Proposal to Establish a Bachelor of Science in Nursing

Anticipated Start
Fall 2013

Approved by the School of Professional Studies Curriculum Committee
September 13, 2012

Approved by the School of Professional Studies Governing Council
September 27, 2012

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ABSTRACT

This proposal aims to establish a new, fully online Bachelor of Science degree completers program in Nursing for registered nurses at the School of Professional Studies (SPS), part of the Graduate School and University Center of the City University of New York (CUNY). Trends in the nursing profession point to the need for all registered nurses to attain the BSN by 2020, as well as a need to increase diversity in the nursing workforce. The proposed RN to BS in Nursing program would address national and local trends within the nursing profession that point towards the need for associate degree nursing graduates to pursue the baccalaureate degree.

Recruitment and retention of a culturally diverse cadre of nursing students is crucial to meeting the needs of the evolving healthcare environment. The proposed program seeks to enhance the multicultural mix within the ranks of baccalaureate prepared nurses in New York City, and ultimately within the pipeline of students pursuing graduate education in nursing. Given the demographic composition of CUNY’s student body, which will serve as the primary feeder for this baccalaureate completion program, we are likely to attract and graduate a diverse pool of students. Thus, we anticipate that the program will contribute to the delivery of culturally and linguistically competent healthcare for all New York State residents.

CUNY produces approximately 900 AAS nursing graduates annually (CUNY Office of the University Dean for Health & Human Services, 2011) and the currently available RN to BS in Nursing programs in CUNY are not capable of accommodating all of these candidates. According to the “Trends in New York Registered Nursing Graduations, 1996 – 2011” report1 34% of qualified applicants were turned away from BS in Nursing programs in New York in 2010. Of the qualified applicants who were turned away, 81% were due to program limitations on acceptances. This new program will provide an additional option for AAS in nursing graduates, and will enhance CUNY’s capacity to remain in line with national trends within the nursing profession. Students will benefit by participating in a rigorous nursing program that is affordable and can be completed in a timely, flexible manner.

This RN to BS in Nursing program builds on prior learning at the AS/AAS level of 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 is designed for the working RN and consists of a rich distribution of Liberal Arts & Sciences and Nursing courses.

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Application for Registration of a New Program

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at www.highered.nysed.gov/ocue/ . This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

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<td>_ Program to prepare certified teachers or certified educational leaders</td>
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<td>Institution name and address</td>
<td>CUNY School of Professional Studies Graduate School and University Center 365 Fifth Avenue, Suite 3300, New York, NY 10016 Additional information:</td>
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<td>Specify campus where program will be offered, if other than the main campus:</td>
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<td>Program title, award, credits, and proposed HEGIS code</td>
<td>Program title: B.S. in Nursing Award (e.g., B.A., M.S.): B.S. Credits: 120 Proposed HEGIS code: TBD</td>
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<td>Diploma Programs</td>
<td>If the program is credit bearing and will lead to a Diploma or Advanced Diploma, indicate the registered degree program(s) to which the credits will apply:</td>
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<tr>
<td>Contact person for this proposal</td>
<td>Name and title: George Otte, Associate Dean of Academic Affairs Telephone: 212 817-7145 Fax: 212 817-2990 E-mail: <a href="mailto:George.Otte@mail.cuny.edu">George.Otte@mail.cuny.edu</a></td>
</tr>
<tr>
<td>CEO (or designee) approval</td>
<td>Name and title: John Mogulescu, Dean of the School of Professional Studies Signature and date: September 28, 2012</td>
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If the program will be registered jointly with another institution, provide the following information:

Partner institution’s name: Name and title of partner institution’s CEO: Signature of partner institution’s CEO:
1. Program Description and Purpose

   a) Provide a brief description of the program as it will appear in the institution’s catalog.
   Answer included in narrative.

   b) List educational and (if appropriate) career objectives.
   Answer included in narrative.

   c) How does the program relate to the institution’s mission and/or master plan?
   Answer included in narrative.

   d) Describe the role of faculty in the program’s design.
   Answer included in narrative.

   e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
   Answer included in narrative.

   f) What are the anticipated Year 1 through Year 5 enrollments?
   Answer included in narrative.

2. Sample Program Schedule

   Complete Table 1a (for undergraduate programs) or Table 1b (for graduate programs).
   - If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
   - For existing courses that are a part of the major, submit a copy of the catalog description. For undergraduate programs, provide syllabi for all new courses in the major; for graduate programs, provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty

   a) Complete the faculty tables that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.

   b) What is the institution’s definition of “full-time” faculty?
   Answer included in narrative.

4. Financial Resources and Instructional Facilities

   Summarize the instructional facilities and equipment committed to ensure the success of the program.
   Answer included in narrative.

   Complete the new resources table (Table 5).

5. Library Resources

   a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.
   Answer included in narrative.

   b) Describe the institution’s response to identified needs and its plan for library development.
   Answer included in narrative.

6. Admissions

   a) List all program admission requirements (or note if identical to the institution’s admission requirements).
Answer included in narrative.

b) Describe the process for evaluating exceptions to those requirements.

Answer included in narrative.

c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer included in narrative.

7. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer included in narrative.

8. External Review of Graduate Degree Programs

If the proposal is a graduate degree program below the doctoral level, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution's response to the evaluation and highlight how the proposal was modified in response to the reviewer's comments.

9. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer included in narrative.

Items 10 through 12 are for general academic and professional licensure program proposals only.

10. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer included in narrative.

11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs)

If the proposal for an undergraduate degree program falls into any of the following categories, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution's response to the evaluation and highlight how the proposal was modified in response to the reviewer's comments.

Categories:
- The program's subject matter represents a new or emerging field.
- The program is in an allied health area, unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field.

12. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.
NARRATIVE

Purpose and Goals

The CUNY School of Professional Studies (SPS), part of the Graduate School and University Center of the City University of New York (CUNY), proposes to establish a new, fully online Bachelor of Science in Nursing degree program for registered nurse degree completers (RN to BS in Nursing).

The RN to BS in Nursing program builds on prior learning at the associate degree (AD) 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, 2008). 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), the Quality & Safety Education for Nurses (QSEN) initiative and the Oregon Consortium for Nursing Education (OCNE). The program is designed for the working RN and offers several options for elective credits. The program consists of a rich distribution of Liberal Arts & Sciences and Nursing courses.

Despite the professional, workforce, legislative and policy trends favoring the baccalaureate prepared nurse, AD nurses (nationally) progress up the educational ladder to the graduate level in small numbers (USDHHS, 2007; NYSED, 2003; Bevill, Cleary, Lacey & Nooney, 2007). Further, those nurses who seek additional formal nursing education tend to return to school just once (Cleary, Bevill, Lacey & Nooney, 2007). The statistics at CUNY support these assertions. The CUNY 2008 Survey of Nursing Graduates (1997-2007; CUNY Office of the University Dean for Health & Human Services, 2009) revealed that, while 21.6% of AAS graduates went on to earn the BS degree in nursing, only 3.2% of AAS CUNY graduates from that 10 year period ever attained the MS degree in nursing. This single phenomenon serves to decrease the pool of nurses prepared to teach nursing and to serve in the Advanced Practice Nursing roles that will be at the forefront of emerging healthcare delivery models. The nurses needed to combat the current nursing faculty shortage, and to serve as leaders in the clinical workforce, are clearly not present in the pipeline in sufficient numbers.

In a survey of staff nurses from hospitals across New York State (Healthcare Association of New York State, 2010), 67% of nurses who were not pursuing additional education at that time indicated that scheduling conflicts (between courses and work) were a barrier. Nearly 90% of respondents cited family responsibilities as a barrier and 28% indicated that their physical distance from the nearest campus was a barrier. A new baccalaureate completion program at CUNY, offered in the convenient, fully online format, can address these barriers and will be attractive to many associate degree prepared nurses. The program is, therefore, likely to enhance the number of baccalaureate prepared nurses in New York State’s workforce and professional pipeline.

Education at the baccalaureate level prepares nurse generalists for the increasingly complex and varied roles that they will be expected to assume. This program provides associate degree prepared nurses with the tools needed to meet these challenges.

Impact on the School of Professional Studies

Home to CUNY’s first fully online degrees and groundbreaking Master’s degree programs, the School of Professional Studies has found new ways of fulfilling CUNY’s mission of access; reaching students with innovative modes of instruction; offering cutting edge courses and curricula; and delivering learning tailored for diverse requirements and constituencies. The proposed program will enhance SPS’ profile as a school offering innovative programs that are in line with professional trends. The fully online program will be the first of its kind within CUNY, and one of the very few fully online programs offered at public universities within New York State. Further, the program will be unique...
within SPS’ portfolio of programs. Rich opportunities exist for interaction between students completing the proposed RN completion program and students enrolled in other SPS programs, such as the BS in Health Information Management.

The School of Professional Studies’ mission is focused on the provision of timely, innovative and academically rigorous programs of study designed to address new or unmet needs. SPS programs provide opportunities for personal growth, job mobility, greater participation in social institutions, and new ways to meet the constant need to upgrade knowledge. The addition of a fully online baccalaureate completion program in nursing will further enhance SPS’s ability to meet the educational needs of working adults, organizations, and employers. According to the U.S. Bureau of Labor Statistics (USBLS, 2012), nursing is poised to add more jobs to the nation’s economy by the year 2020 than any other single profession. The BLS projects that, by 2020, 712,000 new jobs will be created for registered nurses.

The addition of a new, fully online baccalaureate completion program will enhance CUNY’s ability to address the IOM (2010) recommendation to increase the percent of baccalaureate-prepared nurses to 80% by 2020. The proposed completion program provides another option for CUNY’s associate degree graduates in nursing to continue their education, as well as an attractive option for non-CUNY graduates seeking to pursue the baccalaureate. The CUNY School of Professional Studies is well suited to provide the educational opportunities needed to address these challenges, in a manner that is cutting edge and convenient for its students. All services needed for ease in progression, such as tutoring, registration, financial aid questions and applications, library services etc. are available around the clock and around the calendar so students can access them on their own schedule, making degree completion less cumbersome.

**Need and Justification**

Workforce and economic trends will continue to weigh heavily on the nursing profession in the coming years. From 2004 to 2008, 448,668 nurses across the nation received their RN license, yet the workforce grew by only 153,806 nurses, indicating the beginning of a retirement trend which is anticipated to continue for at least the next decade (Tri-Council for Nursing, 2010).

In January 2010 the NYS Center for Health Workforce Studies reported that “the current economic downturn has reduced the number of jobs available for newly-graduated RNs and they now face a very competitive job market” (Martiniano, Bates & Moore, 2010). Since 2008 there have been seven hospital closings in NYC alone: St. Vincent’s Catholic Medical Center in Greenwich Village and North General Hospital in Harlem in 2010; St. John’s Hospital and Mary Immaculate Hospital in Queens in 2009; and Cabrini Medical Center in Manhattan, Victory Memorial Hospital in Queens in 2008. In addition, the 2011-2012 New York State budgets incorporated a majority of the proposals of the NYS Medicaid Redesign Team, reflecting a $2.85 billion reduction in healthcare expenditures. Historically, the employment of RNs has been closely linked to overall healthcare expenditures. The spending cuts and recent hospital closings, coupled with ongoing mergers, downsizing and hiring freezes within existing healthcare facilities, will likely make the local job market even more competitive for new nurse graduates, at least in the short-term. In this job market, new associate degree graduates are at a distinct disadvantage as compared to baccalaureate prepared and more experienced nurses.

Concurrent with downsizing and state budget cuts to healthcare, more patient care is moving from the acute care setting to the ambulatory setting, where a distinct set of critical thinking skills are needed to deliver safe and effective patient care. These skills have been traditionally the purview of the baccalaureate graduate. With the realization of healthcare reform and the continued aging of our population, the demand for healthcare services and for nurses educated at the baccalaureate and higher levels will increase. In addition, many hospitals are applying for Magnet status through the American Nurses Credentialing Center (ANCC), the largest nurse credentialing organization in the
world. The Magnet designation is a distinct credential honoring the excellence of nursing care in a healthcare organization. One of the requirements for Magnet status is that 50% of the nursing staff must have certification by a national organization in their area of care. The majority of credentialing agencies (including ANCC) require the baccalaureate degree as a requirement for applying for certification. Therefore, healthcare facilities seeking Magnet status favor baccalaureate nurses when hiring.

Although the current economic climate has led to an apparent temporary abatement of the nursing shortage (due to fewer retirements, less turnover and a larger pool of nurses seeking employment), a severe nursing shortage is predicted for the next 15 years (Healthcare Association of New York State [HANYS], 2010). Predictions are that the next nursing shortage will be three times larger than any shortage experienced in the United States within the past 60 years (Buerhaus, 2009). The aging of the nurse workforce will contribute significantly to shortage conditions, indicating a need to invest in the future generation of nurses. The average age of nurses has been reported as higher than age 45 in governmental reports, and in more recent research on the nursing workforce an average age of 49.7 years has been found (Health Resources and Services Administration [HRSA], 2007; Palumbo, McIntosh, Rambur, & Naud, 2009). The number of retirements is expected to escalate, outpacing enrollment, as baby boomer nurses age out of the profession. Nationally, 45% of US nurses are over 50 years of age. In New York State, more than 75% of nurses are over 40 years of age and 31% are over 55 years of age.

Given the anticipated shortage and aging of the nursing workforce, nurse faculty and clinical nursing staff are expected to be in short supply in the coming years (Buerhaus, 2009; Orsolini-Haen & Waters, 2009). The shortage of nursing faculty and nurses in general are interwoven - without adequate numbers of nursing faculty members, fewer qualified students can be admitted to nursing programs. The dearth of nurse educators (due in part to faculty retirements and the shortage of new faculty members) has prompted nursing programs to deny admission to thousands of qualified applicants. In 2008, nearly 40% of qualified applicants to associate degree and diploma programs nationally were denied admission (NLN, 2010). At the baccalaureate and graduate level, more than 67,000 qualified applicants were turned away in 2010 (American Association of Colleges of Nursing [AACN], 2011). Locally, approximately 2,500 qualified applicants were denied admission to associate degree and baccalaureate degree nursing programs in New York State in 2010, due in part to faculty shortages (Martiniano, MacPherson & Moore, 2011).

The face of healthcare in New York is changing at a rapid pace. Between 1984 and 2004, the proportion of nurses working in hospitals, as opposed to other employment settings, fell from 68.2% to 57.4% (Jonas Center for Nursing Excellence, 2009). The new healthcare reform legislation passed by the Obama administration will move care further away from the traditional hospital-based, acute care setting and into community-based settings. As the healthcare landscape changes, nurses will be charged with managing a patient population that is more diverse and more chronically ill. Baccalaureate education equips nurses with the skills needed for success in this increasingly complex environment. It is important for CUNY to begin preparations for these changes by creating an infrastructure that will support the needs of our associate degree nursing students seeking additional formal education, and of New York’s nursing community at large. The need to educate nurses for different, more diverse and more intricate healthcare settings is imperative.

The need for baccalaureate prepared registered nurses is well documented and is a major recommendation of national and local nursing organizations (Healthcare Association of New York State [HANYS], 2010; IOM, 2010). The proposed program would address national and local trends within the nursing profession that point towards the need for associate degree nursing graduates to pursue the baccalaureate degree. These trends include workforce data forecasting an imminent nursing shortage (Buerhaus, 2009); increased demand for baccalaureate prepared nurses (e.g., Commins, 2010); national support for increasing the proportion of nurses who hold the baccalaureate degree (IOM, 2010); and proposed New York State legislation that would require associate degree graduates to obtain a bachelor’s degree in nursing within ten years of initial registration of licensure to maintain licensure. Further, research indicates that hospitals with a higher proportion of BSN nurses experience better patient outcomes (Aiken,
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2009), a finding that has contributed to the hiring trend favoring baccalaureate prepared nurses. Similarly, in 2010, the Tri-Council for Nursing (an alliance of four national nursing organizations) issued a statement indicating that increased education for nurses is necessary to ensure safe, effective patient care in today's complex health care environment. In this climate, it behooves associate degree nurses to pursue and attain the baccalaureate degree as soon as possible following graduation from their associate degree program.

CUNY graduates approximately 900 associate degree nursing students each year (CUNY Office of the University Dean for Health & Human Services, 2011), who are pursuing the baccalaureate degree in increasing numbers. A more competitive job market has contributed to a dramatic surge in enrollment in CUNY’s RN to BS programs in recent years. From the 2006-2007 academic year to the 2009-2010 academic year, enrollments in CUNY’s completion programs have more than doubled, from 549 to 1225 (CUNY Office of the University for Health & Human Services, 2011). We can also expect that employers will continue to encourage incumbent RNs with AAS degrees to return to school to advance in their careers. For all these reasons it is likely that the recent growth in enrollment in CUNY’s RN to BS nursing programs will continue. Therefore, it will be beneficial for CUNY to increase the capacity of its RN to BS completion programs. Since many RN to BS students work as RNs and attend CUNY part-time, the proposed fully online RN to BS degree program will provide a valuable option.

RN completion programs currently exist within CUNY at: Lehman College, College of Staten Island, New York City College of Technology, Hunter College, Medgar Evers College, and York College. The 2011 CUNY Nursing Program’s Annual Report notes that a significant increase in enrollment in the CUNY RN completion programs can likely be attributed to both an increasingly competitive job market and the demand that RNs attain a BSN degree. The number of graduates from these completion programs has increased 145 percent in the last four years. These data, alone, speak to the need for the university to increase the number of available seats in completion programs in order to meet the needs of its graduates.

Connecting the Proposed BS Program to Practice

Legislation addressing minimum educational preparation for RNs include New York State’s Assembly bill 2079B / Senate bill 4051-A (2009; colloquially known as the “BSN in Ten”). This proposed legislation would require associate degree nursing graduates to complete the bachelor’s degree in nursing within ten years, to maintain New York State licensure.

As legislative discussions continue, some clinical agencies in New York City have implemented policies with requirements that are stricter than the proposed BSN in Ten. For example, the North Shore-Long Island Jewish (NS-LIJ) Health System, one of the largest and most sought after employers of nurses in the New York metropolitan area, implemented a policy in September 2010 requiring that all newly hired nurses complete the baccalaureate degree within 5 years (Commins, 2010), half of the time allowed by the proposed “BSN in Ten” legislation. The NS-LIJ policy, and others like it, may be related to research findings regarding patient outcomes (Aiken, Clarke, Cheung, Sloan, & Silbur, 2003; IOM, 2004), as well as the desirability of the American Nurses Credentialing Center’s Magnet status designation, which requires institutions to demonstrate generally high percentages of baccalaureate prepared nurses on staff. Raines and Tagliaireni (2008) argue that nurses have always been essential to patient safety and they encourage nurse educators to provide multiple trajectories for academic advancement, to assure that the workforce is populated with the correct skill and educational preparation mix to meet current and future health care needs.

Letters of support and job descriptions, speaking to the trends favoring the baccalaureate-prepared nurse, are appended to this proposal.
**Student Interest and Enrollment**

**Student Demand**

A more competitive job market has contributed to the dramatic surge in enrollment in CUNY’s RN to BS programs (CUNY Office of the University Dean for Health & Human Services, 2011). The number of graduates from these completion programs has increased 145 percent in the last four years. Approximately 25 percent of CUNY AAS nurse graduates go on to earn at least a BS degree in nursing (CUNY Office of the University Dean for Health & Human Services, 2009). This number is likely to increase in the future. In addition AAS nurses are now more likely to enroll in RN to BS programs sooner, within one or two years of their graduation. We can also expect that employers will continue to encourage incumbent RNs with AAS degrees to return to school to advance in their careers. For all these reasons it is likely that the recent growth in enrollment in CUNY’s RN to BS nursing programs will continue. Therefore, it will be beneficial for CUNY to increase the capacity of its RN to BS completion programs. Since many RN to BS students work as RNs and attend CUNY part-time, the proposed fully online RN to BS degree program will provide a valuable option.

Table 8 – Five Year Revenue Projections located in the appendices shows the anticipated enrollment in the proposed program during the first five years of operation.

**Marketing Plan**

A broad-based recruitment plan will be developed by the SPS marketing and communications department with input from the academic director, faculty and staff. Marketing will take place through the usual avenues – the SPS Website, social media, fliers, postcard mailings and on Idealist or other public listservs.

The target audience for marketing materials will include students in associate degree nursing (ADN) programs, with a special focus on the nine ADN programs at CUNY, as well as professional nurses who wish to return to school for their bachelor’s degree. In addition, marketing can take place through organizations and agencies such as the New York State Nursing Association and the National Student Nurses Association. The program will seek accreditation from the Commission on Collegiate Nursing Education (CCNE), and so will also be indirectly marketed via inclusion in the CCNE database.

Outside of CUNY, there are currently 39 CCNE and NLNAC (National League for Nursing Accrediting Commission) accredited baccalaureate programs located across New York State that either include a completion program option or accept transfer students through a different mechanism. Seven of those are located in New York City. The vast majority of these programs require students to attend classes on-site. Only seven of these programs are primarily online (with a limited number of on-site requirements) or fully online; of those seven programs, four are offered at SUNY campuses and three are offered at private institutions. The advantages of a fully online completion program at CUNY include: 1. providing additional opportunities for CUNY associate degree nursing graduates to continue their education at CUNY; 2. affordable tuition, which will be lower than the existing online programs at SUNY and considerably more affordable than the existing programs options available at the private colleges.

Other fully online baccalaureate completion programs exist nationally, but there is no reputable source that lists all of the existing online programs. The CCNE and NLNAC databases do not indicate whether their accredited programs are online, in-person only, hybrid, etc. Unlike programs in non-licensed professions, an online bachelor’s in nursing at CUNY would be particularly beneficial for students in New York State. Admission to baccalaureate completion programs often requires licensure (or eligibility to sit for licensure) in the state where the program is registered. Therefore, it is more convenient and practical for associate degree nursing graduates to enroll in an in-state completion program.
Curriculum

Curriculum Philosophy and Rationale
The RN to BS in Nursing program 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 is designed for the working RN student and gives elective credit for national nursing certification. The program consists of a rich distribution of Liberal Arts & Sciences and Nursing courses. The following concepts will be incorporated into the nursing courses which will become the major:

- In the rapidly changing health care environment of the 21st century, the registered nurse must be ready to assume greater responsibility for the successful outcome of patient health care goals. Understanding the complexity that cultural beliefs and practices provide in an unfolding healthcare situation is critical for the nurse if she/he is to successfully assist the patient to attain and maintain their highest level of wellness.

- Being knowledgeable in healthcare policy, politics and delivery systems as well as having a deeper understanding of the role of other healthcare personnel will prepare nurses to advocate for their patients as they negotiate the complex labyrinth of services needed to maintain optimal health. To support these efforts, nurses must have facility with technology, intellectual curiosity and a sense of social responsibility.

- Our community is global and our patient population is mobile. The patient comes from the community and returns to the community in a whole or altered state. A deeper understanding of the resources available to the patient in the community and the role the family plays in helping the patient achieve their highest level of wellness is essential for all healthcare workers. To ensure patients' optimal health, nurses must also be able to access and utilize the best available scientific data in designing plans of care.

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 proposed RN to BS in Nursing program will be generalists, with the tools needed to meet the challenges of the evolving healthcare system.

Eligibility Requirements

- Associate’s Degree in Nursing from the City University of New York or from a non-CUNY NLNAC accredited program. Nurses who hold a nursing diploma and current license in New York State as a Registered Professional Nurse (RN) may also apply. Performance on the National League for Nursing’s Acceleration Challenge Exam will be used to assess diploma graduates’ readiness for baccalaureate studies.

- Current licensure in New York State as a Registered Professional Nurse, eligibility to obtain reciprocity, or eligibility to sit for the National Council Licensure Examination – RN (RNCLEX-RN). Students who do not currently hold an RN license may apply to the program in anticipation of licensure. If these applicants meet the eligibility criteria they will be admitted on a conditional basis and will be required to obtain their RN license before beginning their second term in the program.

- In keeping with established precedents at several CUNY RN completion programs, overall average of 3.0 or higher (on a 4.0 scale) in Associate Degree studies.

- Applicants will also be required to submit a Supplemental Application Form. This form contains questions intended to identify each applicant’s online learning readiness. A personal essay will also be required of each applicant.

- Applicants may be required to attend an admissions interview.
All University policies regarding skills and proficiency testing, grading, transfer credit, and degree completion will apply. Further, the program of study must be completed within five (5) calendar years after admission, or students will need to re-apply to the program.

Degree Requirements
The BS in Nursing degree requires 120 total earned credits, broken down as follows:
- 36 credits in the General Education Curriculum, chosen by the student following specified distribution requirements (some of these may be transfer credits).
- 36 AAS in Nursing transfer credits
- 45 credits in Nursing, including 8 credits of electives (some of which may be transfer credits, courses taken from the Nursing courses or other majors at SPS).
- 3 credits of General Electives, either as transfer credits or taken at SPS.

The program of study must be completed within five (5) calendar years after admission, or students will need to re-apply to the program.

Educational Goals – Learning Outcomes
The student educational goals/learning outcomes of the proposed program are consistent with the recommendations of leading national organizations such as the Institute of Medicine (IOM), the Quality & Safety Education for Nurses (QSEN) initiative and the American Association of Colleges of Nursing (AACN; including its Essentials of Baccalaureate Education for Professional Nursing Practice (2008)). The online RN completion program is designed to enable students to:

- Be present to the patient as a compassionate care giver who is cognizant of and respects the client’s cultural beliefs and practices.
- Provide a safe environment for delivery of care.
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
- Communicate effectively.
- Integrate reliable evidence to provide the highest quality patient care.
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.
- Effectively manage patient care to ensure best possible health care outcomes.
- Using critical thinking skills make sound clinical judgments.
- Use all available health information technology to provide safe and effective patient care

Program Outcomes
The following are the projected terminal program outcomes for the SPS-BSN nursing program:
- **Graduation rates** – the percentage of students who complete the nursing program within five years of matriculation will be 75%
- **Program Satisfaction** – the graduates perception that the program has adequately prepared them to practice a professional baccalaureate registered nurse will be 80% as measured by the Graduate Nurse Follow-up Survey and the Program Completion Survey
- 80% of employers will be satisfied with the performance of the SPS-BSN graduates as measured by the Employer Satisfaction Survey
- **Job Placement** - 80% of graduates of the SPS-BSN program seeking employment, will be employed within one year following graduation
General Education
The general education requirements incorporate the principles outlined by CUNY’s Pathways to Degree Completion initiative, which were designed to ensure transferability as well as a broad-based educational foundation.

The table on the next page outlines the degree requirements for the BS in Nursing completion program, including anticipated transfer credits, general education courses (informed by the knowledge currently available concerning the Pathways initiative) and courses that comprise the nursing major.
### BS in Nursing Degree Requirements

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>36</td>
</tr>
<tr>
<td><strong>Required Core</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
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<tr>
<td><strong>Flexible Core</strong></td>
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</tr>
<tr>
<td>Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>Individual &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Scientific World</td>
<td>3</td>
</tr>
<tr>
<td>US Experience in its Diversity</td>
<td>3</td>
</tr>
<tr>
<td>World Culture</td>
<td>3</td>
</tr>
<tr>
<td>TBD by Student</td>
<td>3</td>
</tr>
<tr>
<td><strong>College Option</strong></td>
<td></td>
</tr>
<tr>
<td>COM 110</td>
<td>3</td>
</tr>
<tr>
<td>TBD</td>
<td>3</td>
</tr>
<tr>
<td><strong>AAS in Nursing Transfer Credits</strong></td>
<td>36</td>
</tr>
<tr>
<td><strong>Nursing Major</strong></td>
<td>45</td>
</tr>
<tr>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 310 - Pathophysiology &amp; Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101 - General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CIS 101 - Computer Fundamentals &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>HIM 205 - Healthcare Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215 - Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 301 – Health Assessment for Culturally Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 302 - Caring for Diverse Populations in their Community</td>
<td>3</td>
</tr>
<tr>
<td>NURS 313 – Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 350 – Principles of Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 451 – Leadership and Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NURS 461 - Global Health and Policy Issues, a Nursing Perspective</td>
<td>3</td>
</tr>
<tr>
<td>NURS 499 – Nursing Capstone Course (clinical)</td>
<td>4</td>
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<tr>
<td><strong>Electives</strong></td>
<td>8</td>
</tr>
<tr>
<td>Can be additional credits from the AAS degree, or chosen from:</td>
<td></td>
</tr>
<tr>
<td>NURS 312 – Introduction to Palliative Care (3 credits)</td>
<td></td>
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<tr>
<td>NURS 311 - Alternative and Complementary Health and Healing (3 credits)</td>
<td></td>
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<tr>
<td>NURS 321 - Health Teaching in Diverse Cultures (3 credits)</td>
<td></td>
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<tr>
<td>NURS 331 - Health Issues in Aging, Longevity and Chronic Healthcare (3 credits)</td>
<td></td>
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<tr>
<td>NURS 336 - Special Topics (2 credits)</td>
<td></td>
</tr>
<tr>
<td>NURS 399 - Guided Independent Study (2 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>3</td>
</tr>
<tr>
<td>Can be additional credits from the AAS degree, or an SPS course of the student’s choosing</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>120</td>
</tr>
</tbody>
</table>
General Education

Courses that will fulfill the General Education credits at SPS are to be determined as part of the ongoing Pathways initiative.

Course Descriptions - Nursing Major

Note: Currently approved courses are indicated with an asterisk.

*BIO 310 - Pathophysiology and Pharmacology (3 credits)
Prerequisites: BIO 202
This course combines the study of human disease processes and treatments. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions.

CHEM 101 – General Chemistry (3 credits)
Prerequisites: None
General Chemistry is designed to provide students with a solid foundation in the principles of chemistry. The course covers the following topics: Scientific Notation and the Metric System, Atomic Structure, The Periodic Table, Bonding, Phases of Matter, The Mole, Solutions, and Acid and Bases. The focus is on critical thinking in the application of basic chemistry principles. The course will include a lab component.

*CIS 101 - Computer Fundamentals and Applications (3 credits)
Prerequisite: None
This course is an introduction to computers and their use in information processing. Topics include hardware and software concepts, elements of telecommunications, networks, and the Internet. Emphasis is on using computer programs such as word processing, spreadsheets, and data base management, as well as Internet applications.

*HIM 205 - Healthcare Delivery Systems (3 credits)
Prerequisite: None
This course provides an overview of the history of healthcare organizations in the United States, and where appropriate, touches on features of other global systems so that students develop a broader perspective of how healthcare can and cannot be delivered effectively and efficiently. It focuses on the organization of healthcare systems, healthcare operations, accreditation standards, and applicable federal and state regulatory and licensing requirements. The course also covers the location, use, and application of resources for ongoing operation, as well as current trends in healthcare service delivery (e.g. e-health).

*MATH 215 - Introduction to Statistics (3 credits)
Prerequisite: None
This course will introduce the basic principles of statistics and probability, with an emphasis on understanding the underlying concepts, real-world applications, and the underlying story that the numbers tell. Students will be expected to use Microsoft Excel’s statistical functions to implement and analyze data. Broadly speaking, this course will provide an introduction to probability, descriptive statistics, hypothesis testing, and inferential statistics.

NURS 301 - Health Assessment for Culturally Diverse Populations (3 credits)
Prerequisite: None
This course is designed to assist the professional nurse to further develop interviewing skills and physical assessment skills which will be used in working with multicultural populations.
NURS 302 - Caring for Diverse Populations in their Communities (3 credits)
Prerequisite: NURS 301
This course develops the role of the professional nurse in the community setting. Major focus will be the need to collaborate with other health team members within the community to build healthy communities. The issue of access to care for vulnerable populations and advocacy for the patient in this setting will also be discussed.

NURS 313 – Nursing Informatics (3 Credits)
Prerequisite: None
This course combines knowledge and skills from nursing science, computer science, and information science in the practice of nursing. Major topics focus on informatics concepts and communications that are most critical to therapeutic nursing interventions. The course assignments will familiarize students with both the theoretical concepts and the practical application of the scholarship of nursing informatics in health care management and/or health services delivery.

NURS 350 - Principles of Nursing Research (3 credits)
Prerequisite: MATH 215
This course focuses on the development of skills needed to analyze, critique, and conduct nursing research utilizing quantitative and qualitative methodologies and is designed to develop an appreciation of research as the foundation for evidence-based practice. It provides students with a conceptual basis to both interpret and evaluate research for evidence-based practice. Methodologies are used that facilitate the analysis of research relevant to the student’s area of clinical interest and expertise.

NURS 451 - Leadership and Management in Healthcare (3 credits)
Prerequisite: HIM 205
This course explores principles of organizations, leadership and management related to nursing. Skills necessary to facilitate group dynamics and personnel management are addressed, and quality control models are examined. Emphasis is on the coordination of care for clients and health care personnel. Students will have the opportunity to learn a variety of management methodologies. Discussion will focus on current issues and their potential impact on nursing practice.

NURS 461 - Global Health and Policy Issues: A Nursing Perspective (3 credits)
Prerequisite: NURS 301
This course will enhance students’ knowledge of the ongoing changes in health care and policy development including discussion and analysis of issues related to health care around the world. Discussion will be related to health care access, disparities, and human rights. The course will look at ways of promoting access, especially for the most vulnerable individuals and groups in society. Global nursing outreach organizations will also be explored.

NURS 499 – Nursing Capstone Course (Clinical) (4 credits)
Prerequisite: NURS 302
This course is designed for the end of the baccalaureate program, focusing on synthesis and utilization of nursing knowledge and liberal arts and science knowledge acquired through the RN-BS program of study. The core competencies of patient-centered care, safety and quality, communication, collaboration, utilization of evidence based practice, altruism and management of care will be utilized in this course. Using their individual clinical setting, with faculty supervision, the students will design and complete a senior project centered on management, patient teaching or clinical nursing research aimed at improving patient care outcomes. Students who are not currently working in a healthcare agency will be assisted in obtaining clinical affiliations.
**Electives (8 credits):** Additional credits from the associate’s degree may be used to meet this requirement, if the AD-level courses demonstrate content consistent with a 300 or 400 level course designation. Other elective options include:

**NURS 311 - Alternative and Complementary Health and Healing (3 credits)**
*Prerequisite: NURS 301*
This course introduces a discussion of the efficacy of alternative health care practices and their utilization as primary and secondary treatment modalities. Physiological, psychological and spiritual parameters are explored. The cultural healing practices of selected populations will be discussed as well as their interaction with Western medical practices.

**NURS 321 - Health Teaching in Diverse Cultures (3 credits)**
*Prerequisite: NURS 301*
The role of the nurse as patient educator will be explored. Education theory, evidence based teaching strategies and the impact of these strategies on culturally diverse or at risk patients will be discussed. A teaching plan will be developed, implemented and evaluated using a client population of the student’s choice.

**NURS 331 - Health Issues in Aging, Longevity and Chronic Healthcare (3 credits)**
*Prerequisite: None*
This course focuses on content specific to the dynamics of aging, theories of aging and nursing interventions for health promotion and improvement of quality of life for older adults. Social, emotional, spiritual and physical aspects of aging will be explored.

**NURS 312 – Introduction to Palliative Care (3 credits)**
*Prerequisite: None*
This course focuses on content specific to the needs of patients who are experiencing life limiting illness, whether in the acute care, community, long term care or hospice care setting. Social, emotional, spiritual, physical and cultural aspects of care will be explored. In addition, access to care by underserved populations and legal issues surrounding this issue will be discussed.

**NURS 336 - Special Topics (2 credits)**
*Prerequisite: NURS 301*
Topics will vary based on current health care issues.

**NURS 410 - Guided Independent Study (2 credits)**
*Prerequisite: NURS 301*
Under the guidance of a nursing faculty member, students will explore a nursing problem or a question or topic of interest. Students are expected to submit a proposal for approval, including:
1) problem/question identification;
2) delineation of goals to be achieved;
3) description of methodology; and
4) completion of a final product (such as a term paper, project, or audiovisual production).

Note: 2 credit courses run for 10 weeks
Articulation

CUNY has a number of existing articulation agreements and dual degree initiatives between its associate degree and baccalaureate completion programs. Similarly, articulation agreements will be put in place to allow seamless transition of CUNY’s associate degree graduates into the proposed online baccalaureate program. Articulation agreements have been finalized with the AAS nursing degree programs at Queensborough Community College and Bronx Community College. In addition, similar agreements will be sought from Hostos Community College and LaGuardia Community College, and Borough of Manhattan Community College and Kingsborough Community College.

Academic Policies

The proposed program will implement procedures intended to ensure that students are fully responsible for all assignments and that the highest standards of academic integrity are maintained. Such policies and procedures are a necessary component of all academic programs, regardless of the form of course delivery.

The program will address the issue of academic integrity, which includes, but is not restricted to plagiarism, through several mechanisms:

- **Clearly worded policy statement:** The program will introduce entering students to the policies regarding academic integrity during their initial orientation and then will have these policy statements included in the syllabus of every course. The policy statement will include a description of the kinds of behaviors that violate academic integrity standards, the procedures that will be followed when violations are thought to have occurred, and consequences for students should violations be confirmed. In general, all students are bound by the academic policies established by the School of Professional Studies and published in the School’s web site, academic handbook, and annual bulletin.

- **Detailed guidelines for students on how to avoid violations of academic integrity policies:** In some cases, students include unattributed sections of text, graphics and other non-original elements in assignments without realizing that this is not allowed. To avoid such incidents, the program will develop and disseminate a detailed guide for students that includes, among other things, online sites where students can submit drafts of assignments before they are given to the instructor and where sections that are copied from other sources are identified.

- **Online course identity verification:** All students in the online instruction offered by SPS must log in through an LDAP (Lightweight Directory Access Protocol) that uses IDs and passwords to invoke an authentication triangulated against name, date of birth, and social security number. This secure login is a student’s only means of access to Blackboard, the course management system. Every action within a course site registers on Blackboard’s extensive tracking features, which track each user in terms of time and duration of any action and part of the site involved, even if there is no posting by the student.

- **Characteristics of online courses at SPS:** We know from the tracking features in Blackboard that students in online courses average 9-12 hours a week in the site of each undergraduate course they take. Much of the time in the site is also time on-task, not just reviewing course content, but contributing to discussions, blogs, and wikis. Contrary to the impression that online courses are essentially correspondence courses, interaction among the students and between student and instructor is actually significantly higher (according to a CASE study of CUNY online courses, about three times higher) than in classroom-based courses. Students establish what, in the research literature, is called “social presence” -- a composite impression of their interests, abilities, and “voice” created from their many contributions and transactions. Thus, since every student makes his or her presence known by contributing in writing to the site, all online courses are writing-intensive. Because instructors and students see many samples of individual student’s work weekly, it is considerably harder to cheat in an online course than in a conventional course, and considerably easier to spot any violations of academic integrity. The smaller class sizes – no more than 25 students per class – enhance this effect.
• **Teaching practices and training:** Instructors will be introduced to the program policies with regard to academic integrity when they begin teaching in the program and will be expected to disseminate reminders to their students each semester. Additionally, instructors will be given guidelines on specific ways to structure assignments and tests so that the possibilities for plagiarism and cheating are minimized. For example, with project-based assignments, faculty will require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. The extended submission stream makes it difficult for anyone to serve as a “stand in.” Public course discussion forums provide another device that establishes each student’s narrative voice which is hard for someone else to reproduce. Instructors will routinely use the Safe Assign feature of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. Faculty will be advised to replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements. When faculty do give exams, the questions will be open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work. Further, test questions will be automatically randomized and time-delimited to prevent cheating.

We are confident that these procedures, taken together, will ensure a program culture in which academic integrity is widely understood and valued and where violations are minimized and relatively easy to detect. We will continue to monitor the professional literature in this area, so that our efforts are consistent with current best practice.

**Cost Assessment**

Faculty

The proposed Bachelor of Science in Nursing program will be implemented by faculty from the CUNY community, as well as external faculty. The faculty members listed in the chart below have participated in the planning of this proposal and/or have committed to teaching in the program when it is launched. This list includes experienced nurse educators representing a broad spectrum of the field, including associate degree, baccalaureate and graduate-level nursing education.

**Faculty Participating in Program Development & Curriculum Review**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>College</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Ebenstein, PhD</td>
<td>Central Office Graduate Center</td>
<td>University Dean for Health &amp; Human Services Professor</td>
<td>Academic Affairs Nursing Science</td>
</tr>
<tr>
<td>Arlene Farren, PhD</td>
<td>College of Staten Island Graduate Center</td>
<td>Associate Professor Associate Professor</td>
<td>Nursing Nursing Science</td>
</tr>
<tr>
<td>Keville Frederickson, EdD</td>
<td>Lehman College Graduate Center</td>
<td>Professor Executive Officer</td>
<td>Nursing Nursing Science</td>
</tr>
<tr>
<td>Joanne Lavin, EdD</td>
<td>York College</td>
<td>Professor and Director</td>
<td>Nursing</td>
</tr>
<tr>
<td>Maureen Wallace, EdD</td>
<td>Central Office (formerly, Queensborough CC)</td>
<td>Faculty Fellow Former Chair, QCC</td>
<td>Academic Affairs Nursing</td>
</tr>
</tbody>
</table>

Proposal to Establish a Bachelor of Science in Nursing
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
Approved by the School of Professional Studies Governing Council, September 27, 2012
The program will be directed by similarly qualified faculty members, with the support of appropriate adjunct faculty. All faculty members who have committed to teaching in the program are listed in Table 2 (Full-Time Faculty) or Table 3 (Part-Time Faculty), both of which are appended to this document.

Launching the program will require two full-time faculty members (including one who will serve as Program Director in addition to teaching) and several adjunct faculty. As enrollment increases, additional adjunct faculty members will be recruited to ensure program quality and availability of courses.

Consortial Faculty Model

SPS adheres to a Governance Plan approved by the CUNY Board of Trustees, and follows a consortial faculty model. Consortial faculty at SPS are typically full-time faculty within CUNY who are appointed to SPS for six hours of reassigned time per academic year for service, with the expectation of at least one course taught annually for overload compensation. The service of consortial faculty is seen as an executive function: meeting as a group with the academic director several times each term, the consortial faculty would be responsible for curricular oversight, participation in personnel decisions, academic review and appeals, committee service, etc. The service commitment would include two faculty observations and mentoring for each consortial faculty member each semester.

In larger programs, the consortial faculty would be supplemented by academic community leaders, who would receive three hours of reassigned time per academic year. Such leaders would be responsible for organizing all mentoring, arranging observations as well as meetings or communications within a team of faculty teaching related course, such as nursing courses. With some flexibility for growth and contraction, 10 sections of related courses would suffice to justify the assignment of such a leader, whose key task would be to build a sense of community, of shared enterprise and collaboration, among the instructors in a defined academic area. It is anticipated that initially the program director in nursing would serve as the nursing community leader.

Fortunately, the proposed completion program will allow for several faculty recruitment strategies that are not always available to a traditional "place bound" program. First, the online program will seek to hire out-of-state nurse educators and retired, doctoral-level faculty (currently a pool of interested faculty has been identified). Second, the program will recruit from the existing doctoral nursing programs at CUNY, particularly the Doctor of Nursing Science program, which prepares nurses for careers as faculty members and researchers.

Student Support Services

In delivering resources to students in the online B.S. in Nursing, SPS will build on its current infrastructure, which supports six graduate degrees (two fully online and four in-class), six undergraduate degrees (fully online), and a portfolio of credit and noncredit certificate programs (both online and in-class). The student, faculty, and administrative services currently offered by SPS can readily be extended to this new bachelor’s program.

SPS currently has advisors who are trained to work with undergraduate and graduate students enrolled in the online programs, and all services, including the registrar, bursar, and financial aid offices — available online or in person — likewise have the capacity to handle the additional students.

1. **Academic Advisement**: Upon application to the program, each student is assigned an academic advisor who stays with the student through graduation to maintain the consistent personal connection so important in online education programs. In addition, students meet with each other and with faculty throughout the semester online; this ongoing contact ensures that there are sufficient informal opportunities to discuss academic issues. Because of the unique nature of the BS in Nursing program, initially, academic advisement will be done by nursing faculty, including the Academic Director.
2. **Library:** Library support will be robust. SPS partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, The Newman Library provides SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, SPS students also have access to other nursing libraries across the CUNY system.

3. **Writing Support and Tutoring:** Online writing and tutoring support in a wide array of subject areas is provided to SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas. For nursing students, nursing tutors will include doctoral students from the Graduate Centers’ doctoral nursing program who will be content rich and current in their practice. If they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

4. **Career Services:** SPS’s Career Services Office helps both current students and alumni seek full-time employment, think through a career change, or explore internship opportunities. Additionally, the School is implementing programs to address on-the-job issues, professional development, and career assessment needs. The Career Services Office incorporates a mix of the latest technology and digital communications to offer a host of online tools and workshops that meet the diverse needs of this unique community. In addition to traditional methods of placement counseling, the Optimal Resume online career management program is available. This program provides extensive support for resumes, cover letters, interview practice, portfolios, etc., and places career resources within reach of any students or alumni seeking career assistance.

**Facilities and Equipment**

1. **Space:** The online nature of the program eliminates the need for physical classrooms; however, SPS will provide space for instructors to meet with students and faculty colleagues as needed. Additionally, any clerical or office related assistance that is needed by faculty, will be provided. Students will have access to the New York Simulation Center for Health Sciences (http://www.nysimcenter.org/) in order to conduct their health assessment practicum required of the Health Assessment for Culturally Diverse Populations course (NURS 302). The Simulation Center, a state of the art simulation project completed by New York University and City University of New York, will provide testing space and services for SPS students completing NUR202. Direct observation of the student is necessary to validate their comprehension of the course. For students living beyond commuting distance to New York City, other arrangements will be made with simulation centers in their area.

2. **Instructional Technology:** The core educational technology infrastructure is CUNY’s enterprise Blackboard course management system. Blackboard supports the faculty’s requirements to share documents, have group discussions, assign collaborative projects, and respond to individual student questions and assignments.

The SPS Help Desk is available to help students and faculty with any technology issues that may arise from 8 am until 9 pm weekdays, and all day on Saturdays. More than simply addressing problems as they arise, the
Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

Other support services include admissions and advisement, registration, and grade reporting, which are all available online or in-person. Web-based tools like LivePerson and GoToAssist complement this support structure.

Other non-instructional resources are available for students, including academic advisement, registration, writing tutoring, and access to library resources. Students are provided with campus email accounts, personal advisors, and program orientation. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School’s general operating budget. The only direct costs to this program are for specialized equipment and supplies and costs related to accessibility, assistive technology and universal design for students with disabilities. Expenses other than personnel include the library, equipment, software and services, laboratories, marketing, supplies, and capital expenditures. The majority of library costs are shared over all SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

3. **Library and Instructional Materials**: Library support will be robust. SPS partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, the Newman Library provides SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, SPS students also have access to other libraries across the CUNY system.

### Budget Tables

Budget information is contained in the Appendices as follows:

- **Table 5: New Resources**
- **Table 6: Projected Revenue**
- **Table 7: Five-Year Financial Projections Worksheet**
- **Table 8: Five-Year Revenue Projections Worksheet**

### Evaluation

**Governance and Oversight**

The program will follow the governance plan of SPS. Ongoing oversight of the program will be led by the Dean of SPS, the Associate Deans, the Academic Director, and appointed faculty for the program.

1. **Program Outcomes**: All degree programs are required to identify programmatic outcomes (see page 13), which include student learning competencies. Consistent with the requirements of regional accreditation agencies, the focus of evaluation will be on objective measures of outcomes. Like other SPS online programs, the Nursing program will conduct academic review sessions twice each year. These are sessions in which program leaders, along with academic support staff, review students’ records and make decisions with regard to both individual students’ status and program policy and practice. In addition to measures of academic achievement, data on retention, progress toward degree, and degree completion will be tracked as key indices of program success.
For students, e-portfolios will be used to maintain records of their best work in relation to each of the program’s primary learning goals. These will serve as the basis for course and career planning and advisement. The Senior Project will be used for summative assessment of each student’s overall knowledge and abilities before graduation.

2. **Course Outcomes**: Learning outcomes are defined for each course and provide key reference points for course design and assessment. Faculty will provide students with written reports before mid-term, spelling out those areas where students can improve their performance. Courses will use a combination of evaluative devices, both high- and low-stakes, to provide frequent measures of student learning progress within courses.

3. **Instructor Performance**: Consistent with the practice of other CUNY SPS online programs, the Nursing program will track instructor effectiveness closely. Each instructor’s readiness for online teaching will be assessed well before the beginning of each term, and necessary training will be required, both in the areas of pedagogy and use of technology tools. Each new instructor will be assigned an experienced online instructor as a mentor, with the mentor providing close oversight and guidance. In addition to reports from the mentors, each instructor will have his or her course site and teaching practices formally evaluated each term. Additionally, the extent to which students are successful in mastering course-specific objectives will be an important measure of the accomplishments of each instructor.

**External Evaluation**

The external evaluation report is located in the appendices. The external reviewer is Bridget Nettleton PhD, RN. Dr. Nettleton is the Dean of the Nursing program at SUNY Empire State College, located in Saratoga Springs, NY. Dr. Nettleton was formerly the Dean of Nursing at Excelsior College, the largest nursing program in the country. At Empire, she is responsible for the leadership of the fully online program, including curriculum design, faculty and budget. She is active in issues surrounding state regulation and accreditation and has served as a National League of Nursing panel reviewer. She also serves as President of the American Assembly for Men in Nursing Foundation.

Dr. Nettleton identified areas within the proposed program that she felt would benefit from additional clarification or that should be strengthened. These suggestions prompted several changes to the program which are reflected in this final proposal document.
APPENDICES
Course Syllabi
Course Name and Number: CHEM 101 – General Chemistry
Type of Course: Required course
Field of Study: Nursing
Credits: 3 credits, undergraduate
Prerequisite: None

Course Summary:
General Chemistry is designed to provide students with a solid foundation in the principles of chemistry. The course covers the following topics: Scientific Notation and the Metric System, Atomic Structure, The Periodic Table, Bonding, Phases of Matter, The Mole, Solutions, and Acid and Bases. The focus is on critical thinking in the application of basic chemistry principles. The course will include a lab component.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Identify essential components of basic chemistry principles
- Explain impact of chemical principles in health care
- Apply chemistry principles to nursing practice

Students will be required to:
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers’ threads for each case study.
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course:
- Provide a safe environment for delivery of care.
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
- Make sound clinical judgments.

Course Grading and Requirements
Exams (three)  45%
On-line lab experiences  25%
Discussion board  10%
Final exam  20%

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

Students with disabilities who need accommodation or think they may need accommodation are encouraged to contact Cristina Finan in the Student Services Office: cristina.finan@mail.cuny.edu or 212--652--2014.
**Required Texts:**

**Course Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1 – Introduction</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2 - Atoms, Molecules, and Ions</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 3 – Stoichiometry</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 4 - Reactions in Aqueous Solutions</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 5 – Gases</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 6 - Energy Relationships in Chemical Reactions</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 7 - The Electronic Structure of Atoms</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 8 - The Periodic Table</td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter 9 - Chemical Bonding 1</td>
</tr>
<tr>
<td>Week 10</td>
<td>Chapter 10 - Chemical Bonding 2</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 3</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 12 - Intermolecular Forces and Liquids and Solids</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 13 - Physical Properties of Solutions</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 14 - Chemical Kinetics</td>
</tr>
<tr>
<td>Week 14</td>
<td>Chapter 16 - Acid and Bases</td>
</tr>
<tr>
<td>Week 15</td>
<td><strong>F I N A L</strong></td>
</tr>
</tbody>
</table>

**Additional resources:**
- **ChemCenter** Home of the American Chemical Society
- **WebElements** In addition to complete descriptions (which include spellings in five languages), WebElements includes chemical, isotope, spectroscopy, electronic, biological (including abundance in humans) and geological data.
- [http://antoine.frostburg.edu/chem/senese/101/simulations.shtml](http://antoine.frostburg.edu/chem/senese/101/simulations.shtml) online simulations
- [http://serendip.brynmawr.edu/sci_edu/chemsites.html](http://serendip.brynmawr.edu/sci_edu/chemsites.html) interactive chemistry
The City University of New York
The School of Professional Studies
Bachelor of Science in Nursing

Course Name and Number: NURS 301 - Health Assessment for Culturally Diverse Populations
Type of Course: Required course
Field of Study: Nursing
Credits: 3 credits, undergraduate
Prerequisite: None

Course Summary:
This course is designed to assist the professional nurse to further develop interviewing skills and physical assessment skills which will be used in working with multicultural populations.

Student Learning Outcomes:
At the end of this course, students will be able to:
1. Use a systematic approach in assessing multicultural clients’ potential for high-level wellness.
2. Identify effective communication techniques for performing a health assessment with multicultural clients.
3. Integrate knowledge from the natural and behavioral sciences to perform bio-psycho-socio-cultural assessment with multicultural clients throughout the life process.
4. Use critical thinking skills to identify priority health problems based on the health assessment.

Students will be required to:
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers’ threads for each case study.
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:
- Communicate effectively.
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
- Make sound clinical judgments
- Use all available health information technology to provide safe and effective patient care
- Accurately assess multicultural clients

Course Grading and Requirements:
The course grade will be based on the following evaluation methods:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two (2) Unit Examinations, each worth 15%</td>
<td>30%</td>
</tr>
<tr>
<td>Teaching Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehensive Final Examination</td>
<td>25%</td>
</tr>
<tr>
<td>Blackboard Discussion Board</td>
<td>10%</td>
</tr>
<tr>
<td>Health assessment practicum</td>
<td>25%</td>
</tr>
</tbody>
</table>

A health assessment skills assessment will be scheduled at a local simulation center. Students who live more than 100 miles from NYC can arrange for an alternate skills assessment site.
**Academic Integrity and Administrative Policies:**
This course adheres to the School of Professional Studies’ Academic Policies. See [http://sps.cuny.edu/acad_policies/index.html](http://sps.cuny.edu/acad_policies/index.html).

**Students with disabilities who need accommodation or think they may need accommodation** are encouraged to contact Cristina Finan in the Student Services Office: cristina.finan@mail.cuny.edu or 212–652–2014.

**Required Texts:**

**Course Outline:**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Assessment of the Whole Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Critical Thinking in Health Assessment</td>
</tr>
<tr>
<td></td>
<td>2. Development Tasks across the Lifespan</td>
</tr>
<tr>
<td></td>
<td>3. Transcultural Considerations in Assessment</td>
</tr>
<tr>
<td></td>
<td>4. The person with disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Health history</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Interviewing Skills</td>
</tr>
<tr>
<td></td>
<td>2. Documentation</td>
</tr>
<tr>
<td></td>
<td>3. Terminology and Equipment</td>
</tr>
<tr>
<td></td>
<td>4. Techniques of the Physical Examination</td>
</tr>
<tr>
<td></td>
<td>5. Considerations Related to Culture</td>
</tr>
<tr>
<td></td>
<td>6. Growth, Development, and Nutritional Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Health Assessment and Health Promotion Related to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Skin</td>
</tr>
<tr>
<td></td>
<td>2. Hair</td>
</tr>
<tr>
<td></td>
<td>3. Nails</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Health Assessment and Health Promotion Related to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Eyes</td>
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</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Health Assessment and Health Promotion Related to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Ears</td>
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</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Health Assessment and Health Promotion Related to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Head and Neck</td>
</tr>
<tr>
<td></td>
<td>2. Lymph Nodes</td>
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<td></td>
<td>3. Mouth</td>
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<tr>
<td></td>
<td>4. Nose</td>
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<td></td>
<td>5. Throat</td>
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<thead>
<tr>
<th>Week 7</th>
<th>Health Assessment and Health Promotion Related to:</th>
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<tbody>
<tr>
<td></td>
<td>1. Thorax</td>
</tr>
<tr>
<td></td>
<td>2. Chest</td>
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<td></td>
<td>3. Lungs</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Health Assessment and Health Promotion Related to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Cardiovascular system</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Health Assessment and Health Promotion Related to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Breast and axilla</td>
</tr>
<tr>
<td></td>
<td>2. Male Genitourinary Systems</td>
</tr>
</tbody>
</table>
### 3. Female Genitourinary Systems

#### Week 10
**Health Assessment and Health Promotion Related to:**
1. Abdomen
2. Gastrointestinal tract

#### Week 11
**Health Assessment and Health Promotion Related to:**
1. Musculoskeletal system

#### Week 12
**Health Assessment and Health Promotion Related to:**
1. Neurological system

#### Week 13
**Health Assessment and Health Promotion Related to:**
1. Neurological system cont.

#### Week 14
**Analysis of data:**
1. Identifying patterns
2. Prioritizing problems
3. Identifying outcomes with clients
4. Developing interventions

#### Week 15
**Health promotion:**
Tailoring activities based on age, gender, culture

### Additional Resources:

- Accessible online health information for persons with disabilities: [http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume922004/No1Jan04/ArticlePreviousTopic/AccessibleInformation.html](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume922004/No1Jan04/ArticlePreviousTopic/AccessibleInformation.html)
Course Name and Number: NURS 302 - Caring for Diverse Populations in their Communities
Type of Course: Required course
Field of Study: Nursing
Credits: 3 credits, undergraduate
Prerequisite: NURS 301

Course Summary:
This course develops the role of the professional nurse in the community setting. Major focus will be the need to collaborate with other health team members within the community to build healthy communities. The issue of access to care for vulnerable populations and advocacy for the patient in this setting will also be discussed.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Assess individual patient needs in the community
- Use the nursing process and the epidemiological model to provide professional nursing care to multicultural family, group, and community client systems at the three levels of prevention: primary, secondary, and tertiary.
- Analyze nursing and health-related research data for applicability to community health nursing practice.
- Collaborate with individual, family, group and community client systems and health care team members to promote and maintain client wellness.
- Support the patient and family systems when making healthcare and end-of-life decisions.
- Synthesize knowledge of the concepts of leadership, management, power, politics and policy with professional nursing practice to effect planned change in a multicultural societal or community system.

Students will be required to:
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers’ threads for each case study.
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:
- Be present to the patient as a compassionate care giver who is cognizant of and respects the client’s cultural beliefs and practices.
- Provide a safe environment for delivery of care.
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
- Communicate effectively.
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.
- Effectively manage patient care to ensure best possible health care outcomes.
- Make sound clinical judgments.
- Use all available health information technology to provide safe and effective patient care.
Course Grading and Requirements:
Blackboard 15%
Windshield survey 15%
Community Assessment 30%
Case Study 25%
Comprehensive Final 15%

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

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Required Texts:

Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Definition of Community Health; roles; focus ANA Standards</td>
</tr>
<tr>
<td>Week 2</td>
<td>Epidemiology, demography, and community health, Levels of prevention; Descriptive measures of health, sources of health data</td>
</tr>
<tr>
<td>Week 3</td>
<td>Family as client; family systems</td>
</tr>
<tr>
<td>Week 4</td>
<td>Community as client; Community assessment</td>
</tr>
<tr>
<td>Week 5</td>
<td>Major Community Health Problems</td>
</tr>
<tr>
<td>Week 6</td>
<td>Diverse populations, Healthy People 2010 goals</td>
</tr>
<tr>
<td>Week 7</td>
<td>Cultural influences on health</td>
</tr>
<tr>
<td>Week 8</td>
<td>Ethical issues; poverty and health</td>
</tr>
<tr>
<td>Week 9</td>
<td>Impact of “isms” (racism; sexism; ageism) of health in the community</td>
</tr>
<tr>
<td>Week 10</td>
<td>Community economics and resources</td>
</tr>
<tr>
<td>Week 11</td>
<td>Health promotion, risk reduction</td>
</tr>
<tr>
<td>Week 12</td>
<td>Vulnerable populations in the community (blind; hearing impaired, etc.)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Mental illness in the community</td>
</tr>
<tr>
<td>Week 14</td>
<td>The environment and community health</td>
</tr>
<tr>
<td>Week 15</td>
<td>Community disasters</td>
</tr>
</tbody>
</table>

Additional Resources:
- Association of Community Health Nursing Educators: http://www.achne.org/i4a/pages/index.cfm?pageid=3297
- Visiting Nurse Service of NY: http://www.vnsny.org/
- New York City Mayor’s Office of Environmental Coordination:
The City University of New York  
The School of Professional Studies  
Bachelor of Science in Nursing

Course Name and Number: NURS 311 - Alternative and Complementary Health and Healing  
Type of Course: Elective course  
Field of Study: Nursing  
Credits: 3 credits, undergraduate  
Prerequisite: NURS 301

Course Summary:  
This course introduces a discussion of the efficacy of alternative health care practices and their utilization as primary and secondary treatment modalities. Physiological, psychological and spiritual parameters are explored. The cultural healing practices of selected populations will be discussed as well as their interaction with Western medical practices.

Student Learning Outcomes:  
At the end of this course, students will be able to:  
1. Analyze historical, philosophical, and cultural influences that have shaped alternative systems of health practice.  
2. Identify human physiological and bioenergetic pathways that are integral to alternative healing modalities.  
3. Identify global research that has contributed to knowledge of alternative treatment modalities.  
4. Identify the role of health care providers in the delivery of alternative treatment modalities.  
5. Describe methods used to integrate eastern and complementary models of healing/health care within the health care system.  
6. Identify basic aspects of manual, mind-body, herbal, nutritional, and bioelectromagnetic therapies.  
7. Describe multicultural healing modalities and environments that incorporate color, light, space, sound, scent, and touch.  
8. Discuss legal, ethical, and consumer protection issues related to use of alternative/complementary health care treatment modalities.

Students will be required to:  
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.  
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers’ threads for each case study.  
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:  
- Be present to the patient as a compassionate care giver who is cognizant of and respects the client’s cultural beliefs and practices.  
- Provide a safe environment for delivery of care.  
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.  
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
Proposal to Establish a Bachelor of Science in Nursing
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
Approved by the School of Professional Studies Governing Council, September 27, 2012

Course Grading and Requirements:
- Discussion board: 10%
- Cultural healing practice report: 30%
- Alternative therapy research paper: 30%
- Final examination: 30%

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See
http://sps.cuny.edu/acad_policies/index.html.

Students with disabilities who need accommodation or think they may need accommodation are encouraged
to contact Cristina Finan in the Student Services Office: cristina.finan@mail.cuny.edu or 212–652–2014.

Required Texts:

Course Outline:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to alternative health care modalities and practitioners; Principles of Balance and Harmony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Herbs and healing Sources Quality</td>
</tr>
<tr>
<td>Week 3</td>
<td>Nutrition and healing Foods Cooking practices</td>
</tr>
<tr>
<td>Week 4</td>
<td>Aromatherapy Color therapy Crystals</td>
</tr>
<tr>
<td>Week 5</td>
<td>Guided imagery</td>
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<tr>
<td>Week 6</td>
<td>Meditation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Hypnosis</td>
</tr>
<tr>
<td>Week 8</td>
<td>Biofeedback</td>
</tr>
<tr>
<td>Week 9</td>
<td>Touch therapies and healing</td>
</tr>
<tr>
<td>Week 10</td>
<td>Massage</td>
</tr>
<tr>
<td>Week 11</td>
<td>Acupressure Acupuncture</td>
</tr>
<tr>
<td>Week 12</td>
<td>Movement therapies</td>
</tr>
<tr>
<td>Week 13</td>
<td>Therapeutic dance</td>
</tr>
<tr>
<td>Week 14</td>
<td>Yoga Pilates</td>
</tr>
<tr>
<td>Week 15</td>
<td>Humor and spirituality and healing</td>
</tr>
</tbody>
</table>

Additional Resources:
- American Holistic Nursing Association:
  http://www.ahna.org/Membership/MemberAdvantage/Selfcare/tabid/1184/Default.aspx
- ANA healthy nurse: http://www.nursingworld.org/MainMenuCategories/WorkplaceSafety/Healthy-Nurse
Course Name and Number: NURS 312 - Introduction to Palliative Care  
Type of Course: Required course  
Field of Study: Nursing  
Credits: 3 credits, undergraduate  
Prerequisite: None  

Course Summary:  
This course focuses on content specific to the needs of patients who are experiencing life limiting illness, whether in the acute care, community, long term care or hospice care setting. Social, emotional, spiritual, physical and cultural aspects of care will be explored. In addition, access to care by underserved populations and legal issues surrounding this issue will be discussed.  

Student Learning Outcomes:  
At the end of this course, students will be able to:  
- Explain the differences between Palliative care and Hospice care.  
- Identify the unique nursing care needs of patients dealing with life altering illness.  
- Identify strategies related to assessment and management of multiple symptoms in life limiting illness.  
- Explore the importance of families and social supports in helping patients cope with serious illness including the concept of respite care.  
- Critically analyze legal and ethical issues related to palliative care and end of life care.  
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.  
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care for patients dealing with terminal illness.  

Students will be required to:  
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and Powerpoint presentations.  
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each case study. Each student must also reply to at least two peer’s threads for each case study.  
- Original posts (threads) should be at least 100 words; responses at least 30 words.  

Program Learning Outcomes/Competencies addressed by the course:  
- Be present to the patient as a compassionate care giver who is cognizant of and respects the client’s cultural beliefs and practices.  
- Provide a safe environment for delivery of care.  
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.  
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.  

Course Grading and Requirements:  
Midterm examination  15%  
Final examination:  15%
Patient interview and wiki post 20%
Analysis physical, psychological social needs 10%
Targeted plan to meet physical, psychological social needs of patient 30%
Discussion Board 10%

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies' Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

Students with disabilities who need accommodation or think they may need accommodation are encouraged to contact Cristina Finan in the Student Services Office: cristina.finan@mail.cuny.edu or 212–652–2014.

Required Texts:

Recommended

Course Outline:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Historical Perspectives on Palliative and Hospice Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Palliative Care vs Curative care – not mutually exclusive</td>
</tr>
<tr>
<td>Week 3</td>
<td>Symptom Management - Pain</td>
</tr>
<tr>
<td>Week 4</td>
<td>Other symptom management</td>
</tr>
<tr>
<td>Week 5</td>
<td>Across the life span and across the continuum</td>
</tr>
<tr>
<td></td>
<td>Acute, community, long term care and hospice care</td>
</tr>
<tr>
<td>Week 6</td>
<td>Pediatric vs adult palliative care</td>
</tr>
<tr>
<td>Week 7</td>
<td>Spiritual, psychological and emotional wellness in life limiting illness</td>
</tr>
<tr>
<td>Week 8</td>
<td>Legal/ethical issues</td>
</tr>
<tr>
<td>Week 9</td>
<td>Access to care by vulnerable populations</td>
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<tr>
<td>Week 10</td>
<td>Cultural consideration in palliative care</td>
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<tr>
<td>Week 11</td>
<td>Respite care – minimizing the care giver’s burden</td>
</tr>
<tr>
<td>Week 12</td>
<td>Navigating the healthcare system, Economics of palliative care, Medicare, Medicaid, supplemental health insurance</td>
</tr>
<tr>
<td>Week 13</td>
<td>Education of families and community</td>
</tr>
<tr>
<td>Week 14</td>
<td>Hospice Care</td>
</tr>
<tr>
<td>Week 15</td>
<td>End-of-life care</td>
</tr>
</tbody>
</table>

Additional Resources:
- Center to Advance Palliative Care, www.capc.org
- Palliative Care Information Act. NYS Public Health Law, section 2297c
The City University of New York
The School of Professional Studies
Bachelor of Science in Nursing

Course Name and Number: NURS 313 – Nursing Informatics
Type of Course: Required course
Field of Study: Nursing
Credits: 3 credits, undergraduate
Prerequisite: None

Course Summary:
This course combines knowledge and skills from nursing science, computer science and, information science in the practice of nursing. Major topics focus on informatics concepts and communications that are most critical to therapeutic nursing interventions. The course assignments will familiarize students with both the theoretical concepts and the practical application of the scholarship of nursing informatics in health care management and/or health services delivery.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Describe the basic framework of Nursing Informatics systems within the context of a healthcare organization.
- Analyze current health care information systems used in nursing practice, administration, research, and education.
- Identify types of computer-based clinical decision support systems, their characteristics, and the levels of responsibility implicit in the use of each system.
- Analyze the relationships among informatics systems, human interface, information technology, data management and knowledge generation.
- Describe the ethics of informatics in health care.

Students will be required to:
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and Powerpoint presentations.
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peer’s threads for each case study.
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course:
At the completion of this program, the student will demonstrate the ability to:
- Provide a safe environment for delivery of care.
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
- Communicate effectively.
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.
- Effectively manage patient care to ensure best possible health care outcomes.
- Make sound clinical judgments.
Course Grading and Requirements:
Discussion Board 15%
Final examination: 20%
E-portfolio 15%
Creation of an i-Google page with relevant RSS feeds 20%
Creative production of an approved digital media project 30%

Required Texts:

Course Outline:
Week 1- Orientation to Nursing Informatics; Roles, Competencies, and Skills of Nurse Informaticists
Week 2- Information Technology: Hardware, Software, Communications and Technologies
Week 3- Data assessment, personal, professional and educational informatics
Week 4- Collaborative social and digital media, Web 2.0, blogs, wikis, e-mail, bookmarks
Week 5- Research, communication, E learning
Week 6- E-portfolio project
Week 7- Human-Technology Interface: challenges and opportunities and organizational change
Week 8- Information Management and Knowledge Generation
Week 9- Administrative and Clinical Health Information Systems
Week 10- Creation of an i-Google page with relevant RSS feeds
Week 11- Application of Nursing Informatics to Administration and Practice
Week 12- Legal and Ethical Applications of Informatics
Week 13- Security and Confidentiality
Week 14- Creative production of an approved digital media project
Week 15- Future Trends, Issues, and International Perspectives

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

Students with disabilities who need accommodation or think they may need accommodation are encouraged to contact Cristina Finan in the Student Services Office: cristina.finan@mail.cuny.edu or 212–652–2014.

Additional Resources:
- Alliance on Nursing Informatics http://www.ania-caring.org/resources
- HIMSS Nursing Informatics http://www.himss.org/asp/topics_nursingInformatics.asp
- Nursing Informatics and the Foundation of knowledge http://nursing.jbpub.com/informatics/
- Mapping the literature of Nursing Informatics http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1463042
Course Name and Number: NURS 321 - Health Teaching in Diverse Cultures  
Type of Course: Elective course  
Field of Study: Nursing  
Credits: 3 credits, undergraduate  
Prerequisite: NURS 301  

Course Summary:  
The role of the nurse as patient educator will be explored. Education theory, evidence based teaching strategies and the impact of these strategies on culturally diverse or at risk patients will be discussed. A teaching plan will be developed, implemented and evaluated using a client population of the student’s choice.  

Student Learning Outcomes:  
At the end of this course, students will be able to:  
- Identify teaching/learning principles for diverse populations.  
- Assess a client's learning needs and readiness to learn.  
- Create an individualized teaching plan for a client of student's choice.  
- Implement the teaching plan.  
- Evaluate effectiveness of teaching.  

Students will be required to:  
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric-Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.  
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers’ threads for each case study.  
- Original posts (threads) should be at least 100 words; responses at least 30 words.  

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:  
- Communicate effectively.  
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.  
- Make sound clinical judgments  
- Effectively manage patient care to ensure best possible health care outcomes.  
- Use all available health information technology to provide safe and effective patient care  

Course Grading and Requirements:  
- Community assessment of educational needs: 20%  
- Teaching plan: 40%  
- Discussion Board: 15%  
- Final exam: 25%  

Academic Integrity and Administrative Policies:  
This course adheres to the School of Professional Studies’ Academic Policies. See
http://sps.cuny.edu/acad_policies/index.html. 

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**Required Texts:**

**Course Outline:**

| Week 1 | Health literacy  
|        | Impact on health |
| Week 2 | Principles of learning  
|        | Stress and health |
| Week 3 | Assessing readiness  
|        | Human potential for change |
| Week 4 | Determining education needs  
|        | Health promotion partnerships |
| Week 5 | Populations with unique health challenges  
|        | Geriatric health education needs |
| Week 6 | Cultural influences on health practices and learning  
|        | Opportunities for research on health practices |
| Week 7 | Community health education needs  
|        | Guidelines for preventive services and screenings |
| Week 8 | Health literacy challenges |
| Week 9 | Diversity and vulnerable populations  
|        | Considerations of race, ethnicity and gender |
| Week 10 | Promoting health equity  
|          | Teaching strategies for diverse populations |
| Week 11 | Teaching methods; how to tailor to specific learners  
|          | Therapeutic and persuasive communication |
| Week 12 | Health literacy resources  
|          | Technology in health promotion |
| Week 13 | Maximizing effectiveness of education sessions |
| Week 14 | Clinical settings and patient teaching  
|          | Healthy workplaces |
| Week 15 | Evaluating individual and community interventions  
|          | Learning outcomes |

**Additional Resources:**
- [http://www.health.gov/communication/literacy/quickguide/resources.htm](http://www.health.gov/communication/literacy/quickguide/resources.htm)
- Geriatric nursing teaching resources: [http://www.nursing.umn.edu/Hartford/facultyteachingresources/](http://www.nursing.umn.edu/Hartford/facultyteachingresources/)
- Healthy People in Healthy Communities: [files.cfra.org/pdf/Healthy-Communities-Healthy-People.pdf](http://files.cfra.org/pdf/Healthy-Communities-Healthy-People.pdf)
- CDC Health in the workplace: [www.cdc.gov/workplace](http://www.cdc.gov/workplace)
- Turning information into behavioral risk factors: [www.cdc.gov/brfss](http://www.cdc.gov/brfss)
Course Name and Number: NURS 331 - Health Issues in Aging, Longevity and Chronic Healthcare
Type of Course: Elective course
Field of Study: Nursing
Credits: 3 credits, undergraduate
Prerequisite: None

Course Summary:
This course focuses on content specific to the dynamics of aging, theories of aging and nursing interventions for health promotion and improvement of quality of life for older adults. Social, emotional, spiritual and physical aspects of aging will be explored.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Identify the unique health needs of older adults.
- Identify strategies related to assessment and prevention in the older adult.
- Explore the importance of families and other social supports.
- Identify nursing interventions related to a variety of health problems in the older adult.
- Critically analyze ethical issues related to the care of the older adult.
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.

Students will be required to:
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers’ threads for each case study.
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:
- Be present to the patient as a compassionate care giver who is cognizant of and respects the client’s cultural beliefs and practices.
- Provide a safe environment for delivery of care.
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.
Proposal to Establish a Bachelor of Science in Nursing
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
Approved by the School of Professional Studies Governing Council, September 27, 2012

Course Grading and Requirements:
Midterm examination 20%
Final examination: 20%
Elder interview and wiki post 20%
Analysis elder’s physical, psychological social needs 10%
Targeted elder plan to meet physical, psychological social needs 30%

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

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Required Texts:

Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nursing in an Aging Society&lt;br&gt;Theories of aging</td>
</tr>
<tr>
<td>2</td>
<td>Assessment of the Older Adult-SPICES</td>
</tr>
<tr>
<td>3</td>
<td>Cultural and gender considerations</td>
</tr>
<tr>
<td>4</td>
<td>Promoting Well-being&lt;br&gt;Disease prevention strategies</td>
</tr>
<tr>
<td>5</td>
<td>Common Chronic Problems&lt;br&gt;Living with chronic illness</td>
</tr>
<tr>
<td>6</td>
<td>Living with cancer</td>
</tr>
<tr>
<td>7</td>
<td>Economics of aging&lt;br&gt;Social security; SSI; SSD</td>
</tr>
<tr>
<td>8</td>
<td>Medicare, Medicaid, supplemental health insurance</td>
</tr>
<tr>
<td>9</td>
<td>Psychological considerations</td>
</tr>
<tr>
<td>10</td>
<td>Ethical issues in geriatric care</td>
</tr>
<tr>
<td>11</td>
<td>Safety considerations</td>
</tr>
<tr>
<td>12</td>
<td>Nutrition for the older adult</td>
</tr>
<tr>
<td>13</td>
<td>Social issues in aging</td>
</tr>
<tr>
<td>14</td>
<td>Living arrangement options</td>
</tr>
<tr>
<td>15</td>
<td>Caregiver options</td>
</tr>
</tbody>
</table>

Additional Resources:
- Hartford Institute for Geriatric Nursing http://hartfordign.org/ assessment tools
- AJN video: teaching essential skills to family caregivers http://journals.lww.com/ajnonline/Pages/videogallery.aspx?videoid=91&autoPlay=true
- UNC Center for geriatric Simulation http://geroclinsim.org/resources-toolkits/
The City University of New York
The School of Professional Studies
Bachelor of Science in Nursing

Course Name and Number: NURS 336 - Special Topics
Type of Course: Elective course
Field of Study: Nursing
Credits: 2 credits, undergraduate
Prerequisite: NURS 301

Course Summary:
Topics will vary based on current health care issues. Each issue will be explored in terms of assessment; impact on individuals and communities; prevalence; economics related to health issue; strategies for management; empowerment of individuals and communities.

Student Learning Outcomes:
At the end of this course, students will be able to:
1. Identify current health care issues for scholarly research.
2. Delineate goals to study the health care issue.
3. Work independently to develop a proposal.
4. Implement proposal.
5. Communicate results via a term paper, project or audiovisual production.

Students will be required to:
• Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly communicating with faculty mentor status of project.
• Students will communicate at least weekly with peers via Discussion board internet cafe.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:
• Communicate effectively.
• Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
• Make sound clinical judgments.
• Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
• Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.
• Use all available health information technology to provide safe and effective patient care

Academic Integrity and Administrative Policies:
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Course Requirements and Grading:
These will vary according to the topic of the independent study and will be determined in consultation with the instructor. Topics explored will focus on economic aspects; political aspects; priority in terms of populations; and strategies for management.

Additional Resources:
- ANA's principles of environmental health [http://www.nursingworld.org/MainMenuCategories/WorkplaceSafety/Healthy-Nurse/ANAsPrinciplesofEnvironmentalHealthforNursingPractice.pdf](http://www.nursingworld.org/MainMenuCategories/WorkplaceSafety/Healthy-Nurse/ANAsPrinciplesofEnvironmentalHealthforNursingPractice.pdf)
Course Name and Number: NURS 399 - Guided Independent Study
Type of Course: Elective course
Field of Study: Nursing
Credits: 2 credits, undergraduate
Prerequisite: NURS 301

Course Summary:
Under the guidance of a nursing faculty member, students will explore a nursing problem or a question or topic of interest. Students are expected to submit a proposal for approval, including:
1. problem/question identification;
2. delineation of goals to be achieved;
3. description of methodology; and
4. completion of a final product (such as a term paper, project, or audiovisual production).

Student Learning Outcomes:
At the end of this course, students will be able to:
1. Identify problem/question for scholarly research.
2. Delineate goals to study the problem/question.
3. Work independently to develop a proposal.
4. Implement proposal.
5. Evaluate work and communicate results via a term paper, project or audiovisual production.

Students will be required to:
Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly communicating with faculty mentor status of project. Students will communicate at least weekly with peers via Discussion board internet cafe.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:
- Communicate effectively.
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
- Make sound clinical judgments.
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.
- Use all available health information technology to provide safe and effective patient care

Course Requirements and Grading:
These will vary according to the topic of the independent study and will be determined in consultation with the instructor but likely to include:
Problem identification                   10%
Proposal                                        40%
Analysis and reporting of results    50%

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

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Course Name and Number: NURS 350 - Principles of Nursing Research
Type of Course: Required course
Field of Study: Nursing
Credits: 3 credits, undergraduate
Prerequisite: MATH 215

Course Summary:
This course focuses on the development of skills needed to analyze, critique, and conduct nursing research utilizing quantitative and qualitative methodologies and is designed to develop an appreciation of research as the foundation for evidence-based practice. It provides students with a conceptual basis to both interpret and evaluate research for evidence-based practice. Methodologies are used that facilitate the analysis of research relevant to the student’s area of clinical interest and expertise.

Student Learning Outcomes:
At the end of this course, students will be able to:
1. Identify the importance of research to evidence-based practice and the profession of nursing.
2. Discuss application of the scientific method to nursing research.
3. Identify ethical considerations related to human subjects’ research.
4. Discuss the steps of the research process.
5. Distinguish between quantitative and qualitative research.
6. Discuss the relative merits of experimental and non-experimental approaches to research.
7. Describe the relationship of theory to hypothesis development.
8. Identify and describe the sampling method and sample size most appropriate for the research design.
9. Evaluate the relative merits of various research designs and data collection methods.
10. Identify common methods of establishing validity and reliability of data collection tools.
11. Discuss the applicability of the findings of a research study to nursing practice.
12. Identify researchable problems in own nursing practice, and prepare a research proposal based synthesis of knowledge of the research process as appropriate for undergraduate RN student.
13. Critique research studies for the logical consistency of each element of the research process, links between elements, and meaning and significance to advance nursing practice.

Students will be required to
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers’ threads for each case study.
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
- Communicate effectively.
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.
- Effectively manage patient care to ensure best possible health care outcomes.
• Make sound clinical judgments.
• Use all available health information technology to provide safe and effective patient care

Course Grading and Requirements:
1. Discussion Board 10%
2. Research question 15%
3. Literature search 25%
4. Critique of published research studies 25%
5. Research proposal 25%

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

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Required Texts:

Course Outline:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to the Scientific Method</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Sources of human knowledge</td>
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<td>2. Assumptions of the scientific approach</td>
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<td>3. Purposes of scientific research</td>
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<td>4. Limitations of the scientific method</td>
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<td>5. Ethical considerations.</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Understanding the Research Process</th>
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<tr>
<td></td>
<td>1. Selecting and Defining a Research Problems</td>
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<td>2. Sources of problems</td>
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<td>3. Developing and defining the problem</td>
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<td>4. Reviewing the research literature</td>
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<td>5. Examining theoretical frameworks</td>
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<td>6. Stating the problem</td>
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<td>7. Critiquing the hypothesis</td>
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<thead>
<tr>
<th>Week 3</th>
<th>Formulating Hypothesis</th>
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<tbody>
<tr>
<td></td>
<td>1. Purpose of a hypothesis</td>
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<td>2. Characteristics of a workable hypothesis</td>
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<td>3. Wording the hypothesis</td>
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<td>4. Testing the hypothesis</td>
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<td>5. Critiquing the hypothesis</td>
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<thead>
<tr>
<th>Week 4</th>
<th>Designs for Nursing Research</th>
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<tr>
<td></td>
<td>A. Experimental and Quasi-Experimental Research</td>
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<tr>
<td></td>
<td>1. Characteristics of true experiments</td>
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<tr>
<td></td>
<td>2. Experimental designs</td>
</tr>
<tr>
<td></td>
<td>3. Advantages and disadvantages of the experiment</td>
</tr>
<tr>
<td></td>
<td>4. Quasi-experimental designs</td>
</tr>
<tr>
<td></td>
<td>5. Threats to internal validity</td>
</tr>
<tr>
<td></td>
<td>6. Advantages and disadvantages of the quasi-experimental approach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>B. Non-experimental Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Reasons for conducting non-experimental research</td>
</tr>
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</table>

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>6</td>
<td>C. Qualitative research designs</td>
</tr>
<tr>
<td></td>
<td>1. Reasons for conducting qualitative research</td>
</tr>
<tr>
<td></td>
<td>2. Techniques of research control</td>
</tr>
<tr>
<td></td>
<td>3. Internal and external validity</td>
</tr>
<tr>
<td>7</td>
<td>Concepts of Data Collection, Assessment of Measurement Tools, and Sampling</td>
</tr>
<tr>
<td></td>
<td>A. Data Collection Methods</td>
</tr>
<tr>
<td></td>
<td>B. Reliability, Validity and Other Criteria for Assessing Measurement Tools</td>
</tr>
<tr>
<td></td>
<td>1. Errors of Measurement</td>
</tr>
<tr>
<td></td>
<td>2. Reliability</td>
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<tr>
<td></td>
<td>3. Validity</td>
</tr>
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<td></td>
<td>4. Additional Criteria to assess measures</td>
</tr>
<tr>
<td>8</td>
<td>C. Sampling</td>
</tr>
<tr>
<td></td>
<td>1. Basic concepts</td>
</tr>
<tr>
<td></td>
<td>2. Non-probability sampling</td>
</tr>
<tr>
<td></td>
<td>3. Sample size</td>
</tr>
<tr>
<td></td>
<td>4. The process</td>
</tr>
<tr>
<td>9</td>
<td>Analysis of Research Data</td>
</tr>
<tr>
<td></td>
<td>A. Descriptive statistics</td>
</tr>
<tr>
<td>10</td>
<td>B. Introduction to inferential statistics</td>
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<tr>
<td></td>
<td>C. Computers and statistical analysis</td>
</tr>
<tr>
<td>11</td>
<td>Literature search</td>
</tr>
<tr>
<td></td>
<td>1. Purpose of literature review and types of information to seek</td>
</tr>
<tr>
<td></td>
<td>2. Major steps and strategies in doing a literature review</td>
</tr>
<tr>
<td></td>
<td>3. Locating relevant literature for a research review</td>
</tr>
<tr>
<td></td>
<td>4. Evaluating and analyzing the evidence</td>
</tr>
<tr>
<td>12</td>
<td>Interpreting research findings</td>
</tr>
<tr>
<td></td>
<td>1. Believability</td>
</tr>
<tr>
<td></td>
<td>2. Integrity research design</td>
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<tr>
<td></td>
<td>3. Integrity analysis</td>
</tr>
<tr>
<td>13</td>
<td>Using research findings in nursing practice</td>
</tr>
<tr>
<td></td>
<td>1. Evidenced based practice</td>
</tr>
<tr>
<td>14</td>
<td>Critiquing research reports</td>
</tr>
<tr>
<td></td>
<td>1. Content of research journal articles</td>
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<tr>
<td></td>
<td>2. Method section</td>
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<td>3. Results section</td>
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<td></td>
<td>4. Research critique components</td>
</tr>
<tr>
<td>15</td>
<td>Ethics in research</td>
</tr>
<tr>
<td></td>
<td>1. Ethical dilemmas in conducting research</td>
</tr>
<tr>
<td></td>
<td>2. Ethical principles for protecting study participants</td>
</tr>
<tr>
<td></td>
<td>3. Procedures for protecting study participants</td>
</tr>
</tbody>
</table>

**Additional Resources:**
- NLN research: [http://www.nln.org/researchgrants/index.htm](http://www.nln.org/researchgrants/index.htm)
Course Name and Number: NURS 451 - Leadership and Management in Healthcare
Type of Course: Required course
Field of Study: Nursing
Credits: 3 credits, undergraduate
Prerequisite: HIM 205

Course Summary:
This course explores principles of organizations, leadership and management related to Nursing. Skills necessary to facilitate group dynamics and personnel management are addressed, and quality control models are examined. Emphasis is on the coordination of care for clients and health care personnel. Students will have the opportunity to learn a variety of management methodologies. Discussion will focus on current issues and their potential impact on nursing practice.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Use critical-thinking skills to analyze the dynamics of leadership and management in nursing.
- Use research findings related to management and leadership as a basis for planning professional strategies with client systems and the health care team.
- Collaborate with significant systems, utilizing advocacy and change theory in conflict management and performance appraisal for the delivery of professional nursing care.
- Apply quality control standards as a basis for evaluating the effectiveness of organizations.
- Analyze the dynamics of leadership and management in change strategies as they relate to the ethical, moral and legal dimensions of professional nursing.
- Incorporate budget and resource allocation into management role.

Students will be required to:
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers’ threads for each case study.
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
- Communicate effectively.
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.
- Effectively manage patient care to ensure best possible health care outcomes.
- Make sound clinical judgments.
- Use all available health information technology to provide safe and effective patient care.
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Course Grading and Requirements:
1. Role Development analysis of a Nurse Manager 25%
2. Change Process paper 25%
3. Quality/Performance Improvement Process in Professional Nursing: 25%
4. Resume 15%
5. Final Exam 10%

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

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Required Texts:

Course Outline:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Overview and introduction to course</th>
<th>Perspectives of Management and Leadership in Professional Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is management?</td>
<td>Organizational Development and Leadership in Nursing</td>
</tr>
<tr>
<td></td>
<td>Why Management and Leadership in Nursing?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Management Theories, Concepts and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional concepts of Management</td>
</tr>
<tr>
<td></td>
<td>The human relations era</td>
</tr>
<tr>
<td></td>
<td>Systems approach and contingency management</td>
</tr>
<tr>
<td></td>
<td>Management theories, principles and concepts in professional nursing</td>
</tr>
<tr>
<td></td>
<td>Phases of the management process</td>
</tr>
<tr>
<td></td>
<td>Management by objectives</td>
</tr>
<tr>
<td></td>
<td>Use of transactional analysis in management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Leadership</th>
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<tbody>
<tr>
<td></td>
<td>Approaches to the study of leadership</td>
</tr>
<tr>
<td></td>
<td>Leadership theories, principles and concept in professional practice</td>
</tr>
<tr>
<td></td>
<td>Models of leadership</td>
</tr>
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<td></td>
<td>Application of theory to practice in professional nursing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Decision-Making and problem solving Process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The decision-making process</td>
</tr>
<tr>
<td></td>
<td>The problem-solving process</td>
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<tr>
<td></td>
<td>Critical thinking</td>
</tr>
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<td></td>
<td>Skills in building and using power</td>
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<td>Assertiveness</td>
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<td></td>
<td>Use of group systems in problem solving</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Change Process in Professional Nursing</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Dynamics of change</td>
</tr>
<tr>
<td></td>
<td>Change theories</td>
</tr>
<tr>
<td></td>
<td>Models and approach to planned change</td>
</tr>
<tr>
<td></td>
<td>Resistance to change</td>
</tr>
<tr>
<td></td>
<td>Evaluation of change agent's performance</td>
</tr>
</tbody>
</table>
| Week 6 | **Motivation**  
|        | Managing conflict in change  
|        | Advocacy role and change  
|        | Research applicability in the change process  
| Week 7 | **Dealing with conflict and handling grievances**  
|        | The nature of conflict  
|        | Intercultural conflict  
|        | Approaches to conflict resolution  
|        | Techniques of resolving conflicts  
|        | Conflict management  
|        | Handling grievances  
| Week 8 | **Performance/Quality Improvement**  
|        | Elements of control process  
|        | The value of research  
|        | Nursing audits and standards of care  
|        | PSRO and utilization review; DRG’s  
|        | Risk management  
| Week 9 | **Human Resources management skills**  
|        | Recruitment  
|        | Interviewing and the interviewing process  
|        | Legal issues  
|        | Validity and legality in hiring  
|        | Labor management relations, staff development  
|        | Writing a resume  
| Week 10| **Human Resources management skills continued**  
|        | Recruitment  
|        | Interviewing and the interviewing process  
|        | Legal issues  
|        | Validity and legality in hiring  
|        | Labor management relations, staff development  
|        | Writing a resume  
| Week 11| **Budgeting and Resource Allocation**  
|        | Budget concepts and considerations  
|        | Approaches to budgeting  
|        | Capital budget  
|        | Forecasting  
|        | Staffing needs and staffing patterns  
| Week 12| **Organizational Concepts**  
|        | Systems of documentation in professional nursing  
|        | Systems of nursing personnel assignments and responsibilities  
|        | Lines of communication  
|        | Accountability and responsibility  
|        | Delegation  
| Week 13| **Organizational Concepts continued**  
|        | Systems of documentation in professional nursing  
|        | Systems of nursing personnel assignments and responsibilities  
|        | Lines of communication  

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| Week 14 | **Performance Appraisal**  
|         | Trends in employee appraisal  
|         | Implementing and appraisal program  
|         | Documenting performances  
|         | Corrective actions  
|         | Disciplining employees |
| Week 15 | **Using computers in nursing**  
|         | Scheduling and staffing  
|         | Client monitoring  
|         | Training and evaluation |

### Additional Resources:
- American Nurses Association: [http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/Leadership](http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/Leadership)
- The National Association Directors of Nursing Administration in Long Term Care: [http://www.nadona.org/](http://www.nadona.org/)
- The Nursing Human Resource Planning Best Practice Toolkit: Creating a Best Practice Resource for Nursing Managers: [http://www.longwoods.com/content/21746](http://www.longwoods.com/content/21746)
- Nurse leaders in the boardroom: [http://championnursing.org/nurse-leaders-resource](http://championnursing.org/nurse-leaders-resource)
Course Name and Number: NURS 461 - Global Health and Policy Issues: A Nursing Perspective  
Type of Course: Required course  
Field of Study: Nursing  
Credits: 3 credits, undergraduate  
Prerequisite: NURS 301

Course Summary:  
This course will enhance students’ knowledge of the ongoing changes in health care and policy development including discussion and analysis of issues related to health care around the world. Discussion will be related to health care access, disparities, and human rights. The course will look at ways of promoting access, especially for the most vulnerable individuals and groups in society. Global nursing outreach organizations will also be explored.

Student Learning Outcomes:  
At the end of this course, students will be able to:  
- Explain health and development within a global health context.  
- Demonstrate an understanding of global demographic and health determinants.  
- Identify global health challenges and issues.  
- Discuss the major communicable and non-communicable disease burdens impacting global health.  
- Discuss programmatic approaches to specific global health issues.  
- Describe how population growth, food supply, disease, environmental changes, and political activities impact global health.

Students will be required to:  
- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.  
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers’ threads for each case study.  
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:  
- Be present to the patient as a compassionate care giver who is cognizant of and respects the client’s cultural beliefs and practices.  
- Provide a safe environment for delivery of care.  
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.  
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.

Course Grading and Requirements:

Discussion board 10%  
Report health inequities 30%  
Research report 30%  
Final examination 30%
Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

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Required Texts:

Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Health as a human right</td>
</tr>
<tr>
<td>2</td>
<td>Health inequities</td>
</tr>
<tr>
<td>3</td>
<td>Global health challenges and issues</td>
</tr>
<tr>
<td>4</td>
<td>Culture and health</td>
</tr>
<tr>
<td>5</td>
<td>Nutrition</td>
</tr>
<tr>
<td>6</td>
<td>Maternal health</td>
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<td>7</td>
<td>Child health</td>
</tr>
<tr>
<td>8</td>
<td>Chronic and persistent infectious diseases</td>
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<tr>
<td>9</td>
<td>New and emerging infectious diseases</td>
</tr>
<tr>
<td>10</td>
<td>Environmental health</td>
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<tr>
<td>11</td>
<td>Global health priorities</td>
</tr>
<tr>
<td>12</td>
<td>Human resources- workplace issues</td>
</tr>
<tr>
<td>13</td>
<td>Economics of global health</td>
</tr>
<tr>
<td>14</td>
<td>Politics of global health</td>
</tr>
<tr>
<td>15</td>
<td>The role of nursing in addressing global health</td>
</tr>
</tbody>
</table>

Additional Resources:
- WHO Achieving the health-related MDGs. It takes a workforce! Link: http://www.who.int/hrh/workforce_mdgs/en/index.html
- Doctors without Borders http://www.youtube.com/watch?v=7z3McGfXGE
- WHO site on TB http://www.who.int/tb/en/
- NLN global initiatives: http://www.nln.org/aboutnln/globaldiversity/index.htm
The City University of New York
The School of Professional Studies
Bachelor of Science in Nursing

Course Name and Number: NURS 499 – Nursing Capstone Course (clinical)
Type of Course: Required
Field of Study: Nursing
Credits: 4 credits, undergraduate
Prerequisite: NURS 302

Course Summary:
This course is designed for the end of the baccalaureate program, focusing on synthesis and utilization of nursing knowledge and liberal arts and science knowledge acquired through the RN-BS program of study. The core competencies of patient-centered care, safety and quality, communication, collaboration, utilization of evidence based practice, altruism and management of care will be utilized in this course. Using their individual clinical setting, with faculty supervision, the students will design and complete a senior project centered on management, patient teaching or clinical nursing research aimed at improving patient care outcomes.

Student Learning Outcomes:
At the end of this course, students will be able to:

- Be present to the patient as a compassionate care giver who is cognizant of and respects the client’s cultural beliefs and practices.
- Provide a safe environment for delivery of care.
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
- Communicate effectively.
- Integrate reliable evidence using multiple ways of knowing to provide the highest quality patient care.
- Work within an interdisciplinary team (including clients, families and other stakeholders), through open communication, mutual respect and shared decision-making to achieve quality patient care.
- Effectively manage patient care to ensure best possible health care outcomes.
- Make sound clinical judgments.

Students will be required to:

- Log on to Blackboard at least bi-weekly; and post on discussion board bi-weekly. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Case studies on Blackboard have been designed to summarize text and PowerPoint presentations.
- Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peers' threads for each case study.
- Original posts (threads) should be at least 100 words; responses at least 30 words.

Program Learning Outcomes/Competencies addressed by the course: At the completion of this program, the student will demonstrate the ability to:

- Be present to the patient as a compassionate care giver who is cognizant of and respects the client’s cultural beliefs and practices.
- Provide a safe environment for delivery of care.
- Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
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• Effectively manage patient care to ensure best possible health care outcomes.
• Make sound clinical judgments.
• Use all available health information technology to provide safe and effective patient care.

Course Grading and Requirements:

Requirements: These will vary according to the topic of study and will be determined in consultation with the Senior Project mentor(s) and is subject to review by the Academic Director. Students will also have the option of working in small research seminar groups with a common research focus.

Grading: Each mentor will create a rubric to be shared with students at the beginning of the term that indicates the specific dimensions of the project that will be considered in grading and the weighting of each characteristic. In general, the thoroughness and creativity of the work in relation to each of the following dimensions will be assessed in grading: review of previous work, articulation of a focal question, data collection, data analysis and representation, contribution to the field of disability, interpretation of findings, and the quality of reports, presentations or projects. When students have worked as part of a seminar group, the quantity and quality of their contribution to the team effort will also be assessed in grading.

Academic Integrity and Administrative Policies:
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Additional Resources:
ANA Professional Role Competence: http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingEducation/Professional-Role-Competence.html
# Learning Outcomes by Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Meets Educational Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 301</td>
<td>Health Assessment for Culturally Diverse Populations</td>
<td>x xx x x x x x x</td>
</tr>
<tr>
<td>NURS 302</td>
<td>Caring for Diverse Populations in the Community</td>
<td>x x x x x x x x x</td>
</tr>
<tr>
<td>NURS 311</td>
<td>Alternative and Complementary Health and Healing</td>
<td>x x x x x</td>
</tr>
<tr>
<td>NURS 312</td>
<td>Introduction to Palliative Care</td>
<td>x x x x</td>
</tr>
<tr>
<td>NURS 313</td>
<td>Nursing Informatics</td>
<td>x x x x x x x x</td>
</tr>
<tr>
<td>NURS 321</td>
<td>Health Teaching in Diverse Cultures</td>
<td>x x x x</td>
</tr>
<tr>
<td>NURS 331</td>
<td>Health Issues in Aging, Longevity and Chronic Healthcare</td>
<td>x x x x x</td>
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<tr>
<td>NURS 336</td>
<td>Special Topics</td>
<td>x x x x x</td>
</tr>
<tr>
<td>NURS 350</td>
<td>Principles of Nursing Research</td>
<td>x x x x x x x x</td>
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<tr>
<td>NURS 399</td>
<td>Guided Independent Study</td>
<td>x x x x x x x x</td>
</tr>
<tr>
<td>NURS 451</td>
<td>Leadership and Management in Nursing</td>
<td>x x x x x x x x</td>
</tr>
<tr>
<td>NURS 461</td>
<td>Global Health and Policy Issues: A Nursing Perspective</td>
<td>x x x x x</td>
</tr>
<tr>
<td>NURS 499</td>
<td>Capstone Course (clinical)</td>
<td>x x x x x x x x x</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry</td>
<td>x x x x x</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Pathophysiology &amp; Pharmacology</td>
<td>x x x x x</td>
</tr>
<tr>
<td>CIS 101</td>
<td>Computer Fundamentals &amp; Applications</td>
<td>x x x x x</td>
</tr>
<tr>
<td>HIM 205</td>
<td>Healthcare Delivery Systems</td>
<td>x x x x x</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Introduction to Statistics</td>
<td>x x x x x</td>
</tr>
</tbody>
</table>

1. Be present to the patient as a compassionate care giver who is cognizant of and respects the client’s cultural beliefs and practices.
2. Provide a safe environment for delivery of care.
3. Practice the profession of nursing based on a set of core values which incorporate a humanitarian, altruistic and social justice perspective.
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7. Effectively manage patient care to ensure best possible health care outcomes.
8. Make sound clinical judgments.
9. Use all available health information technology to provide safe and effective patient care.
### Table 1a: Undergraduate Program Schedule

- **Indicate academic calendar type:** __X__ Semester __ _Quarter __ _Trimester __ _Other (describe)

- **Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)**
- **Use the table to show **how a typical student may progress through the program**, copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: TRANSFER</th>
<th>Check course classification(s)</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS in Nursing Transfer Credits</td>
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<td>36</td>
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<td></td>
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</tr>
<tr>
<td>General Education Transfer</td>
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<td>30</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 101 Computer Fundamentals and Applications</td>
<td></td>
<td>3</td>
<td>X</td>
<td>None</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>COM 110 Digital Information in the Contemporary World</td>
<td></td>
<td>3</td>
<td>X</td>
<td>None</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>None</td>
<td></td>
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<tr>
<td>NURS 301 Health Assessment for Culturally Diverse Populations</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 215 Introduction to Statistics</td>
<td></td>
<td>3</td>
<td>X</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Term credit total:</td>
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<td>15</td>
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<td>12</td>
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<table>
<thead>
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<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BIO 310 Pathophysiology and Pharmacology</td>
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<td>None</td>
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<tr>
<td>NURS 302 Caring for Diverse Populations in their Communities</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Option (Pathways)</td>
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<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 350 Principles of Nursing Research</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>MATH 215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIM 205 Healthcare Delivery Systems</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<table>
<thead>
<tr>
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<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 451 Leadership and Management in Healthcare</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Nursing Elective</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>Depends on course</td>
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</tr>
<tr>
<td>Nursing Elective</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>Depends on course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 313 Nursing Informatics</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>None</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
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<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 461 Global Health and Policy Issues: a Nursing Perspective</td>
<td></td>
<td>3</td>
<td>X</td>
<td>X</td>
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<td></td>
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</tr>
<tr>
<td>NURS 499 Capstone Clinical Course</td>
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<td>4</td>
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<td>X</td>
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<td></td>
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</tr>
<tr>
<td>Nursing Elective</td>
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<td>2</td>
<td>X</td>
<td>X</td>
<td>Depends on course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Term credit total:</td>
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<td>3</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Totals:</th>
<th>Credits: 120</th>
<th>Liberal Arts &amp; Sciences: 66</th>
<th>Major: 45</th>
<th>Elective &amp; Other: 3</th>
</tr>
</thead>
</table>

**Cr:** credits  **LAS:** liberal arts & sciences  **Maj:** major requirement  **New:** new course  **Prerequisite(s):** list prerequisite(s) for the noted courses

---

Proposal to Establish a Bachelor of Science in Nursing  
CUNY School of Professional Studies  
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012  
Approved by the School of Professional Studies Governing Council, September 27, 2012
Table 2: Full-Time Faculty

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.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlene Farren PhD, RN</td>
<td>NURS 331</td>
<td></td>
<td>Doctor of Philosophy (PhD), Research &amp; Theory Development in Nursing: New York University</td>
<td>Registered Nurse: New York &amp; New Jersey</td>
</tr>
<tr>
<td>Patricia Burke PhD, RN</td>
<td>NURS 301; 311</td>
<td></td>
<td>Doctor of Philosophy (PhD), Education: Capella University</td>
<td>Registered Nurse: New York &amp; New Jersey</td>
</tr>
<tr>
<td>Keville Frederickson EdD, RN</td>
<td>NURS 351; 461</td>
<td></td>
<td>Doctor of Education (EdD), Curriculum &amp; Instruction in Nursing: Columbia University Teachers College</td>
<td>Registered Nurse: New York</td>
</tr>
<tr>
<td>Joanne Lavin EdD, RN</td>
<td>NURS 350; NURS 321</td>
<td></td>
<td>Doctor of Education (EdD), Nursing Education: Columbia University Teachers College</td>
<td>Registered Nurse: New York</td>
</tr>
<tr>
<td>Patricia Dillon MA, RN</td>
<td>NURS 301; 499</td>
<td></td>
<td>Master of Arts (MA), Nursing: New York University</td>
<td>Registered Nurse: New York</td>
</tr>
</tbody>
</table>
Table 3: Part-Time Faculty

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.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maureen Wallace EdD,RN</td>
<td>NURS 331, 336</td>
<td>Doctor of Education (EdD), Nursing Education: Columbia University Teachers College</td>
<td>Registered Nurse: New York</td>
</tr>
<tr>
<td>Karin Gapper EdD,RN</td>
<td>NURS 399</td>
<td>Doctor of Education (EdD), Nursing Education: Columbia University Teachers College</td>
<td>Registered Nurse: New York</td>
</tr>
<tr>
<td>Maureen Scrozinski DNP,RN</td>
<td>NURS 321</td>
<td>Doctor of Nursing Practice (DNP): MGH Institute of the Health Professions</td>
<td>Registered Nurse: Massachusetts</td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

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

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Program Director</td>
<td>1</td>
<td>Doctoral degree in Nursing or related field, NYS RN, teaching experience online and at BS level</td>
<td>F/T</td>
<td>100</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Associate Academic Program Director</td>
<td>1</td>
<td>Doctoral degree, NYS RN, teaching experience online at BS level</td>
<td>F/T</td>
<td>100</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Note: Preliminary job descriptions follow on the next two pages.
JOB DESCRIPTION

Title: Academic Program Director, Baccalaureate in Nursing, CUNY School of Professional Studies

GENERAL DUTIES

Performs administrative duties involved with establishing and monitoring the functioning of a new RN-BS Completion Program. Duties will include, but not be limited to, hiring of appropriate faculty; development of curriculum, in keeping with standards of the American Association of Colleges of Nursing (AACN); screening and admission of students; academic advisement; committee work; obtaining accreditation of program (by CCNE); and development of additional courses to further the goals and objectives of the program. Additional work would include teaching of courses in the curriculum and participation in the work of the School of Professional Studies.

MINIMUM QUALIFICATIONS

Earned doctorate in nursing or other relevant field

NYS professional nursing license (RN) or eligibility for reciprocity

Leadership experience in a baccalaureate nursing academic setting at an administrative level of chairmanship or directorship

Experience working in the online academic setting

Familiarity with national accreditation requirements

Experience with course and curriculum development

Must possess experience in faculty and student development and mentoring

Excellent communication skills, both written and verbal

COMPENSATION

Commensurate with qualifications and experience
JOB DESCRIPTION

Associate Academic Program Director, Online Baccalaureate in Nursing, CUNY School of Professional Studies

GENERAL DUTIES

Under the leadership of the Academic Program Director, the successful candidate will collaborate in the development of program curriculum. Obtaining program accreditation will be a major responsibility of the position, as well as student mentoring and advisement. Committee work in the School of Professional Studies is an expectation. Course teaching is required, and research and publication is encouraged.

MINIMAL QUALIFICATIONS

Earned doctorate in nursing or a related field
NYS professional nursing license (RN) or eligibility for reciprocity
Experience with online teaching
Experience with course development
Ability to communicate effectively with students for advisement and mentoring
Collaboration with members of the School of Professional Studies
Record of scholarly activities

COMPENSATION

Commensurate with qualifications and experience
Table 5: New Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty [3]</td>
<td>$232,728</td>
<td>$239,710</td>
<td>$246,901</td>
<td>$254,308</td>
<td>$261,937</td>
</tr>
<tr>
<td>Part Time Faculty [3]</td>
<td>$60,000</td>
<td>$100,000</td>
<td>$160,000</td>
<td>$184,000</td>
<td>$196,000</td>
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<tr>
<td>Full Time Staff [3]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Staff [3]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
<td>$58,200</td>
<td>$55,500</td>
<td>$41,100</td>
<td>$41,700</td>
<td>$42,300</td>
</tr>
<tr>
<td>Capital Expenditures</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other [5]</td>
<td>$35,000</td>
<td>$47,000</td>
<td>$16,000</td>
<td>$11,000</td>
<td>$11,000</td>
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<tr>
<td><strong>Total all</strong></td>
<td><strong>$385,928</strong></td>
<td><strong>$442,210</strong></td>
<td><strong>$464,001</strong></td>
<td><strong>$491,008</strong></td>
<td><strong>$511,237</strong></td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[4] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.
[5] Specify what is included in “other” category, (e.g., student financial aid).
[6] Itemized expenditures are located in Table 7.
### Table 6: Projected Revenue

<table>
<thead>
<tr>
<th>Revenues[1]</th>
<th>1\textsuperscript{st} Year [2]</th>
<th>2\textsuperscript{nd} Year [2]</th>
<th>3\textsuperscript{rd} Year [2]</th>
<th>4\textsuperscript{th} Year [2]</th>
<th>5\textsuperscript{th} Year [2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue[3]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$264,540</td>
<td>$578,900</td>
<td>$906,699</td>
<td>$1,052,223</td>
<td>$1,166,626</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td><strong>$264,540</strong></td>
<td><strong>$578,900</strong></td>
<td><strong>$906,699</strong></td>
<td><strong>$1,052,223</strong></td>
<td><strong>$1,166,626</strong></td>
</tr>
<tr>
<td>State Appropriation[6]</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources [4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>05. From New Sources [5]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>06. Total</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td>Other Revenue[7]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources [4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources [5]</td>
<td>$232,728</td>
<td>$239,710</td>
<td>$246,901</td>
<td>$254,308</td>
<td>$261,937</td>
</tr>
<tr>
<td><strong>09. Total</strong></td>
<td><strong>$232,728</strong></td>
<td><strong>$239,710</strong></td>
<td><strong>$246,901</strong></td>
<td><strong>$254,308</strong></td>
<td><strong>$261,937</strong></td>
</tr>
<tr>
<td>Grand Total[8]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources [4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$497,268</strong></td>
<td><strong>$818,610</strong></td>
<td><strong>$1,153,600</strong></td>
<td><strong>$1,306,531</strong></td>
<td><strong>$1,428,563</strong></td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[3] Please explain how tuition revenue was calculated.
[4] Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.
[5] New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.
[6] Public institutions should include here regular State appropriations applied to the program.
[7] Specify what is included in "other" category.
[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.
### Table 7: Five-Year Financial Projections for Program Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<th>Year 5</th>
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<td><strong>DIRECT OPERATING EXPENSES</strong></td>
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<td>Include additional expenses incurred by other programs when satisfying needs of new program</td>
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<td>Current Full Time Faculty Replacement Costs (list separately)</td>
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<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
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<td>New Full Time Faculty Base Salary (list separately)</td>
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<td>Academic Director</td>
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<td>$123,451</td>
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<td>New Faculty Re-assigned Time (list separately)</td>
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<td>Full Time Employee Fringe Benefits (33.0%)</td>
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<td>Part Time Faculty Actual Salaries</td>
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<td>Full Time Staff Fringe Benefits (33%)</td>
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Proposal to Establish a Bachelor of Science in Nursing
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
Approved by the School of Professional Studies Governing Council, September 27, 2012
### LIBRARY

<table>
<thead>
<tr>
<th>Library Resources</th>
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<tbody>
<tr>
<td>Library Staff Full Time (List Separately)</td>
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<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
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<td>Library Staff Part Time (List Separately)</td>
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<td>Part Time Employee Fringe Benefits (10.0%)</td>
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**Total (Links to Library on Table 5 - New Resources)**

|               | $0            | $0            | $0            | $0            |

### EQUIPMENT

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<thead>
<tr>
<th>Computer Hardware</th>
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<tbody>
<tr>
<td>Office Furniture</td>
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<tr>
<td>Other (Specify)</td>
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<td></td>
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<tr>
<td>Computer Peripherals and Multi Media Equipment</td>
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</table>

**Total (Links to Equipment on Table 5 - New Resources)**

|               | $0            | $0            | $0            | $0            |

### LABORATORIES

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<tr>
<th>Laboratory Equipment</th>
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<tbody>
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<td>Other (list separately)</td>
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**Total (Links to Laboratories on Table 5 - New Resources)**

|               | $0            | $0            | $0            | $0            |

### SUPPLIES AND EXPENSES (OTPS)

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<th>Consultants and Honoraria</th>
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<tr>
<td>Office Supplies</td>
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<td>Instructional Supplies</td>
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<td>Accreditation - Commission on Collegiate Nursing Education Fees</td>
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<td>Computer Software</td>
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<td>Computer License Fees</td>
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<td></td>
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<tr>
<td>Computer Repair and Maintenance</td>
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</table>

**Total (Links to OTPS Expenses on Table 5 - New Resources)**

|               | $58,200       | $55,500       | $41,100       | $41,700       | $42,300       |
## CAPITAL EXPENDITURES

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<tr>
<td>Other (list separately)</td>
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<td><strong>Total (Links to Capital Expenditures on Table 5 - New Resources)</strong></td>
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<td>Other (list separately)</td>
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<td>Intellectual Property</td>
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<td><strong>Total (Links to Other on Table 5 - New Resources)</strong></td>
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<td><strong>TOTAL</strong></td>
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<td>$442,210</td>
<td>$464,001</td>
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Proposal to Establish a Bachelor of Science in Nursing
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
Approved by the School of Professional Studies Governing Council, September 27, 2012
### Proposal to Establish a Bachelor of Science in Nursing

CUNY School of Professional Studies

Approved by the School of Professional Studies Curriculum Committee, September 13, 2012

Approved by the School of Professional Studies Governing Council, September 27, 2012

Table 8: Five-Year Revenue Projections for Programs Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Year 1 2013-2014</th>
<th>Year 2 2014-2015</th>
<th>Year 3 2015-2016</th>
<th>Year 4 2016-2017</th>
<th>Year 5 2017-2018</th>
<th>Total Graduates by 5th Year</th>
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</tbody>
</table>

|                | 37              | 68              | 97              | 126             | 166             | 188             | 200             | 209             |

**Total Head Count - Full-Time**: 13, 23, 35, 44, 56, 66, 71, 77, 82, 88

**Total Tuition Revenue**: $264,540, $579,300, $966,659, $1,862,223, $1,166,626

**Total State Appropriations**: $0, $0, $0, $0, $0

**Total State Appropriations**: $0, $0, $0, $0, $0

**Additional Revenue from Other Sources (net)**: $0, $0, $0, $0, $0

**Total Revenue**: $497,268, $819,610, $1,153,680, $2,306,531, $1,426,563

*Assumptions (list assumptions):
1. Tuition reflects the rates approved for Fall 2012 with 2% annual increases.
2. Enrollment increases by 5% each fall from the previous fall and by 2% each spring from the previous fall.
3. Based on the Annual Data Report Nursing Degree Programs, June 2011 graduation rates have been projected as follows: 41% graduate within 3 years, 57% within 4 years and 64% within 5 years.
4. New resources are committed by the University to hire ten full-time faculty, which is required for launch of the program. One will serve as Academic Director in addition to teaching.
Proposal to Establish a Bachelor of Science in Nursing
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Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: CUNY School of Professional Studies at the Graduate School and University Center

CEO or Designee: George Otte, Associate Dean of Academic Affairs

Signature: [Signature]

Date: September 28, 2012

The signature of the institutional representative indicates the institution’s commitment to support the proposed distance education program.

Distance Education Contact Person: George Otte, Associate Dean of Academic Affairs

Telephone: (212) 817-7145

Fax: (212) 817-2990

E-mail: george.otte@mail.cuny.edu

Program Title: Nursing

Program Code: TBD

Degree or Certificate Awarded: B.S.

HEGIS Code: TBD

Anticipated enrollment in distance program:

Initial: 100

Maximum by year 3: 250

Term length (in weeks) for the distance program: 15

(Is this the same as term length for classroom program?) Yes ☑ No □

How much "instructional time" is required per week per credit for a distance course in this program? Answer: Instructional time is the same as traditional in-person courses – 45 hours per course.

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format? Answer: 100%
**Part A: Institution-wide Issues:** Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

**Answer:** This is not the first online degree program at the School of Professional Studies.

**Part B: Program-Specific Issues:** Submit this part for each new request to add Distance Education Format to a registered program.

### I. LEARNING DESIGN

How does your institution ensure that the *same academic standards and requirements* are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

**Answer:** To ensure that the standards and requirements of the proposed distance learning program are fully consistent with on-campus programs in the City University and elsewhere, (a) full-time faculty from departments of Nursing at several CUNY colleges were involved in the program design, (b) the initial plan for the distance learning program was reviewed by heads of existing on-campus programs, and (c) recommendations of national organizations/initiatives (particularly the Institute of Medicine (IOM), American Association of Colleges of Nursing (AACN), Quality & Safety Education for Nurses (QSEN) initiative and the National League for Nursing (NLN) and expert practitioners were involved in the program design.

Online programs at the CUNY School of Professional Studies are designed, developed and implemented according to the New York State Education Department’s Principles and Standards of Good Practice for Distance Education. The Bachelor of Science in Nursing will also follow best practices in online education identified by the Middle States Commission on Higher Education and the Western Cooperative for Educational Telecommunications. These organizations expect colleges and universities to demonstrate their institutional commitment to a new program. In the case of the Bachelor of Science degree in Nursing, CUNY has proven its commitment through its insistence on academic rigor, its investment of resources in learner support, and its mandate for ongoing program evaluation and continuous improvement. As is the case for these current degrees, the Dean will oversee and implement continuous improvement through regularly scheduled assessment of student satisfaction, learning effectiveness, student outcomes, and faculty satisfaction. In addition to internal control processes, the School of Professional Studies will participate in Middle States reviews through its affiliation with the CUNY Graduate School and University Center.

Are the courses that make up the distance learning program offered in a sequence or configuration that allows *timely completion of requirements*?

**Answer:** Yes, the courses will be offered in a configuration that allows timely completion of requirements. The course offering schedule will provide all students with the opportunity to enroll full-time each semester, including summer, and to meet enrollment requirements for financial-aid eligibility. Course pre- and co-requisites also have been set to allow for uninterrupted progress through the required coursework.

How do faculty ensure that the *technological tools* used in the program are appropriate for the content and intended learning outcomes?

**Answer:** The new Bachelor of Science degree in Nursing will use the complete suite of online education tools offered by the University. In addition to software options standard throughout the University, the online programs use other technology options that facilitate interaction and collaboration between students and their instructors and peers. Also, instructors are trained to use resources to create online mini-lectures that can be accessed by students repeatedly and on a 24/7 basis. Decisions about “which technologies to use for which activities” were derived from previous
experience in the online programs offered at the School of Professional Studies and a long history of online education at the City University of New York.

As part of the program’s overall quality control initiative, consortial faculty and other instructional staff meet each semester to evaluate individual student progress as well as macro-level program trends. Critical to these discussions are effective pedagogies and appropriate technologies. Faculty can draw on their own experiences with these technologies and from student input from end-of-term surveys. At these meetings, the group will set and refine plans for using new technology tools. Additionally, program leaders and faculty will interact regularly with software and hardware vendors and, through conference attendance and other means, keep informed about new options.

**How does the program provide for appropriate and flexible interaction between faculty and students, and among students?**

**Answer:** Regular interaction and collaboration between students and with their faculty is essential for the success of distance learning programs. To create and support these exchanges, the program will use the communication features of the University’s Blackboard course management system, including many innovative plug-ins that allow students to collaborate efficiently. Students will participate in offline discussions, coauthor team projects, keep running journals of their field experiences, create their own blogs for communicating research results, and post working visualizations. For those times that students wish to work together in small groups, they will have access to Blackboard Collaborate, an online tool that will allow students located anywhere to see each other's computer screens, coauthor a document or spreadsheet simultaneously, and communicate both in text and, if they choose, with audio and visual connections.

**How do faculty teaching online courses verify that students are doing their own work?**

**Answer:** All students are bound by the academic policies established by the School of Professional Studies, and published in the School’s web site, academic handbook, and annual bulletin. However, that does not diminish the need to develop assessment mechanisms that ensure each student leaves with the knowledge and skills expected of program graduates. Instructors routinely use the Safe Assign feature of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. To make certain that each student is doing his or her own work, faculty routinely replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements.

With project-based assessment, faculty often require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. Further, the extended submission stream makes it difficult for anyone to serve as a “stand in,” as could happen with isolated remote exams. Public course discussion forums provide another device that establishes each student’s narrative voice which is hard for someone else to reproduce. When faculty do give exams, the questions are generally open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work.

**II. OUTCOMES AND ASSESSMENT**

Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

**Answer:** Each course syllabus has a clear set of competencies—identifying required subject matter mastery, contextual considerations, and practice-based skills—that students must demonstrate to successfully complete the
Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer: The majority of courses will emphasize complex project-based and case analysis assignments so that students will have to demonstrate a more complete understanding of the concepts and information in courses and mastery of course content. The majority of courses require presentations, either individually or in teams, that require students to present their own solutions to problems and cases. Rubrics will be developed for these assignments and shared with students as guides for their work and for the interpretation of feedback. This mode of assessment is a critical supplement to the fact-based measurements afforded by exams and quizzes.

III. PROGRAM EVALUATION

What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

Answer: The School of Professional Studies uses a two-part process for monitoring academic quality and tracking programmatic outcomes of its distance learning programs. The program’s academic director—someone holding faculty rank—will supervise ongoing operations on a semester-by-semester basis and be responsible for addressing student concerns in all aspects of their enrollment. In addition, there will be a group of consortial faculty members who will guide the program’s content, quality of education, and student learning. The consortial faculty, along others who teach in the program, will meet twice each semester to evaluate individual student progress as well as macro-level program trends. At these meetings, the larger group will set and refine the agenda for the year to come.

Secondly, the dean and associate deans will (and do) take a proactive role in monitoring and understanding student success and satisfaction for all programs. The School’s senior leadership, academic directors, and senior staff at SPS regularly review student progress and retention metrics.

How will the evaluation results will be used for continuous program improvement?

Answer: Each year, the School of Professional Studies conducts a strategic planning process, tied to the University-wide Performance Management Process (PMP), where administrative and academic directors come together to discuss the successes and challenges of the previous year and to set a course for the next. By combining the perspectives of those who teach and others who provide critical administrative support, the School is better able to create holistic solutions for the problems that students face. By bringing together representatives from across all programs, the School is sure to develop inclusive responses that better serve everyone.

During the planning process, evidence provides the backbone for future action; pass rates, retention and graduation statistics, student survey results, and a breadth of operational performance metrics will guide the planning process and future resource investments. Individual student stories add depth and quality to these metrics and are especially valuable in identifying opportunities for improvement.

How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?
Answer: The evaluation process includes an “academic review” each term, attended by the academic director and consortial faculty, as well as any teaching faculty who wish, to meet and discuss each student’s performance. This review of both quantitative and qualitative data provides in-depth information about students’ competency acquisition, beyond simple alpha-numeric grades. It also gives faculty the information they need to guide students in upcoming courses.

Additionally, the Senior Projects that will be required of each student will provide the basis for ongoing summative assessment of the program’s success in preparing students who have mastered each of the identified program outcomes to a satisfactory level.
Articulation Agreement
Articulation Agreement

Agreement initiated by: City University of New York, School of Professional Studies

Sending College: Queensborough Community College
  Department Nursing
  Program Nursing
  Degree AAS

Receiving College: CUNY School of Professional Studies
  Department: Nursing
  Program Nursing
  Degree BS in Nursing

ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Associate’s Degree in Nursing. Nurses who hold a nursing diploma and current license in New York State as a Registered Nurse (RN) may also apply. Performance on the National League for Nursing’s Acceleration Challenge Exam will be used to assess diploma graduates’ readiness for baccalaureate studies.
- Current licensure in New York State as a Registered Nurse, eligibility to obtain reciprocity, or eligibility to sit for the NCLEX-RN exam. Students who do not currently hold an RN license may apply to the program in anticipation of licensure. If these applicants meet the eligibility criteria they will be admitted on a conditional basis and will be required to obtain their RN license before beginning their second term in the program.
- Overall average of 3.0 or higher (on a 4.0 scale) in Associate Degree studies.
- A personal essay.
- Admissions interview.

Total transfer credits granted toward the baccalaureate degree: 67
Total additional credits required at the senior college to complete baccalaureate degree: 53

COURSE OUTLINE AND TRANSFER REQUIREMENTS:

SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE

Prerequisites and Major Courses
The RN to BS in Nursing 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 is designed for the working RN student and gives elective credit for national nursing certification. The program consists of a rich distribution of Liberal Arts & Sciences and Nursing courses.

To meet these requirements, students must take a total of 47 credits in the program, outlined in the table below. This table lists the courses required for completing the BS in Nursing. In addition, the table indicates which courses may be transferred from QCC and those that must be completed at the School of Professional Studies as part of the major.

General Education (Liberal Arts, Core, Distribution) and other Required Courses
Students holding an AAS degree from Queensborough Community College who transfer into the BS in Nursing program will have met the general education requirements as required by CUNY’s Pathways to Degree Completion initiative.
## Proposal to Establish a Bachelor of Science in Nursing

CUNY School of Professional Studies

Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
Approved by the School of Professional Studies Governing Council, September 27, 2012

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* 2 credit courses run for 10 weeks

**TOTAL CREDITS FOR DEGREE** | 120
Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success.

- The Academic Director and Department Chair from both programs will meet annually to review the articulation agreement. They will be expected to review student retention, progress to graduation including transitions between prerequisite and follow-on courses, degree completion, and GPA. Modification or termination of this agreement requires the approval of the Chief Academic Officers of both institutions.

- Should the agreement be modified or terminated, the School of Professional Studies shall honor the terms granted to students who have already transferred into the BSN for a period of four years or graduation, whichever comes first.

- The School of Professional Studies Registrar and the Nursing Program Academic Director shall produce reports of the metrics identified above as well as those suggested in the University’s Annual Performance Management Program, which will be circulated to the following groups:

  - At SPS: Dean, Associate Dean for Academic Affairs, Nursing Consortial Faculty, Associate Dean for Administration and Finance, Director of Student Services, Director of Career Services, Director of Admissions and Advisement, and Director of Online Programs at the School of Professional Studies

  - At QCC: Chief Academic Officer, Chair of Nursing Department, Director of Student Services, Director of Career Services, and Director of Admission and Advisement.

Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisors, Websites

The School of Professional Studies and QCC will publicize this opportunity for students in print and Web-based materials and in marketing information. Additionally both institutions will provide information to their own recruitment staff members as well as staff at the University Office of Admission Services.

Effective Date Fall 2013

Signatures

Dr. Karen Steele Date 6/19/12
Vice President for Academic Affairs
Queensborough Community College

Dean John Mogulescu Date 6/21/12
Senior University Dean for Academic Affairs
CUNY School of Professional Studies

Prof. Anne Marie Menevez Date 5/17/12
Chair, Nursing Department
Queensborough Community College

Dr. George Otte Date 6/21/12
Associate Dean for Academic Affairs
CUNY School of Professional Studies
Articulation Agreement

Agreement initiated by: City University of New York, School of Professional Studies

Sending College: Bronx Community College
    Department Health Sciences
    Program Nursing
    Degree AAS

Receiving College: CUNY School of Professional Studies
    Department: Nursing
    Program Nursing
    Degree BS in Nursing

ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Associate’s Degree in Nursing. Nurses who hold a nursing diploma and current license in New York State as a Registered Nurse (RN) may also apply. Performance on the National League for Nursing’s Acceleration Challenge Exam will be used to assess diploma graduates’ readiness for baccalaureate studies.
- Current licensure in New York State as a Registered Nurse, eligibility to obtain reciprocity, or eligibility to sit for the NCLEX-RN exam. Students who do not currently hold an RN license may apply to the program in anticipation of licensure. If these applicants meet the eligibility criteria they will be admitted on a conditional basis and will be required to obtain their RN license before beginning their second term in the program.
- Overall average of 3.0 or higher (on a 4.0 scale) in Associate Degree studies.
- A personal essay.
- Admissions interview.

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To meet these requirements, students must take a total of 47 credits in the program, outlined in the table below. This table lists the courses required for completing the BS in Nursing. In addition, the table indicates which courses may be transferred from Bronx Community College and those that must be completed at the School of Professional Studies as part of the major.

General Education (Liberal Arts, Core, Distribution) and other Required Courses
Students holding an AAS degree from Bronx Community College who transfer into the BS in Nursing program will have met the general education requirements as required by CUNY’s Pathways to Degree Completion initiative.
Proposal to Establish a Bachelor of Science in Nursing
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
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TOTAL CREDITS FOR DEGREE: 120
Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success.

- The Academic Director and Directors from both programs will meet annually to review the articulation agreement. They will be expected to review student retention, progress to graduation including transitions between prerequisite and follow-on courses, degree completion, and GPA. Modification or termination of this agreement requires the approval of both Chief Academic Officers of both institutions.

- Should the agreement be modified or terminated, the School of Professional Studies shall honor the terms granted to students who have already transferred into the BSN for a period of four years or graduation, whichever comes first.

- The School of Professional Studies Registrar and the Nursing Program Academic Director shall produce reports of the metrics identified above as well as those suggested in the University's Annual Performance Management Program, which will be circulated to the following groups:

  - At SPS: Dean, Associate Dean for Academic Affairs, Nursing Consortium Faculty, Associate Dean for Administration and Finance, Director of Student Services, Director of Career Services, Director of Admissions and Advisement, and Director of Online Programs at the School of Professional Studies.

  - At Bronx Community College: Chief Academic Officer, Director of Nursing Program, Director of Student Services, Director of Career Services, and Director of Admission and Advisement.

Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisors, Websites

The School of Professional Studies and Hostos will publicize this opportunity for students in print and web-based materials and in marketing information. Additionally both institutions will provide information to their own recruitment staff members as well as staff at the University Office of Admission Services.

Effective Date: Fall 2013

Signatures

Signature of Sending College  Date

Signature of Sending College  Date

Signature of Chief Academic Officer

Date

Signature of Department Chairperson

Date

Dean John Mogulescu  Date

Senior University Dean for Academic Affairs

CUNY School of Professional Studies

Date

Dr. George Otto  Date

Associate Dean for Academic Affairs

CUNY School of Professional Studies
External Evaluation

Note: Dr. Nettleton identified areas within the proposed program that she felt would benefit from additional clarification or that should be strengthened. These suggestions prompted several changes to the program which are reflected in this final proposal.
I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The purpose of the program is clearly articulated – to provide access to a baccalaureate nursing degree program for New York State registered nurses. The organizational structure is not clear. Additional information about how the nursing program will fit into the existing organizational and governance structures of the School of Professional Studies is needed. For example, provide a visual of the current and proposed organizational structure. Clearly identify reporting structure especially for the nursing program administrators, faculty and staff.

Requirements of the program are described but I am concerned about the number of credits that appear to be at the lower level (freshman/sophomore) for this degree completion program.

Formal mechanisms for program administration and monitoring needs more descriptive information if this is a function of the existing School of Professional Studies (SPS). What are the expectations for administrators, faculty and staff for program needs, needs of the SPS and college as a whole? Who will be gathering evaluation data, analyzing same and recommending/implementing program change as needed.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The focus of the purposed program is appropriate to the discipline and reflects recommendations of national nursing organizations regarding the education of baccalaureate prepared nurses.

I would suggest some additional focus on caring for communities and interdisciplinary teamwork by adding a clinical experience (precepted) to the Community Health Nursing course (and increase credit allocation to 4 credits) and increase the emphasis on interdisciplinary teamwork in the leadership course.

3. Comment on the plans and expectations for continuing program development and self-assessment.

The institutional support for this new program needs to be clearly articulated early in the narrative. Need to mention the support from all leadership of the college including president, provost and chief fiscal officer.

Also it would be helpful to clearly define the scope and authority of the Academic Director to lead all aspects of program development and on-going assessment. Can you re-think the staffing mix and have a director, at least 1-2 full time faculty and a support person? Also who will be responsible to develop the courses and who will do instructional design? If these services will be provided from existing services from the SPS then this needs to be described. Will the relationship be such that the Director will have direct access to the academic and student services already existing in the SPS?
4. Assess available support from related programs.
On page 13 and 14 of the proposal existing student services such as academic advisement, library, writing support and tutoring and career services are described. It would strengthen the proposal if you can address how readily all of these services will be to the administrators, faculty, staff and students of the nursing program.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?
Cited several workforce studies that demonstrate the need for more nurses in the workforce now and into the future. Also you can mention that SUNY Empire State’s nursing program has seen significant growth since its inception in 2008. As of fall 2012 the active headcount is almost 700 students, many coming to us from downstate New York.

Did you survey any CUNY associate degree graduates regarding their interest in pursuing their next nursing degree or any employers about the need for an additional RN-BS in nursing completion program options for the region? Do you have data from your AD alumni surveys about intentions to go on for further education that could be added to the proposal? This type of information would also strengthen the proposal.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.
I had a really hard time with this section because it is not clear to me who the faculty are or will be. Who made up the group that developed this proposal? Who developed the curriculum plan and determined the required and elective credit requirements? A description of the faculty or at least the characteristics of the faculty to teach in the program needs to be added to the narrative.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?
This was hard to evaluate as noted above. I would recommend that at least 1-2 full time faculty be hired as well as the program administrator right from the inception of the program. Plans for future staffing are not clear and do not seem to be projected in the budget.

8. Evaluate credentials and involvement of adjunct and support faculty.
Since it was not clear to me who the adjunct and support faculty will be this was difficult to assess.

Also are part-time faculty truly part-time or adjunct? If using a fairly large pool of adjuncts how will these faculty members be oriented to their roles, evaluated on their roles and provided on-going support? Is there an existing orientation and faculty handbook with the SPS that will be used or will these materials need to be developed?

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.
Student support services offered by SPS described on pages 13-14 of proposal narrative. There is no money in the budget for equipment etc. so I am not sure how you plan to provide space, equipment and supplies your faculty and staff will need. Difficult to really comment on the adequacy of physical resources since I did not come to campus.

10. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.
As noted earlier I would recommend a revisit to the proposed budget to adequately resource this new program including both
operating budget and faculty lines.

**IV. Summary Comments and Additional Observations**

11. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

Areas of Strength include commitment of the leadership to SPS, demonstrated need for this educational option for CUNY associate degree graduates, experienced nurse educators on task force that developed the curriculum plan, and many letters of support from local community colleges who would establish articulation agreements with the new program. The online delivery of this program is responsive to the needs of adult learners who are balancing work and family responsibilities.

Areas of Weakness include unclear information about who the administrators, faculty and staff will be and if there are adequate resources to sustain and grow the program.

**Recommendations:**

1. Change the course number and level for NURS 202 Health Assessment, NURS 250 Nursing Research and NURS 201 Introduction to Palliative Care to reflect upper division courses with a 300 or higher designation.
2. Develop a Nursing Informatics course at a 300 level or higher to offer as a core course.
3. For NURS 301 Caring for Diverse Populations in the Community add a precepted clinical experience and make it a 4 credit course.
4. Note in your proposal that HIM 460 is an already existing course in the SPS which is interdisciplinary with a focus on health care delivery systems and therefore very appropriate for the RN-BSN program.
5. Include more information about where faculty and staff will be housed and that they will have private offices, phones, computers etc,
6. Reconsider staffing to include a full time faculty member and a support staff member or if using someone from SPS need to state that in the narrative.
7. Discuss how student services such as admissions, advisement, clerical, clinical coordination and instructional design will be staffed (existing or new).
Letters of Support
August 6, 2012

Dr. John Mongulescu
Senior University Dean of Academic Affairs
Dean, School of Professional Studies
Graduate School and University Center
365 Fifth Avenue, Suite 3300
New York, New York, 10016

Dear Dr. Mongulescu,

I am writing to enthusiastically support your initiative to create a totally new on-line RN-BSN completion program within the School of Professional Studies (SPS), City University of New York. With over 90,000 nurses across the country accessing on-line higher educational advancement at all levels, SPS is adding affordability and accessibility to an evolving form of nursing higher education.

The 2011 IOM report The Future of Nursing: Leading Change, Advancing Health, calls for the nursing profession to achieve an 80% baccalaureate educated workforce by the year 2020. Your proposed program will be instrumental in the New York metropolitan area in achieving that goal. We look forward to collaborating with your faculty and the graduate of this program in advancing the healthcare of all New Yorkers.

Best Wishes,

Jane O’Rourke, RN, DNP, NEA-BC, CENP

Nursing Administration
111 East 210th Street
Bronx, New York 10467
718-925-4725 Office
718-925-1762 Fax
June 6, 2012

John Mogulescu  
Senior University Dean for Academic Affairs  
Dean, School of Professional Studies  
City University of New York  
101 West 31st Street  
New York, NY 10001

Dear Dean Mogulescu:

It is with great pleasure that I write this letter of support for the online Baccalaureate completion program in Nursing within CUNY.

An online BSN program will allow access to learning for those individuals who are unable to pursue continued nursing education in a traditional setting. In keeping with national trends in nursing education, CUNY would join those schools of nursing and programs already providing this online pathway to the attainment of the bachelor degree, which has been identified as significant to improving patient safety outcomes in clinical settings.

This CUNY initiative online program will impact the current focus to increase the number of graduates at the baccalaureate level. Shaping the future of the nursing profession has been identified by the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation (RWJF) as being able to occur by increasing the percentage of Registered Nurses (RNs) with baccalaureate degrees to 80% by the year 2020. The creation of an online program indicates recognition of the value to provide an alternate pathway to the traditional education of nurses which will allow access to higher education.

The online program will be beneficial for nurses in that it will allow those in the workforce the opportunity to pursue an education at their pace while maintaining their employment. The program will allow students in CUNY to pursue the baccalaureate as well as those outside of the CUNY system which will help to promote diversity amongst the student population.

With the increase focus on the need for the associate degree nurse to obtain a bachelor's degree in the public and professional arena, many of the traditional programs may not be able to keep up with the vast number of applicants to the programs; an online program would provide a viable alternative. The fact that there is an opportunity for the students to apply without licensure, and begin course work is advantageous in that student enrollment in a
A baccalaureate program may help to increase their opportunities for hire while helping to increase the number of registered nurses in the workforce that have the credentials desired in the current health care setting.

Most importantly, the program helps to address the provision of varied technological education methods that promote student learning which can meet the needs of a more diverse student population. Lastly, as emphasis is currently placed on the nursing student having increased exposure to informatics, an online program is the start to the acquisition of technological skills and capabilities that will prove useful to the graduate upon entrance into the workforce.

Sincerely,

[Signature]
Deborah C. Morris, MA, RN
Chairperson
The Department of Nursing & Allied Health Sciences
June 10, 2012

John Mogulescu
Senior University Dean for Academic Affairs
Dean, School of Professional Studies
City University of New York
101 West 31st Street
New York, NY 10001

Dear Dean Mogulescu,

I am pleased to write this letter in support of the School of Professional Studies online Baccalaureate completion program in Nursing within the City University of New York.

The Online Baccalaureate in Nursing offers busy adults the opportunity to obtain a high-quality bachelor's degree while balancing career and personal obligations. This online program will provide access for those students who might not have the ability to pursue their education in the traditional manner.

The ways in which nurses were educated during the 20th century are no longer adequate for dealing with the realities of health care in the 21st century. As patient needs and care environments have become more complex, nurses need to attain requisite competencies to deliver high-quality care. To respond to these increasing demands, the IOM committee calls for nurses to achieve higher levels of education and suggests that they be educated in new ways that better prepare them to meet the needs of the population. This CUNY initiative aligns and supports the Institute of Medicine’s recommendations to increase the proportion of nurses with a baccalaureate degree to 80% by the year 2020.

This accredited baccalaureate program will use the current technology to provide an online, flexible and convenient way for working nurses to complete their baccalaureate degree.

Sincerely,

Kathleen Karsten, MS, RN-BC
Director, Nursing Programs
LaGuardia Community College
June 14, 2012

John Mogulescu  
Senior University Dean for Academic Affairs  
Dean, School of Professional Studies  
City University of New York  
101 West 31st Street  
New York, NY 10001

Dear Dr. Mogulescu:

As Chairperson of Queensborough Community College’s nursing program, I write to you in full support of the Articulation Agreement for the RN to BS Nursing program, initiated by the City University of New York, School of Professional Studies.

This program will allow students to progress immediately on to their baccalaureate degree, in a seamless, timely fashion and at an affordable tuition rate. Clinical agencies are increasingly requiring that RN’s receive a baccalaureate degree. The present number of seats available for Associate degree RN’s is limited. This program would alleviate wait time for students desiring to further their education and provide more opportunities in securing employment, in the current job market.

I believe this program will provide many opportunities for our students at Queensborough, to advance within the profession of Nursing and to continue to provide the best care possible, to their future patients.

Sincerely,

Anne Marie Menendez MS APRN CNE  
Professor/Chairperson
Faculty Curriculum Vitae

This section contains the first two pages of the Curriculum Vitae for the following faculty:

- Patricia Burke
- Patricia M. Dillon
- Arlene T. Farren
- Keville Frederickson
- Karin Freas Gapper
- Joanne Lavin
- Maureen Sroczynski
- Maureen Wallace
THE CITY UNIVERSITY OF NEW YORK

CURRICULUM VITAE

Patricia Burke

Queensborough Community College

COLLEGE HIGHER EDUCATION

<table>
<thead>
<tr>
<th>NAME OF INSTITUTION</th>
<th>DATED ATTENDED</th>
<th>DEGREE &amp; MAJOR</th>
<th>DATES CONFERRED</th>
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<tbody>
<tr>
<td>Capella University</td>
<td>2007</td>
<td>PhD in Education</td>
<td>2011</td>
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<tr>
<td>Columbia University</td>
<td>1992</td>
<td>MSN Nursing</td>
<td>1996</td>
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<tr>
<td>Pace University</td>
<td>1988</td>
<td>BSN Nursing</td>
<td>1991</td>
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ADDITIONAL HIGHER EDUCATION AND/OR EDUCATION IN PROGRESS

<table>
<thead>
<tr>
<th>NAME OF INSTITUTION</th>
<th>DATES ATTENDED</th>
<th>COURSEWORK, ETC.</th>
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<tbody>
<tr>
<td>Queensborough C. College</td>
<td>2006</td>
<td>GRE review course</td>
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<tr>
<td>Fairleigh Dickinson University</td>
<td>1998</td>
<td>Legal Nurse Certificate</td>
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</table>

TEACHING EXPERIENCE (Other than QCC)

<table>
<thead>
<tr>
<th>NAME OF INSTITUTION</th>
<th>DATES</th>
<th>TITLE</th>
<th>DEPARTMENT</th>
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<tbody>
<tr>
<td>Touro University</td>
<td>2012</td>
<td>Adjunct Lecturer</td>
<td>Nursing</td>
</tr>
<tr>
<td>Adelphi University</td>
<td>2007- Present</td>
<td>Adjunct</td>
<td>Nursing</td>
</tr>
<tr>
<td>Holy Name Hospital</td>
<td>1995</td>
<td>Clinical Instructor</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>NYPH</td>
<td>2004</td>
<td>Director of Nursing</td>
<td>Obstetrics</td>
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</table>

NON-TEACHING EXPERIENCE

<table>
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<th>NAME OF INSTITUTION</th>
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<th>TITLE</th>
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<tr>
<td>St. Mary’s Hospital</td>
<td>2004 to 2007</td>
<td>Nurse Care Coordinator</td>
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<tr>
<td>NY Presbyterian Hospital</td>
<td>2000 to 2004</td>
<td>Clinical Nurse 1 Labor &amp; Delivery</td>
</tr>
<tr>
<td>Winthrop University</td>
<td>1999 to 2000</td>
<td>Staff Nurse</td>
</tr>
<tr>
<td>Holy Name Hospital</td>
<td>1995 to 2007</td>
<td>Med-Surg Nursing Supervisor</td>
</tr>
<tr>
<td>Englewood Hospital</td>
<td>1993-1996</td>
<td>Perinatal Nurse Manager</td>
</tr>
<tr>
<td>Maimonides Medical Center</td>
<td>1986-2000</td>
<td>Nurse Liaison</td>
</tr>
<tr>
<td>Perivale Maternity Hospital</td>
<td>1984-1986</td>
<td>Staff Nurse, Staff Midwife</td>
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</tbody>
</table>

LICENSES:

NJ  State RN: NR83028
NY  State RN: 396415

CERTIFICATIONS:

Certified Nurse Educator: National League for Nursing 2010-Current
Inpatient Obstetric Nursing Certificate: NAACOG 1998-Current

Proposal to Establish a Bachelor of Science in Nursing
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
Approved by the School of Professional Studies Governing Council, September 27, 2012
95
ACADEMIC AND PROFESSIONAL HONORS


Grant recognition: QCC 2010-2011
Mistress of Ceremonies June, 2011
Grant recognition: QCC 2009-2010
National League for Nursing: Doctoral Student Recognition September, 2010
Mistress of Ceremonies, QCC Candelighting ceremony June, 2010
STEP recognition: QCC May, 2010


Mistress of Ceremonies, QCC Candelighting ceremony June, 2009
STEP recognition: QCC June, 2009
Grant recognition: QCC 2008-2009
National League for Nursing: Doctoral Student Recognition September, 2009
STEP recognition: QCC June, 2008
Grant recognition: CUNY Board of Trustees 2008


Grant recognition: QCC 2007-2008
STEP recognition: QCC June, 2007

PUBLICATIONS (LAST FIVE YEARS ONLY)


PUBLICATIONS, Contd (LAST FIVE YEARS ONLY)

NURSING VITAE

Patricia M. Dillon
PDILLON@lagcc.cuny.edu
ProfPatD@yahoo.com
(718) 582-5774 (Work)
(516) 976-9843 (Cell)

Biographical Data

Birth date: October 6, 1953, Bronx, NY
US Citizen, Italian-American Heritage

Licensure &. Registered Nurse-License # 285756 (current)
Certification. Certified Professional Rescuer CPR (current)
. IV Certification: Central & Peripheral Lines, 10/99
. Certified in use of 3M TB. Air Purifying Respirator Mask, 11/94
. Primary Nurse Practitioner, 1976

Education. New York University School of Education, Health, Nursing and Arts,
NYC (NY), MA in Nursing (Major: Administration, Minor: Teaching, 1983
. Herbert H. Lehman College, Bronx (NY), BS in Nursing, Prepared as a Primary Care
Nurse Practitioner in accordance with the National League of Nursing, 1976

Grants/Awards/. Induction into NYSNA Leadership Institute, 2006

Citations. Received New York State Nurses Association (NYSNA) Student Choice Award, 2004.
. Awarded Ruth W. Harper Distinguished Service Award for Commitment to Professional
Excellence and Leadership, NYSNA, District 14, NACLI, November 29, 2001
. Received Official Recognition of Achievement Certificates from the US House of
Representatives and the NY State Assembly
. Awarded Research Foundation Grant of $25,000 to update Nursing Computer Lab.
Proposal to Establish a Bachelor of Science in Nursing
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
Approved by the School of Professional Studies Governing Council, September 27, 2012

Proposed: CUNY School of Professional Studies

Proposal to Establish a Bachelor of Science in Nursing

. Community Citation from Mayor of Incorporated Village of Floral Park – Senior Citizen Vaccination Immunization Program, Village of Floral Park Volunteer Fire Department.

. Plaque of Appreciation from Rescue Company, Floral Park Fire Department for workshop update in Emergency Childbirth for EMTs, Paramedics and Firemen.

. Awarded NYS Regents College Scholarship

Professional . Appointed to CUNY Nursing Discipline Council and Associate Degree Council, NYS-2005

Organizations . Elected NYSNA Delegate to American Nurses Association (ANA) -2005 to 2006

. Elected to NYS Ed. Board of Nursing as Auxiliary Member-Morale Board from 07/01- 6/05.

. Appointed Chair of Council on Nursing Practice, New York State Nurses Association, 2001-02.


. Member of American Nurses Association (ANA) from 1989 to present

. Member of NYSNA Nurse Educators Functional Unit, 1985- present

. Member of National League for Nursing (NLN), 1985- present

Experience . LaGuardia Community College, Long Island, City, NY (1989 to present)

Positions: Clinical/Simulation Coordinator, Fall 2011; Deputy Chair; Nursing/NAS 2007-2011; Director, 2005-06; Interim Director, 2005; Professor of Nursing responsible for clinical agency rotations and computer simulations; Teaching specialization in Parent-Child Health; other instructional courses: Medical-Surgical Nursing (clinical, lecture and lab), Functional Pathology (lecture), Introduction to Nursing (lecture and labs), Perspectives of Nursing (lecture), and Psych-Mental Health (labs). Designed and maintain online course content in Blackboard.

Clinical work: Student Rotations: Bellevue Hospital, NYC; Peds - 8N, Elmhurst Hospital, Queens: OB-A8, B8 &

. Peds- A7, B7, North Shore at Forest Hills: on OB units, and Jamaica Hospital, Queens-

. Med-Surg.: 3N, 3S & Respiratory ICU.
Proposal to Establish a Bachelor of Science in Nursing
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, September 13, 2012
Approved by the School of Professional Studies Governing Council, September 27, 2012

The College of Staten Island/CUNY
CURRICULUM VITAE
Date of preparation September 2011

1. NAME Arlene T. Farren, RN; PhD; AOCN, CTN-A

   CURRENT TITLE Associate Professor
   DEPARTMENT Nursing

   CURRENT SALARY $85,356

2. RECOMMENDATION FOR (check one)

   EFFECTIVE DATE ________________________

   ____ Initial appointment
   ____ First Reappointment
   ____ Second Reappointment

   ____ Third Reappointment
   ____ Fourth Reappointment
   ____ Fifth Reappointment

   ____ Tenure
   ____ Promotion to Associate Professor
   ____ Promotion to Professor with Tenure
   ____ Promotion to Senior CLT

3. HIGHER EDUCATION

   University                  Years                  Degree                                               Conferred
   New York University,       1993-2006,             PhD, Research and Theory Development in Nursing,      9/06
                                 Minors in Nursing Education and Administration
   State University of New York, 1977-1979, BS with Major in Nursing, 5/79
   Long Island College Hospital School of Nursing, 1975-1977, AD with Major in Nursing, 5/77

LICENSURE

   New York State             Registered Professional Nurse 297413
   New Jersey                Registered Professional Nurse NR 7144

CERTIFICATIONS

   • Oncology Nursing Certification Corporation: Advanced Oncology Certified Nurse (AOCN) Expiration: 2013
   • Transcultural Nursing Society Credentialing Commission: Certified Transcultural Nurse-Advanced (CTN-A) Expiration 2014

4. EXPERIENCE

   TEACHING (or counseling or library experience, as appropriate)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>FT/PT</th>
<th>Department</th>
<th>Tenure Status</th>
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<tbody>
<tr>
<td>College of Staten Island</td>
<td>2011-Present</td>
<td>Associate Professor</td>
<td>Full</td>
<td>Nursing</td>
<td>Tenured 8/00</td>
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<td></td>
<td>1993-2010</td>
<td>Assistant Professor</td>
<td>Full</td>
<td>Nursing</td>
<td>Tenured 8/00</td>
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<tr>
<td></td>
<td></td>
<td>(1993-95 served as Substitute Lecturer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY Graduate Center</td>
<td>2011-Present</td>
<td>Associate Professor</td>
<td>PT</td>
<td>Nursing</td>
<td>N/A</td>
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<tr>
<td>New York University</td>
<td>2001-2002</td>
<td>Adjunct</td>
<td></td>
<td>Nursing</td>
<td>N/A</td>
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<tr>
<td>Felician College</td>
<td>1989-1991</td>
<td>Assistant Professor</td>
<td>Full &amp; PT</td>
<td>Nursing</td>
<td>Non-tenured</td>
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<tr>
<td>Wagner College</td>
<td>1989</td>
<td>Adjunct</td>
<td>PT</td>
<td>Nursing</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Memorial Sloan Kettering Cancer Center 1992-1993 Clinical Nurse Specialist/Manager
Maimonides Medical Center 1988-1999 Assistant Director of Nursing for Recruitment & Retention Nursing Care Coordinator, Community Mental Health, Staff Nurse (PT)
Memorial Sloan Kettering Cancer Center 1986-1988 Nurse Clinician
Victory Memorial Hospital 1984-1986 Administrative Supervisor
New York Hospital/Payne Whitney Clinic 1983-1984 Research Nurse
Memorial Sloan Kettering Cancer Center 1979-1983 CNI, II, III
Long Island College Hospital 1977-1979 Staff Nurse-Oncology

5. ACADEMIC AND PROFESSIONAL HONORS

2010 NANDA International, Unique Contribution Award
2009 Sigma Theta Tau International, Mu Upsilon Chapter, Mary Mastandrea Humanitarian Award
2008 College of Staten Island Club Commission, Advisor of the Year Award
2001 Martha E. Rogers Scholars Fund, Doctoral Student Scholarship
2000 Sigma Theta Tau International, Upsilon Chapter, Martha E. Rogers Doctoral Student Award
2000 Sigma Theta Tau International, Mu Upsilon Chapter, Excellence in Service Award
1999 SINDA, Society for the Promotion of Standardized Nursing Languages, Unique Contribution Award
1998 Oncology Nursing Society/National Cancer Institute Research Short Course Participant
1997 New York University, Rudin Family Doctoral Student Award
1997 New York University, President’s Service Award
1997 College of Staten Island/CUNY, Junior Faculty Research Award
1996 New York University, Division of Nursing Alumni Association, Outstanding Doctoral Student Award
1996 New York University, President’s Service Award
1992 Sigma Theta Tau International Honor Society in Nursing, Mu Upsilon Chapter, Charter Member
1987 Sigma Theta Tau International Honor Society in Nursing, Upsilon Chapter
1987 Kappa Delta Pi International Honor Society in Education, New York University Chapter
1977 Long Island Hospital School of Nursing, Mabel Beers Harkness Award & Valedictorian

6. Peer-Reviewed Grants

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th>Title of Proposal</th>
<th>Amount</th>
<th>Direct vs. Total</th>
<th>Date Submitted</th>
<th>PI or Co-PI</th>
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<tbody>
<tr>
<td>BHAM</td>
<td>Visiting Scholar Program</td>
<td>$50,000</td>
<td>N/A</td>
<td>9/11</td>
<td>Co-PI (Pending)</td>
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<tr>
<td>WDI</td>
<td>On-site RN to BS Completion</td>
<td>$3,500</td>
<td>N/A</td>
<td>8/11</td>
<td>Co-PI (Not Funded)</td>
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<tr>
<td>CUNY</td>
<td>Telehealth &amp; Simulation</td>
<td>22,652</td>
<td>N/A</td>
<td>February 2011</td>
<td>Co-PI Awarded</td>
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<tr>
<td>Brooklyn Home</td>
<td>The Center for Nursing</td>
<td>$100,000</td>
<td>N/A</td>
<td>September 2010</td>
<td>Co-PI Awarded</td>
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<tr>
<td>For Aged Men</td>
<td>Care of Older Adults</td>
<td></td>
<td></td>
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<tr>
<td>Oncology Nursing Society</td>
<td>Chapter Grant</td>
<td>$1,000</td>
<td>N/A</td>
<td>June 2009</td>
<td>PI (Not Funded)</td>
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<td>CSI</td>
<td>CELT Mini Grant</td>
<td>$1,000</td>
<td>N/A</td>
<td>Fall 2005</td>
<td>Co-PI Awarded</td>
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7. REFEREED PUBLICATIONS (Title of publication, where published or exhibited, date(s), in reverse chronological order, publisher, pagination)

PRINT AND ELECTRONIC

BOOKS

DISSERTATION

(UMI No. 3289579) (pp. 224)
Keville C. Frederickson, EdD, RN, FAAN

Date of Preparation: September, 2011

Lehman College
City University of NY
Department of Nursing
Bedford Park Blvd. West
Bronx, NY, 10468-1589
Work: (718) 960-8378
keville.frederickson@lehman.cuny.edu
kfrederickson@gc.cuny.edu

Education
2004 Level Two Certificate, Spanish, Language Institute, Monterrey Mexico
1975 Ed.D., Curriculum and Instruction in Nursing, Teachers College, Columbia University
1971 M.Ed., Psychiatric/Mental Health Nursing, Teachers College, Columbia University
1964 B.S., Clinical Nursing, Columbia University.

Licensure
Registered Nurse: New York #174555
Marriage and Family Counselor: New Jersey #325

Professional Organizations and Societies
North American Collaborative of Nursing and Allied Health, Executive Director 2004-2008
American Academy of Nursing (elected), 1991-present
National Academies of Practice (elected), 1992-2001
Roy Adaptation Association (founding member) 1991-present
Eastern Nursing Research Society of North Eastern Organization of Nursing, 1987-present
Sigma Theta Tau, National Honor Society for Nursing, Delta Zeta & Upsilon Chapters, Dual Membership, 1985-present; Charter Member
Council of Nursing Research, American Nurses' Association, 1980- 2000
American Nurses' Association, 1976-present
New York State Nurses' Association, 1976-present

Academic Appointments
2009- External Evaluator, PhD Programs in nursing, NY State Department of Education
2007- External Evaluator, PhD Program, Queensland University of Technology, Brisbane, Australia
2006- Faculty Fellow, Office of the University Dean for Health and Health Services
2005- Director, Doctoral Program in Nursing, Graduate Center, City University of New York. (Consortium with CSI, Hunter and Lehman Colleges)
2001- Professora Afiliada, Doctoral Program, Universidad Autonoma de Nuevo Leon, Doctorado de Postgrado
2001- External Evaluator, DrPH Program, Columbia University, School of Public Health
1991- Visiting Professor, Doctoral Program, Teachers College, Columbia University, Department of Nursing
1985- Director Research and Scholarship (2003- ); Director Graduate Programs (1985-90; 1994-) and Professor, Lehman College of the City University of New York, awarded early tenure 1988
1983-85 Professor and Associate Dean for Faculty and Academic Affairs, Lienhard School of Nursing, Pace University, Pleasantville, NY
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1979-83  Director, Center for Continuing Education and Associate Professor (tenured), Division of Nursing, New York University
1974-79  Assistant Professor, Undergraduate and Graduate Programs, New York University, Division of Nursing
1971-75  Assistant Professor and Chairperson, Psychiatric Nursing, Columbia University, Department of Nursing
1973  Lecturer, School of Public Health and College of Physicians and Surgeons, Columbia University
1967-69  Instructor, Columbia University, Department of Nursing, College of Physicians and Surgeons; Medical-Surgical Nursing.

Hospital and Agency Appointments
2005-10  Commission on Graduates of Foreign Nursing Schools, Research and Evaluation Committee.
2000-02  Montefiore Medical Center, Advisor, VP for Nursing
1999-   Bronx Lebanon Hospital, Nursing Advisory Group, member
1999-   Bronx Information Network, Advisory Group, member
1994-98  New York Heart Association, Research Review Committee
1992-97  IRB Unit Committee for Columbia Medical Center Department of Nursing, New York City
1991  Consultant to Nursing Administrators and Clinical Staff, Implementing Adaptation theory, New England Deaconess, Boston, MA
1990-91  Consultant to Directors of Pediatric Nursing, Implementing Adaptation theory, Bronx Municipal Hospital, Bronx, NY
1988-93  Clinical Nurse Scientist, Montefiore Medical Center, Bronx, N.Y., Joint appointment.
1985-91  Research Advisor on Adaptation theory to Corporate Nursing Department, New York City Health and Hospital Corporation, New York, NY
1984-87  Research Advisor, Montefiore Medical Center, Division of Nursing, Bronx, NY
1984-86  Research Advisor, Greenwich Hospital, Department of Human Resources, Greenwich, CT
1983-85  Consultant to Administrative Staff, Soundview Health Center, Bronx, NY.
1976-78  Consultant to Crisis Counselors, National Organization of Women, Monmouth County, NJ
1976-79  Consultant to Nursing Administrators, Adaptation and Problem Clients, the Jewish Home and Hospital for the Aged, Bronx, NY
1975-81  Private practitioner, part - time, as group, individual and family nurse psychotherapist. New York City and Red Bank, New Jersey.
1975-77  Consultant to Mental Health Administrators, Adaptation and Problem Clients, South Amboy Memorial Hospital Community Mental Health Center, South Amboy, NJ
1974-76  Consultant to Counselors, Harvest Student Crisis Center, New York University, New York, NY
1973-74  Consultant for Medical and Public Health Students, Providing Health Care in Community Outreach Agencies for the Elderly, Columbia University, College of Physicians and Surgeons and School of Public Health.
1970-71  Instructor/Clinical Specialist, Columbia -Presbyterian Hospital Medical Center
1964-67  Staff Nurse, Columbia-Presbyterian Hospital, Medical Center; Neurology, Neurosurgical Intensive Care Unit and Rehabilitation; Head Nurse, Ophthalmology

Honors and Awards (including election to select professional societies)
2005  Distinguished Nurse Researcher Award, New York State Nurses Association
2004  R Louise McManus Award, Lifetime Achievement, Columbia University, Teachers College Nursing Alumni
2004  Hispanic Educational Telecommunications Systems award for “Faculty Leadership in Collaborative Initiatives"
EDUCATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>Attended</th>
<th>Degree and Major</th>
<th>Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers College</td>
<td>9/01 – 5/06</td>
<td>Ed.D. Nursing Education</td>
<td>5/06</td>
</tr>
<tr>
<td>Columbia University</td>
<td></td>
<td></td>
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<tr>
<td>New York, New York</td>
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<tr>
<td>Catholic Univ. of America</td>
<td>9/70 - 6/72</td>
<td>M.S. Nursing</td>
<td>6/72</td>
</tr>
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<td>Washington, D.C.</td>
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</tr>
<tr>
<td>Hunter College of the City</td>
<td>9/68 - 6/70</td>
<td>B.S. Nursing</td>
<td>6/70</td>
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<tr>
<td>University of New York</td>
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<tr>
<td>New York, New York</td>
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<tr>
<td>St. Luke’s Hospital</td>
<td>9/62 - 6/65</td>
<td>Diploma Nursing</td>
<td>9/65</td>
</tr>
<tr>
<td>School of Nursing</td>
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<tr>
<td>New York, New York</td>
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</tr>
</tbody>
</table>

LICENSE AND CERTIFICATION

Registered Nurse, New York State, License #185050, 1965 – present
Certified Nurse Educator, National League for Nursing, 2006 – 2011

EXPERIENCE

TEACHING

2010- Present Adjunct Associate Professor
Queensborough Community College
[Retired] Course: Societal Forces in Nursing (first Hunter College course offered at Queensborough as part of dual-entry AAS-BSN program).

2008-2010 Adjunct Associate Professor
Queensborough Community College, Bayside, N.Y.
[Retired] Course: Issues and Trends in Nursing (professionalization course taught in the last semester of an associate degree program).
Adjunct Associate Professor of Nursing Education
Teachers College, Columbia University, New York, NY
Course: Colloquium in Nursing Education: Developed and taught this doctoral level seminar that addressed issues related to the role of the nurse educator.

1993- 2008 Associate Professor
Queensborough Community College, Bayside, NY
Courses: Fundamentals of Nursing (first semester), Medical-Surgical Nursing (second semester), Issues and Trends in Nursing (last semester) clinical and classroom teaching.

1992-1993 Substitute Assistant Professor
Queensborough Community College, Bayside, NY
Course: Medical-Surgical Nursing (second semester). Clinical and classroom teaching.

1991-1992 Adjunct Assistant Professor
Queensborough Community College, Bayside, N.Y.
Course: Medical-Surgical Nursing (second semester) clinical teaching.

1977-91 Assistant Clinical Professor
Adelphi University, Garden City, NY
Course: Medical-Surgical Nursing (third year of a 4-year generic baccalaureate program) clinical teaching. Also team taught an RN Refresher course that included both classroom and clinical teaching.

1972-75 Instructor
Columbia University School of Nursing, New York, NY
Course: Medical-Surgical Nursing; (third year of a 4-year generic baccalaureate program) clinical and classroom teaching. Member of a faculty team that revised third year curriculum as part of a total program revision.

1966-67 Instructor
St. Luke’s Hospital School of Nursing, New York, NY
Course: Medical-Surgical Nursing (last year of a 3-year diploma program) clinical and classroom teaching.

NURSING

1989-90 Private Duty Nurse, Garden City Registry for Nurses, Garden City, NY
1971 Staff Nurse, Team Leader, Oncology, Providence Hospital, Washington, D.C.
1968-70 Staff Nurse, Night Float, St. Luke’s Hospital, New York, NY
1968-70 Office Nurse, Dr. Richard Stark (plastic surgeon), New York, NY
1967-68 Instructor, In-service Education Dept., St. Luke’s Hospital, New York, NY
1965-66 Night Charge Nurse, St. Luke’s Hospital, New York, NY
Joanne Lavin
444 East 86 Street 212-628-3432
New York, N. Y. 10028

EDUCATION:
1990 EdD Nursing Education Teachers College Columbia University
1982 MEd Nursing Education Teachers College Columbia University
1980 BS Nursing Regents College
1975 MS Community Health Education Hunter College
1972 BS Biology Marymount Manhattan College
1965 Diploma St, Mary's Hospital School of Nursing

LICENSURE:
Registered Professional Nurse New York State

CERTIFICATION:
ANCC  Clinical Specialist, Adult Psychiatric Nursing

ORGANIZATIONS:
National League for Nursing
New York State Council of Baccalaureate Nursing
CUNY Nurse Discipline Council
QCC Nursing Advisory Board
St. Paul's School of Nursing Advisory Board
CUNY School of Professional Studies- RN to BS Curriculum Development Committee

EDUCATION ADMINISTRATION
2010-  Director Nursing Programs York College
2008- 2010 Chairperson Nursing Department Kingsborough Community College
2003- 2005 Co-chair KCC Middle States Re-accreditation Committee
1996- 2006 Deputy Chairperson Nursing Department Kingsborough Community College

TEACHING EXPERIENCE:
2010-  Professor York College
1997- 2010 Professor Kingsborough Community College
1991- 1997 Associate Professor Kingsborough Community College
1985- 1991 Assistant Professor Kingsborough Community College
1984- 1985 Assistant Professor L.I.C.H. School of Nursing
1977- 1984 Instructor Continuing Education LaGuardia Hospital
1978- 1984 Adjunct Instructor Continuing Education B.M.C.C.

TESTING AND MEASUREMENT:
1995-  Test Consultant National League For Nursing: Assessment and Evaluation Unit
January 1997 Test Bank for Comprehensive Psychiatric Nursing, Haber, J. et al. 5th edition Mosby, St. Louis
January 1996 Test Bank for Psychiatric Mental Health Nursing, Fortinash- Holiday Worrel, Mosby St. Louis
1995 Test Consultant Fluid and Electrolytes review series Paradiso, C. Lippincott
1995 Test Consultant Pathophysiology review series Paradiso, C. Lippincott

CLINICAL EXPERIENCE:
1990-1994 Educational Consultant /Facilitator Group Therapy Regent Hospital
1990-1994 Per Diem RN Regent Hospital Psychiatry / Chemical Dependency
1988-1989 Per Diem RN Orthopedic Institute P.A.C.U.
1987-1989 Part Time Inservice Instructor Beth Israel Hospital
1985-1987 Per Diem RN New York Hospital Medical-Surgical Units
1984-1989 Per Diem RN Holy Family Hospital ICU/ Emergency Department
1978-1984 Per Diem RN HIP Emergency Services Triage Nurse
1973-1978 Team Leader RN La Guardia Hospital Emergency Department
HOME CARE EXPERIENCE:
1989-2003 Per Diem RN RAIN Home Attendant Agency
1988-2008 Per Diem RN Caring Neighbor Home Care Agency
1987-1988 Per Diem RN Lenox Hill Hospital Home Health Agency
1986-1989 Per Diem RN Cabrini Home Health Agency

GRANTS:
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2012

PROPOSAL TO ESTABLISH A BACHELOR OF SCIENCE IN NURSING

CONFERENCES/SEMINARS PRESENTED:
May 9, 2012 Keynote speaker, "Nurses Advocating, Leading, And Caring" Queens Hospital Center Nurses' week celebration.
May 16, 2011 Keynote Speaker, "Nurses Trusted To Care" SUNY Downstate Nursing Convocation
June 2008 Developing Multiple-Choice Items to Assess Critical Thinking; NLN
July 11, 1997 Women as Leaders: Perspectives from Business, Education, and Nursing 5th European Congress on Psychology Dublin, Ireland
October 16, 1996 Women as Leaders: Perspectives from Education and Nursing New Rochelle College
April 23, 1996 Women as Leaders: Perspectives from Education and Nursing The Sixth International Interdisciplinary Congress on Women, Adelaide Australia
June 6, 1994 Effects of Student Nurses on Recidivism of Chronic Psychiatric Patients BVAMC Nursing Research Conference
October 1991 Dissertation Study: Correlates of Assertiveness in Female Nurses. Bronx VAMC
1989 Transference/Countertransference Payne Whitney Clinic
1986 Nursing Process Workshop Queens Children Psychiatric Center
1986 Nursing Process Workshop Kirby Forensic Psychiatric Unit
1986 Review Psychiatric Nursing Kirby Forensic Psychiatric Unit

PUBLICATIONS:
- Lavin, J. and Sim, M. in press) Understanding the NCLEX-RN: How to Increase Student Success. Nursing Education Perspectives
- Lavin, J. (1996) Charting With Managed Care in Mind RN.

GRANTS:
- March 2012 Lavin, Joanne and Wright, Renee $12,000 "Nurse-led Healthy Lifestyles initiative at York College.
- March 2012 Lavin, Joanne and Paviltech, Kathleen: $23,620 "Collaborative Health Professions Point of Care Testing" initiative
- 2011-2012 Bai, Xin and Lavin, Joanne $12,000.00 "Workforce Development for Multidisciplinary Collaboration through 3D Simulations." Co-principal Investigator; CUNY Workforce Development Initiative.
- March 2011 $15,000.00 Lavin, Joanne and Menendez, AnneMarie "York-QCC Collaborative Nurse Tutoring Center Initiative." CUNY Academic Affairs.
- March 2011 $44,000.00 Lavin, Joanne "Nursing and Physician Assistant Collaborative Health Professions Initiative" CUNY Academic Affairs.
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MAUREEN SROCZYNSKI
283 East Main Street #15
Norton, MA 02766
(508) 285-7047
msrocz@aol.com

EDUCATION

Doctorate of Nursing Practice
Executive Practice
MGH Institute of Health Professions
2012
Capstone: Collaboration, Communities of Practice and Education Redesign: A Cross Country Perspective

Certificate of Completion
Program on Negotiation
for Senior Executives
Harvard/MIT/Tufts Universities
1994

Master of Science
Nursing Administration
Boston University
1985

Bachelor of Science in Nursing
University of Massachusetts Amherst
1968

PROFESSIONAL EXPERIENCE

Farley Associates, Inc.
Norton, Massachusetts
1999 – Present
President and CEO
Founded management consulting firm that provides broad spectrum of employee relations and management support services to clients in healthcare, education and commercial business organizations. Services encompass interim management services, organization assessment and operational plans; labor relations; organizational development, professional and leadership development.

• Current Project Director, $225,000 Robert Wood Johnson Partners Investing in Nursing Future grant to develop Regional Collaborative for Interprofessional Education linking three medical schools, four colleges of nursing, a college of pharmacy and a school of social work across Massachusetts, New Hampshire and Rhode Island
• Current regional nursing expert for the AARP Center to Champion Nursing in America supporting states across the country to implement Institute of Medicine Report on the Future of Nursing education recommendations, Project Director, $250,000 Robert Wood Johnson Partners in Nursing Grant to develop tri-state (MA-NH-RI) Nursing Education Project focused on faculty scholarships, computerized clinical placement system and education redesign
• Adjunct faculty University of Rhode Island College of Nursing RN to BSN program
• Member Massachusetts Board of Registration in Nursing Collaborative Task Force to develop recommendations for review and approval of nursing education programs
• Formulated organizational communication strategies for healthcare facilities during labor negotiations and other labor situations
• Designed leadership development and team building programs for variety health care organizations and schools of nursing
• Provided technical assistance to Commonwealth Corporation in development and implementation of $2.9 million Department of Labor grant to create statewide Nursing Career Ladder
• Led statewide effort to create Center for Nursing Workforce Development
• Created strategies for more positive work environments in variety of healthcare and business organizations

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• Developed and conducted employee satisfaction surveys
• Assisted organizations in development of collective bargaining strategies to maintain effective union relations
• Conducted interviews with mid- and senior-level administrators and physicians in variety of setting to plan solutions for organizational improvements
• Served as expert witness for Massachusetts Board of Registration in Nursing

Massachusetts Board of Higher Education
Boston, Massachusetts
2004 – 2011

Chief Nursing Consultant
Nursing and Allied Health Initiative
Provided oversight and direction for all statewide initiative projects focused on increasing the supply of nurses and faculty and redesigning nursing education to meet current and future healthcare needs.
• Developed organizational structure for oversight of grants and projects including retention grants, increasing diversity, increasing the use of technology, statewide database for managing clinical placements and increasing nursing education program capacity
• Authored request for proposals for statewide competitive grants
• Developed statewide strategic plan for nursing education
• Coordinated Statewide Nursing Practice and Education Task Force to create framework for future of nursing education and practice including competencies for the nurse of the future
• Led strategic partnership to develop core competencies for allied health care roles
• Developed and analyzed statewide survey on nursing education/practice partnerships
• Organized content and facilitated three statewide summits for education and practice leaders
• Co-director, Massachusetts Education Capacity Summit Team, sponsored by Robert Wood Johnson Foundation, AARP Center to Champion Nursing, and U.S. Department of Labor
• Provided external reviews for approval of nursing degree granting programs

UMass Memorial Medical Center (761 beds)
Worcester, Massachusetts
1998 – 1999

Vice President, Post Acute Operations, and
Executive Director, Health Ventures
Reported to Senior Vice President of merged systems of University of Massachusetts Medical Center and Memorial Hospital and Board Chairman Health Ventures Corporation. Responsible for general management and operation oversight for cross campus Home Health and Hospice, Rehabilitation and Pulmonary Service, sub-acute and long term care facility. and for development of Bone Marrow Donor Registry, Lab Outreach Program and joint ventures of Magnetic Imaging Center and Acute Rehabilitation Hospital.
• Member, senior operational leadership team
• Coordinated tax exempt bond refinancing of $10 million mortgage for long-term care facility
• Negotiated $2.3 million dollar HUD operation loss loan for long-term care facility
• Restructured financial operations and leadership structure of long-term care facility
• Designed management consolidation for Home Health Service operations
• Integrated multiple campus rehabilitation services
• Consolidated hospital-based Transitional Care unit into long-term care facility
• Chaired integration team to develop post-acute continuum of care
• Chaired Board of MRI Center
• Restructured operations and revamped programs to improve efficiency, effectiveness and financial performance of Ventures Corporation

University of Massachusetts Medical Center (371 beds)
Worcester, Massachusetts

Executive Director, UMass Health Ventures, Inc. 1996-1998
Reported to COO, Clinical System and Board Chair, UMass Health System Ventures, Inc. Responsible for planning and start-up of new programs and business to benefit system.
Maureen Wallace Ed. D, RN  
95 Mystic Drive  
Ossining, NY 10562  
(914) 762-3820  
maureen95@optimum.net (home)  
Maureen.Wallace@mail.cuny.edu (work)

Higher Education

Teachers College, Columbia University  
Ed.D. Nursing

Adelphi University  
MS Nursing

Hunter College  
BS Nursing

City University of New York (2009-present) as a faculty fellow in the Office of the Dean of Health Sciences, working on development of dual degree programs in nursing for the community colleges in the Bronx in collaboration with Lehman College. Also involved with the development of a totally on line RN-BSN completion program through the CUNY School of Professional Studies, scheduled to be operational, Fall 2014

Queensborough Community College/ CUNY (1984 – June 2008) – Professor, Dept. of Nursing  
Chairperson, Department of Nursing (1999-2008)  
Responsible for the overall functioning of the nursing curriculum which annually enrolls 350 clinical students.  Job description includes, but is not limited to, overseeing of the curriculum and curriculum revision, hiring and assignment of department faculty, evaluation of faculty and annual review, management of the department budget.

Project Director and Principal Investigator (1993-1996)  
Nursing Education Opportunities for Individuals from Disadvantaged Backgrounds. This grant was a three-year, $600,000 Federal Grant (PHS 827), which enabled us to intervene with “at risk” nursing students in our program. In addition to research, job included responsibility for hiring of faculty and tutorial personnel, purchasing and payroll.

Assistant to the Dean of Academic Affairs (1989-1991) Worked to increase the Nursing Education offerings of the college through Continuing Education. Coordinated all day gerontology nursing conference for the nursing community in Queens using both QCC faculty and clinical experts. Successful in obtaining New York State Nurses Association approval for CEU contact hours for the above conference and five additional courses for a total of 22.2 contact hours.

B. Teaching Experience

1984- present --Queensborough Community College, CUNY

1981-1984  Adelphi University - adjunct faculty both part time and full time, lecture and clinical
C. Other Professional Experience

2011-present  Northeast Regional Expert – CCNA/AARP - consultant contracted by Center to Champion Nursing in America (CCNA), a division of AARP, working with Robert Wood Johnson to facilitate the implementation of Standard 4 of the 2010 IOM Report: *Future of Nursing: Leading Change, Advancing Health* focused on increasing the number of baccalaureate nursing graduates to 80% by the year 2020

2011-2014  Project Director (NY)-PIN6 - grant to extend RIBN work to other branches of the CUNY system – specifically the Bronx campuses

2007-2010  Project Consultant (PIN -3) - worked on RWJ/PIN grant to Regionally Increase the Number of Baccalaureate Nursing graduates (RIBN) in New York, project consultant

2008- 2010 Excelsior College – established a clinical testing site and functioned as site coordinator at New York Hospital of Queens

2004-2010 CW Post, LIU – advisory board member to Department of Nursing

2005-2008 Touro College – advisory board member to department of nursing

1997-1998 Hospice Care Network of Long Island -  per diem nurse

1988 - 1994 Regents College University of the State of New York, - clinical examiner

1974-1979 Winthrop University Hospital - staff nurse, SICU

1970-1974 Queens Hospital Center – staff nurse, SICU, MICU, CCU

1968-1969 Veteran’s Hospital, NYC – staff nurse, medicine

D. Professional Organizations and Activities

American Nurses Association (ANA) -member

Reviewer: *Journal of Nursing Education* (2009-present)

Virtual Hospital grant – 2006 – $35,000obtained from Verizon and Roslyn Savings to develop simulation space including headwalls, 4 mannequins and assorted equipment simulating a real hospital setting

Task Force Member: NYS Task Force on Nursing Articulation- Helene Fuld Grant -2003-2004

Board Member: NYS Associate Degree Nursing Council 2002-2006

Member: CUNY Nursing Discipline Council 1999- present

Round Table Participant: New York State Nursing Shortage Crisis – Summer 2004

Sigma Theta Tau – member 1981- present

President: Sigma Theta Tau, Alpha Omega Chapter 2003-2004

President-elect: Sigma Theta Tau, Alpha Omega, 2002-2003

Nursing Education Alumni Association (NEAA)

Teachers College, Columbia University member 1995- present

National League for Nursing (NLN) – member 1988-present
# Competitive Analysis Worksheet

<table>
<thead>
<tr>
<th>Institution and division (if applicable)</th>
<th>Program Title</th>
<th>Tuition</th>
<th>Target Audience(s)</th>
<th>In person, online or both?</th>
<th>Credit or non-credit?</th>
<th># of courses for completion</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Downstate Medical Center</td>
<td>BS Completion Program</td>
<td>$220/credit for NYS $597 for out of state</td>
<td>Registered nurses with Associate degree seeking BS degree</td>
<td>In person</td>
<td>credit</td>
<td>65 credits upper division, 125 for degree</td>
<td>CCNE accredited</td>
</tr>
<tr>
<td>NYU/ College of Nursing</td>
<td>BS in Nursing for RN's</td>
<td>$1218/credit</td>
<td>Registered nurses with Associate degree seeking BS in Nursing</td>
<td>In person</td>
<td>credit</td>
<td>13 nursing courses( 64 credits at NYU – degree 128 credits</td>
<td>Accredited by Commission on Collegiate Nursing Education (CCNE)</td>
</tr>
<tr>
<td>Hunter College/CUNY</td>
<td>RN Pathway</td>
<td>$230/credit</td>
<td>Same</td>
<td>In person</td>
<td>Credit</td>
<td>9 nursing courses(30 credits 30 credits in gen ed.(total 120)</td>
<td>Accredited by CCNE</td>
</tr>
<tr>
<td>Pace University</td>
<td>Bachelor’s Degree Completion Program</td>
<td>$680/credit</td>
<td>same</td>
<td>In person/online(blended)</td>
<td>credit</td>
<td>9 nursing courses(30 credit) up to 26 gen ed. (total 120)</td>
<td>Accredited by CCNE</td>
</tr>
<tr>
<td>Empire State College/ SUNY</td>
<td>RN to BS in Nursing</td>
<td>$232/ Credit NYS $325 out of state</td>
<td>same</td>
<td>On-line</td>
<td>credit</td>
<td>40 upper division nursing courses(10 courses plus gen ed. for 128 cr.</td>
<td>Accredited by CCNE</td>
</tr>
<tr>
<td>Excelsior College</td>
<td>RN Completion Program</td>
<td>By exam $305/exam plus fees</td>
<td>same</td>
<td>Online plus in person clinical exam</td>
<td>credit</td>
<td>Depends – 12 nursing courses</td>
<td>NLNAC accredited</td>
</tr>
<tr>
<td>Delhi College/ SUNY</td>
<td>RN to BSN on line</td>
<td>$232/credit plus fees= $252/credit</td>
<td>same</td>
<td>Online plus precepted clinical in home town</td>
<td>credit</td>
<td>58 upper division total for degree 120</td>
<td>NLNAC accredited</td>
</tr>
</tbody>
</table>

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Evidence of Current Jobs
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Registered Nurse- Behavioral Health (Perdiem)
Requisition ID: FRA000106

Location: Franklin Hospital -- Valley Stream
Schedule: Per Diem
Shift: Variable

Description:
Our Registered Nurse’s mission is to provide quality patient care to our patients and their families. As a Registered Nurse, you will perform an age-specific plan of care for a designated group of patients using the nursing process of assessment, diagnosis, outcome identification, planning, implementation and evaluation of patient care. You will collaborate with physicians and other health team members in coordinating and implementing procedures and treatments, using your leadership skills and clinical judgment in coordinating patient care.

Responsibilities include:
1. Assesses the patient’s physiologic health status by conducting patient interviews
   - Explains policies and procedures to patients and their families; reviews patient’s chart and answers questions correctly and courteously
   - Assesses gastrointestinal, cardiovascular, respiratory, renal and neurological health status
   - Determines mobility, sensory deficits, prostheses use, and skin condition and adjusts plan of care, as appropriate
   - Assesses level of pain and pain management
   - Communicates and documents patient’s physiologic health status and plan of care

2. Assesses patient’s psychosocial health status
   - Elicits perception of medical/nursing care and the expectation of care
   - Determines coping mechanism, knowledge level, and ability to comprehend
   - Identifies cultural/ethnic requirements to reduce anxiety and ensure patient satisfaction
   - Communicates and documents psychological status and care plan; support group, counseling services, social services

3. Identifies patient outcome
   - Develops criteria for measurement of patient outcomes
   - Identifies actual and/or potential patient problems
   - Identifies patient’s need for teaching, based on psychosocial and developmental assessment
   - Develops patient outcome statement(s) and establishes individualized patient goals

4. Formulates the plan of care and establishes the priorities necessary to achieve expected outcome
   - Identifies care activities and establishes the priorities necessary to achieve expected outcome
   - Coordinates the cost-effective use of supplies, equipment and medication to achieve expected outcome
   - Documents the plan of care and collaborates with physicians and other health team members

5. Implements the plan of care
   - Maintains standards to ensure that safety precautions and needs are followed (e.g. side rails up, call lights and bedside stand within reach, etc.)
   - Correctly administers prescribed treatments, and properly uses equipment necessary for patient care
   - Provides emotional support to patient and significant others
   - Applies scientific principles in performing procedures; carries them out safely, timely and efficiently
   - Makes accurate observations of patient’s conditions during treatments/procedures
   - Keeps accurate documentation of patient’s treatment, activity and condition, as well as patient’s responses to medical and nursing interventions
   - Uses appropriate methods of documentation according to departmental policy
   - Acts rapidly and effectively during any emergency situation, managing self, patients and other team members
   - Provides a calm, quiet, restful atmosphere
   - Participates in planning for discharge and coordinates referrals, as appropriate
   - Provides discharge instructions to patient and significant other

6. Evaluates care provided for patient outcome
   - Demonstrates ability to measure effectiveness of care provided and documents same
   - Performs variance analysis related to outcome data for performance improvement
   - Designs, implements, and evaluates systems to improve care in unit
   - Keeps accurate documentation of patient’s treatment, activity and condition
   - Uses appropriate methods of documentation according to departmental policy

7. Collaborates with other care team members in planning and carrying out treatment regimen; provides direction to other members of the care team
   - Collaborates with the appropriate physician on patient’s plan of care
   - Accurately interprets and implements treatment regimen as prescribed by the physician
   - Assists the physician during treatments and/or diagnostic procedures
   - Keeps the Nurse Manager, designee and/or physician abreast of changes in patient’s condition and/or treatments, as appropriate
   - Uses clinical judgment in delegating assignments to the Patient Care Associate, Support Care Associate and Clerical Service Associate in providing patient care, and ensures that assignments are completed in a timely fashion

8. Performs grade I-IV Decubitus Care
   - Performs preventive skin care measures
   - Applies simple dressings, maintaining principles of aseptic technique
   - Applies warm and cold compresses, consistent with facility procedure
   - Performs irrigations, consistent with facility procedure
   - Performs other procedures related to skin care, as necessary

9. Administers medications correctly and safely
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9. Administers medications correctly and safely
   • Correctly identifies medication: action, dosage, side effects and implications for the patients
   • Meets standard on medication administration examination
   • Demonstrates preparation of local solutions
   • Demonstrates preparation of I.V. drips
   • Administers and documents medication correctly
   • Administers I.V. medication as per department policy and procedure
   • Educates patients and significant others related to drug and food interactions

10. Participates in patient and family education
    • Provides the patient with an explanation of his/her condition as indicated
    • Communicates assessment data in an orderly fashion by recording, updating and verbalizing pertinent information to care team members and to appropriate agencies
    • Recognizes and utilizes health teaching opportunities, resources and materials available for this teaching
    • Provides early discharge planning and appropriate referrals for post-hospital care
    • Evaluates the effectiveness of teaching by feedback from patient/family and documents same

Qualifications:
• Bachelor’s Degree in Nursing, preferred.
• Licensed to practice as a Registered Professional Nurse in New York State or permit eligible.
• Behavioral experience required
• BCLS, ACLS, preferred.

Our Culture
Transforming care, optimizing patient satisfaction and creating better patient outcomes are just some of the things our talented team members are doing at North Shore-LIJ each and every day. As a culture committed to providing our customers with the highest quality service, we stand behind our core values: Patients first; Caring; Excellence; Innovation; Integrity and Teamwork. It is our commitment and our culture that sets us apart from others and is the cornerstone of everything we do. Join an organization whose team members are valued, cared for and offered continuous opportunities to grow. Click on the link to learn more about us:
www.northshorelii.com/gcalx (www.northshorelii.com/gcafix)

Job: Psychiatry, Mental Health, & Behavioral Health
Primary Location: Franklin Hospital -- Valley Stream
Organization: Franklin Medical Center
Schedule: Per Diem
Shift: Variable
9:00 AM - 5:00 PM
Research Nurse - Nephrology
Requisition ID: NSL0016R

Location: Feinstein Inst. For Medical Research -- Manhasset
Schedule: Per Diem
Shift: Day Job

Description:

Implements and leads research projects involving direct patient care. Coordinates, implements and adheres to research projects to assure research projects are carried out as approved by the Institutional Review Board (IRB). Works within the scope of practice to perform required protocol procedures. Collaborates with physicians, and other health/ancillary team members to promote study integrity and protocol compliance.

1. Participates in discussions regarding feasibility of protocol implementation based on knowledge of institutional capabilities and limitations, therapy, or population of interest.
2. Ensures initial and ongoing consent process is performed and documented in compliance with the U.S. Food and Drug Administration (FDA), Good Clinical Practice, institutional policies, sponsor requirements, Institutional Review Board (IRB) and other applicable regulations, guidelines and policies.
3. Participates in the education of research subjects, families and health team members regarding study and significant new information arising during the conduct of the trial.
4. Collaborates with Principal Investigator (PI) to ascertain study patient eligibility for a clinical trial, including documentation of criteria specified in the protocol. Identifies and develops processes to overcome recruitment barriers.
5. Adheres to the protocol and other applicable requirements. Performs required procedures such as include administration of investigational agent (under PI supervision), electrocardiograms, placement of IV, catheters, phlebotomy, specimen collection, vital signs, subject assessment/questionnaire completion, adverse event assessment.
6. Collaborates with PI to assess patients for adverse events; documents and reports findings per protocol, FDA, sponsor, and IRB policies. Evaluates disease response results and physical assessment data in conjunction with the PI to determine response per the protocol (as applicable). Discusses protocol changes with PI, as necessary.
7. Administers, scores and evaluates assessments as assigned and as related to the study protocol. Collects data, confers with PI and forwards results to internal and/or external sponsors.
8. Collaborates with physicians, investigators, and other healthcare providers regarding subject care and safety as necessary. Promotes respect and advocates for the safety and care of clinical research subjects.
9. Facilitates and participates in the preparation for and implementation of audits including, but not limited to the FDA, IRB and other external and internal monitors and auditors.
10. Interfaces with the Office of Grants and Contracts (OGC) and IRB to ensure all documents are processed and maintained per applicable regulations.
11. Collaborates with PI to organize all phases of grant process for submission to funding agencies and adherence to clinical trial agreement/study budgets, as required.
12. Ensures investigational agent availability and accountability.
13. Performs related duties, as required.

Qualifications:
- Graduate from an accredited School of Nursing. Bachelor's Degree in Nursing, preferred.
- Current license to practice as a Registered Professional Nurse in New York State required.
- Experience in Nephrology Clinical Trials preferred.
- BCLS, ACLS, preferred.
- Minimum of three (3) years nursing experience required, including one (1) year experience in Clinical Research, preferred.

Job: Research
Primary Location: Feinstein Inst. for Medical Research -- Manhasset
Organization: NSLJ Research Institute
Schedule: Per Diem
Shift: Day Job
9:00 AM - 5:00 PM

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Job Description

Job Title: Staff Nurse (Two Positions)
Department: NURSING-LABOR & DELIVERY
Location: Woodhull
Job ID: 7987
Salary Range: $65,907.00 - $65,907.00
Pay Frequency: Year
Post Date: 06/12/2012
Source of Funding: General Care
Civil Service Classification: Non Competitive

Marketing Statement

Woodhull Medical and Mental Health Center is attuned to the healthcare issues that matter to the people of North Brooklyn. Woodhull focuses on preventing disease and promoting healthy lifestyles by reaching out to the community at 15 convenient locations.

Woodhull Medical and Mental Health Center is a non-smoking facility.

Job Description

• Assesses all patients to be seen by MD or CMN and sets up priorities.
• Collaborates with head nurse in determining classification level for patients.
• Documents patient's understanding of essential elements of the therapeutic plan and discharge instructions on the patient record.
• Assesses the patient in labor room and discusses the plan of care, setting achievable short and long term goals utilizing the nursing process.
• Re-evaluates and updates the plan of care as the patient status changes.
• Carries out procedures observing scientific principles of asepsis during the labor process.
• Reports and records information regarding patient's status and responses clearly and promptly.
• Monitors patients on external or internal fetal monitor document, interprets strip and provides direct care to patient. Reports any abnormalities to physician.
• Provides care to patients in delivery room including mother and baby/babies.
• Documents mother and baby's condition at time of delivery.
• Accompanies high risk babies to the nursery.
• Circulates for cesarean section and observes scientific principle of asepsis.
• Helps pediatrician and anesthesiologist as needed during surgical procedures.
• Assists in birthing delivery.

Minimum Qualifications

• Licensed and currently registered or otherwise duly authorized to practice as a Professional Nurse in New York State; and,
• Demonstrated commitment to continued professional development
• One (1) year minimum of maternal child health experience.
• Life Support Certification (BLS, NRP).

* BSN preferred.

* All positions are subject to a background investigation.

How To Apply

If you wish to apply for this position, please apply online by clicking the “Apply Now” button or forward your resume, noting the above Job ID #, to:

North Brooklyn Health Network
Human Resources Department
700 Broadway - Room 5A140
Brooklyn, NY 11205
Attn: Recruitment Unit

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### Job Description

**Job Title:** Staff Nurse  
**Department:** NURSING-ADMINISTRATION  
**Location:** Cumberland  
**Job ID:** 7284  
**Salary Range:** $65,897.00 - $65,897.00  
**Pay Frequency:** Year  
**Regular/Temporary:** Regular  
**Regular Shift:** Rotating  
**Post Date:** 09/15/2012  
**Source of Funding:** General Care  
**Civil Service Classification:** Non Competitive

### Marketing Statement
Woodhull Medical and Mental Health Center is attuned to the healthcare issues that matter to the people of North Brooklyn. Woodhull focuses on preventing disease and promoting healthy lifestyles by reaching out to the community at 15 convenient locations.

Woodhull Medical and Mental Health Center is a non-smoking facility.

**Job Description**

- Enters patient data and makes appointments for patients flagged by telephone.
- Observes policies governing callers' rights and maintains confidentiality of caller's information.
- Assesses the caller's needs for education and psychosocial intervention if necessary.
- Establishes priorities for addressing the caller's needs; appropriately classifies and assigns the caller to the appropriate area for treatment.
- Responds appropriately and courteously to all callers regardless of their temperament.
- Sets goals that are measurable, realistic and mutually agreed upon with the caller.
- Implements and documents educational strategies.
- Maintains knowledge based on the use of computers and using the appropriate protocol for the complaint given.
- Responds appropriately to symptoms or changes while exercising reasonable judgment.
- Relays pertinent information to the appropriate health team member.
- Acts as a preceptor to orientation when assigned.
- Participates in quality assurance monitoring activities.

**Minimum Qualifications**

- Licensed and currently registered or otherwise duly authorized to practice as a Professional Nurse in New York State, and,
- Demonstrated commitment to continued professional development.
- One year experience in Emergency/Critical Care.
- BLS support certification (BLS).
- Knowledgeable in the following programs: HDS, SMS Unity, intell-us, Ultiview3, Vista Prod, Policy Source.
- BSN preferred.
- All positions are subject to a background investigation.

### How To Apply

If you wish to apply for this position, please apply online by clicking the "Apply Now" button or forward your resume, noting the above Job ID #, to:

North Brooklyn Health Network  
Human Resources Department  
760 Broadway - Room 3A140  
Brooklyn, NY 11206  
Attn: Recruitment Unit
Job Description

Job Title: Staff Nurse - Amb Care Sucs(X4113C)
Department: PEDIATRICS
Location: Queens
Job ID: 7272
Full/Part Time: Full-Time
Regular/Temporary: Regular
Regular Shift: N/A
Salary Range: $85,887.00 - $85,897.00
Pay Frequency: Year
Post Date: 06/11/2012
Source of Funding: General Care
Civil Service Classification: Non Competitive

Marketing Statement

Queens Hospital Center is making good on its promise to the people of southeastern and central Queens to maximize both patient convenience and positive clinical outcomes. Residents of Queens can count on the delivery of quality medical care right in their own borough. In 2002 the hospital opened a state-of-the-art, 251-bed facility that includes the Queens Cancer Center, the first comprehensive cancer treatment center in the borough.

Hire in Rate

$65,887.00 + Experience Pay

Job Description

Under supervision, provides professional nursing care to patients/clients within an assigned unit. Diagnoses and treats responses to actual or potential health problems by means of nursing methods and techniques such as case-finding, health teaching, health counseling and the provision of care supportive to and restorative of life and well-being.

Minimum Qualifications

1. Licensed and currently registered or otherwise duly authorized to practice as a Professional Nurse in New York State.
2. Demonstrated commitment to continued professional development.
3. NYS RN license with BSN
4. Minimum 1 year experience in ambulatory care required.

How To Apply

If you wish to apply for this position, please apply online at employment.nyche.org

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Registered Nurse - General Medicine

Tracking Code
1012511_0005933

Job Description
NYU Langone Medical Center, a world-class patient-centered integrated academic medical center, is one of the nation's premier centers for excellence in health care, biomedical research, and medical education. Located in the heart of Manhattan, NYU Langone is comprised of three hospitals - Tisch Hospital, a 793-bed acute-care tertiary facility; the Frank Institute of Rehabilitation Medicine, the world's first university-affiliated facility devoted entirely to rehabilitation medicine, with 240 beds and extensive outpatient rehabilitation programs; and the 193-bed Hospital for Joint Diseases, one of only five hospitals in the world dedicated to orthopedics and rheumatology-plus the NYU School of Medicine, one of the nation's preeminent academic institutions which includes the Smilow Research Center, the Skirball Institute of Biomolecular Medicine, and the Sackler Institute of Graduate Biomedical Sciences.

We have an exciting opportunity to join our team as a Registered Nurse in Inpatient General Medicine. To qualify, you must have a Bachelor's degree in Nursing, a current New York State RN license and current BLS certification with the American Heart Association. Exceptional new graduates who meet the criteria for the NYULMC Nurse Residency Program and have a strong interest in this specialty will be considered. For more information about NYULMC's Nurse Residency Program, please visit www.nyulangone.org. Interested new graduates must upload unofficial transcripts reflecting all nursing and science grades and two letters of recommendation from clinical instructors together with their completed application. A maximum of five attachments are permitted, so if you have transcripts from multiple schools, please combine them into one attachment file. Only complete applications will be considered. The successful candidate is expected to carry out core responsibilities with emphasis on nursing judgments to assist patients attain their optimum level of wellness within a framework of stated outcomes. Core responsibilities span from admission through discharge.

NYU Langone Medical Center provides its staff with far more than just a place to work. Rather, we are an institution you can be proud of, an institution where you'll feel good about devoting your time and your talents. And just as our employees invest so much in us, we invest in our employees. We're pleased to have one of the most competitive compensation packages not only among New York's hospitals and healthcare institutions, but within the corporate sector as well. We balance exceptional medical, dental, and drug coverage. We enhance this basic coverage with comprehensive wellness programs, and supplement those with significant investment in benefits plans, and generous paid time off allowances. Add to that a very attractive tuition program, and you'll see just some of the ways that NYU Langone Medical Center demonstrates our commitment to our employees. NYU Langone Medical Center is an equal employment/affirmative action employer and does not discriminate on the basis of race, color, religion, gender, gender identity or expression, sexual orientation, marital or parental status, age, national origin, citizenship, disability, veterans status, or any other classification protected by applicable Federal, State, or Municipal Law. We require applications to be completed online.

Job Location
New York, NY US

Position Type
Full-Time/Regular

Union
Non Union

Shift
08:00 PM to 08:30 AM

Apply

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Existing Resume/CV

Return To Job Listings
Registered Nurse - Emergency Department

Tracking Code
1012241_0005319

Job Description
NYU Langone Medical Center, a world-class patient-centered integrated academic medical center, is one of the nation’s premier centers for excellence in health care, biomedical research, and medical education. Located in the heart of Manhattan, NYU Langone is comprised of three hospitals - Tisch Hospital, a 705-bed acute-care tertiary facility, the Rusk Institute of Rehabilitation Medicine, the world’s first university-affiliated facility devoted entirely to rehabilitation medicine, with 174 beds and extensive outpatient rehabilitation programs, and the 190-bed Hospital for Joint Diseases, one of only five hospitals in the world dedicated to orthopedics and rheumatology-plus the NYU School of Medicine, one of the nation’s preeminent academic institutions which includes the Skirball Research Center, the Skirball Institute of Biomedical Medicine, and the Sackler Institute of Graduate Biomedical Sciences.

We have an exciting opportunity to join our team as a Registered Nurse in our Emergency Department. To qualify you must have a Bachelor’s degree in Nursing, a current New York State RN license, current BLS certification with the American Heart Association and at least 1 year of Emergency Nursing experience. The successful candidate will work in the “front door” for many patients seeking care at NYU Langone Medical Center. We experience 45,000 visits per year and serve a diverse population from neonates through geriatrics. We are a NYC 911 receiving hospital designated as a hyperthermia, stroke, and STEMI (ST elevation myocardial infarction) center. Our goal is to provide patient and family centered care within our Emergency Department. We have an interdisciplinary approach to patient care, and our ED team consists of professional nursing staff, patient care technicians, emergency service aides, board certified emergency physicians, building service specialists, and volunteers. To that end, we rely on the assistance of many other disciplines within our department, some of which include child life specialists, social work, patient advocates, and care managers.

NYU Langone Medical Center provides its staff with far more than just a place to work. Rather, we are an institution you can be proud of, an institution where you'll feel good about devoting your time and your talents. And just as our employees invest so much in us, we invest in our employees. We're pleased to have one of the most competitive compensation packages not only among New York's hospitals and healthcare institutions, but within the corporate sector as well. We begin with exceptional medical, dental, and drug coverage. We enhance this basic coverage with comprehensive wellness programs, and supplement those with retirement investment and benefits plans, and generous paid time off allowances. Add to that a very attractive tuition program, and you'll see just some of the ways that NYU Langone Medical Center demonstrates its commitment to its employees. NYU Langone Medical Center is an equal employment/affirmative action employer and does not discriminate on the basis of race, color, religion, gender, gender identity or expression, sexual orientation, marital status, age, national origin, citizenship, disability, veterans status, or any other classification protected by applicable Federal, State, or Municipal Law. We require applications to be completed online.

Job Location
New York, NY US

Position Type
Full-Time/Regular

Union
Non Union

Shift
07:00 PM to 07:30 AM

Apply

Existing Resume/CV

Share

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Each year, we receive more qualified applications than we can accommodate on our team. We are committed to placing New Graduate Nurses. We believe in promoting from within. Preference is given to NYP employees who have completed a nursing program, NYP nurse externs, students who rotate throughout NewYork-Presbyterian and employee referrals. If not placed as a New Graduate nurse, we hope that you will consider joining the NYP team throughout your career. Many of our finest nurses have joined our units after spending a year or two elsewhere.

When You Apply
In keeping with the respect we show all nurses, we commit to giving each application personal attention. Once submitted, you’ll be considered for all NYP opportunities. You will receive an e-mail to acknowledge receipt of your application. Since you only apply once, please indicate your specialty or specialties in your cover letter.

IMPORTANT: You’ll only need to submit your information once, as we continually refer back to our pool of qualified candidates. We contact candidates who meet the qualifications as soon as positions become available.

Nurse Externship
There are many ways for BSN Students to join the NYP Nursing Team. NewYork-Presbyterian offers a limited number of nurse extern opportunities at NewYork-Presbyterian/Weill Cornell Medical Center and NewYork-Presbyterian/Westchester Division sites each summer. This externship is available to junior BSN Students entering their senior year. More information and job postings will be made available each March. NewYork-Presbyterian/Columbia University Medical Center offers part-time Nurse Attendant positions and NewYork-Presbyterian/Weill Cornell Medical Center offers part-time Nursing Companion positions year round for BSN Students interested in joining the NYP team.

See available opportunities +

UHC Nurse Residency Program
We support new graduate nurses from the moment they join our team. In collaboration with University HealthSystem Consortium (UHC), new grads on each campus participate in our Nurse Residency Program. This program is designed to support you as you begin the transition from new grad to full-fledged RN.

What It’s About
Promoting professional practice through clinical and educational workshops, this residency lasts one year and begins immediately after your new nurse orientation. As a resident, you’ll attend a monthly seminar on applied learning topics. You’ll process clinical experiences in supportive groups. You’ll be tasked to complete an evidence-based change project by the end of the year. Best of all, you’ll collaborate with mentors, preceptors and staff as you grow.

What We’re Learning
This program is part of a national research study helping hospitals and organizations learn more about the needs of newly licensed nurses. Participation in the data collection is, therefore, a critical aspect of your residency. You’ll be helping hospitals across the country champion the development of new graduate nurses.

How To Take Part
This program is provided as a part of your new graduate nurse educational experience at NewYork-Presbyterian. All new graduate Staff Nurses hired within one year of graduating from an accredited nursing school or hired into their first RN position are included in this wonderful transitional program. You will learn more about the program from your Nurse Recruiter, the Nurse Residency Program Coordinator during Nursing Orientation and from your Patient Care Director.

Learn About How The UHC Nurse Residency Is Being Used Nationwide +
References and Sources


