEDIATRIC NURSE PRACTITIONER TO DNP
(either **Family Nurse Practitioner or Pediatric Nurse Practitioner)**

Full-time Plan of Study (2 ½ years – 5 semesters)					
FALL 2017			SPRING 2018		
NUR 800	Course Title	Crs	NUR 802	Course Title	Crs
NUR 801	• Leadership in Complex Health Care Systems	3	NUR 802	• Evidence Based Practice II: Implementation & Evaluation	3
NUR 803	• Evidence Based Practice I: Methods	3	NUR 805	• Epidemiology	3
	• Theories in Transcultural Nursing & Health	3	NUR 806	• Genomics	3
Total Credits		9	Total Credits		9
FALL 2018			SPRING 2019		
NUR 807	Course Title	Crs.	NUR 810	Course Title	Crs.
NUR 808	• Financial Management and Budget Planning	3	NUR 810	• Practicum II & Capstone (200 cl hours)	6
NUR 809	• Health Policy	3			
	• Practicum I (100 cl hours)	3			
Total Credits		9	Total Credits		6
FALL 2019					
NUR 811	Course Title	Crs			
	• Practicum III & Capstone (200 cl hours)	6			
Total Credits		6			
Total Program Credits					39
Part-time Plan of Study (3½ years – 7 semesters)					
FALL 2017			SPRING 2018		
NUR 800	Course Title	Crs	NUR 802	Course Title	Crs
NUR 801	• Leadership in Complex Health Care Systems	3	NUR 802	• Evidenced Based Practice II	3
	• Evidence Based Practice I Methods	3	NUR 805	• Epidemiology	3
Total Credits		6	Total Credits		6
FALL 2018			SPRING 2019		
NUR 803	Course Title	Crs	NUR 806	Course Title	Crs
NUR 808	• Theories in Transcultural Nursing & Health	3	NUR 806	• Genomics	3
	• Health Policy	3	NUR 807	• Financial management and Budget Planning	3
Total Credits		6	Total Credits		6
FALL 2019			SPRING 2020		
NUR 809	Course Title	Crs	NUR 810	Course Title	Crs
	• Practicum I (100 Clinical hours)**	3	NUR 810	• Practicum II & Capstone (200 Clinical hours)**	6
Total Credits		3	Total Credits		6
FALL 2020					
NUR 811	Course Title	Crs			
	• Practicum III & Capstone (200 clinical hours)**	6			
Total Credits		6			
Total Program Credits					39

****Clinical experience is specific to each specialty area. Students have the option to take courses in the summer.**

DNP CURRICULUM INCLUDING SPECIALTY AREAS AND PATHWAYS

Course Number	Course Description & Credits	Family Nurse Practitioner Specialty Area			Pediatric Nurse Practitioner Specialty Area		
		BS to DNP	Post-Master's to DNP	FNP to DNP	BS to DNP	Post-Master's to DNP	PNP to DNP
NUR 600	Biostatistics in Healthcare (4 Crs)	Prerequisite			Prerequisite		
NUR 720	Concepts and Theories for Advanced Nursing Practice (3 Crs)	Basic Core			Basic Core		
NUR 721	Essentials of Clinical Research (3 Crs)	Basic Core			Basic Core		
NUR 723	Strategies for Advanced Nursing Practice (3 Crs.)	Basic Core			Basic Core		
NUR 726	Health Planning and Policy Making: Leadership Issues (3 Crs)	Basic Core			Basic Core		
NUR 787	Advanced Professional Seminar (3 Crs)	Basic Core			Basic Core		
NUR 766	Advanced Pathophysiology (3 Crs)	FNP Curriculum	Prerequisite		PNP Curriculum	Prerequisite	
NUR 767	Advanced Pharmacology (3 Crs)	FNP Curriculum	Prerequisite		PNP Curriculum	Prerequisite	
NUR 769	Family Development Theory (3 Crs)	FNP Curriculum	Prerequisite		PNP Curriculum	Prerequisite	
NUR 773	Advanced Health Assessment (3 Crs)	FNP Curriculum	Prerequisite		PNP Curriculum	Prerequisite	
NUR 774	Advanced Family Nursing Practice I (6 Crs)	FNP Curriculum	Basic Core				
NUR 775	Advanced Family Nursing Practice II (6 Crs)	FNP Curriculum	Basic Core				
NUR 776	Advanced Family Nursing Practice III (6 Crs)	FNP Curriculum	Basic Core				
NUR 770	Advanced Clinical Practice I (6 Crs)				PNP Curriculum	Basic Core	
NUR 771	Advanced Clinical Practice II (6 Crs)				PNP Curriculum	Basic Core	
NUR 772	Advanced Clinical Practice III (6 Crs)				PNP Curriculum	Basic Core	
NUR 800	Leadership in Complex Health Care Systems (3 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 801	Evidence Based Practice I: Methods (3 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 802	Evidence Based Practice II: Implementation and Evaluation (3 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 803	Theories in Transcultural Nursing and Health (3 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 805	Epidemiology (3 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 806	Genomics (3 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 807	Financial Management and Budget Planning (3 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 808	Health Policy (3 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 809	Practicum I (3 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 810	Practicum II & Capston (6 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
NUR 811	Practicum III & Capstone (6 Crs)	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum	DNP Curriculum
Total Credits		88 Crs	69 Crs	39 Crs	88 Crs	69 Crs	39 Crs

**LEHMAN COLLEGE
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FAMILY NURSE PRACTICIONER**

COURSES

Existing Course Descriptions

Course No./ Name	Course Description
NUR 600: Biostatistics in Health Care	Application of statistical techniques in the analysis of health data. Emphasis on interpretation of basic descriptive and inferential statistics in health research. Includes an introduction to computer software used in the statistical analysis of health data. 3 hours, plus conference, 4 credits.
NUR 720: Concepts and Theories for Advanced Nursing Practice	This course provides a base for graduate Nursing students by analyzing selected conceptual frameworks and theories. By utilizing these concepts and building on knowledge of the nursing process, the student explores a view of human beings, health, and health care. Emphasis on development of those concepts that have particular relevance for research and nursing practice. 3 hours, 3 credits.
NUR 721: Essentials of Clinical Research	This course focuses on inquiry through research. Students will critique research reports and apply the research process as they develop their own proposal. 3 hours, 3 credits.
NUR 723: Strategies for Advanced Nursing Practice	This course introduces theoretical frameworks for advanced practice modalities such as consultation, education, management, collaboration, and independent practice. 3 hours, 3 credits.
NUR 726: Health Planning and Policy Making: Leadership Issues	An identification and critical analysis of the major issues in leadership, health planning, and policy making that confront members of the healthcare discipline. 3 hours, 3 credits.
NUR 766: Advanced Pathophysiology	This course will examine abnormal biological processes that result in health deviations. Students will select modules specific to their chosen areas of practice. 3 hours, 3 credits.
NUR 767: Advanced Pharmacology	This course provides an in-depth understanding of pharmacology across all physiological systems. Mechanism of general drug actions provides a framework for discussion of content-specific drugs. Includes 3 hours of required laws and prescription writing. 3 hours, 3 credits.
NUR 769: Family Development Theory	Concepts common in family theory will be addressed from the perspective of the family as an adaptive system. The goal is to understand what will enhance individual and family functioning. Theoretical models that serve as the foundation for family interventions and family therapy are emphasized. 3 hours, 3 credits.
NUR 773: Advanced Health Assessment	Theories and methods of comprehensive assessment of clients across the life span, including physical, psychosocial, and pathophysiological signs and symptoms; refinement of ability to utilize sophisticated techniques to assess, identify, and differentiate deviations from normal; incorporate cultural and developmental variations and needs of client. 4 hours (2, lecture; 2, lab), 3 credits.
NUR 774: Advance Family Nursing Practice I	Using a Nursing Science Framework this course stresses promotion and maintenance of levels of wellness, protection of health, and prevention of illness of children in families, groups and communities, as well as early detection, treatment and symptom management of selected minor and major health problems. Intervention and health care protocols emphasizing the control and/or resolution of the acute phase are included. Supervised practicum in a variety of primary health care and acute care settings provides for implementing clinical decision making and intervention strategies within the context of advanced practice. 245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits.
NUR 775: Advance Family Nursing Practice II	Using a Nursing Science Framework this course stresses promotion and maintenance of levels of wellness, protection of health and prevention of illness of adults and older adults in families, groups and communities, as well as early detection, treatment, and symptom management of selected minor and major health problems of adults and older adults in families, and groups and communities. Intervention and health care protocols emphasizing

Course No./ Name	Course Description
	the control and/or resolution of the acute phase are included. Supervised practicum in a variety of primary health care and acute care settings provides for implementing clinical decision-making and intervention strategies within the context of advanced practice. <i>245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits.</i>
NUR 776: Advance Family Nursing Practice III	Focuses on primary care for all family members. Content stresses acute, chronic and/or rehabilitation interventions, care management strategies, and protocols for selected health problems of children/adults/older adults in families, groups and communities. A preceptor supervised practicum, emphasizing case management, provides for experiences in clinical decision making, intervention, and management strategies within the context of the advanced practice nursing role. <i>245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits.</i>
NUR 787: Advanced Professional Seminar	This course provides the experience for graduate Nursing students to complete and present their clinical research project, including formal presentation (oral and written) of the results. <i>3 hours, 3 credits.</i>

New Course Descriptions

NUR 800	LEADERSHIP IN COMPLEX HEALTH CARE SYSTEMS (3 credits; 3 hours) This course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations. <i>Prerequisite and Co-requisites NUR 801.</i>
NUR 801	EVIDENCE BASED PRACTICE I: METHODS (3 credits; 3 hours) The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes. <i>Prerequisite and Co-requisites: NUR 787.</i>
NUR 802	EVIDENCE BASED PRACTICE II: IMPLEMENTATION AND EVALUATION (3 credits; 3 hours) The course builds upon an introductory knowledge of nursing theory and the ability to analyze and evaluate selected theoretical models within nursing. Students will critically evaluate, compare and contrast relevant theoretical approaches for utilization in advanced nursing practice. Using theory as a guide, students will develop their theoretical model using clinically relevant strategies aimed at improving health and/or health care in diverse settings. <i>Prerequisite: NUR 801.</i>
NUR 803	THEORIES IN TRANSCULTURAL NURSING AND HEALTH (3 credits; 3 hours) This course provides essential tools for understanding cultural differences, values, belief systems and practices that are specific to various groups of people/cultures, and approach to providing nursing care that is both culturally competent and culturally sensitive in nature. <i>Pre-requisite and Co-requisites NUR 801.</i>
NUR 805	EPIDEMIOLOGY (3 credits; 3 hours) This course focuses on improving individual and population health outcomes through the use of descriptive and epidemiologic principles and advanced nursing science in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health. <i>Prerequisite: NUR 801; Co-requisite: NUR 802.</i>

NUR 806	<p>GENOMICS (3 credits; 3 hours) This course provides for in-depth review and analysis of genetic influences and determinants affecting the health of individuals, families and communities. It familiarizes the student with the scientific study of complex diseases and diagnostic methods, treatments and therapies for these conditions. The course focuses on the use of data to support decision making to improve the health of individuals and populations. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Ethical, legal, and social implications of genomic knowledge are appraised. <i>Prerequisite: NUR 801</i></p>
NUR 807	<p>FINANCIAL MANAGEMENT AND BUDGET PLANNING (3 credits; 3 hours) This course provides students with the financial management tools needed to analyze financial statements and cost considerations in health care and to employ effective methods for initiating change within health care systems. <i>Prerequisite and Co-requisites: NUR 806</i></p>
NUR 808	<p>HEALTH POLICY (3 credits; 3 hours) This course focuses on the societal and organizational context of the delivery of nursing services across various settings. Cases and current trends are emphasized in this seminar. <i>Prerequisite: NUR 803</i></p>
NUR 809	<p>PRACTICUM I (3 credits; 100 Clinical hours) This practicum course provides the student a beginning opportunity for directed practice experiences with healthcare experts in the Family Nurse Practitioner or the Pediatric Nurse Practitioner specialty area. The course focuses on identifying a clinical problem, developing a feasibility study, and designing a strategic plan within the context of the organization. The emphasis is on application rather than statistical theory. <i>Prerequisites NUR 801 & NUR 802</i></p>
NUR 810	<p>PRACTICUM II & CAPSTONE (6 credits; 200 Clinical hours) This practicum course provides the student with continued opportunities for directed practice experiences with healthcare experts in the FNP or PNP specialty area. The learner will build upon advanced specialty knowledge and skills at increasing levels of complexity. In collaboration with faculty and practice experts, the student will design, implement, evaluate, and disseminate the DNP Scholarly Project. <i>Enrollment in this course will be repeated in the subsequent semester until requirements for the DNP capstone project are met. Prerequisite: NUR 809 (Practicum I)</i></p>
NUR 811	<p>PRACTICUM III & CAPSTONE (6 credits; 200 Clinical hours) This course involves the continuation of the practice and quality improvement initiative begun in DNP Practicum I and DNP Practicum II. The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. This substantive project should make a significant, evidence-based contribution to existing nursing knowledge. <i>Prerequisites: NUR 809 & NUR 810 (Practica I & II)</i></p>

**LEHMAN COLLEGE
DOCTOR'S – PROFESSIONAL PRACTICE**

OUTCOMES

EVALUATION	METHOD	TIMELINE	BENCHMARK	FEEDBACK LOOP
STUDENT LEARNING OUTCOMES & PROGRESSION	<u>DIRECT ASSESSMENT</u> <ul style="list-style-type: none"> • Student course grades • Preceptor evaluation of student clinical performance • Faculty evaluation of students • Doctoral project progress • DNP Scholarly Project Proposal Defense 	<ul style="list-style-type: none"> • Each semester • Each semester (Practicum is taken) • Each semester • Each semester (advisor to ensure progression) • Yearly (beginning 2nd YR of program) 	<ul style="list-style-type: none"> • 95% achieve GPA of B or higher to maintain placement in DNP (95% progression rate) • 100% satisfactory clinical performance • 95% student pass rate (100% faculty response rate) • 100% Project Proposal Approval • 85% graduation rate (100% pass oral defense of project proposal-- 5th semester) 	Evaluate DNP course syllabi to determine congruence with the AACN Essentials.
	<u>INDIRECT ASSESSMENT</u> <ul style="list-style-type: none"> • Student narrative formative self-evaluation** (E-portfolio) • Student enrollment • End-of-semester survey 	<ul style="list-style-type: none"> • Each semester • Each semester • Each semester 	<ul style="list-style-type: none"> • 100% Student update of E-Portfolio • 92% student retention • 100% response rate 	Evaluate student portfolio content, to determine whether program outcomes and AACN Essentials were met
PROGRAM QUALITY & EFFECTIVENESS	<ul style="list-style-type: none"> • Clinical placement • Student end-of-program survey (course evaluation) • Alumni survey • Employer survey 	<ul style="list-style-type: none"> • Each semester (beginning 3rd semester of program) • Each semester • Yearly • Yearly 	<ul style="list-style-type: none"> • 100% practicum placement rate • 80% student response rate • 40% response rate • 25% response rate 	Evaluation and revision of curriculum and course syllabi as needed by DNP executive leadership and DNP Graduate Committee
	<u>INSTRUCTIONAL STAFF</u> <ul style="list-style-type: none"> • Student evaluation of instruction • Faculty peer review • Faculty feedback 	<ul style="list-style-type: none"> • Each semester • Each semester • Each semester 	<ul style="list-style-type: none"> • 80% student response rate • 100% faculty peer review • 100% faculty response rate 	Instructional staff including Interdisciplinary collaboration and faculty support and development plan to be reviewed

****Student Narrative formative self-evaluation** of attainment of DNP program outcomes and DNP Essentials, as reflected in the portfolio materials, are performed at regular intervals throughout the program, in consultation with the Faculty Advisor. Upon completion of all coursework, a comprehensive narrative summative self- evaluation must be included in the final Portfolio submission.