

**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 2013

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, our 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. The nurses needed to combat the current nursing faculty shortage and advanced practice nursing needs are clearly not present in the pipeline in sufficient numbers.

The urgency of the shortage condition 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 is intertwined with the shortage of nurses in general, due to limited 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 weigh heavily on the nursing profession in the coming years. With respect to the nursing workforce, 448,668 nurses received their RN license from 2004 to 2008 yet 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 lead hospitals to downsize and become more selective in their hiring procedures. The majority of available, hospital-based nursing positions are requiring at least enrollment in a BSN program for consideration. Some hospitals are placing a five year time limit on completion of the BSN degree. All of these factors contribute to 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 roadblocks. Continuing roadblocks include the inability to transfer all credits earned and repetition of concepts already learned at the community college. These roadblocks increase the cost of obtaining the baccalaureate degree, by necessitating costs (e.g., finances, time) related to completing 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. The need to educate nurses for a different, more diverse and complex healthcare setting is imperative.

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
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?	49	10	5	1	2
2) I want to enter a baccalaureate program immediately following my graduation from LaGuardia Community College.	35	15	12	2	1
3) I would like to be a participant in a Dual/Joint Degree Program in a CUNY Baccalaureate College.	35	17	17	3	0
4) I would like to join the Dual/Joint Degree Program specifically with Lehman College as described above.	29	18	17	2	0
5) I am not planning on continuing my education at the baccalaureate level at any time.	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 Colleges 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
	2013-14	2014-15	2015-16	2016-17	2017-18
Newly enrolled dual degree students	20	20	20	20	20
Continuing students at LaGuardia	0	15	15	15	15
Graduation from Lehman/ LaGuardia with BS in nursing				15	15
Total enrollment (LaGuardia & Lehman Colleges)	20	35	35	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. Admission criteria include:

- A grade of B or better in first clinical course
- Minimum GPA of 3.0 or better toward the degree
- 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 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 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 tract.

CURRICULUM

Philosophy and Rationale

The RN to BS in 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,
- 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 in Nursing Education (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 21st 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 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.

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APPENDICES

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

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

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

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.

Appendix A: Course Descriptions for Required Courses- LaGuardia Community College

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

Core Requirements

CHE 120: Essentials of Organic Chemistry Lecture I.

3 hours, 3 credits. Brief presentation of the essentials of organic chemistry and their application to biochemistry. PREREQ: CHE 114. COREQ: CHE 121. *Note: No student may receive credit for both CHE 120 and 232.* (See information for corequisite courses.)

CHE 121: Essentials of Organic Chemistry Laboratory II.

3 hours, 1.5 credits. Study of practical organic laboratory techniques and preparations to illustrate the lectures in CHE 120. COREQ: CHE 120. *NOTE: No student may receive credit for both CHE 121 and 233 or 235.* (See information for corequisite courses.)

ENG 120: Principles of Effective Writing

4 hours (3, lecture; 1, conference), 3 credits. Continues the work of ENG 110, advancing critical reading skills and essay development. Emphasis on writing analytical essays and papers based on research in various academic disciplines. Individual conferences. *Note: All students, unless exempted, must pass this course in fulfillment of the College Requirement in English. Students who take but do not pass this course should repeat it the following semester.*

MAT 132: Introduction to Statistics.

4 hours, 4 credits. Collection, plotting, and comparison of data sets, histograms, descriptive statistics, the frequency definition of probability, random experiments, random sampling, binomial and normal variables, confidence intervals and tests of hypotheses for binomial and normal parameters. Additional topics chosen from tests for the difference of proportions or population means, the Chi Square test, and regression analysis. Introduction to a computer statistical package. PREREQ: MAT 104 or placement by the Department of Mathematics and Computer Science.

LEH 300: Studies in the Humanities and the Social Sciences.

3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in the humanities and the social sciences studied from different disciplinary perspectives. PREREQ: Completion of at least 60 college credits.

NOTE: In general, this course will involve at least three different disciplines, and students should expect writing assignments and computer-based work along with research involving the library and the Internet.

LEH 301: The American Experience.

3 hours, 3 credits (may be repeated for credit with a different topic). An in-depth and interdisciplinary analysis of American society and culture with an emphasis on what it means to be called an American. PREREQ: Completion of at least 60 college credits.

Appendix A: Course Descriptions for Required Courses- Lehman College

NOTE: In general, this course will involve at least three different disciplines, and students should expect writing assignments and computer-based work along with research involving the library and the Internet.

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 inter-subjective nature of professional nursing. 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

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. PRE- or COREQ: NUR 300 and HIN 269.

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 or 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. COREQ: NUR 400 or 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 along a trajectory from diagnosis through end of life.

Appendix A: Course Descriptions for Required Courses- Lehman College

Population-based care, as it relates to disaster preparedness and targeted nursing response. PREREQ: NUR 400 and NUR 406. COREQ: NUR 410.

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

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

NOTE: 30 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.

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

	Course Number and Course Title	No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the major (include any field experience, research, thesis, or capstone course)**	LEH 300 The Humanities	3	No	No
	LEH 301 The American Experience	3	No	No
	CHE 120 Essentials of Organic Chemistry Lecture I	3	No	No
	CHE 121 Essentials of Organic Chemistry Laboratory II	1.5	No	No
	MAT 132 Introduction to Statistics*	4	No	No
	ENG 120 Principles of Effective Writing Electives	3	No	No
		5.5	No	No

Appendix C: Sample Program Scheduling

Fall 2013 (Pre-Clinical)		Fall II 2013		Spring 2014		Spring II 2014	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
ENG101	3	SCB204	4	SCR110	6		
SSY101	3			SCR150	1		
SCB203	4			ENG 102	3		
SCC210	4			MAT 120	3		
Total credits	14	Total credits	4	Total credits	13	Total credits	

Fall 2014 (Joint)		Fall II 2014		Spring 2015		Spring II 2015	
SCR200	3	HIN 268*	3	SCR270	8		
SCR210	5			SCN 195	2		
SCB260	4			Elective*	3		
Total credits	12	Total credits	3	Total credits	13	Total credits	

Fall 2015 (Graduate LAGCC)		Fall II 2015		Spring 2016		Spring II 2016	
SCR290	9	HIN269	3	NUR300	3		
SCR260	1			NUR302	3		
Elective*	3			NUR400	6		
				Upper Level College Option	3		
Total credits	13	Total credits	3	Total credits	15	Total credits	

Fall 2016		Fall II 2016		Spring 2017		Spring II 2017	
NUR406	3			NUR409	6		
NUR408	3			NUR410	3		
Upper Level College Option	3			Elective	3		
Elective	3			Elective	3		
Elective	3						
Total credits	15	Total credits		Total credits	15	Total credits	

* Lehman courses which will be taken on e-permit while enrolled at LaGuardia

Appendix D: Faculty Teaching Assignments- LaGuardia Community College

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.
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	MA- New York University 1983	BCLS IV, Central & Peripheral Lines
	Simulation Lab in SCR210-Medical Surgical Nsg I, SCR290-Medical Surgical Nsg II, SCR270-Parent Child Nsg		
	SCL101 -Fundamentals of Nursing		
	SCL119-Medical Surgical Nursing		
Lisa O'Donnell, MS, RN Practical Nurse Certificate Program Coordinator		MS-Molloy College 2003	BCLS
	SCR100-Bridge Course		
	SCR270-Parent-Child Nursing		
Valerie Taylor-Haslip, MS, RN LPN-RN Advanced Standing Pathway Coordinator		MS- Lehman College 1991 DNS-CUNY Graduate Center 2007-present	BCLS ACLS
	SCR100-Bridge Course		
	SCR270-Parent-Child Nursing		
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	MS-Molloy College 2007	BCLS
	SCR210-Medical Surgical Nursing I		
	SCR290-Medical Surgical Nursing II		

Appendix D : Faculty Teaching Assignments- LaGuardia Community College

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	MA 1981	BCLS Psychiatric Mental Health Nurse Practitioner 2008
	SCR200-Psychiatric Mental Health Nursing	Post Graduate APRN 2007	
	SCR210-Medical Surgical Nursing I		
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	BCLS Adult Nurse Practitioner (ANP)
		DNS-CUNY Graduate Center 2008-present	
Unn Hidle, DNS, RN	SCR270-Parent Child Nursing	MS- Hunter-Bellevue School of Nursing 1998	BCLS Certified Pediatric Nurse Practitioner (CPNP)
		MS-Ed- Hunter-Bellevue School of Nursing/Education 2005	
		DNS-CUNY Graduate Center 2011	

Appendix D: Faculty Teaching Assignments- LaGuardia Community College

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.
Mabel Lewis-Rose, MS, RN	SCR110-Fundamentals of Nursing	MS-Molloy College 2005 DNS-CUNY Graduate Center 2010-present	BCLS ACLS PALS Certified Midwife
	SCR210-Medical Surgical Nursing I		
Deborah McMillan-Coddington, MS, RN	SCR110-Fundamentals of Nursing	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
	SCR260-Issues and Trends in Nursing		
	SCR290-Medical Surgical Nursing II		
Andrea Morgan-Eason, MS, RN	SCR110-Fundamentals of Nursing	MS- Molloy College 2006	BCLS Critical Care
	SCR150-Perspectives of Nursing		
Margaret Norris, MS, RN	SCR110-Fundamentals of Nursing	MS-Hunter Bellevue School of Nursing 2001 Post-Graduate Certificate in Nursing Ed.- Hunter Bellevue School of Nursing 2009	BCLS
	SCR150-Perspectives of Nursing		
Rosely Octaviano, MS, RN	SCR110-Fundamentals of Nursing	MA- New York University 1988	BCLS ACLS PALS
	SCR210-Medical Surgical Nursing II		
Arlene Spinner, MS, RN	SCR200-Psychiatric Mental Health Nursing	MS- Hunter Bellevue School of Nursing 1992	BCLS Mental Health Nurse

Appendix D: Faculty Teaching Assignments- LaGuardia Community College

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	MS Nursing Administration- Adelphi University 2011	BCLS Mental Health Nurse
	SCR200-Psychiatric Mental Health Nursing		
	SCR290-Medical Surgical Nursing II		
Cheryl Etienne-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	BCLS
		Post-Graduate Certificate in Nursing Ed.- Hunter Bellevue School of Nursing 2009	

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 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.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Akan, Alice (Director Undergraduate Program & Lecturer)	NUR 300: Nursing as a Human Science	10%	M.A. (New York University) B.S. (University of Washington) College/University)	Nurse Educator; Nurse Administrator /Chronic Illness; Adult Health; Health Assessment
	NUR 410: Professional Nursing Management			
Campbell, Eleanor (Director Graduate Program & Assistant Professor)	NUR 300: Nursing as a Human Science	10%	E.D.D.: Columbia University M.Ed.: Teachers College B.S.: Alfred University	Nurse Educator; Parent / Child Nursing
	NUR 400: Professional Nursing Practice			
Cohen, Shirlee (Lecturer)	NUR 409: Therapeutic Intervention V: Nursing Synthesis	25%	M.S.: Columbia University B.S.: College of New Jersey	Adult Nurse Practitioner/ Administrator Psychiatric NP
	NUR 302: Ways of Knowing in Nursing			
Cypress, Brigitte (Assistant Professor)	NUR 300: Nursing as a Human Science	10%	Ph.D.: New York University M.A.: New York University B.S.: Univ. of Med & Dentistry of NJ	Researcher/ Medical Surgical Theory Research
	NUR 300: Nursing as a Human Science			
Catherine Alicia Georges (Chairperson/Professor)	NUR 408: Trends & Issues in Nursing & Health Care	10%	E.D.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
	NUR 408: Trends & Issues in Nursing & Health Care			
Lundy, Theresa (Lecturer)	NUR 400: Professional Nursing Practice	25%	M.S.: Lehman College (CUNY) B.S.: (Lehman College (CUNY))	Clinician Educator; Adult Health Nursing / Critical Care
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

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 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 programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Sapadin, Rosa (Substitute Lecturer)	NUR 406: Clinical Decision Making	25%	M.S.: Lehman College (CUNY) B.S.: (Lehman College (CUNY)	Clinician Educator / Adult Health Nursing; Emergency Room Nursing
	NUR 409: Therapeutic Intervention V: Nursing Synthesis			
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.

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.
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
Ginex, Pamela (Adjunct Assistant Professor)	NUR 300: Nursing as a Human Science	Ed.D.: Columbia University	Educator & Community Health Researcher / Community Health
	NUR 302: Ways of Knowing in Nursing	M.S.: University of Pittsburgh B.S.: University of Pittsburgh	Administrator/ Adult Health Nursing
Johnson, Wanda (Adjunct Lecturer)	NUR 409: Therapeutic Intervention V: Nursing Synthesis	M.S.: Lehman College (CUNY) B.S.: Lehman College (CUNY)	Family Nurse Practitioner
Kebreau, Carolle (Adjunct Lecturer)	NUR 400: Professional Nursing Practice	M.S.: SUNY Downstate B.S.: SUNY Downstate	Clinician Educator/ Adult Health Nursing
Krinsky, Robin (Adjunct Lecturer)	NUR 410: Professional Nursing Management	M.S.: Columbia University B.S.: Columbia University	Educator/ Health Care Education
Malviya, Prashant (Adjunct Lecturer)	NUR 302: Ways of Knowing in Nursing	M.S.N.: University of Phoenix B.S.N.: University of Phoenix	Clinician/Educator Community Health Nursing/ Adult Health
Miranda, Gina (Adjunct Lecturer)	NUR 302: Ways of Knowing in Nursing	D.N.P.: Univ. Of Medicine & Dentistry of NJ	Educator/ Researcher Clinical Nurse Specialist
	NUR 408: Trends & Issues in Nursing & Health Care	M.S.: Hunter College (CUNY) B.S.: Columbia University	Administrator/ Adult Health Nursing
Nurse, Natasha (Adjunct Lecturer)	NUR 302: Ways of Knowing in Nursing	M.S.: Downstate Medical Center B.S.: Hunter College (CUNY)	Educator/ Researcher Clinical Nurse Specialist
Robinson-Coblah, Coleen (Adjunct Lecturer)	NUR 406: Clinical Decision Making	M.S.: Lehman College (CUNY) B.S.: Lehman College (CUNY)	Educator/ Adult Health Nursing
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

Title of Position	Number of New Positions	Minimum Qualifications
Not applicable		

Appendix E: Faculty to be Hired - Lehman College

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

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

Appendix F: Budget Tables- LaGuardia Community College

New Resources Table

Expenditures	Year 1 Academic Year ²	Year 2 Academic Year ¹	Year 3 Academic Year ¹	Year 4 Academic Year ¹	Year 5 Academic Year ¹
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	0	0	0	0	0
Total all	0	0	0	0	0

Appendix F: Budget Tables- LaGuardia Community College

Projected Revenue Table

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

**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
Number of Majors	20	20	20	20	20
Tuition Income	\$3,150	\$3,213	\$3,277	\$3,343	\$3,410
Total Tuition	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
Student Fees	0	0	0	0	0
Total Fees	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
Total Instate Tuition & Fees	0	0	0	0	0
Tuition Income	0	0	0	0	0
Total Tuition	\$6,300	0	\$0	\$0	\$0
Student Fees	\$0	\$0	\$0	\$0	\$0
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
TOTAL EXISTING FULL TIME TUITION REVENUE					

Appendix F: Budget Tables- LaGuardia Community College

Number of Majors (Enter # of EXISTING PART-TIME In State Students)	0	0	0	0	0	0
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	\$135	\$138	\$140	\$143	\$146	
Total Tuition	\$0	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)						
Total Fees	0					
Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:						
Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)	0	0	0	0	0	0
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	\$210	\$214	\$218	\$223	\$227	
Total Tuition	\$0	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)						
Total Fees						
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING PART TIME REVENUE	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING REVENUE	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193	

Appendix F: Budget Tables- LaGuardia Community College

	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
<i>New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.</i>					
Number of Majors (Enter # of NEW FULL TIME In State Students)	20	20	20	20	20
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$3,150	\$3,213	\$3,277	\$3,343	\$3,410
Total Tuition	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
Tuition & Fees:					
Number of Majors (Enter # of NEW FULL TIME Out of State Students)	0	0	0	0	0
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$6,300	\$6,426	\$6,555	\$6,686	\$6,819
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW FULL TIME TUITION REVENUE	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193

Appendix F: Budget Tables- LaGuardia Community College

	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME In State Students)	0	0	0	0	0
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	\$135	\$138	\$140	\$143	\$146
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees					
Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME Out of State Students)	0	0	0	0	0
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	\$210	\$214	\$218	\$223	\$227
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW PART TIME REVENUE	\$0	\$0	\$0	\$0	\$0
TOTAL NEW REVENUE	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193

Appendix F: 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.

New Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
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
Total all	213,857	204,057	207,949	216,948	223,642

Appendix F: Budget Tables – Lehman College

	Five Year Projected/Budget Needs										
	Year 1/SP 2014		Year 2/SP 2015		Year 3/SP 2016		Year 4/SP 2017		Year 5/SP 2018		
	FTE	Projected	New Need	Projected	New Need	Projected	New Need	Projected	New Need	Projected	New Need
Personnel--Full Time Line											
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
Part Time Lines											
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
Total Personnel Services		183,257	183,257	183,257	0	190,229	0	195,056	0	204,721	0
Library											
Texts, Journals and Software		2,000	2,000	2,200	200	2,420	220	2,662	242	2,928	266
Total Library		2,000	2,000	2,200	200	2,420	220	2,662	242	2,928	266
Laboratories and Equipment											
Computers (to update existing CAls)		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
Total Laboratories & Equipment		18,600	18,600	8,600	3,600	5,000	0	8,600	3,600	5,000	0
Other Than Personnel Services (OTPS)											
Nursing Supplies & Expenses (a 10% inflation rate is added to the last 3 years)		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
Total OTPS		5,000	5,000	5,000	0	5,300	300	5,630	330	5,993	363
Other											
Consultant (Evaluation)		5,000	5,000	5,000	0	5,000	0	5,000	0	5,000	0
Total Other		5,000	5,000	5,000	0	5,000	0	5,000	0	5,000	0
Grand Total	1.0	213,857	213,857	204,057	3,800	207,949	520	216,948	4,172	223,642	629

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

Appendix F: Budget Tables – Lehman College

	Associate Professor	RN/ Lab Assistant	College Lab Tech.	
	Full-time	PT/20hrs	PT/ 20hrs	
	33% fringe	10% fringe	10% fringe	
Salary 2014	82,299	40,466	26,624	
Fringe	27,159	4,047	2,662	
First Year	109,458	44,513	29,286	<u>\$183,257</u>
2nd Year	109,458	44,513	29,286	<u>\$183,257</u>
Yr. 2016	85,356	42,068	27,664	<u>RN/Lab: Rate of Pay</u>
Fringe	28,167	4,207	2,766	2014 & 2015 = 38.91
	113,523	46,275	30,430	2016 & 2017 = \$40.45
Yr. 2017	88,418	42,068	28,350	<u>\$190,229</u>
Fringe	29,178	4,207	2,835	2018 = \$42.09
	117,596	46,275	31,185	<u>College Lab Tech.</u>
Yr. 2018	90,756	43,774	32,604	2014 & 2015 = 25.60
Fringe	29,949	4,377	3,260	2016 = \$26.60
	120,705	48,151	35,864	2017 = \$27.69
Total	570,741	229,727	156,053	<u>\$204,721</u>
				2018 = \$31.35
				<u>\$956,520</u>