

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

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

**EFFECTIVE FALL 2014**

**SPONSORED BY THE DEPARTMENTS OF NURSING AT:**

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**ABSTRACT**

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

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

## PURPOSE AND GOALS

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

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

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

## NEED AND JUSTIFICATION

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

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

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

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

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

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

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

## **STUDENTS**

### *Interest/Demand*

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

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

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

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

#### **Dual/Joint Degree Survey (N-69)**

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

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

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

*Enrollment Projections*

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

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

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

*Admission Requirements*

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

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

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



### *Student Support and Advisement*

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

## **CURRICULUM**

### *Philosophy and Rationale*

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

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

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

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

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

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

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

#### *Internal Evaluation and Outcomes*

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

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

## **COST ASSESSMENT**

### *Faculty*

(See Appendix F)

### *Facilities and Equipment*

(See Appendix F)

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## **APPENDICES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Prerequisite:** *ENG101*

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

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

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

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

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

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

***Prerequisite: SCB202 or SCB204 or SCB209***



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

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

**Core Requirements**

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

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

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

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

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

**HIN 269: Analysis and Action for Community Health.**

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

**Required Nursing Courses**

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

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

**NUR 302: Ways of Knowing in Nursing.**

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

Appendix A: Course Descriptions for Required Courses- Lehman College

**NUR 400: Professional Nursing Practice.**

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

**NUR 406: Clinical Decision Making.**

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

**NUR 408: Trends and Issues in Nursing and Healthcare.**

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

**NUR 409: Therapeutic Intervention V: Nursing Synthesis.**

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

**NUR 410: Professional Nursing Management.**

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

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

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

**NOTE: 33 CREDITS ARE LIBERAL ARTS AND SCIENCES**

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

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

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

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

**Appendix C: Sample Program Scheduling**

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

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

\*Course taken at Lehman College via e-permit

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

**Appendix D: Faculty Teaching Assignments- LaGuardia Community College**

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



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

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

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

## Appendix D: Faculty Teaching Assignments- Lehman College

*Lehman College*

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

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

Appendix D: Faculty Teaching Assignments- Lehman College

*Lehman College*

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

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

## Appendix D: Faculty Teaching Assignments- Lehman College

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

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

Appendix D: Faculty Teaching Assignments- Lehman College

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

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

**Appendix E: Faculty to be Hired**

*LaGuardia Community College*

<b>Title of Position</b>	<b>Number of New Positions</b>	<b>Minimum Qualifications</b>
<b>Not applicable</b>		



*Lehman College*

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

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

**Appendix F: Budget Tables- LaGuardia Community College**

*New Resources Table*

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

Appendix F: Budget Tables- LaGuardia Community College

***Projected Revenue Table***

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

Appendix F: Budget Tables- LaGuardia Community College

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

Tuition & Fees:

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

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

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

Total Tuition

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

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

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

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

Total Tuition

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

Total Fees

Total Out of State Tuition & Fees

**TOTAL EXISTING FULL TIME TUITION REVENUE**

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

Appendix F: Budget Tables- LaGuardia Community College

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

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

Appendix F: Budget Tables- LaGuardia Community College

Tuition & Fees:

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

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

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

Total Tuition

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

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

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

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

Total Tuition

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

Total Fees

Total Out of State Tuition & Fees

**TOTAL NEW FULL TIME TUITION REVENUE**

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

Appendix F: Budget Tables- LaGuardia Community College

Tuition & Fees:

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

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

Appendix F: Budget Tables- LaGuardia Community College

**TOTAL NEW REVENUE**

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

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

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

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

FOR YEARS 2-5 INCLUDE CONTINUING FTE FROM PREVIOUS YEARS

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

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



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**Appendix G: Budget Tables- Lehman College**

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

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

Appendix G: Budget Tables –

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

Appendix G: Budget Tables – Lehman College

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

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