

# Doctor of Nursing Practice Program (BS-DNP)



2020 - 2022

Lehman College Department of Nursing  
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NY 10468

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## **DNP HANDBOOK PURPOSE**

The DNP Handbook outlines the Lehman College BS-DNP program, including the expected knowledge and skills DNP students are to acquire to translate research into practice as they develop and implement clinical innovations to make an impact on the healthcare system. This Handbook provides all the information necessary to successfully complete the BS-DNP program.

## **CUNY, LEHMAN, & DEPARTMENT OF NURSING MISSIONS**

<b>City University of New York Mission</b>	<b>Lehman College Mission</b>	<b>Department of Nursing Mission</b>
We conduct high-quality research and build innovative data infrastructures to strengthen equity-focused educational programs and inform policy.	Lehman College (LEH), 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.	To prepare nursing professionals at the undergraduate and graduate levels who are able to engage humanistically, think critically, act ethically, and pursue life-long learning. Graduates of the program are prepared to be competent professional nurses who will contribute to the health needs of diverse cultural groups and promote social justice and equity in New York City, the region, and the world.

## **PHILOSOPHY OF THE DEPARTMENT OF NURSING**

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

Nursing is the assessment and treatment of human responses to the actual or potential health needs of people. It requires the collaborative effort of the nurse with a client, family, and other health care professionals. Nursing seeks to identify and enhance health-seeking behaviors of

clients through such services as case finding, health teaching, health counseling, and provision of supportive care throughout the life cycle. The nursing profession bases its practice on knowledge generated through nursing research and from the humanities and natural sciences. Nursing is committed to the ethical care and nurturing of well and ill people, individually and in groups. Professional nurses are self-directed, skilled in oral and written communications, accountable for their actions, and able to make sound decisions and formulate independent judgments.

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

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

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

*(Last Modified: 03/26/12)*

## COLLEGE AND DEPARTMENT GOALS

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

<sup>1</sup> <https://www.lehman.edu/documents/2021/Strategic-Plan-2021.pdf>

## **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.
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.
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.

#### 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 one year 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, advanced health assessment, and family development theory 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.

#### TUITION AND FEES

Tuition for Doctor of Nursing Practice (2021–2022 Academic Year)	
<b>New York State Residents</b>	
<b>Full-time (12 credits or more)*</b>	<b>\$7,315 per semester*</b>
<b>Part-Time</b>	<b>\$620 per credit</b>
<b>Nonresident and International Students</b>	
<b>Full-time</b>	<b>\$1000 per credit</b>
<b>Part-time</b>	<b>\$1000 per credit</b>

(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 on the baccalaureate level competencies required for professional nursing practice. It provides students with the opportunity to acquire the competencies required for entry to advanced nursing practice while also completing the requirements for the DNP degree. The curriculum builds on both the AACN Essentials of Baccalaureate (2008) and Master's (2011) Education in Nursing. The framework for practice emerges from interrelationships of theory, practice, and research. Primary roles of the DNP graduate embody dimensions of clinical expertise, evidence-based practice, consultation, collaboration, management, leadership, and teaching.

### **DNP Pathways: BS-to-DNP and Advanced Standing DNP**

The BS-DNP program consists of **total credits ranging from 39 to 85, including 500 to 1100** internship and capstone clinical hours, depending on the pathway. Its design includes two specialty areas and four pathways: BS to DNP, Post-Graduate to DNP, PNP to DNP, and FNP to DNP. The two specialty areas are Family Nurse Practitioner and Pediatric Nurse Practitioner.

BS-DNP program includes ***four pathways and two Specialty Areas***

- **BS to DNP** (FNP & PNP)  
(Requirements for the BS to DNP consist of 85 credits of coursework)
- Advanced Standing
  - **Post-Graduate to DNP** (FNP & PNP)  
(Requirements for the Post-Graduate to DNP consist of 69 credits of coursework)
  - **Family Nurse Practitioner to DNP**  
(Requirements for the FNP to DNP consist of 39 credits of coursework).
  - **Pediatric Nurse Practitioner to DNP**  
(Requirements for the PNP to DNP consist of 39 credits of coursework).



## 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)	<b>APRN Core</b>	<b>APRN Core</b>		<b>APRN Core</b>	<b>APRN Core</b>	
NUR 767	Advanced Pharmacology (3crs)	<b>APRN Core</b>	<b>APRN Core</b>		<b>APRN Core</b>	<b>APRN Core</b>	
NUR 769	Family Development Theory (3crs)	Support Course	Support Course		Support Course	Support Course	
NUR 773	Advanced Health Assessment (3CrS)	<b>APRN Core</b>	<b>APRN Core</b>		<b>APRN Core</b>	<b>APRN Core</b>	
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
	<b>Total Credits</b>	<b>85 Credits</b>	<b>69 Credits</b>	<b>39 Credits</b>	<b>85 Credits</b>	<b>69 Credits</b>	<b>39 Credits</b>

The BS-DNP program offers both a full-time (minimum of 9 credits per semester), and part-time (less than 9 credits per semester) basis. Students enrolled as full-time are placed in cohorts to facilitate academic progression and program completion, course offerings, and tracking of students. 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.

### ***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 of Institutional Review Board (IRB) documents
- Documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio

### ***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

### ***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

## **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 Blackboard learning management system, which will be replaced with Digitcation e-portfolio.**

## **BS-DNP PROGRAM COURSE DESCRIPTIONS**

### **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.**



## **DNP PROJECT TEAM**

The doctoral nursing students must work with a qualified DNP Project Team that is knowledgeable in methods of graduate-level study and research, as well as in the subject area of interest. In addition to the student, the 4-person DNP Project Team is comprised of a:

- **Faculty Lead**
- **Practice Mentor/Preceptor** (an Independent Reviewer located at Practice Site)
- **Course Faculty**
- **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 Lead acts as the Project Chair for the student.
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.

### **Faculty Lead**

The **Faculty Lead** assists the student in selecting the DNP Project Team and oversees its progress. The Faculty Lead also serves the roles of supervisor, advisor, role model, collaborator, and facilitator. The Faculty Lead supervises the immersion experience and communicates with the Practice Mentor/ Preceptor and student during the Project and related immersion hours. At the beginning of each DNP Project course (**NUR 809, NUR 810 and NUR 811**), the Faculty Lead will conduct a required conference with the Practice Mentor/ Preceptor and the student to

discuss project objectives, goals and immersion activities to provide clarity to the student and the Practice Mentor/Preceptor.

**The DNP Faculty Lead and the student will complete a written agreement to define communication plans and a DNP Project timeline. This agreement may be amended at any time based on mutual agreement of the student and Faculty Lead. The Faculty Lead will direct the student's work specific to the DNP Project and provide a timely review of the following elements, including but not limited to:**

- DNP topic and/or PICO question
- Direction of literature search
- Preparation and submission of DNP project proposal
- IRB application
- Data analysis
- Final DNP project and oral defense presentation

**The faculty lead is responsible for:**

- Providing primary guidance and feedback to the student throughout the clinical project development, project completion and preparation for the final oral presentation/defense in consultation with other committee members, where applicable
- Providing information and assistance to the student about obtaining IRB approval
- Assuring the IRB submission meets Lehman College guidelines
- Determining when drafts of the proposal are ready for submission to DNP Project Team for their review
- Reviewing and approving draft and final written DNP project submission
- Scheduling the DNP project oral defense
- Signing the completed DNP project before submitting to E-portfolio

## **Practice Mentor/Preceptor**

The **Practice Mentor/Preceptor** serves as a guide and consultant to the student throughout the DNP process and ensures the integrity of the DNP guidelines. The Practice Mentor/Preceptor maintains documentation of all communication within the DNP Project Team, ensuring that all necessary forms are completed, signed, and submitted to Lehman College Department of Nursing. The Practice Mentor/Preceptor provides timely and practical reviews including specific constructive critiques to the student, communicates appropriate concerns to the student, and communicates with all the members of the DNP Project Team. If the Practice Mentor/Preceptor is unable to serve for the entire duration of the student's DNP project, the Program Director will arrange for a replacement Practice Mentor/Preceptor.

## Course Faculty

The **Course Faculty** is an expert in providing guidance to the student about research including the research topic, problem statement, current literature review, research design and planning, data collection, analysis and reporting, DNP document preparation, and the like to maximize the student's progress for successful and ethical doctoral research.

## 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 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 and not IDEATE** (<https://www.cuny.edu/research/research-compliance/human-research-protection-program/transition-to-irb-manager/>). The IRB application is submitted only after the Project Team Leader (i.e. Faculty Lead) and team members have formally approved the student's project proposal and the Project Team Leader has reviewed and approved the application. A

copy of the letter of approval must be submitted to the Project Team Leader 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.

### **Electronic Systems:**

- Currently, Blackboard is used for students to upload their work in Turnitin and/ or SafeAssign, and participate in discussion for the hybrid and asynchronous courses. Students' assignments are electronically held on the Blackboard learning management system.
- The new Digication e-portfolio is being introduced for the BS-DNP students. This ePortfolio allows the students to share their work online with the faculty and eventually potential employers. Students will have the capacity to show development of their scholarly proposal project from proposal to the complete project documented over time. Digitization allows data to be shared and accessed. Using the Digication ePortfolio, faculty will be able to evaluate students' portfolios using technology, which may include videos, animation or audio. It has all the connectivity, file sharing and online publishing tools that faculty and students will utilize.

### **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. Additional student online assistance is also available by submitting an online form requesting assistance via Lehman Connect at <http://www.lehman.edu/itr/helpdesk-form.html?iframe=true&height=650&width=760>.

### **Library Resources**

Library Support (Lehman College Library Tab): The **College Library Tab** is located on the Lehman College Blackboard Homepage. 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 (access further information at <http://www.lehman.edu/itr/blackboard.php>).

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. There is a subject expert assigned to the nursing program. Students can email her directly (information located on the subject homepage: <http://libguides.lehman.edu/nursing>).

**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.

- **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 (<http://www.lehman.edu/library/ask-us.php>). 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**

***Simulation Lab (for APRN Students):*** The simulation component of the program takes into account nursing students' education needs. The equipment in place at the Nursing Arts and Simulation lab contains health care equipment for simulated clinical practice and is used by students to practice selected nursing skills. There is a separate physical assessment/treatment room equipped for advanced health assessment courses and use by the nurse practitioner faculty and students.

## DEPARTMENT OF NURSING POLICIES & PROCEDURE

### Admission & Progression

#### **GRADUATE ONLINE APPLICATION DEADLINE FOR:**

Spring Semester:      October 1<sup>st</sup>  
Fall Semester:            March 15<sup>th</sup>

- **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 12 credits 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 lesser of nine (9) 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.
- Take the HESI Assessment Tests for the three Ps at the end of each course — **advanced pathophysiology, advanced pharmacology, and advanced physical assessment**, and a comprehensive assessment at the end of the clinical capstone course NUR 776.
  - Students who score below 850 on the three Ps are to remediate prior to the final exams (at the very least, prior to the next semester);
  - Students to submit proof of remediation to course faculty for exam scores below 850. Course faculty members then go online to the HESI site, choose course and class, and review areas that were accessed by their students.

## **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**

<http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Academic-Probation/Good-Academic-Standing-and-Probation>

- Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 graduate credits, those whose G.P.A. falls below a 3.0 will not be granted an automatic probation period. Students with a grade of B- or less in any NUR course may be terminated from the program. 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”.

## **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://www.lehman.edu/academics/advising/grades-faq.php> 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**

<http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/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

<b><i>Problem Identification and Evidence Review</i></b>		
<b>Component</b>	<b>Definition</b>	<b>Date Completed</b>
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	<ul style="list-style-type: none"> <li>• Organize evidence that answers focused clinical question in a clear concise format (e.g., table or matrix).</li> <li>• 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.).</li> </ul>	
<b><i>Phase 2: Project Planning</i></b>		
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).	
<b>Phase 3: Implementation</b>		
Implement project	<ul style="list-style-type: none"> <li>• Carry out the project using selected implementation framework/model.</li> <li>• Track any deviations/changes from the project plan.</li> </ul>	
<b>Phase 4: Evaluation</b>		
Results/interpretation	<ul style="list-style-type: none"> <li>• Using an established method (e.g., run or control charts) display data and interpret project outcomes.</li> <li>• 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.</li> </ul>	
Return on investment	<ul style="list-style-type: none"> <li>• Identify the final resources that were used to implement the project.</li> <li>• Calculate and report the return on investment.</li> </ul>	
<b>Phase 5: Dissemination</b>		
Traditional	<p>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.)</p> <p>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.</p>	
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.

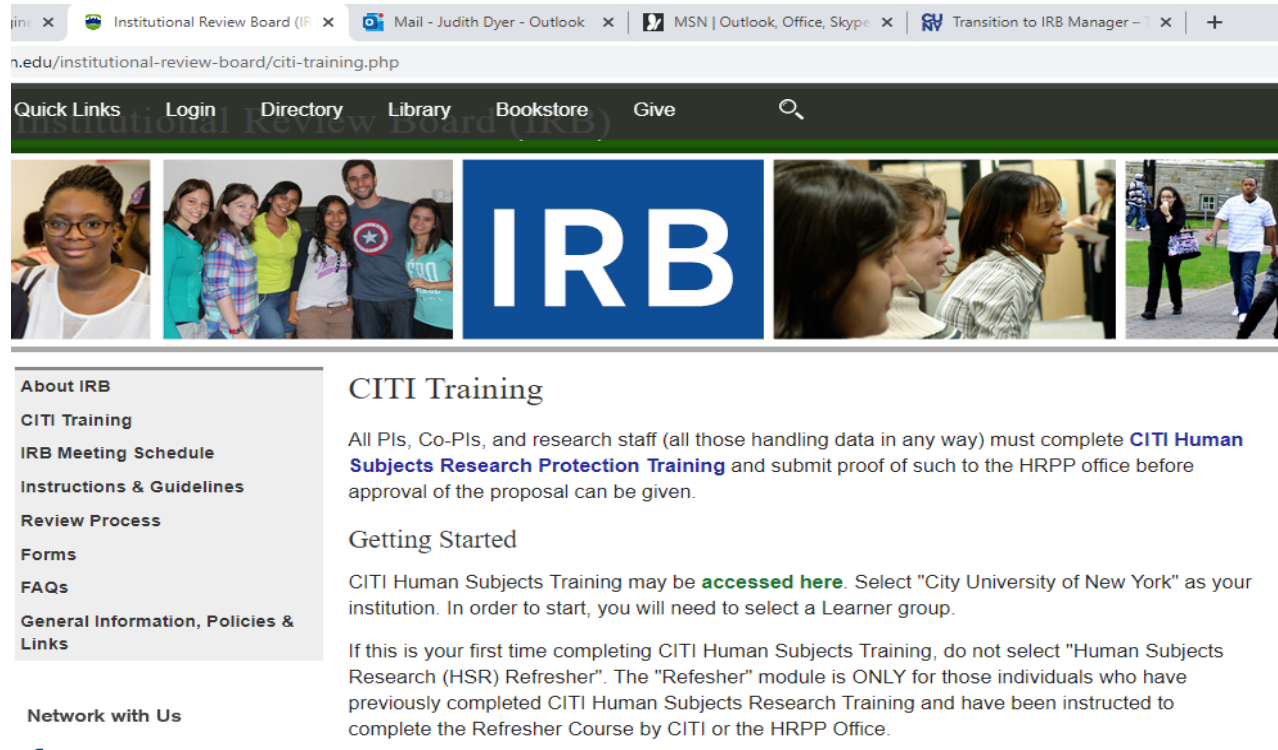
Directions can be found in the DNP Handbook under \_\_\_\_\_

\*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

### ***CITI Training***

Collaborative Institutional Training Initiative (CITI Program) Training:  
<https://www.lehman.edu/institutional-review-board/citi-training.php>



**About IRB**  
CITI Training  
IRB Meeting Schedule  
Instructions & Guidelines  
Review Process  
Forms  
FAQs  
General Information, Policies & Links

### CITI Training

All PIs, Co-PIs, and research staff (all those handling data in any way) must complete **CITI Human Subjects Research Protection Training** and submit proof of such to the HRPP office before approval of the proposal can be given.

#### Getting Started

CITI Human Subjects Training may be **accessed here**. Select "City University of New York" as your institution. In order to start, you will need to select a Learner group.

If this is your first time completing CITI Human Subjects Training, do not select "Human Subjects Research (HSR) Refresher". The "Refresher" module is ONLY for those individuals who have previously completed CITI Human Subjects Research Training and have been instructed to complete the Refresher Course by CITI or the HRPP Office.

**NOTE: As of August 27, 2021 IRB applications are to be filed through IRB Manager and not IDEATE**

### ***IRB Manager***

<https://www.cuny.edu/research/research-compliance/human-research-protection-program/transition-to-irb-manager/>

**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 **your 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 CITI Certification to your profile in IRB Manager. As a reminder, your CITI Certification is required for HRPP/IRB review of your IRB application.**

## Appendix D: Informed Consent Form

[https://www.cuny.edu/wp-content/uploads/sites/4/media-assets/Human-Informed\\_Consent-Form.pdf](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:

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Proposed DNP Project Topic/PICOT Question:

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*Project Team Membership Composition:*

**Faculty Lead:**

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	Printed Name	Signature	Date
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**Practice Mentor/  
Preceptor:**

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	Printed Name	Signature	Date
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**Course Faculty:**

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	Printed Name	Signature	Date
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**DNP PROGRAM DIRECTOR:**

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	Printed Name	Signature	Date
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**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
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***Project Team:***

**Faculty Lead:** \_\_\_\_\_

Printed Name	Signature	Date
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**Practice Mentor/  
Preceptor:** \_\_\_\_\_

Printed Name	Signature	Date
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**Course Faculty:** \_\_\_\_\_

Printed Name	Signature	Date
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**Program Director:** \_\_\_\_\_

Printed Name	Signature	Date
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***Department of Nursing Chair:***

Dr. Catherine Alicia Georges \_\_\_\_\_

Printed Name	Signature	Date
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**Doctor of Nursing Practice Program**  
**Appendix G: DNP Proposal Rubric**

	Exceptional	Good	Needs Improvement	Missing	Raw Score
<b>Background and Significance</b> 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	
<b>Theoretical Framework</b> 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	
<b>Literature Review and Synthesis</b> 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	
<b>Project Objectives</b> 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	
<b>Project Design</b> 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		
<b>Evaluation Plan 10 pts</b>	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	
<b>References APA Format 10 pts</b>	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	
<b>Scholarly Format 10 pts</b>	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	
<b>Total</b>					

