Doctor of Nursing Practice Program

2023 - 2025 Handbook

Lehman College, CUNY
Department of Nursing

School of Health Sciences, Human Services & Nursing

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DNP HANDBOOK PURPOSE

The Doctor of Nursing Practice (DNP) Handbook outlines the structure and expectations of the Lehman College BS-DNP program. It details the knowledge and skills students are expected to develop to effectively translate research into practice and implement clinical innovations that positively impact the healthcare system. The Handbook serves as a comprehensive resource for successfully navigating and completing the BS-DNP program.

CUNY, LEHMAN, & DEPARTMENT OF NURSING MISSIONS

City University of New York Mission	Lehman College Mission	Department of Nursing Mission
CUNY's historic mission from 1847 continues to this day: provide a first-rate public education to all students, regardless of means or background.[1]	Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.[2]	To prepare nurse professionals at the undergraduate and graduate levels who engage humanistically, think critically, act ethically, and embrace lifelong learning. Our graduates are equipped to address the complex health needs of diverse communities and are committed to advancing social justice, health equity, and inclusive care in New York City, the region, and the world. *(Revised 4/7/25)*

PHILOSOPHY OF THE DEPARTMENT OF NURSING

The philosophy of the Department of Nursing is grounded in a commitment to inclusive, person-centered education that prepares students to serve a diverse society with compassion, integrity, and excellence. Our programs, built upon the liberal arts and sciences, promote critical thinking, reflective practice, leadership, ethical decision-making, and lifelong learning. We believe that education is a collaborative and transformative process, where students are active participants engaged in meaningful relationships with faculty, peers, clients, and communities.

We view nursing as a humanistic and evidence-informed profession focused on the care of persons, families, and populations across the lifespan. Nurses address the physical, psychological, spiritual, and social dimensions of health and illness, always honoring each person's unique experiences and capacity for self-determination. Health is understood as a dynamic state of well-being and potential, inclusive of both disease and non-disease. We are committed to advancing health equity and social justice, creating learning environments that

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[1] https://www.cuny.edu/

[2] https://www.lehman.edu/about/mission/

foster diversity, equity, inclusion, and belonging, and preparing nurse professionals who advocate for systemic change and equitable care. *(Revised 4/7/25)*

COLLEGE AND DEPARTMENT GOALS

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

DNP PROGRAM LEARNING GOALS

1. Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.
2. Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings.
3. Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes.
4. Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system.
5. Access, utilize, and manage information system technology and health care informatics systems for care delivery, systems operations and quality improvement.

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[3] https://www.lehman.edu/news/2021/Lehman-Colleges-New-Strategic-Plan-Presents-a-Roadmap-For-the-Next-Five-Years.php

6. Analyze the scientific, social, ethical, economic, political, legal, and policy components of health care systems which impact health care planning, access, and delivery.
7. Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care to create change in complex health care delivery systems.
8. Design, implement, and evaluate care delivery models and strategies to improve population health.
9. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations.

BS-DNP ADMISSION REQUIREMENTS

1. Baccalaureate degree in Nursing from a CCNE (**http://www.ccneaccreditation.org**) ACEN, CNEA accredited college or university.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an RN.
4. A minimum Undergraduate grade point average of B (**3.2**) or better in Nursing and overall BS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the Biostatistics in Healthcare **(NUR 600)** course within 5 years of the application date/ first semester of enrollment.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. Official transcripts from all post-secondary institutions.
10. <u>Three</u> letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae.

ADMISSION REQUIREMENTS: ADVANCED STANDING -DNP

1. Earned Master's degree in nursing from a nationally accredited CCNE (**http://www.ccneaccreditation.org**) ACEN, CNEA program.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least <u>one year</u> working experience as an **Advanced Standing Nurse**.
4. A minimum Graduate GPA of B (**3.2**) or better on a 4.0 scale in Nursing and overall MS study.
5. Participation in a face-to-face interview with the graduate admission committee.

6. **Completion of the advanced pathophysiology, advanced pharmacology, and advanced health assessment courses**.

7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.

8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.

9. Official transcripts from all post-secondary institutions.

10. Three letters of reference pertaining to academic ability, professional competency and personal character.

11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year.

12. National Board Certification as an advanced practice nurse (*FNP/ PNP – DNP pathways only*).

TUITION AND FEES

Tuition for Doctor of Nursing Practice (2023–2025 Academic Year)	
New York State Residents	
Full-time (12 credits or more)*	**$7,315 per semester***
Part-Time	**$620 per credit**
Nonresident and International Students	
Full-time	**$1000 per credit**
Part-time	**$1000 per credit**

(**Source: https://www.lehman.edu/administration/business-office/bursar-office/tuition-and-fees.php**)

PROGRAM STRUCTURE

DNP Program Overview

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

The BS-DNP curriculum builds upon the foundational competencies of baccalaureate-level nursing education, offering students the opportunity to develop advanced nursing practice competencies while fulfilling the requirements for the Doctor of Nursing Practice degree. The curriculum is grounded in the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate

(2008) and Master's (2011) Education in Nursing. It is structured around the integration of theory, research, and clinical practice. Graduates of the program are prepared to assume primary roles that encompass clinical expertise, evidence-based practice, consultation, collaboration, leadership, management, and teaching.

BS-to-DNP Program Structure

The Lehman College BS-DNP program comprises 39 to 85 total credits and includes 500 to 1,100 internship and capstone clinical hours, depending on the selected pathway. The program offers **two specialty areas**—**Family Nurse Practitioner (FNP)** and **Pediatric Nurse Practitioner (PNP)**—across **four distinct pathways**:

Program Pathways and Requirements

1. **BS to DNP (FNP & PNP)**
   - Designed for students entering with a Bachelor of Science in Nursing.
   - Total Credits: 85

   Advanced Standing Pathways (for students entering with graduate-level preparation in nursing):
2. **Post-Graduate to DNP (FNP & PNP)**
   - Total Credits: 69
3. **Family Nurse Practitioner to DNP**
   - For certified FNPs seeking a DNP.
   - Total Credits: 39
4. **Pediatric Nurse Practitioner to DNP**
   - For certified PNPs seeking a DNP.
   - Total Credits: 39

Program Summary Table

Pathway	Specialty Areas	Total Credits
• BS to DNP	-Family Nurse Practitioner -Pediatric Nurse Practitioner	85 credits
Advanced Standing		
• Post-Graduate to DNP	-Family Nurse Practitioner -Pediatric Nurse Practitioner	69 credits
• Family Nurse Practitioner to DNP	-Family Nurse Practitioner	39 credits
• Pediatric Nurse Practitioner to DNP	-Pediatric Nurse Practitioner	39 credits

DNP CURRICULUM (including Specialty Areas and Pathways)

Course Number	Course Description & Credits	Family Nurse Practitioner Specialty Area			Pediatric Nurse Practitioner Specialty Area		
		BS to DNP	Advanced Standing		BS to DNP	Advanced Standing	
			Post-Graduate to DNP	FNP to DNP		Post-Graduate to DNP	PNP to DNP
NUR 600	Biostatistics in Healthcare (4crs)	Prerequisite			Prerequisite		
NUR 720	Concepts and Theories for Advanced Nursing Practice (3crs)	Basic Core			Basic Core		
NUR 721	Essentials of Clinical Research (3crs)	Basic Core			Basic Core		
NUR 723	Strategies for Advanced Nursing Practice (3crs.)	Basic Core			Basic Core		
NUR 726	Health Planning and Policy Making: Leadership Issues (3crs)	Basic Core			Basic Core		
NUR 766	Advanced Pathophysiology (3crs)	*APRN Core*	*APRN Core*		APRN Core	*APRN Core*	
NUR 767	Advanced Pharmacology (3crs)	*APRN Core*	*APRN Core*		APRN Core	*APRN Core*	
NUR 769	Family Development Theory (3crs)	Support Course	Support Course		Support Course	Support Course	
NUR 773	Advanced Health Assessment (3Crs)	*APRN Core*	*APRN Core*		APRN Core	*APRN Core*	
NUR 774	Advanced Family Nursing Practice I (6Crs)	FNP Direct Practice	FNP Direct Practice				
NUR 775	Advanced Family Nursing Practice II (6Crs)	FNP Direct Practice	FNP Direct Practice				
NUR 776	Advanced Family Nursing Practice III (6Crs)	FNP Direct Practice	FNP Direct Practice				
NUR 770	Advanced Clinical Practice I (6Crs)				PNP Direct Practice	PNP Direct Practice	
NUR 771	Advanced Clinical Practice II (6Crs)				PNP Direct Practice	PNP Direct Practice	
NUR 772	Advanced Clinical Practice III (6Crs)				PNP Direct Practice	PNP Direct Practice	
NUR 800	Leadership in Complex Health Care Systems (3crs)	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C
NUR 801	Evidence Based Practice I: Methods (3crs)	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C
NUR 802	Evidence Based Practice II: Implementation and Evaluation (3crs)	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C
NUR 803	Theories in Transcultural Nursing and Health (3crs)	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C
NUR 805	Epidemiology (3crs)	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C
NUR 806	Genomics (3crs)	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C
NUR 807	Financial Management and Budget Planning (3crs)	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C
NUR 808	Health Policy (3crs)	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C	DNP-level Didactic/C
NUR 809	Practicum I (3crs)	DNP Practice	DNP Practice	DNP Practice	DNP Practice	DNP Practice	DNP Practice
NUR 810	Practicum II & Capstone (6crs)	DNP Practice	DNP Practice	DNP Practice	DNP Practice	DNP Practice	DNP Practice
NUR 811	Practicum III & Capstone (6crs)	DNP Practice	DNP Practice	DNP Practice	DNP Practice	DNP Practice	DNP Practice
	Total Credits	**85 Credits**	**69 Credits**	**39 Credits**	**85 Credits**	**69 Credits**	**39 Credits**

The Department of Nursing offers a **full-time** (minimum of 9 credits per semester) BS-DNP program. Students enrolled are placed in cohorts to facilitate academic progression and program completion, course offerings, and tracking. At program completion, DNP graduates will acquire doctoral level competencies as delineated in the DNP Essentials (AACN, 2006), and are thus eligible to take the certification exam to become nationally board certified.

Doctoral Practicum Hours

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

FNP Specialty

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

PNP Specialty

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

DNP Practicum Courses

All BS-DNP and advanced standing DNP students will complete the *three practicum courses* (**NUR 809; NUR 810; and NUR 811**), which offer mentored opportunities to identify, develop, implement, evaluate, and disseminate the independent, analytical scholarly project. Each course assumes the synthesis of knowledge gleaned from subsequent and concurrent DNP courses and the unique practice expertise of the DNP student. Although these courses are separate entities, course objectives and student's individual objectives may transition into a subsequent practicum course reflecting the student's progress with the project in collaboration with the Committee Chair

and course faculty. During these three courses, the student is expected to practice **(engage in a clinical practice setting) a total of 500 hours** in a specialty area (FNP or PNP) related to her/his practice inquiry.

NUR 809: DNP Practicum I (100 Hrs)
- Commencement of project development
- Selection of Committee Chair/Faculty Lead and Clinical Mentor
- Successful completion of written proposal
- Successful defense of the project proposal
- Submission of approved DNP Scholarly Project Proposal form
- Preparation and submission of Institutional Review Board (IRB) documents
- Documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio

NUR 810: DNP Practicum II and Capstone (200 Hrs)
- Submission and approval of Institutional Review Board form
- Implementation of scholarly project
- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio

NUR 811: DNP Practicum III and Capstone (200 Hrs)
- Successful completion of final paper
- Successful defense of Scholarly Project
- Submission of signed DNP Scholarly Project Defense Evaluation Form to the DNP Program Director.
- Documentation of meeting DNP competencies and practice hours

NUR 812: DNP Practicum IV and Capstone (1 Credit)
A continuation of study for students who did not successfully complete their <u>final project paper</u> in Practicum III and Capstone course NUR 811.

Project Progression

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

Scholarly Project Portfolio

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

BS-DNP CURRICULUM PLAN (FNP & PNP Tracks) TOTAL 81-CREDIT PROGRAM (5 Years) 1100 Clinical hours			
FALL (YR1)	**WINTER INTERCESSION** (3 Weeks) (Optional)	**SPRING (YR 1)**	**SUMMER SESSION I** (11 Weeks)
NUR 600 (4Cr) (Pre-requisite course) Biostatistics in Healthcare	**NUR 726 (3 Cr)** Health Planning & Policy Making: Leadership Issues (Optional)	**NUR 726 (3 Cr)** Health Planning & Policy Making: Leadership Issues	**NUR 767 (3 Cr)** Advanced Pharmacology
NUR 720 (3 Cr) Concepts & Theories for Advanced Nursing Practice		**NUR 723 (3 Cr)** Strategies for Advanced Nursing Practice	**NUR 773 (3 Cr)** Advanced Health Assessment
NUR 721 (3 Cr) Essentials of Clinical Research		**NUR 766 (3 Cr)** Advanced Pathophysiology	
FALL (YR2)	**SPRING (YR2)**	**FALL (YR3)**	**SPRING (YR3)**
NUR 774 (6 Cr/ FNP) Advanced Family Nursing Practice – I/ **NUR 770 (6 Cr/ PNP)** Advanced Clinical Practice I	**NUR775 (6 Cr/ FNP)** Advanced Family Nursing Practice – II/ **NUR 771 (6 Cr/ PNP)** Advanced Clinical Practice II	**NUR 776 (6 Cr/ FNP)** Advanced Family Nursing Practice – III/ **NUR 772 (6 Cr/ PNP)** Advanced Clinical Practice III	**NUR 802: (3 Cr)** Evidence-Based Practice II: Implementation & Evaluation
NUR 769 (3 Cr) Family Develop Theory	**NUR 800 (3 Cr)** Leadership in Complex Health Care Systems	**NUR 801 (3 Cr)** Evidence-Based Practice I: Methods	**NUR 803 (3 Cr)** Theories in Transcultural Nursing & Health
			NUR 805 (3 Cr) Epidemiology
FALL (YR4)	**SPRING (YR4)**	**FALL (YR5)**	**SPRING (YR5)**
NUR 806 (3 Cr) Genomics	**NUR 809 (3 Cr)** **Practicum I**: Health Literacy & Primary Care	**NUR 810 (6 Cr)** **Practicum II**: Capstone Project	**NUR 811 (6 Cr)** **Practicum III:** Capstone Project
NUR 807 (3 Cr) Financial Management & Budget Planning			
NUR 808 (3 Cr) Health Policy			

Take Certification Exam after Program Completion (DNP):

- American Nurses Credentialing Center (ANCC): FNP
- Certified Pediatric Nurse Practitioner - Primary Care (CPNP-PC): PNP

FNP/ PNP -DNP CURRICULUM PLAN (FNP & PNP Tracks) TOTAL 39-CREDIT PROGRAM (2.5 Years) 500 Clinical hours			
FALL (YR1)	**SPRING (YR 1)**	**FALL (YR2)**	**SPRING (YR2)**
NUR 600 (4Cr) (*Pre-requisite course*) Biostatistics in Healthcare	**NUR 802: (3 Cr)** Evidence-Based Practice II: Implementation & Evaluation	**NUR 807 (3 Cr)** Financial Management & Budget Planning	**NUR 810 (6 Cr)** **Practicum II**: Capstone Project
NUR 800 (3 Cr) Leadership in Complex Health Care Systems	**NUR 805 (3 Cr)** Epidemiology	**NUR 808 (3 Cr)** Health Policy	
NUR 801 (3 Cr) Evidence-Based Practice I: Methods	**NUR 806 (3 Cr)** Genomics	**NUR 809 (3 Cr)** **Practicum I**: Health Literacy & Primary Care	
NUR 803 (3 Cr) Theories in Transcultural Nursing & Health			
FALL (YR3)			
NUR 811 (6 Cr) **Practicum III:** Capstone Project			

POST-MASTER'S CERTIFICATE - DNP CURRICULUM PLAN *(FNP & PNP Tracks)*			
TOTAL 69-CREDIT PROGRAM *(4.5 Years)* ***1100 Clinical hours***			
SPRING (YR1)	**SUMMER SESSION I** *(11 Weeks)*	**FALL (YR 1)**	
NUR 600 (4Cr) (*Pre-requisite course*) Biostatistics in Healthcare	**NUR 767 (3 Cr)** Advanced Pharmacology	**NUR 774 (6 Cr/ FNP)** Advanced Family Nursing Practice – I/ **NUR 770 (6 Cr/ PNP)** Advanced Clinical Practice I	
NUR 766 (3 Cr) Advanced Pathophysiology	**NUR 773 (3 Cr)** Advanced Health Assessment	**NUR 769 (3 Cr)** Family Develop Theory	
SPRING (YR2)		**FALL (YR2)**	
NUR775 (6 Cr/ FNP) Advanced Family Nursing Practice – II/ **NUR 771 (6 Cr/ PNP)** Advanced Clinical Practice II		**NUR 776 (6 Cr/ FNP)** Advanced Family Nursing Practice – III/ **NUR 772 (6 Cr/ PNP)** Advanced Clinical Practice III	
NUR 800 (3 Cr) Leadership in Complex Health Care Systems		**NUR 801 (3 Cr)** Evidence-Based Practice I: Methods	
SPRING (YR3)		**FALL (YR3)**	
NUR 802: (3 Cr) Evidence-Based Practice II: Implementation & Evaluation		**NUR 806 (3 Cr)** Genomics	
NUR 803 (3 Cr) Theories in Transcultural Nursing & Health		**NUR 807 (3 Cr)** Financial Management & Budget Planning	
NUR 805 (3 Cr) Epidemiology		**NUR 808 (3 Cr)** Health Policy	
SPRING (YR4)		**FALL (YR4)**	**SPRING (YR5)**
NUR 809 (3 Cr) **Practicum I**: Health Literacy & Primary Care		**NUR 810 (6 Cr)** **Practicum II**: Capstone Project	**NUR 811 (6 Cr) Practicum III:** Capstone Project

Take Certification Exam after Program Completion (DNP):

- *American Nurses Credentialing Center (ANCC): FNP*
- *Certified Pediatric Nurse Practitioner - Primary Care (CPNP-PC): PNP*

NUR 600: Biostatistics in Health Care

See Smart Catalog E-bulletin for prerequisite course for admission to Nursing Program

NUR 720: Concepts and Theories for Advanced Nursing Practice. *3 hours, 3 credits.*

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. PRE- COREQ: **NUR 600.**

NUR 721: Essentials of Clinical Research. *3 hours, 3 credits.*

This course focuses on inquiry through research. Students will critique research reports and apply the research process as they develop their own proposal. PRE-COREQ: **NUR 720.**

NUR 723: Strategies for Advanced Nursing Practice. *3 hours, 3 credits.*

This course introduces theoretical frameworks for advanced practice modalities such as consultation, education, management, collaboration, and independent practice. PREREQ: **NUR 720.**

NUR 726: Health Planning and Policy Making: Leadership Issues. *3 hours, 3 credits.*

An identification and critical analysis of the major issues in leadership, health planning, and policy making that confront members of the healthcare discipline. PREREQ: **NUR 721**, and a minimum of one course in the advanced Nursing clinical specialization.

NUR 766: Advanced Pathophysiology. *3 hours, 3 credits.*

This course will examine abnormal biological processes that result in health deviations. Students will select modules specific to their chosen areas of practice. PREREQ: **NUR 721**.

NUR 767: Advanced Pharmacology. *3 hours, 3 credits.*

This course provides an in-depth understanding of pharmacology across all physiological systems. Mechanism of general drug actions provide a framework for discussion of content-specific drugs. Includes 3 hours of required laws and prescription writing. PREREQ: **NUR 766**.

NUR 769: Family Developmental Theory. *3 hours, 3 credits.*

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. PREREQ: **NUR 720.**

NUR 770: Advanced Practice I. *230 hours per semester (45 hours, lecture; 185 hours, clinical lab), 6 credits.*

This clinical course focuses on health assessment of infants, children, and adolescents. Clinical laboratory emphasizes primary health care maintenance and assessment skills for advanced practice nursing. PREREQ: **NUR 766, 767 & 773;** PRE-COREQ: **769**.

NUR 771: Advanced Nursing Practice II. *230 hours per semester (45 hours, lecture; 185 hours, clinical lab), 6 credits.*

This clinical course focuses on the management of primary healthcare of infants, children, and adolescents. Clinical laboratory focuses on

management of common acute health problems, utilizing advanced practice nursing skills. PREREQ: **NUR 770.**

NUR 772: Advanced Nursing Practice III. *235 hours per semester (45 hours, lecture; 190 hours, clinical lab), 6 credits.* This clinical course will focus on the management of infants, children, and adolescents with chronic conditions and special health needs. Legal, ethical, and health policy issues related to the role of the pediatric nurse practitioner are emphasized. PREREQ**: NUR 771.**

NUR 773: Advanced Health Assessment. *4 hours (2, lecture; 2, lab), 3 credits.* 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. PREREQ: **NUR 726**.

NUR 774: Advanced Family Nursing Practice I *– 245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits.* 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. PREREQ: **NUR 766, 767 & 773;** PRE- COREQ: **769**

NUR 775: Advanced Family Nursing Practice II *– 245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits.* 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 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. PREREQ: **NUR774**

NUR 776: Advanced Family Nursing Practice III – Using a nursing science framework *245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits.* 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. PREREQ: **NUR 775.**

NUR 800: Leadership in Complex Health Care Systems. *3 hours, 3 credits.* 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.

NUR 801: **Evidence Based Practice I: Methods.** *3 hours, 3 credits.* 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. PREREQ/COREQ: NUR 800.

NUR 802: **Evidence Based Practice II: Implementation and Evaluation.** *3 hours, 3 credits*. 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. PREREQ**: NUR 801**.

NUR 803: **Theories in Transcultural Nursing and Health.** *3 hours, 3 credits*

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.

NUR 805: **Epidemiology.** *3 hours, 3 credits*. 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.

NUR 806: Genomics. *3 hours, 3 credits.* 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.

NUR 807: **Financial Management and Budget Planning.** *3 hours, 3 credits.* 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. PREREQ/COREQ: **NUR 800**.

NUR 808: Health Policy. 3 hours, 3 credits. 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. PREREQ: **NUR 802.**

NUR 809: Practicum I: Health Literacy and Primary Care. 100 Clinical Hours, 3 credits. 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. PREREQS: **NUR 800, NUR 801, NUR 802, NUR 803, NUR 805, NUR 806, NUR 807, and NUR 808.**

NUR 810: Practicum II. 200 Clinical Hours, 6 credits. 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. Enrollment in this course will be repeated in the subsequent semester until requirements for the DNP capstone project are met. PREREQ**: NUR 809.**

NUR 811: Practicum III. 200 Clinical Hours, 6 credits. 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. PREREQS: **NUR 809 and NUR 810.**

NUR 812: Practicum IV. 1 credit: 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 evaluate and disseminate the DNP Scholarly Project. PREREQ: NUR 811

CCNE-ALIGNED DNP PROJECT TEAM

The DNP project must be scholarly, evidence-based, and practice-focused. To support the project's scope and ensure academic rigor, students must work with a qualified DNP Project Team possessing expertise in graduate-level research methods and the project's subject area. The DNP Project Team consists of the following members:

- **Project Leader** (Student)
- **Faculty Advisor/Project Chair** *(Faculty Lead)*
- **Clinical Mentor** *(Practice Mentor/Preceptor (an Independent Reviewer located at Practice Site)*
- **Course Faculty** *(Content Experts)*
- **Program Director**

1. All members of the DNP Project Team must hold a doctoral degree, and the Practice Mentor/Preceptor must hold a Doctor of Nursing Practice degree, ensuring that all members of the DNP Project Team are well versed on doctoral-level work as well as in the field of the program.
2. The Faculty Advisor (faculty lead) acts as the Project Chair for the student by serving as the primary mentor and academic guide throughout the project.
3. The Faculty Lead and Practice Mentor/Preceptor (Independent Reviewer) must have appropriate understanding and interest in the topic of the DNP research project.
4. The student is permitted to select the DNP Project Team members in consultation with the DNP Program Director.
5. To select Faculty Lead and Practice Mentor/Preceptor, the student sends a statement of request to the Program Director along with the rationale for selecting the individual.

The professional relationship between the student and the DNP Project team is characterized by professionalism, and regular and reciprocal communication. In the ideal relationship between the DNP Project Team members, the student receives constant, timely, and quality feedback on progress. This type of interaction and feedback can be accomplished in a variety of ways. However, the emphasis of interactions and feedback is on both the frequency of interactions and quality feedback to maintain a dialogue on the issues and research questions raised by the student's investigative work.

Student as Project Leader:

The DNP student takes the lead in driving the project, drawing on the expertise of their team members to develop, implement, and evaluate the project.

Faculty Advisor/Project Chair *(Faculty Lead)*

A faculty member with advanced nursing expertise serves as the primary advisor, guiding the student through all phases of the DNP project. This individual ensures the project aligns with program objectives, academic standards, and the AACN DNP Essentials, while fostering the student's professional growth.

The Faculty Advisor and student will collaboratively complete a written agreement outlining communication expectations and a DNP project timeline. This agreement may be amended at any time with mutual consent.

Responsibilities:

- Guide the development and refinement of the DNP project idea, including:
    - Formulating the DNP topic and/or PICO question
    - Directing the literature review
    - Assisting in the preparation and submission of the DNP project **proposal**
- Assist the student in selecting appropriate DNP Project Team members and oversee team progress.
- Serve as supervisor, advisor, role model, collaborator, and facilitator throughout the project.
- Oversee the student's immersion experience and maintain regular communication with the *Practice Mentor/Preceptor* and the student.
- Ensure the project meets the AACN DNP Essentials and institutional requirements.
- Conduct a required conference at the start of each DNP Project course *(NUR 809, NUR 810, NUR 811)* with the Practice Mentor/Preceptor and student to review project objectives, goals, and immersion activities.
- Provide continuous academic and scholarly feedback throughout the project.
- Evaluate the student progress and final project deliverables, including:
    - Reviewing the IRB application to ensure compliance with Lehman College guidelines
    - Determining when proposal drafts are ready for review by the full DNP Project Team
    - Reviewing and approving draft and final versions of the written DNP project.
    - Coordinating and scheduling the final oral project presentation/defense in consultation with committee members.
    - Signing the completed DNP project prior to its upload to the Typhon e-portfolio system.
    - Verifying that all required documentation has been properly uploaded in Typhon.

Practice Mentor/ Preceptor

Typically, a professional from the student's clinical practice setting, the Practice Mentor/ Preceptor provides real-world insights into clinical practice, facilitates access to patients or relevant populations, and supports the implementation phase of the DNP project.

The Practice Mentor/Preceptor serves as a guide and consultant throughout the DNP process, helping to uphold the integrity of project guidelines and ensuring alignment with clinical standards. This individual is responsible for maintaining documentation of all communication within the DNP Project Team and for ensuring that all required forms are accurately completed, signed, and submitted to the Lehman College Department of Nursing.

In addition, the Practice Mentor/Preceptor:
- Provides timely, practical feedback and constructive critiques to the student
- Communicates relevant concerns to the student and other members of the DNP Project Team
- Collaborates with the Faculty Advisor and team to monitor the student's progress and project implementation

student's project, the Program Director will arrange for a suitable replacement to ensure continuity.

Course Faculty

The Course Faculty serves as a content and research expert, providing guidance to students throughout the doctoral research process. This includes support in developing the research topic, refining the problem statement, conducting a current literature review, designing and planning the study, collecting and analyzing data, and preparing the DNP project document. The Course Faculty ensures that students progress ethically and effectively, supporting their success in meeting the scholarly and professional standards of doctoral-level work.

Program Director

The Program Director facilitates communications and resource exchanges among all members of the DNP Project Team and is accountable for the DNP Project Team's work. The Program Director provides guidance and supervision for the entire DNP process. The Program Director is responsible for contacting and chairing meetings of the full DNP Project Team. When there is a difference of opinion or conflict, the Program Director negotiates with all DNP Project Team members and the student.

Students needing additional resources should discuss their needs with their Faculty Advisor/ Lead. Such resources might comprise a DNP editor, or a subject matter expert, such as a statistics expert and more.

Note:

- Any expense incurred by the student for external services rendered is managed independently between the student and the service provider.

- **Hiring a writer or buying a completed DNP product is not acceptable and grounds for termination.**

INSTITUTIONAL REVIEW BOARD (IRB)
(Refer to Appendix C)

DNP projects require approval from the Lehman College Institutional Review Board (IRB) prior to the implementation of the project. To protect human subjects is required. Because dissemination of findings from the project is an expectation of the DNP program graduate, IRB approval is required as well. Completion of the Human Research Curriculum (CITI –Collaborative Institutional Training Initiative) is required prior to the submission of the online application. This web-based training is available on the Lehman College IRB website: https://www.lehman.edu/institutional-review-board/citi-training.php. The **IRB application is to be filed through IRB Manager.** The IRB application is submitted only after the Faculty Advisor (i.e. Faculty Lead) and team members have formally approved the student's project proposal and the faculty lead has reviewed and approved the application. A copy of the letter of approval must be submitted to the faculty advisor before implementation of the project.

STUDENT RESOURCES

Student Services

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

Typhon Electronic System

Lehman College Department of Nursing utilizes the Typhon Student Tracking System to document DNP students' pre-immersion and immersion clinical experiences.

- Typhon is a web-based, integrated evaluation platform used to track and manage a student's clinical hours, evaluations, academic portfolio, and overall progress. This comprehensive tool supports students throughout the entirety of the DNP program.

- The Typhon e-Portfolio system enables students to document and share their scholarly project work—from initial proposal to final project—demonstrating development over time. It facilitates online sharing between students and faculty, allowing for seamless review and feedback.

- Faculty can evaluate student portfolios directly through the Typhon platform, which supports multimedia elements such as videos, animations, and audio recordings. The system offers robust capabilities for file sharing, connectivity, and online publishing, making it an essential resource for both teaching and learning in the DNP program.

Information Technology (IT) Center

(Help Desk in the Academic IT Center):

The IT Help Desk is available to the Lehman College community (on campus and online) seeking information and assistance with campus technology issues. In addition to walk-in consultation during hours of operation, students may also schedule a help desk appointment using the LehmanQ mobile scheduling system. LehmanQ is also available on Lehman's mobile app, available at the App Store or on Google Play.

Library Resources

Library Support (Lehman College Library Tab): The **College Library Tab** is located on the Lehman College Blackboard Homepage (*soon to be move to the Brightspace platform*). It allows students to access the resources of the Lehman College Library while working in Blackboard. Students now have the ability to download the Lehman College Mobile App in the App Store and in the Google Play Store for FREE. Blackboard Mobile Learn is available for Apple or Android Devices. Students can download the Application for their iPhone, iPad or Android smartphone.

The online **Research Guides for Nursing** introduces students to Lehman Library resources for Nursing. Resources available include statistics, media sources, and databases on New York City, boroughs and communities and, professional journals. <u>There is a subject expert assigned to the nursing program</u>. Students can Request an appointment with a librarian to help with in-depth research questions at https://lehman.libwizard.com/f/librarian-meeting.

Subscription Ebooks: The library also offers substantial resources in electronic format that may be used for research support. These resources are available online to all students. Full-text journal, magazine and newspaper articles are available in every subject area. Databases are accessible from off-campus around the clock.

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

24/7 Chat
Students can chat with a librarian online 24/7 by visiting Live Chat (Leonard Lief Library - Lehman College). Librarians from Lehman, CUNY or a library network will respond 24/7. Students access this site for advice about how to begin researching a topic, suggestions about databases, eBooks and other resources to use, help searching databases, the library catalog or the web, to check

whether the library has a copy of a book or journal, and to ask about library services and borrowing policies. Students can e-mail the library using the e-mail form (http://www.lehman.edu/library/ask-us.php) to send the librarian a question. Responses to questions are generally received within 48 hours, when the library is open.

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

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

Other Support Services

Physical Assessment Lab (for APRN Students)

The Physical Assessment Lab is a dedicated space designed to support advanced health assessment training for nurse practitioner (NP) students and faculty. This fully equipped room includes specialized tools and equipment essential for advanced practice, such as otoscopes, ophthalmoscopes, and diagnostic instruments.

As part of their preparation for the nurse practitioner role, students participate in a series of hands-on Advanced Health Assessment stations. These stations allow students to develop and practice essential clinical skills in a structured, supportive environment, reinforcing the competencies required for advanced patient assessment and diagnosis.

Dry Lab (Statistical Package for the Social Sciences [SPSS])

SPSS software is available to DNP students in the Dry Lab and serves as a powerful tool for statistical analysis and data management. It supports students in conducting research involving large healthcare population datasets, enabling them to perform complex analyses, interpret results, and draw evidence-based conclusions to inform clinical practice.

Wet Lab

A designated Wet Lab space, equipped with refrigeration for the storage of biological materials and other relevant resources, is currently available but not in active use. Faculty are in the process of evaluating its optimal use to support teaching and learning for nurse practitioner students, with the goal of enhancing hands-on clinical and procedural training.

DEPARTMENT OF NURSING POLICIES & PROCEDURE

Admission & Progression

> <u>GRADUATE ONLINE APPLICATION DEADLINE FOR</u>:
>
> Fall Semester: March 15th

- **All newly admitted DNP students,** regardless of status, must meet with a nursing advisor before registering for any first semester courses.

- All DNP students must receive permission from a nursing advisor prior to registering for any nursing course. **Students will receive permission from a nursing advisor for only course(s) in sequence with the graduate curriculum plan.**

Transfer Credits

Students who wish to have graduate credits earned prior to matriculation at Lehman counted toward their master's degree should apply for transfer of credit during their first semester in attendance as a matriculated student using the transfer credit evaluation form available in the Office of Academic Standards and Evaluation/Graduate Studies (Shuster Hall, Room 275). All credits to be applied toward Lehman College master's degree requirements are subject to the approval of the graduate adviser or Department Chair from the student's particular academic program. Transfer of credit must also be approved by the Graduate Studies Office. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated. **Grades of B (3.0) or better in courses taken outside of Lehman College are required in order for courses to be eligible for transfer.**

With appropriate permission, matriculated graduate students may apply to transfer a total of <u>12 credits</u> of graduate courses toward their master's degree. Students matriculated in post-master's advanced certificate programs may transfer previously completed graduate credits totaling the <u>lesser of nine (9)</u> credits or one-half of the total credits required for their certificate.

The credits transferred may include:

- Courses applied toward a previously awarded master's degree program at Lehman or at another accredited college (maximum 6 credits);
- Courses taken at Lehman in a non-matriculated status; and
- Courses taken at other accredited colleges where no degree has been awarded.

Transfer credits are subject to the following limitations:

- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.

- Courses taken **five years or more** prior to matriculation at Lehman are **NOT** considered for transfer. Exceptions to this time limit may be made only for compelling educational

reasons. In such cases, the transfer of credit must be approved by the student's graduate program adviser and the Graduate Studies Office.

- Only six (6) credits counted toward a previously awarded master's degree can be applied to any master's degree or advanced certificate earned at Lehman College.

- Graduate courses previously applied toward an undergraduate degree are not acceptable toward Lehman College master's degree programs.

- Where students have taken more than 12 credits prior to matriculation, courses taken at Lehman College will be given priority in counting toward the **12 credits transferable**, provided they meet the College's requirements.

- Students who have taken more than the maximum allowable credits (**12 credits**) while in a non-matriculated status must consult with their Graduate Program Adviser to determine which of those credits will count toward the degree. The program adviser will notify the Graduate Studies Office of this decision, using the transfer credit form.

- Graduate courses taken at any non-CUNY institution after matriculation into a graduate program at Lehman College are included in the **12-credit maximum allowable** and must receive prior approval from the Graduate Program Adviser and the Graduate Studies Office. (See also Courses Taken on Permit at Other CUNY Institutions.)

- These and other culminating master's degree projects taken at Lehman College or at institutions outside of Lehman are not considered for transfer to Lehman College master's degree programs.

Progression

In order to advance in the program students must:

- Maintain a minimum cumulative 3.0 (B) GPA,

- Meet all the course objectives.

- Successfully pass the assessment exam administered at the conclusion of the "Three Ps"—Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment—prior to beginning the clinical course NUR 774 *(BS-DNP & Post-Master's Cert. only)*.
  - Students who perform below the established benchmark must complete remediation before enrolling in NUR 774

- Achieve a minimum score of 850 on the HESI Comprehensive Assessment at the conclusion of the clinical capstone course, NUR 776.
  - Students who score below 850 must complete targeted remediation focused on identified areas of weakness before enrolling in the certification review course *(BS-DNP & Post-Master's Cert. only)*.

Note: A student enrolled in the Master's or Doctoral Nursing programs who fails a course must repeat and successfully complete it with a grade of "B" or higher to remain in the program. Failure to meet this requirement will result in dismissal. Additionally, students are permitted to

fail and repeat only one course during their time at Lehman. A second course failure, regardless of whether the first was repeated successfully, will result in dismissal from the program.

(Approved by the Nursing Dept on 1/07/22; approved by College Graduate Studies)

Program Completion Requirements

To earn a DNP degree, a student must:

- Maintain a minimum Grade Point Average of B (3.0)
- Complete all clinical hours successfully:
  - Post-Master's Certificate (Non-NP) must complete 1100 clinical practice hours
  - MS-NP must complete 500 clinical practice hours
  - BS-DNP must complete 1100 clinical practice hours
- Successfully complete a DNP scholarly project.
- Complete all requirements for the degree within five years following matriculation.
- Complete all departmental requirements for the degree.

Department Grading Policies

Good Academic Standing and Probation

https://lehman-graduate.catalog.cuny.edu/graduate-programs-and-policies/academic-probation/good-academic-standing

- All graduate students, regardless of matriculation status, are expected to make appropriate academic progress and maintain a 3.0 (B) cumulative average or better in their courses. Grades of B-, C+, and C, while considered meeting course completion requirements, are considered marginal progress outcomes. Students earning a marginal progress grade in selected courses may be required to repeat and achieve a satisfactory progress grade in these select courses to continue in the program of study. (See specific program course descriptions for requirement details.) Students may also be asked by their academic adviser to take a lighter course load until the GPA is improved.
- Matriculated and non-matriculated students in special funded programs need to contact the program coordinators for details regarding their eligibility and continuation requirements
- Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 or more graduate credits, those whose G.P.A. falls to or below a 2.50 (2.70 or lower in some programs) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office

of Graduate Studies. A letter of support from the academic department must accompany such appeals.

- When a student is on academic probation, a probation indicator is placed by the Office of Graduate Studies. The probation indicator prevents affected students from registering until appropriate academic advisement takes place. Once an appropriate academic plan is agreed upon, the Office of Graduate Studies will lift the probation indicator so that the student may register for the current term. The probationary indicator will be replaced for future registration(s) or until the cumulative GPA is raised to 3.0 or above.

- During the probation period, students may only enroll in courses that satisfy the degree curriculum.

- A student may be on probation only once during their course of study. Students on probation, who achieve a semester index of at least 3.2 for each semester of probation and earn 100% of all credits attempted, will be permitted to extend his/her probationary period for a maximum of three registered terms.

- Students who have met all graduation requirements except the possession of an earned cumulative GPA of 3.0 will be permitted to file an appeal for an additional semester of eligibility.

- Graduate students on academic probation are **not** issued a graduate degree or advanced certificate.

- Furthermore, students on academic probation may not take the **comprehensive examination** or submit a thesis unless specific approval is granted by the academic department.

Continuation and Dismissal

If the cumulative GPA remains below 3.0 at the end of the probation period, the student will be dismissed from the College. The decision to dismiss is not taken lightly and involves discussion between the academic department and the Office of Graduate Studies. Once a decision to dismiss is made, notification of dismissal is sent by the Office of Graduate Studies. **Graduate students who have been dismissed at the end of the probationary period will be allowed to continue in their program only upon successful appeal to the Office of Graduate Studies.** The appeal must contain a written letter of support from the program advisor or Chair in the academic department.

Department of Nursing Academic Progress Policy

In addition to the Lehman College policy on **Good Academic Standing and Probation**, a student enrolled in the Master's and Doctoral Nursing programs who fails a course must repeat the course with a grade of "**B**" or higher to continue in that program. Failure to do so will result in dismissal from the program. Further, students may only fail and repeat one course during their course of study at Lehman. Failing more than one course will result in dismissal from the program.

(Approved by the Nursing Dept on 1/07/22; approved by College Graduate Studies)

INC Grades

An INC grade is granted if the following conditions are met:

- Attendance requirements are met and have a passing average in the course.
- Instructor believes that the amount of work to be completed can reasonably be finished within the **first ten weeks of the following semester**.
- Instructor believes that student has good and sufficient reason(s) for not completing the coursework by the end of the semester.
- Instructor will be available at least until a specified deadline date to evaluate student work and submit final grade for the course.

The standard deadline is printed in the Academic Calendar, but the instructor can set an earlier deadline if he or she chooses to do so. When the work is completed the instructor will submit a *Change of Grade Form* indicating the letter grade earned.

PLEASE NOTE: If students wait more than ten weeks into the following semester to complete the missing work, neither the instructor nor the Department Chair is obligated to accept the completed work. INC grades are not a student "right"—instructors have the right to refuse any and all requests for INC grades. (See https://lehman-graduate.catalog.cuny.edu/graduate-programs-and-policies/grading-system/inc-grades for further information.)

STUDENT COMPLAINT POLICY

When a student has a complaint about a course, an instructor, or a department policy, the student should first consult with the individual faculty member involved. If the issue is unresolved, or the student is dissatisfied with the resolution, the student should complete a complaint form (**see Appendix F**) and submit to the director of the graduate program. If the student is still dissatisfied with the resolution, the student should file a written complaint with the Department Chair.

 If the Director of the Program is the instructor in question, the student should write to the Department Chair. If the Chair of the Department is the instructor in question, the senior member of the Department Personnel and Budget Committee will act for the Chair. If the issue cannot be resolved within the Department of Nursing the student will be referred to other resources within the college.

See CUNY Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings at:
https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/Student-Complaints-About-Faculty-Conduct-in-Academic-Settings.pdf

Complaints should be addressed as soon as possible after the issue arises or is identified.

STATEMENT ON ACADEMIC INTEGRITY

https://lehman-graduate.catalog.cuny.edu/graduate-programs-and-policies/academic-probation/academic-integrity

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

When academic dishonesty is suspected, the instructor will inform the student of his suspicions and the student's rights to:

- Receive any charges in writing;

- Remain silent without assumption of guilt;

- Receive from the instructor a copy of the Academic Integrity Statement; and

- Be advised of the instructor's intended sanction. The instructor and student may resolve the situation, either by agreeing that the suspicions are unfounded or agreeing upon a sanction. Any sanction agreed upon at this point must be reported, together with the charges, to the department chair and to the Office of Graduate Studies. The instructor must report these facts in writing. If no agreement is reached between the student and the instructor, the instructor must report in writing his intended sanction to the department chair and to the student as soon as possible. Then:

- The student may appeal in writing to the department chair within three weeks of receiving notice of the intended sanction. If the chair is the instructor in question, the senior member of the department's Personnel and Budget Committee will act for the chair.

- The chair will appoint a committee of three Lehman faculty members from his/her department to adjudicate the matter within three weeks by majority vote.

- The Committee will send a written notification of its decision to the department chair, the student, the instructor, and the Office of Graduate Studies.

- Either the instructor or the student has the right, within three weeks of receipt of notification, to appeal the department decision in writing to the Senate Committee on Graduate Studies. The decision of this committee is final. No further appeals are permitted. The committee will notify the department chair, the student, the instructor, and the Office of Graduate Studies of its decision. If any part of the three-week period falls outside the regular semester, the first three weeks of the next regular semester shall apply.

- The Office of Graduate Studies will keep all records of such proceedings on file until the student's graduation, at which time the records will be destroyed.

If the charge of academic dishonesty is upheld, disciplinary penalties may be recommended by the Vice President of Student Affairs to the hearing panel composed of members of the Faculty-Student Disciplinary Committee, pursuant to the due process provisions of the Board of Trustees' Bylaws (Article 15.3). Such penalties, which may be imposed only through the Bylaws process, include but are not limited to:

1) Suspension from the College or
2) Expulsion from the College.

CUNY POLICY ON ACADEMIC INTEGRITY
https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

1. Definitions and Examples of Academic Dishonesty.

1.2 Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Example of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

1.2 Plagiarism is the act of presenting another person's ideas, research or writing as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.

- Presenting another person's ideas or theories in your own words without acknowledging the source.

- Failing to acknowledge collaborators on homework and laboratory assignments.

- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

1.2 Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.

- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.

Intentionally obstructing or interfering with another student's work

1.2 Falsification of Records and Official Documents

Examples of falsification include:
- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document

2. Methods for Promoting Academic Integrity

2.2 Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college's procedures implementing the Policy, and information explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full and part time). These packets also shall be posted on each college's website. Orientation sessions for all new faculty (full and part time) and students shall incorporate a discussion of academic integrity.

2.2 All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.

2.2 Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

3. Reporting

3.2 Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1., 4.2.1., 4.2.2., 4.3 and 4.4.

3.2 A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college's Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number, the date of the incident, an explanation of the incident and the instructor's contact information.

3.2 The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless they exonerate the student, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

4. Procedures for Imposition of Sanctions

4.2 Determination on academic vs. disciplinary sanction.

The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY college and, if so, shall request and be given access to the academic integrity file, if any, at such other CUNY college.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; (ii) the student has previously violated the Policy; or (iii) academic

sanctions may not be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

4.2 Procedures in Cases Involving Only Academic Sanctions**.**

4.2 1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic

Sanction.

If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F" or another grade that is lower than the grade that the student would have earned but for the violation. The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction.

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the College's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article IX procedures.) These procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send

copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

4.3. Procedures in Cases Involving Disciplinary Sanctions.

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty-Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation

If either the Academic Integrity Committee or the Faculty- Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

5. Implementation

Each college shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy.

CUNY BOT adopted a revised "Policy on Academic Integrity" on June 27, 2011, which went into effect on July 1, 2011 (6.27.2011.Cal.5.L).

Appendix A: Doctor of Nursing Practice Project Roadmap

Problem Identification and Evidence Review		
Component	**Definition**	**Date Completed**
Clinical inquiry including background and significance of problem	Describe local problem and its significance. Include data to frame local problem.	
Organizational priority	Summarize information that supports topic/problem is an organizational priority.	
Searchable Question	Write a focused, searchable question using an established method (e.g., PICO).	
External Evidence	Summarize search strategy (e.g., databases, keywords, filters/limits, criteria for article selection, tools for critical appraisal). Include practice-based evidence (e.g., evidence-based solutions that experts/other health systems have implemented to address practice problem).	
Internal Evidence	Summarize applicable unit/community/ department/hospital/ organizational level data or data required for national entities (e.g. CMS, NDNQI, and AHRQ).	
	Perform needs assessment if applicable.	
Evidence appraisal, summary, and recommendations	• Organize evidence that answers focused clinical question in a clear concise format (e.g., table or matrix). • Appraise literature for quality and applicability of evidence using established method (e.g., Johns Hopkins Nursing EBP Research Evidence Appraisal Tool, Joanna Briggs Institute Critical Appraisal Tools, Fuld Institute for EBP critical appraisal tools etc.).	
Phase 2: Project Planning		
Project goals	State intended, realistic outcomes of project using established method (e.g., SMART criteria).	
Framework	Select framework/model to guide implementation (e.g. EBP model, QI framework, Change model).	
Context	Describe project setting and participants or population, or other elements that are central to where the change will occur.	
Key stakeholders	Identify agencies, departments, units, individuals needed to complete the project and/or affected by project, and strategies to gain buy-in.	
Practice change/intervention	Provided detailed description of practice change or intervention (e.g., new, or revised policy).	

Evaluation	Summarize plan for evaluating the effectiveness of the practice change. Identify applicable process and outcome data to be collected/ tracked and tools to do this. Identify the methods for analyzing/interpreting the data.	
Possible barriers to implementation	Identify possible barriers and implementation strategies to mitigate these barriers.	
Sustainment	Identify strategies to sustain the change.	
Timeline	Create a realistic timeline for project completion.	
Resources	Identify all resources (e.g., indirect, and direct) needed to complete the project.	
Ethical merit	Identify and obtain the required review and approval needed for implementation (e.g., institution, community agency, IRB).	
Phase 3: Implementation		
Implement project	• Carry out the project using selected implementation framework/model. • Track any deviations/changes from the project plan.	
Phase 4: Evaluation		
Results/interpretation	• Using an established method (e.g., run or control charts) display data and interpret project outcomes. • Report evaluation of the effectiveness of the practice change, including extent the practice change was implemented (process outcome) and extent to which the desired outcome(s) were achieved.	
Return on investment	• Identify the final resources that were used to implement the project. • Calculate and report the return on investment.	
Phase 5: Dissemination		
Traditional	Disseminate to the project setting in a manner meaningful to them (e.g., executive report, poster, presentation at a meeting, poster with QR code to access details of project, etc.) Disseminate in the format required by the academic institution (e.g., poster, public presentation) and prepare final project write-up using established reporting guidelines (e.g., EPQA, SQUIRE) and academic institution requirements.	
Non-traditional	Develop a website to display project, use personal or program social media (e.g., Twitter, Facebook) to share project information.	

Adapted from: Doctor of Nursing Practice Project Advisement: A Roadmap for Faculty and Student Success. K.Miller, M. Zonsius, C. Alexander & C. Zellefrow. (2019, Dec, 1). Journal of Nursing Education.

Acronyms:

PICO: Population, Intervention, Comparison, Outcome;

CMS: Center for Medicaid and Medicare Services;

NDNQI: National Dataset of Nursing Quality Indicators;

AHRQ: Agency for Healthcare Research and Quality;

SMART: Specific, measurable, attainable, relevant, timely;

IRB: Institutional Review Board;

EPQA: Evidence-Based Practice Process Quality Assessment Guidelines;

SQUIRE: Standards for Quality Improvement Reporting Excellence

Appendix B: Approval of DNP Project Form

Doctoral Student: _____

The Advisory DNP Project Team of the above-named Doctoral Student has met and reviewed the DNP entitled:

[**TITLE**]

The DNP Project Team has determined that the Project:

1. Makes a significant contribution to the field of knowledge;
2. Demonstrates the Student's ability to perform independent research;
3. Contains material worthy of publication in a form appropriate to the discipline.

We recommend acceptance of this Project. It contains all appropriate content.

Signature of the DNP Project Team Members

Faculty-Lead Name: _____Signature: _____

Practice Mentor name: _____Signature: _____
(*Independent Reviewer*)

Course Faculty name: _____Signature: _____

Program Director name: _____Signature: _____

Approval

*Program Representative name:_____ _____ _____
                                                    Signature   Date

Completed form should be submitted to _____after all signatures are

attained.

Directions can be found in the DNP Handbook under _____

*The Program Representative will be the Chair in the case that the Program Director is serving on the DNP Project Team.

Appendix C: Navigating the IRB at Lehman College

https://www.lehman.edu/institutional-review-board/instructions-guidelines.php

LEHMAN COLLEGE | CUNY

Institutional Review Board (IRB)

About Human Research Protection Program (HRPP)

Human Subject Research (HSR)

CUNY IRB Review

CITI Requirements

Research Collaborations

Quick Links

CUNY Forms & Templates

IRBManager

Training & Education

Glossary

Contact Us

☎ 718-960-7870
✉ irb.lehman@lehman.cuny.edu
📍 Shuster Hall 303

IRBManager

  ‣ **Information for Researchers**

It is recommended that you visit the **CUNY HRPP Policies and Procedures** page where you will find information on IRB requirement as well as forms and templates.

How to Register in IRBManager

For first time access to IRBManager you must create an account on https://cuny.my.irbmanager.com using your CUNYFirst login (i.e., john.doe@login.cuny.edu).

  ‣ CUNY affiliation (faculty, adjunct faculty, full-time staff, post-doc student)
  ‣ CUNY email address
  ‣ CUNY portal name (Not CUNY FIRST)

IRBManager Assistance

CUNY IRB Review

  ‣ Complete **CITI Human Subjects Training** (yourself and all staff)
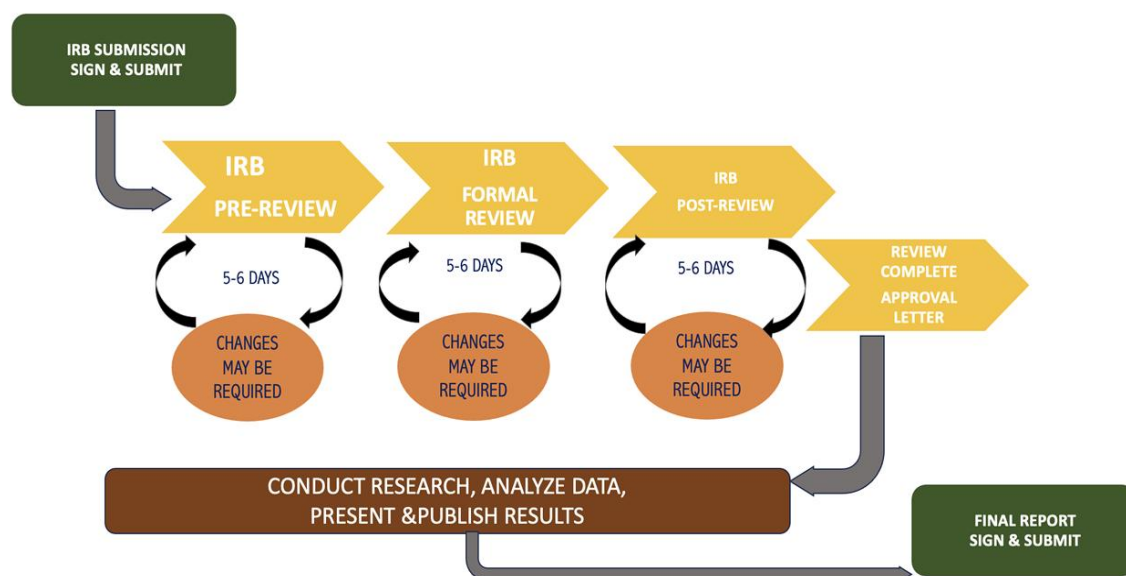 ‣ Submit a completed application via **IRBManager**

Submitting to the IRB

Refer to the **IRBManager PI manual**

IRB Review Categories

  ‣ **Human Subjects Research Exempt from IRB Review**

  ‣ **Expedited Review of Human Subjects Research**

  ‣ **Convened IRB Review**

Please refer to the **CUNY HRPP Policies and Procedures** page for further details.

TIMELINE OF IRB REVIEW

Q: What is the link for IRB Manager?

A: https://cuny.my.irbmanager.com/

Q: What credentials will be used to access IRB Manager?

A: From the IRB Manager home page, select "To login using CUNY Login". You will use your CUNYFirst credentials, where your username is entered as

firstname.lastname##@login.cuny.edu followed by the password associated with that username.

If you are a CUNY researcher/research personnel who DOES NOT have CUNYFirst credentials, request an IRB Manager account by emailing (HRPP@cuny.edu) and include the following information in your email:

- First and Last Name
- EMPLID
- DOB (Does not need to be your actual DOB)
- PIN (4 digits – you can make something up)
- CUNY email address

*You will be notified within 1-2 business days with your credentials to log into IRB Manager.

Q: Will I have to upload my current CITI Certifications?

No. If you have completed CITI training as a CUNY researcher, information related to your CITI training will be linked automatically to your IRB Manager profile, and will be available to HRPP and IRB reviewers; **however,** you MUST log into CITI (link provided below) and confirm that y**our preferred email address in CITI is your CUNY email address. Your secondary email address** should be a personal email address. **Your preferred email address** is to ensure your CITI Certification is linked to your profile in IRB Manager.

The process for confirming and/or changing your preferred email address in CITI is as follows (this process applies to ALL research personnel on a protocol (if applicable) :

1. Log in to CITI at https://www.citiprogram.org

2. In the upper right corner under your name and ID, click the down arrow.

3. Select "Profiles".

4. Under "Member Profiles", click "Edit Profile".

5. Scroll down to Your preferred email address.

6. Confirm that this is your current CUNY email address, or revise if needed.

*If you have not completed this process above then you MUST upload our current <u>CITI Certification</u> to your profile in IRB Manager. As a reminder, <u>your CITI Certification is required for HRPP/IRB review of your IRB application</u>.

Appendix D: Informed Consent Form

https://www.cuny.edu/wp-content/uploads/sites/4/media-assets/Human-Informed_Consent-Form.pdf

Human Informed Consent Form

Instructions to the Student Researcher(s): An informed consent/assent/permission form should be developed in consultation with the Adult Sponsor, Designated Supervisor or Qualified Scientist.

This form is used to provide information to the research participant (or parent/guardian) and to document written informed consent, minor assent, and/or parental permission.

- When written documentation is required, the researcher keeps the original, signed form.
- Students may use this sample form or may copy ALL elements of it into a new document.

If the form is serving to document parental permission, a copy of any survey or questionnaire must be attached.

Student Researcher(s): _____

Title of Project: _____

I am asking for your voluntary participation in my science fair project. Please read the following information about the project. If you would like to participate, please sign in the appropriate area below.

Purpose of the project:

If you participate, you will be asked to:

Time required for participation:

Potential Risks of Study:

Benefits:

How confidentiality will be maintained:

If you have any questions about this study, feel free to contact:

Adult Sponsor/QS/DS: _____ Phone/email: _____

Voluntary Participation:

Participation in this study is completely voluntary. If you decide not to participate there will not be negative consequences. Please be aware that if you decide to participate, you may stop participating at any time and you may decide not to answer any specific question.

By signing this form I am attesting that I have read and understand the information above and I freely give my consent/assent to participate or permission for my child to participate.

Adult Informed Consent or Minor Assent	Date Reviewed & Signed: (mm/dd/yy)	_____
_____		
Research Participant Printed Name:	Signature:	
Parental/Guardian Permission (if applicable)	Date Reviewed & Signed: (mm/dd/yy)	_____
_____		
Parent/Guardian Printed Name:	Signature:	

Doctor of Nursing Practice Program

Appendix E: DNP Project Team Member Appointment Form

Name of Student: _____

Proposed DNP Project Topic/PICOT Question: _____

_____

_____

_____

Project Team Membership Composition:

Faculty Lead: _____

| | Printed Name | Signature | Date |

Practice Mentor/
Preceptor: _____

| | Printed Name | Signature | Date |

Course Faculty: _____

| | Printed Name | Signature | Date |

     DNP PROGRAM DIRECTOR*:*

_____

| | Printed Name | Signature | Date |

Doctor of Nursing Practice Program

Appendix F: DNP Project Proposal Form

Name of Student: _____

Date and Time: _____

Proposed DNP Project Title: _____

EVALUATION: **Approved** ☐   **Approved (with minor recommendations)** ☐   **Not approved** ☐

Remarks: _____

_____

Dissemination Plan: Paper ☐   or Journal Article ☐   **And** Slide Presentation ☐   or Poster Presentation ☐

STUDENT:

	Printed Name	Signature	Date

Project Team:

Faculty Lead:

	Printed Name	Signature	Date

Practice Mentor/ Preceptor:

	Printed Name	Signature	Date

Course Faculty:

	Printed Name	Signature	Date

Program Director:

	Printed Name	Signature	Date

Department of Nursing Chair:

Dr. Catherine Alicia Georges

	Printed Name	Signature	Date

Doctor of Nursing Practice Program

Appendix G: DNP Proposal Rubric

	Exceptional	Good	Needs Improvement	Missing	Raw Score
Background and Significance 20 pts	Exceptionally thorough and insightful analysis with depth and clarity. 20 pts	Adequate analysis covered topic with depth and clarity. 10 pts	Analysis lacks depth or clarity. 5 pts	No analysis present. 0 pts	
Theoretical Framework 10 pts	Clearly defines and frames the clinical problem within the selected theoretical framework. 10 pts	Somewhat defines and frames the clinical problem within the selected theoretical framework. 7.5 pts	Theoretical framework is defined but no clinical problem present. 5 pts	No theoretical framework present. 0 pts	
Literature Review and Synthesis 10 pts	Studies are summarized, compared, and contrasted. The key concepts from the literature are synthesized. Relationships among studies were identified. 10 pts	Studies are summarized, compared, and contrasted. The key concepts from the literature are synthesized. No relationships among studies are clearly identified. 7.5 pts	Studies are summarized but lack clarity. The key concepts from the literature are not synthesized. No relationships among studies are clearly identified. 5 pts	Literature review and synthesis is not present 0 pts	
Project Objectives 10 pts	Clear and concise explanation of project objectives. 10 pts	Clear explanation of project objectives. 7.5 pts	Explanation of project objectives contains irrelevant or distracting elements 5 pts	Explanation of project objectives not present. 0 pts	
Project Design 20 pts	Exceptionally thorough and insightful analysis and synthesis. 20 pts	Generally clear explanation with significant attempts. 10 pts	Generally clear explanation with limited integration of concepts and principles.	Explanation shows limited understanding of fundamental concepts. 2.5 pts	

	Exceptional	Good	Needs Improvement	Missing	Raw Score
			5 pts		
Evaluation Plan 10 pts	Exceptionally thorough and insightful analysis and synthesis. 10 pts	Generally clear explanation with significant attempts. 7.5 pts	Generally clear explanation with limited integration of concepts and principles. 5 pts	Explanation shows limited understanding of fundamental concepts. 2.5 pts	
References APA Format 10 pts	All references are APA format. All references' dates are a five-year span from present. 10 pts	Most references are APA format. Most references' dates are not a five-year span from the present. 7.5 pts	Few references are APA format. Some references' dates are not a five-year span from the present. 5 pts	References are not APA format. Most references' dates are not a five-year span from the present. 2.5 pts	
Scholarly Format 10 pts	Ideas are well organized and clearly communicated. Paragraphs are well organized and complete sentences are used. No misspellings or grammatical error present. Subheadings are present. 10 pts	Ideas are well organized, and clearly communicated. Subheadings are present. Few misspellings or grammatical errors 7.5 pts	Ideas are not clearly organized and clearly communicated. No evidence of proofreading or editing present. Subheadings are not present. 5 pts	Scholarly format not present. 0 pts	
Total					

Doctor of Nursing Practice Program
Appendix H: DNP Project Final Presentation Evaluation

Name of Student:

Date and Time:

DNP Project Title:

| **EVALUATION:** | Approved ☐ | Approved (with minor recommendations) ☐ | Not approved ☐ |

Remarks:

STUDENT:

| | Printed Name | Signature | Date |

Project Team:

Faculty Lead:

| | Printed Name | Signature | Date |

Practice Mentor/ Preceptor:

| | Printed Name | Signature | Date |

Course Faculty:

| | Printed Name | Signature | Date |

Program Director:

| | Printed Name | Signature | Date |

Department of Nursing Chair:

Dr. Catherine Alicia Georges

| | Printed Name | Signature | Date |

Program Director:

Dr. Barbara Baldwin

| | Printed Name | Signature | Date |