This form should be used to seek SUNY's approval and New York State Education Department's (SED) registration of a proposed new academic program leading to master's or doctoral degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies[1]), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at *program.review@suny.edu*. The completed form and appended items should be sent as a single, continuously paginated document.[2] If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available here.

Table of Contents
NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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[1]Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

[2]This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information	
a) Institutional Information	Date of Proposal:
	Institution's 6-digit SED Code: 211000
	Institution's Name: Binghamton University
	Address: PO Box 6000, Binghamton, NY 13902
	Dept of Labor/Regent's Region: Southern Tier
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 211000
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, **or check here [X] if not applicable**:
c) Proposed Program Information	Program Title: Advanced Professional Nursing
	Award(s) (e.g., M.A., Ph.D.): M.S.
	Number of Required Credits: Minimum [30] If tracks or options, largest minimum [ ]
	Proposed HEGIS Code: 1203.10
	Proposed 6-digit CIP 2010 Code: [51.3899]
	If the program will be accredited, list the accrediting agency and expected date of accreditation:
	If applicable, list the SED professional licensure title(s)[3] to which the program leads:
d) Campus Contact	Name and title: Telephone: E-mail:
e) Chief Executive or Chief Academic Officer Approval	**Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.** *E-signatures are acceptable.* Name and title: Signature and date:
	If the program will be registered jointly[4] with one or more other institutions, provide the following information for each institution:
	Partner institution's name and 6-digit SED Code: Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):

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[3] If the proposed program leads to a professional license, a specialized form for the specific profession may need to accompany this proposal.
[4] If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

 That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.[5]

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

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[5] The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Section 2. Program Information

2.1. Program Format

Check all SED-defined formats, mode and other program features that apply to the **entire program**.

a) **Format(s):** [X]Day [X]Evening [ ]Weekend   [ ]Evening/Weekend   [X]Not Full-Time

b) **Modes**: [X: if enrollment permits]Standard   [ ]Independent Study   [ ]External   [ ]Accelerated
[X]Distance Education
  NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a Distance Education Format Proposal.

c) **Other**: [ ] Bilingual [ ] Language Other Than English [ ] Upper Division [ ] Cooperative [ ] 4.5 year [ ] 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3. Program Description, Purposes and Planning

a) What is the description of the program as it will appear in the institution's catalog?

The M.S. in Advanced Professional Nursing is an online, 30-credit graduate program with two tracks: nursing administration and nursing education. Each track requires a common core (12 credits) that includes courses on research, theory, information technology, and policy. Each track also includes its own specialization courses (18 credits) with a capstone project and supervised practicum experiences.

b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? ***NOTE:*** *SLOs are defined by the Middle States Commission on Higher Education in the Characteristics of Excellence in Higher Education (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

Educational Objectives:
1. The M.S. in Advanced Professional Nursing educates students for advanced nursing roles in healthcare to engage in interdisciplinary collaboration, serve diverse and underserved populations, examine theoretical bases of diverse disciplines, and prepare for doctoral education in nursing.
2. The M.S. in Advanced Professional Nursing provides students with the knowledge and skills needed to encourage change, promote health, and elevate care via the roles of administrator and educator.

Career Objectives:
1. Graduates of the administration track will be eligible to apply for certification through either the American Nurses Credentialing Center (ANCC) or American Organization of Nurse Executives (AONE), and will be eligible for administrative positions in hospitals, long-term care centers, ambulatory clinics, and other health care agencies.
2. Graduates of the education track will be eligible to apply for certification through National League for Nursing (NLN) and will be eligible for nurse educator positions in hospitals and colleges.

Student Learning Outcomes with their corresponding American Association of Colleges of Nursing (AACN) Essentials/Domains:

Domain 1: Knowledge for Nursing Practice	Integrate nursing and related sciences including emergent genetic/genomic evidence into the analysis, design, implementation and evaluation of advanced nursing care to diverse populations while accounting for client values and clinical judgment.
Domain 2: Person-Centered Care	Enact leadership skills and behaviors to assure high-quality, culturally responsive, cost-effective healthcare within a variety of organizational systems and in collaboration with interprofessional teams and using sound economic principles.
Domain 3: Population Health	Initiate quality improvement methods to ensure client safety and improve healthcare outcomes by monitoring, analyzing and evaluating healthcare data within complex healthcare systems.
Domain 4: Scholarship for Nursing Discipline	Translate evidence into practice through application of relevant theory, use of clinical practice guidelines, critical appraisal of research and acquisition/dissemination of knowledge to resolve practice problems, enhance healthcare delivery and improve health outcomes for aggregates.
Domain 5: Quality and Safety	Employ information management systems and emerging technologies to deliver and coordinate care across multiple settings, analyze point-of-care outcomes, ensure safe and effective quality care, support lifelong learning and health literacy and communicate health information with individuals and groups.
Domain 6: Interprofessional Partnerships	Promote social justice by advocating, analyzing, interpreting, developing and implementing healthcare policy at the institutional, local, state and/or federal level for the betterment of nursing practice and healthcare delivery.
Domain 7: Systems-Based Practice	Use effective verbal and written communication strategies to develop and lead interprofessional teams and partnerships to promote and improve client and population health outcomes.
Domain 8: Informatics and Healthcare Technologies	Synthesize principles and determinants of health to advance equitable and proficient services for health promotion and the prevention, diagnosis, treatment and evaluation of responses to health or illness in individuals, families, communities and aggregates/clinical populations.
Domain 9: Professionalism	Ensure the delivery of safe, quality, evidence-based care to diverse populations presenting with complex healthcare problems in a variety of settings at the local, state, national or global level exemplifying the highest standards of the profession.
Domain 10: Personal, Professional, and Leadership Development	Demonstrate accountability for personal and professional conduct exemplifying core nursing values and ethical behaviors and consistent with the legal scope and standards of practice.

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The proposed program fits within Binghamton University's strategic plan by providing a transformative learning community that prepares students for advanced education and careers in the Health Sciences. Students will experience high-impact learning experiences through online-learning, practical experience, and

a career focused capstone project. Students in the proposed programs will be able to thrive in an environment that facilitates and nurtures deep learning and challenges them to apply what they learn in the community and the workplace to prepare them to become leaders in their professions, their communities and the world. Given its purpose, the proposed program also follows SUNY's mission to: "strengthen its educational and research programs in the health sciences through the provision of high quality general comprehensive and specialty health care, broadly accessible at reasonable cost, in its hospitals, clinics and related programs and through networks and joint and cooperative relationships with other health care providers and institutions, including those on a regional basis." Adding an online format will increase the diversity of the student pool, addressing the University's strategic priority of developing an inclusive campus. With a population estimate of 196,077 in July 2023 (U.S. Census 10/01/2024), Broome County has a population that is 84.1% White with 80.2% identifying as White alone, not Hispanic or Latino; the surrounding counties have similar demographics. The online format will extend the Decker College of Nursing and Health Sciences (DCNHS's) boundaries well beyond our regional area, allowing for more diverse student recruitment.

The program is expected to enhance the existing graduate programs within the DCNHS by adding a new dimension for interprofessional collaboration on research and the development of evidence-based practice in nursing administration and education. This program will share courses with other graduate programs within the DCNHS, as well as with Health Science, and is planned to increase enrollment in graduate courses; this is not expected to be a problem. The proposed program does align with the priorities of DCNHS, which include preparing future leaders in healthcare. The goal of this program is to promote collaboration among our faculty and students, with a particular focus on leadership and education. The master's program will provide a pathway for existing undergraduate nursing students to continue their graduate studies at Binghamton University in nursing administration or nursing education and can provide a bridge to the DCNHS Ph.D. in nursing.

In accordance with The Essentials: Core Competencies for Professional Nursing Education (American Association of Colleges of Nursing [AACN], 2021), the program will have an emphasis on diversity, equity, and inclusion, based on best evidence and clinical judgment in the planning and delivery of care across time, spheres of care, and developmental levels. As change agents, students will develop the intellectual capacity to be agile in response to continually evolving healthcare systems, to address structural racism and other forms of discrimination, and to advocate for the needs of diverse populations. International diversity will be addressed by examining the impact of global health issues on US health care systems administration and health professionals' education; a current example would be examining the healthcare administrators and health profession educators' roles in response to pandemics.

d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education?

An ad hoc committee was formed from current faculty within the DCNHS to address program development. This committee was in charge of the overall program/proposal development. Additional faculty input was utilized to address courses that will be cross-listed with health science and nursing, and to develop new courses. The proposal was presented to the Decker School of Nursing (DCNHS) Masters Curriculum Committee for review, discussion, and vote. Once reviewed by the committees, the proposal with syllabi was moved to the DCNHS Faculty Council for comments (Faculty Council does not vote on graduate level issues as these are overseen by the Graduate School). There was no external partner input.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in Commissioner's Regulations for the profession, append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a specialized form for the profession to which the proposed program leads, append a completed form at the end of this document.

The M.S. in Advanced Professional Nursing is a non-licensure degree. Students will be required to hold a NYS license as a registered nurse to gain admission to the program.

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined,

and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment				Estimated FTE
	Full-time	Part-time	Attrition *	Total	
1	24	16	0	40	32
2	55	36	-1	90	72
3	94	62	-3	153	123
4	122	81	-5	198	158
5	152	101	-6	248	198

* Attrition Rate 3%

The numbers were developed after considering the number of facilities in NYS that would utilize nurse managers and educators. The American Hospital Directory lists 256 active hospitals in New York State in 2024, while the Nursing Home Database lists 603 active skilled nursing facilities (long-term care). This does not take into account assisted living facilities, senior living communities that provide health care, and all the adult/gerontological acute care facilities in the state. According to RNCareers, as of March 6, 2024, there are 113 schools of nursing in NYS; NY will need 230,580 new registered nurses by 2030 or 14,430 new nurses per year. A campus-based program will run only if there is sufficient enrollment and additional faculty hires will be based on overall enrollment.   The majority of courses are shared or cross-listed with other DCNHS current (other graduate nursing programs) and a projected (health science) graduate program, which will enhance cost-effectiveness and address enrollment issues, if anticipated enrollments are not achieved.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Nursing Administration Track

Course Title	Credits
Core Courses	
NURS/HSCI 600 Adv Rsrch Methods & Quant Anls	3
NURS 601 Theor And Conceptual Found Nsg	3
NURS/HSCI 615 Info Sys & Tech in Healthcare	3
NURS/HSCI 634 Health Policy Formulation	3
Total Core Credits	**12**
Nursing Administration Courses	
NURS 625 DNP Organizational Behavior/ HSCI 625 Organizational Behavior (NURS 625 is course number revision for NURS 548)	3
NURS/HSCI 639 Health Care Finance (NURS 639 is course number revision for NURS 581L)	3
NURS/HSCI 523 Human Resources Management in Health Care Organizations **(NEW)**	3

Nursing Education Track

Course Title	Credits
Core Courses	
NURS/HSCI 600 Adv Rsrch Methods & Quant Anls	3
NURS 601 Theor And Conceptual Found Nsg	3
NURS/HSCI 615 Info Sys & Tech in Healthcare	3
NURS/HSCI 634 Health Policy Formulation	3
Total Core Credits	**12**
Nursing Education Courses	
NURS 505 Assessment, Pathophysiology & Pharmacology for Nurse Educators **(NEW)**	3
NURS 506 Population Health* **(NEW)**	3
NURS/HSCI 556 Educational Philosophy and Curriculum Development (Title revision for Functional Role -I – Educator)	3

NURS/HSCI 524 Marketing & Strategic Planning in Health Care Organizations **(NEW)**	3		NURS/HSCI 557 Teaching Methods and Strategies (Title revision for Functional Role -II – Educator)	3
NURS/HSCI 525 Quality Assurance & Risk Management in Health Care Organizations **(NEW)**	3		NURS/HSCI 558 Information and Educational Technology in Education	3
NURS 582 Nursing Administration Capstone & Practicum** **(NEW)**	3		NURS 583 Nurse Educator Capstone & Practicum** **(NEW)**	3
Total Focus Area Credits	**18**		**Total Focus Area Credits**	**18**
Total Required Credits	**30**		**Total Required Credits**	**30**

*NURS 506 Population Health: Assessment & Planning is 2 credits didactic and 1 credit clinical practicum (60 hours practicum)
**NURS 582 Nursing Administration Capstone Project & Practicum and **NURS 583 Nursing Education Capstone Project and Practicum are each 1 credit didactic (capstone) and 2 credits practicum (120 hours practicum)

h) Program Impact on SUNY and New York State

h)(1) *Need:* What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

The proposed program will address the critical need for more nursing educators and administrators/managers. Nurse educators are in high demand nationwide. The national and local nursing faculty shortage is expected to intensify because one third of the current faculty workforce is expected to retire within the next several years. According to AACN's report on 2023-2024 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, "U.S. nursing schools turned away 65,766 qualified applications from baccalaureate and graduate nursing programs in 2023 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Most nursing programs pointed to faculty shortages as a top reason for not accepting all qualified applicants into their programs" Career prospects include in-demand roles of nursing faculty, patient educators, professional development & continuing education specialists, curriculum consultants, and clinical placement supervisors.
A significant segment of the nursing workforce is nearing retirement age (AACN, Fact Sheet: Nursing Shortage, 2024). With one million nurses retiring between through 2030, health care faces a void in nursing manager positions across the United States (Stamps, Beals & Toor, Rochester Regional Health Authored Publications & Proceedings, 2019). The U.S. Bureau of Labor Statistics (BLS) projects there will be roughly 203,200 job openings for registered nurses and about 112,700 job openings for nurse practitioners each year between 2021 and 2031. Many of these openings will be for management positions in agencies such as hospitals, primary care centers, outpatient facilities, residential care facilities, and long-term care centers. The National Center for Health Workforce Analysis (HRSA, 12/2025) projected nationwide shortages (-108,960) by 2038. The NY Center for Health Workforce Studies (04/2024) reported that the pervasive shortage of registered nurses continues with faculty shortages given as one reason for the limited expansion of RN education programs.

h)(2) *Employment:* For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

The following represent a sample of the current positions for health care administrators in NYS as of 01/05/2025 on indeed.com:

Employer	**Job**	**Salary**

New York-Presbyterian Hospital	Nurse Administrator	140,000-182,000
Pride Health, NYC	Nurse Administrator	89-102/hr.
Mount Sinai, NYC	Nurse Administrator	104,995-164,430
Mount Saini, NYC	Clinical Program Manager Pediatrics	115,494-203,528
Mount Sinai, NYC	Psychiatric Nurse Administrator	104,995-164,430
Mitchell & Martin, Yonkers	Nurse Manager	125,000-150,000
Monroe County, Rochester, NY	Assistant Administrator Nursing Services	87,421-121,011
NYU Langone Health	Nurse Administrator	112,250-142,350
Personal Care, Monticello	RN Health Services Administrator	95,000-105,000
Compass Health Care Hospice, Bronx	RN Hospice Director	160,000-180,000
Viva Eve, Flushing NY	Director of Nursing	130,000-175,000
Damian Family Care Centers,	RN Practice Administrator	100,000-115,000
Broome County Government	Assoc. Director Clinical Care	From 83,846
MedQuest (nationwide)	Chief Nursing Officer	120,000-145,000
University of Rochester	Chief Wellness Officer, Center for Nursing Entrepreneurship	104,000-140,000
Crouse Hospital	Nurse Manager	103,579-129,474
Planned Parenthood, White Plains	Regional Director	120,000-140,000
Good Samaritan Hospital, Suffern	Regional Director Perioperative Services	MISSING
American Medical Associates, Bronx	Director of Nursing	Up to 180,000
HC&N HealthCare Services, Scarsdale	Asst. Director of Nursing	Up to 145,000

The following represent a sample of the current positions for MS educated nurse educators in NYS as of 01/05/2025 on indeed.com:

Employer	Job	Salary
Albany Medical Center	RN Education Specialist	71,547-118,053
United Methodist Homes, Binghamton	RN Staff Development	45-50/hr.
Venture For the, Inc, Endwell	RN Instructor	75,000-85,000
UHS, Johnson City	Nurse Educator/Performance Improvement	40.70-61.05/hr.
Compass Health, NYC	RN-MLTC Clinical Educator	110,000-125,000
NY Presbyterian, NYC	Nurse Educator – periop	137,659-148,734
Plaza College, Forest Hills	Nursing Faculty	100,000-120,000
Helene Fuld College of Nursing, NYC	Nursing Faculty	90,000-150,000
Phillips School of Nursing Mt. Sinai, NYC	Clinical Instructor	79,720-119,580
Maria College, Albany	Nursing Instructor	Not listed
Albany Medical Center	RN Education Specialist	71,547-118,053
Kaplan, Albany	NCLEX Instructor	Not listed
SUNY Schenectady	Allied Health Care Training Instructor	Not listed
Maria College, Albany	AND Program Director	58,000-68,000
Rochester Regional Health	Nurse Educator	79,560-109,200
SUNY Brockport	Practical Nursing Healthcare Educator	57,899
St. John Fisher U, Rochester	Learning Resource Instructor/Coordinator	60,350-71,000
St. Joseph's Health	RN Faculty; College of Nursing	40.70-59.20/hr.
Mt. St. Mary College, Newburgh	Instructor of Nursing	72,000-90,000
Northwell, Mt. Kisco	Clinical Professional Development Educator	94,000-150,000

h)(3) *Similar Programs:* Use the table below to list similar programs at other institutions, public and

*independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System](#) (APES) or [Academic](#) [Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED's Inventory of Registered Programs](#).*

Institution	Program Title	Degree	Enrollment
SUNY Delhi	Nursing Administration	M.S.	36
SUNY Empire State	Nursing Administration	M.S.	76
SUNY Stony Brook	Nursing Leadership	M.S.	118
SUNY Delhi	Nursing Education	M.S.	87
SUNY Empire State	Nursing Education	M.S.	71
SUNY Farmingdale	Nursing Education	M.S.	Not listed
SUNY Polytechnic Institute	Nursing Education	M.S.	18
SUNY Stony Brook	Nursing Education	M.S.	88

As of March 2025

There is a need for both nurse educators and administrators, so this program should not have a negative impact on existing nurse educator programs in NYS. Enrollment numbers can have an impact on other DCNHS graduate programs as the proposed program will share core courses with them. This will create a need for additional adjuncts or course assistants to cover sections of the core courses. The proposed program will also have a positive impact on current DCNHS programs because students in the educator track will have opportunities to co-teach DCNHS undergraduates as part of their practicum experiences. Depending upon the location of their residence, these students will be able to work with their course faculty and course mentors to co-teach online classes, online components of hybrid courses, online simulation labs, and off-site clinical experiences in the undergraduate programs. Students in the administration track will have practicum experience alongside regional nurse leaders who have long collaborated with faculty in DCNHS. All students in the proposed program will have opportunities to engage in interprofessional education and research with other disciplines, including social work, pharmacy, engineering, as well as other disciplines within the Decker College of Nursing and Health Sciences, such as Public Health. Finally, students will be engaged in their communities through their practicum experiences at assigned health care agencies, which may result in employment for the students while enhancing the health care of community members.

Non-SUNY, including CUNY similar nursing administration programs:

Institution	Program Title	Degree
CUNY Baruch College	Nursing Administration	M.S.
CUNY School of Professional Studies	Nursing Organizational Leadership	M.S.
CUNY Hunter College	Dual Nursing Adm/Urban Policy and Leadership	M.S.
Daemen College	Nursing Executive Leadership	M.S.
D'youville College	Nursing Management & Quality leadership	M.S.
Excelsior College	Nursing Leadership and Administration of Health Care Systems	M.S.
Le Moyne College	Nursing Administration	M.S.
Mercy University	Nursing Administration	M.S.
Molloy College	Nursing Administration with Informatics	M.S.
New York University	Nursing Administration	M.S.
University of Rochester	Leadership in Health Care Systems	M.S.
Utica University	Nursing Leadership	M.S.

Non-SUNY, including CUNY, nursing education:

Institution	Program Title	Degree
Adelphi University	Nursing Education	M.S.
CUNY Graduate School	Nursing Education	M.S.

CUNY Hunter College	Nursing Education	M.S.
CUNY School of Professional Study	Nursing Education	M.S.
D'Youville College	Nursing w Clinical Focus	M.S.
Daemen College	Amherst, NY	M.S.
Excelsior College	Nursing Education	M.S.
Hartwick College	Nursing Education	M.S.
Iona University	Nursing Education	M.S.
Keuka College	Nursing Education	M.S.
Le Moyne College	Nursing Education	M.S.
LIU CW Post Campus	Nursing Education	M.S.
Mercy University	Nursing Education	M.S.
Molloy College	Nursing Education	M.S.
Mt. St. Mary College	Nursing Education	M.S.
New York University	Nursing Education	M.S.
Roberts Wesleyan University	Nursing Education	M.S.
St. Joseph's University	Nursing Education	M.S.
University of Rochester	Nursing Education	M.S.
Utica College	Nursing Education	M.S.

Given the continuing need for nursing faculty and administrators, DCNHS does not expect that the Binghamton program will have an effect on these other programs.

h)(4) *Collaboration:* Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

h)(5) *Concerns or Objections:* If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

2.4. Admissions

a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

Admission Requirements:

To be eligible for graduate study, applicants must:
- Provide a complete set of their undergraduate (and, if applicable, graduate) transcripts showing one of the following:
    - Having earned a bachelor's degree (or its equivalent) from a nationally or regionally accredited college or university
    - Being within one academic year of earning a bachelor's degree (or its equivalent) from a nationally or regionally accredited college or university
    - Being eligible to apply as part of a memorandum of understanding between their current institution and Binghamton University
- Have earned, at minimum, one of the following:
    - A 3.0 GPA over their entire undergraduate career
    - A 3.0 GPA during the last 60 semester credits or 90 quarter credits of their undergraduate degree, with most courses graded regularly (not as "pass/fail")
    - A 3.0 GPA in a graduate degree, with most courses graded regularly (not as "pass/fail")
    - In consideration of the different grading scales used around the world, each academic department evaluates international transcripts to determine on a case-by-case basis whether they demonstrate one of the above requirements.
- Supply 2 Letters of Recommendation
- Meet the following criteria: A bachelor's degree in nursing from an ACEN-, CCNE- or CNEA-accredited school of nursing program; Successfully completed a statistics course within the last 5 years; A current, unencumbered license to practice as a registered professional nurse in New York by the time of

matriculation; Prior to beginning clinical experiences in a New York clinical facility, students must submit a copy of their current, unencumbered license to practice as a registered nurse in New York (this is required by the New York State Department of Education Office of the Professions)

b) What is the process for evaluating exceptions to those requirements?

The School of Nursing's Graduate Admissions and Academic Standards Committee will evaluate prospective students on a case-by-case basis when potential exceptions occur.

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

Recruitment practices and procedures will be in accordance with those established by the Binghamton University Office of Diversity, Equity, and Inclusion, and with its Road Map goal of "uniting to foster a diverse and inclusive campus culture." The following are examples of how the DCNHS encourages enrollment and retention of historically underrepresented students:

- Recruitment is a combination of field recruitment through conferences, employer relationships and community college relationships, along with digital marketing and traditional channels. To encourage enrollment from historically underrepresented groups, DCNHS will focus on specific association recruitment, including the Association of Minority Health Professions School, Inc., Association of Clinicians for the Underserved, Society for the Analysis of African American Public Health Issues, Indian Higher Education Consortium (AIHEC), South Asian Public Health Association, Hispanic-Serving Health Professions Schools, Inc., Gay and Lesbian Medical Association, Society of Healthcare Professionals with Disabilities, and National Rural Health Association.
- Other strategies include use of gender-neutral language and gender-neutral images, as well as those that address other aspects of diversity; assuring that students share the same learning experiences; faculty/student mentoring; and active recruitment of underrepresented nursing faculty.
- DCNHS employs an Associate Dean of Diversity, Equity and Inclusion to foster a diverse and inclusive culture that is welcoming for all students, faculty, staff and the Greater Binghamton community. The Associate Dean for DEI is in frequent contact with faculty and students via emails and monthly reports during Faculty Council and other meetings, providing updates that include available trainings and other resources, including those for suspected bias, harassment and discrimination. The Associate Dean participates in the University's monthly division meetings for all DEI officers and is a member the American Association of Colleges of Nursing's (AACN) Diversity, Equity and Inclusion Network. The Associate Dean is also the principal investigator for the college's Collegiate Science and Technology Entry Program grant, funded by the US Department of Education to increase the number of underrepresented and income eligible students pursuing disciplines related to licensed and STEM professions.
- The Decker College Culture of Belonging Committee is now a standing committee. The function of the Decker College Culture of Belonging Committee is to support a community that respects, fosters and celebrates inclusion among individuals, groups and populations encompassing race, age, ethnicity, culture, [dis]ability, national origin, sexual orientation, gender identity, sex, religious affiliation and educational background.
- The DCNHS participated in the American Association of Colleges of Nursing's (AACN) Leading Across Multidimensional Perspectives (LAMP©) Culture and Climate Survey to assess learning environments in schools of nursing. The tool gives academic administrators a better understanding of how their learning environment is influencing student experiences and outcomes. The survey results showed how the DCNHS stands in the following areas: Perceptions of Culture and Climate; Fair Treatment and Observations of Discrimination; Belongingness; Value of Diversity, Equity, and Inclusion; and Campus Services and Clinical Training.
- The Binghamton University faculty and staff handbook provides guidance that reasonable accommodations are required for students who observe religious holidays: (https://www.binghamton.edu/academics/provost/faculty-staff-handbook/handbook-vii.html#B)

- The National Center for Faculty Development and Diversity (NCFDD) is an online membership resource available to faculty, graduate students, and staff: https://www.facultydiversity.org/imresources. The NCFDD is an independent professional development, training, and mentoring community of faculty, postdocs, and graduate students from over 450 colleges and universities. As a member, all Binghamton University faculty, postdocs, and graduate students have access to several tools and webinars to support their professional and academic development.
- The DCNHS will continue to serve both prospective students and communities in our rural areas, an underserved population that has been an important focus for Decker for decades. Recruitment from Binghamton University's Q Center provides an array of resources, educational opportunities and social justice initiatives designed to foster a campus environment that is inclusive and supportive of all sexual orientations, gender identities and gender expressions.

d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

DCNHS anticipates initial enrollment to come chiefly from our regional area (noted above in 2.4.c) and other areas in NYS, especially the lower part of the state, mirroring the current enrollment trends in DCNHS. We then expect to attract students nationwide. DCNHS will strive to recruit percentages of male and minority members in numbers that closely reflect the US Census (July 2024) by the fifth year of the program: Female (50%), Black or African American (13.7%), Hispanic or Latino (19.5%), Asian (6.4%), and approximately 22% ESL (within the overall student population). Although not represented in the census, DCNHS will also strive to recruit persons in sexual and/or gender minorities.

Most important is creating an online program to enhance the diversity of the program, as Broome and other regional counties do not have very diverse populations:

Race and Hispanic Origin Percentages of Broome and Neighboring Counties

	US	Broome	Delaware	Sullivan	Orange	Tioga	Chenango
White	75.3	81.4	93.8	82.4	77.3	95.8	96.2
Black	13.7	7.1	2.6	11.1	15.0	1.2	1.1
American Indian/Alaskan Native	1.3	0.3	0.4	0.9	1.0	0.3	0.5
Asian	6.4	5.1	1.4	2.2	3.3	0.9	0.6
Native Hawaiian/Other Pacific Islander	0.3	0.1	0.1	0.1	0.1	X	X
Two or more races	3.1	3.3	1.8	3.3	3.3	1.7	1.6
Hispanic/Latino	19.5	5.7	5.0	19.3	24.4	2.4	2.6
White/Not Hispanic or Latino	58.4	80.2	90.1	67.2	58.7	93.9	94.1

Retrieved 01/05/2024 from US Census Bureau (www.census.gov) data from July 2024.

The DCNHS has traditionally served the regional rural population, which is also an underrepresented population, and we will continue this trend by recruiting associate and diploma prepared nurses from the regional rural areas. This practice will expand throughout the DCNHS. The region served by the programs of DCNHS and from which many students are recruited includes the following counties: Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Otsego, Sullivan, Tioga, and Tompkins. Cayuga, Chenango, Cortland, Delaware, Otsego, Sullivan, and some parts of Sullivan counties are designated as rural via the Health Resources and Services Administration (HRSA) Rural Health Grants Eligibility Analyzer. The region includes areas that are designated as medically underserved or mental health professional shortage areas by the HRSA. When compared to the diversity within the healthcare industry as a whole, racial diversity in nursing has outpaced that within healthcare in most years since 2003. In fact, the only years where healthcare diversity outpaced that of nursing were 2004 and 2005. Both these years saw a drop in Licensed Practical Nurses (LPNs) for all groups. The representation of nurses of color has increased more in the last 19 years than in healthcare as a whole. However, only 19.2% of nurse educators were from underrepresented groups in 2021, according to the 2023 American Association of Colleges of Nursing (AACN) report on enhancing diversity in the nursing

workforce in 2021. A national survey of over 6,000 hospitals conducted by the Institute for Diversity in Health Management, only 14% of hospital board members, 11% of hospital executive leaders, and 19% of first and mid-level managers identified as nurses of color (American Hospital Association, 2012).

According to U.S. Bureau of Labor Statistics data from 2023, men represent nearly 12% of all licensed practical nurses, registered nurses, and nurse practitioners. The percentage of nurses who are men has grown by 59% over the past 10 years.

The latest results show that 7.6% of U.S. adults aligned themselves with the LGBTQ+ community in 2023 — up from 3.5% in 2012, when Gallup started collecting this data. LGBTQ+ identification is much more common among younger adults than older adults. Also, 8.5% of adult women and 4.7% of adult men identify as LGBTQ+. By generation, adults in Generation Z (born 1997-2012) and millennials (born 1981-1996) are far more likely than those in older generations to identify as LGBTQ+, (Gallup, updated 03/18/2024). An analysis from 2018 found that up to 38% of sexual and/or gender (SGM) health care workers had not disclosed their identity in the workplace, owing to fears of job loss, potential harassment or discrimination.

2.5. Academic and Other Support Services

a)   Summarize the academic advising and support services available to help students succeed in the program.

The well-being of our students is our top priority, and we strive to provide a safe and comfortable environment. Initially, the Decker Division of Advising and Academic Excellence will use an onboarding approach to support prospective and enrolled students as they explore and pursue program options. Each student works with their individual advisor who guides them from pre-admission, including the transfer credit process, to establishing a relationship with their assigned faculty advisor, through progressing to graduation in a timely manner. In addition to professional staff, Decker peer advisors are regularly available to answer students' questions quickly and efficiently. These peer advisors are experienced nursing students with extensive training in the admissions process, program requirements, registration processes and policies, as well as the Binghamton campus and support services. Finally, students are also assigned a faculty advisor to assist them in navigating their programs and with their prospective careers.

DCNHS uses *B-Successful* to coordinate and facilitate student success efforts between faculty, academic advising, tutoring and other campus offices. *B-Successful* at Binghamton is an online appointment scheduling and early alert communication tool that supports student success. Students, academic advisors and support staff are alerted when academic performance issues arise that may threaten the success of students. The students are then connected with their advising office/advisor, instructor and other offices on campus to help promote and support their success. *B-Successful* enables online appointment scheduling and case management, and facilitates meaningful contact between students and their advisors, instructors and tutors.

Students have access to support services offered to all Binghamton University Students, as well as the following student support services in the DCNHS:

DCNHS Support Services	Missions supported
DCNHS Academic Advising and Student Services	Educational Access and Support. Promotes undergraduate and graduate student learning and individualized academic progression.
DCNHS Innovative Simulation and Practice Center (ISPC)	Teaching. The Center provides state-of-the-art skills and simulation technologies available to students and faculty. Virtual experiences will be available to online students.
DCNHS Kresge Center for Nursing Research	Research and Scholarship. Facilitates faculty and student support for grant preparation and research help.
DCNHS The O'Connor Office of Rural Health Studies	Research and Scholarship. Assists students and faculty with topics related to rural health care and research in Delaware and surrounding counties.
DCNHS Interdisciplinary Tobacco Use Research Program (ITURP)	Learning, Teaching, Research and Scholarship, Service. Using a collaborative framework with anthropology and

	psychology, facilitates student research and supports clinical and education programs around tobacco use.

b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

There is no anticipated funding expected for this program. Students will be self-funding or using loans or other financial aid.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable**.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with *SUNY policy*, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. *NOTE: The University Faculty Senate's Guide for the Evaluation of Undergraduate Programs is a helpful reference.*

The initial full assessment will take place during the academic year after the graduation of the first cohort of students and will then take place during the same years as DCNHS's accreditation cycle, which should be 2028. The School of Nursing of the DCNHS adheres to the American Association of College of Nursing's (AACN, 2024) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, and this program will be structured and evaluated accordingly on an ongoing basis from its beginning.
The MS in Advanced Professional Nursing faculty will evaluate student learning through several internal and external mechanisms. Internally, course coordinators work will with the Graduate Program Director to assure that the curriculum promotes achievement of course-specific student learning outcomes, and that they build toward student achievement of end of program outcomes. Course coordinators work with faculty teaching in the didactic and clinical sections to assure student learning is being assessed in a systematic manner within each section, across the course and the program. Student learning is evaluated by faculty at the course level, using course and practicum objectives. Student learning outcomes, against which student learning is assessed, have been developed by the course faculty and are mapped to the *The Essentials :Core Competencies For Professional Nursing Education,* established by the AACN (2001). Examinations on course content are evaluated by faculty for topic(s) of weak student performance to determine any areas of omission in lecture/readings/discussions, and corrections are made as needed. Additional coursework assignments (papers, presentations, etc.) are factored into a final course grade. Feedback from practicum preceptors is incorporated into student clinical evaluations. Student self-evaluations are presented during the evaluation process to facilitate discussion between student and preceptor on the progress that the student is making toward meeting the clinical learning objectives. Students will also demonstrate overall program learning outcomes via their Capstone Project, which provides students with the opportunity to demonstrate mastery and synthesis of all components of the master's program including, theory, research, advocacy, and policy.
The Masters Curriculum Committee, inclusive of the Graduate Program Director, will evaluate the curriculum on an ongoing basis. The Director of DCNHS Graduate Programs will be responsible for the revision and update of the University wide assessment program, WEAVE, which is a mechanism used by Binghamton University to ensure each program and the university are meeting Middle States criteria. WEAVE establishes program-specific measurements of learning with benchmarks that indicate successful learning. The associated finding of each learning measurement is evaluated against its benchmark annually. If a finding does not meet its benchmark, a remediation plan is established.
These measures feed into several mechanisms that allow external evaluation, including but not limited to annual reports to the New York State Education Department (NYSED), New York State Office of the Professions, the annual AACN report, the 5-year CCNE Continuous Improvement Process report (CIPR) and the 10-year CCNE

self-report study and site visit. The school (including all undergraduate programs) filed the latest NYSED annual report March 1, 2020, and the CIRP in December 2017. School wide simultaneous CCNE and NYSED accreditation was held November 2018 which resulted in a 10-year reaccreditation. As determined by CCNE, some of the markers of program success that are evaluated include percentage of program graduates who complete the program within a specified time period and employment rates within the first year after graduation. Both of these measures must meet federally set benchmarks.

Program completion rates demonstrate program effectiveness (CCNE):
- Number of graduates (benchmark: 70% of all possible graduates for the academic or calendar year)
- Number who graduate within specified time range (benchmark: 70% of all possible graduates for the academic or calendar year)

Assessment cycle: annual

Assessment of student success after program completion:
- Employment rates demonstrate program effectiveness (CCNE)
- As this program does not lead to licensure, the employment rate could be employment progression to a position that requires a MS.
- This data will be captured through graduation, 1 year, 3 years, and 5-year surveys of all graduates in the program.

Assessment cycle: annual

Section 3. Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, found here. Rows for terms that are not required can be deleted.

*NOTES: The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from in*
Regulation 52.2 http://www.highered.nysed.gov/ocue/lrp/rules.htm are met.

Special Cases for the Program Schedules:
- ☐ *For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying*
  options cannot be tracks; they must be separate programs.
- ☐ *When this form is used for a multi-award and/or multi-institution program that is <u>not</u> based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, Changes to an Existing Program, should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. SUNY policy governs the awarding of two degrees at the same level.*

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? *NOTE: Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

b) For each existing course that is part of the proposed graduate program, **append** a catalog description at the end of this document.

c) For each new course in the graduate program, **append** a syllabus at the end of this document. *NOTE: Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with SUNY policy on credit/contact hours), general course requirements, and expected student learning outcomes.*

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed External Instruction form at the end of this document

SUNY Graduate Program Schedule (*OPTION: You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: MS Advanced Professional Nursing – Administration Track

a) Indicate **academic calendar** type: [X] Semester   [ ] Quarter   [ ] Trimester   [ ] Other (describe):

b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall				Term 2: Spring			
Course Number & Title	**Credits**	**New (X)**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New (X)**	**Co/Prerequisites**
NURS/HSCI 600 Adv Rsrch Methods & Quant Anls	3			NURS/HSCI 615 Info Sys & Tech in Healthcare	3		
NURS 601 Theor And Conceptual Found Nsg	3			NURS/HSCI 634 Health Policy Formulation	3		
NURS 625 DNP Organizational Behavior/ HSCI 625 Organizational Behavior (NURS 625 is course number revision for NURS 548)	3			NURS/HSCI 523 Human Resources Management in Health Care Organizations	3	X	
NURS 639 /HSCI 639 Health Care Finance (NURS 639 is course number revision for NURS 581L)	3			NURS/HSCI 524 Marketing & Strategic Planning in Health Care Organizations	3	X	
Term credit total:	**12.0**			**Term credit total:**	**12.0**		
Term 3: Summer				**Term 4:**			
Course Number & Title	**Credits**	**New (X)**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New (X)**	**Co/Prerequisites**
NURS/HSCI 525 Quality Assurance & Risk Management in Health Care Organizations	3	X					
NURS/HSCI 582 Nursing Administration Capstone & Practicum	3	X	Must be taken in last semester				
Term credit total:	**6.0**			**Term credit total:**	**0.0**		
Program Total:	**Total Credits: 30**	**Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:** Students complete a capstone project in their last course/semester: NURS/HSCI 582 Nursing Administration Capstone & Practicum					

New: X if new course   **Prerequisite(s)**: list prerequisite(s) for the listed courses

SUNY Graduate Program Schedule (*OPTION: You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.*)
Program/Track Title and Award: MS Advanced Professional Nursing – Education Track

a) Indicate **academic calendar** type: [X] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):
b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.
d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall				Term 2: Spring			
Course Number & Title	**Credits**	**New (X)**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New (X)**	**Co/Prerequisites**
NURS/HSCI 600 Adv Rsrch Methods & Quant Anls	3			NURS/HSCI 615 Info Sys & Tech in Healthcare	3		
NURS 601 Theor And Conceptual Found Nsg	3			NURS/HSCI 634 Health Policy Formulation	3		
NURS 505 Assessment, Pathophysiology & Pharmacology for Nurse Educators	3	X		NURS/HSCI 557 Teaching Methods and Strategies (Formerly Functional Role -II – Educator)s	3		
NURS/HSCI 556 Educational Philosophy and Curriculum Development (Formerly Functional Role -I – Educator)	3			NURS 506 Population Health	3	X	Prereq: NURS 505 Assessment, Pathophysiology & Pharmacology for Nurse Educators
Term credit total:	**12.0**			**Term credit total:**	**12.0**		

Term 3: Summer				Term 4:			
Course Number & Title	**Credits**	**New (X)**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New (X)**	**Co/Prerequisites**
NURS/HSCI 558 Information and Educational Technology in Nursing Education	3						
NURS 583 Nurse Educator Capstone & Practicum	3	X	Must be taken in last semester				
Term credit total:	**6.0**			**Term credit total:**	**0.0**		

Program Total:	Total Credits: 30	**Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:** Students complete a capstone project in their last course/semester: NURS 583 Nurse Educator Capstone & Practicum

New: X if new course   **Prerequisite(s)**: list prerequisite(s) for the listed courses

Section 4. Faculty

a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

NOTE: CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in in Regulation 52.2 http://www.highered.nysed.gov/ocue/lrp/rules.htm

c) What is the institution's definition of "full-time" faculty?

The academic year obligation covers the dates from approximately the first day of registration in the Fall through the day after Commencement. Faculty receive yearly notification of the exact dates from the Provost and Executive Vice President for Academic Affairs. During the period of academic year and semester obligations, all members of the faculty except those on Title F leave, sabbatical leave, or leave without pay are expected to be available for such service as may be dictated by their University obligations, departmental assignments, and program responsibilities.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(see attached)

a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The program will require one full-time Associate Professor and one Clinical Assistant Professor (full course load). Both will be hired for the first year of the program. Adjunct faculty and course assistants will be hired on an as needed basis, dependent upon enrollment. DCNHS will be utilizing additional support services from Brightspace that are above those already utilized by the university, which are available 24 hours a day, and which are already available to all university students and faculty. No additional resources are needed.

b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary.   Enter the anticipated <u>academic years</u> in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation.   Include explanatory notes as needed.

SUNY Program Expenses Table
(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

Expenses (in dollars)

Program Expense Categories	Before Start	Year 1 (AY 26-27)	Year 2 (AY 27-28)	Year 3 (AY 28-29)	Year 4 (AY 29-30)	Year 5 (AY 30-31)	Totals
**SUNY Program Expenses Table**							
Personnel	$0	$544,898.15	$557,915.09	$592,124.27	$625,284.92	$659,909.50	-
Library	$0	$0	$0	$0	$0	$0	-
Fees[1]	$0	$234,164.80	$560,779.72	$948,920.07	$1,261,495.40	$1,555,083.23	-
Maintenance and Operations	$35,000.00	$10,650.00	$7,650.00	$8,000.00	$8,000.00	$8,600.00	-
Capital Expenses[2]	$0	$0	$0	$0	$0	$0	-
Sum of Rows Above	$35,000.00	$789,712.95	$1,126,344.81	$1,549,044.34	$1,894,780.32	$2,223,592.73	$7,618,475.15
Projected Revenues	$0	$660,122.72	$1,241,405.81	$1,929,238.68	$2,487,624.14	$3,009,529.42	$9,327,920.77

Table title: SUNY Program Expenses Table — Master of Science in Advanced Professional Nursing

Number Employees	Total target	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	Comments
Program Coordinator								Program Coordinator will receive $8,000 stipend for this program (noted on FPP tab)
Professor	0.5		0.5	0.5	0.5	0.5	0.5	.50 Current coursed faculty
Associate Professor	1.25		1.25	1.25	1.25	1.25	1.25	1 New Hire; .25 current course faculty
Assistant Professor	0.5		0.5	0.5	0.5	0.5	0.5	.25 Jolene Kittle; .25 Jodi Sutherland
Clinical Associate Professor	0.25		0.25	0.25	0.25	0.25	0.25	.25 Lori-Marie Sprague
Clinical Assistant Professor	1		1	1	1	1	1	1 New Hire
Adjunct faculty	12.5		3	3	6.5	9.5	12.5	2 Current Adjuncts; Remaining are New Hires
Total (Full-time Faculty and Staff)	**2**	**0**	**2**	**2**	**2**	**2**	**2**	
Total Faculty (Full and Part-time)	**16**	**0**	**6.5**	**6.5**	**10**	**13**	**16**	
Grand Total	**16**	**0**	**6.5**	**6.5**	**10**	**13**	**16**	

Base Salaries	Base @ 24/25 rates	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Program Coordinator*		$0.00	$0.00	$0.00	$0.00	$0.00
Professor*	($176,497.00)	($187,086.82)	($192,699.42)	($198,480.41)	($204,434.82)	($210,567.86)
Associate Professor*	($148,277.00)	($157,173.62)	($161,888.83)	($166,745.49)	($171,747.86)	($176,900.29)
Assistant Professor*	($129,046.50)	($136,789.29)	($140,892.97)	($145,119.76)	($149,473.35)	($153,957.55)
Clinical Associate Professor*	($149,570.00)	($158,544.20)	($163,300.53)	($168,199.54)	($173,245.53)	($178,442.89)
Clinical Assistant Professor*	($114,667.00)	($121,547.02)	($125,193.43)	($128,949.23)	($132,817.71)	($136,802.24)
Adjunct faculty**	($4,500.00)	($4,770.00)	($4,913.10)	($5,060.49)	($5,212.31)	($5,368.68)

*3% annual increase
**3credits @$1500/credit; 3% annual increase

Number Employees X Base Salaries	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Program Coordinator	$0.00	$0.00	$0.00	$0.00	$0.00
Professor	($93,543.41)	($96,349.71)	($99,240.20)	($102,217.41)	($105,283.93)
Associate Professor	($196,467.03)	($202,361.04)	($208,431.87)	($214,684.82)	($221,125.37)
Assistant Professor	($68,394.65)	($70,446.48)	($72,559.88)	($74,736.68)	($76,978.78)
Clinical Associate Professor	($39,636.05)	($40,825.13)	($42,049.89)	($43,311.38)	($44,610.72)
Clinical Assistant Professor	($121,547.02)	($125,193.43)	($128,949.23)	($132,817.71)	($136,802.24)
Adjunct faculty	($14,310.00)	($14,739.30)	($32,893.20)	($49,516.92)	($67,108.46)
Total	**($533,898.15)**	**($549,915.09)**	**($584,124.27)**	**($617,284.92)**	**($651,909.50)**

Number Employees Hiring Costs	Hiring Costs per Hire	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Program Coordinator		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Professor		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Associate Professor	($1,500.00)	$0.00	($1,500.00)	$0.00	$0.00	$0.00	$0.00
Assistant Professor		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Clinical Associate Professor		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Clinical Assistant Professor	($1,500.00)	$0.00	($1,500.00)	$0.00	$0.00	$0.00	$0.00
Adjunct faculty		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Hiring Costs		**$0.00**	**($3,000.00)**	**$0.00**	**$0.00**	**$0.00**	**$0.00**

OTPS Costs	OTPS Per head	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	Comments
Faculty Staff included in operating budget	($100.00)	$0.00	($650.00)	($650.00)	($1,000.00)	($1,000.00)	($1,600.00)	copier/printer contract, office and academic instructional supplies
Travel - Site Visits	($2,000.00)	$0.00	($7,000.00)	($7,000.00)	($7,000.00)	($7,000.00)	($7,000.00)	student support, contact with preceptors in remote locations
Computers for New Hires	($1,500.00)	$0.00	($3,000.00)	$0.00	$0.00	$0.00	$0.00	
Total OTPS Costs		*$0.00*	*($10,650.00)*	*($7,650.00)*	*($8,000.00)*	*($8,000.00)*	*($8,600.00)*	

For further information, both projected costs and revenues), please see the attached program budget in Excel.

Section 6. Library Resources

a)   Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

A review of the following subject guide databases showed that the University libraries have adequate resources for this program, including: CINAHL, Health Source; MEDLINE, PubMed, Cochran Library, Access Medicine, Clinical Companion, ICPSR, Data Finder, WHO Health Statistics and Information Systems, Economics, Finance, General Management, Marketing, and Organizational Behavior & Leadership.

b)   Describe the institution's response to identified collection needs and its plan for library development.
N/A

Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed *External Evaluation Report.* ***NOTE:*** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

Evaluator #1	Evaluator #2
Jana Goodwin, PhD, RN, CNE	Dr. Larry Slater , PhD, MAc, RN-BC, CNE, FAAN
Chair, UMSON Program at the Universities at Shady Grove	Dean of the School of Nursing
Universities at Shady Grove	Professor of Nursing
https://www.nursing.umaryland.edu/directory/jana-goodwin/	https://www.qu.edu/faculty-and-staff/larry-slater/
jgoodwin@umaryland.edu	Larry.Slater@quinnipiac.edu

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

NOTE: *SUNY Undergraduate Transfer policy does not apply to graduate programs.*

Section 10. Application for Distance Education

a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [ ] No [X] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.

b) Does the program's design enable students to complete 100% of the course requirements through distance education? [ ] No [X] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

a) Based on guidance on Master Plan Amendments, please indicate if this proposal requires a Master Plan Amendment.
[X] No [ ] Yes, a completed *Master Plan Amendment Form* is **appended** at the end of this proposal.

b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

[X] No [ ] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

> *SUNY Guidance on Degree Authorization. Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.*

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession, or other applicable external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
Appendix	*For all programs*, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
Appendix	*For all programs*, a catalog description for each existing course that is part of the proposed graduate major program	Section 3, Item (b)
Appendix	*For all programs with new courses,* syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
Appendix	*For programs requiring external instruction*, a completed *External Instruction Form* and documentation required on that form	Section 3, Item (d)
Appendix	*For programs that will depend on new faculty*, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
Appendix	*For all programs*, original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
Appendix	*For all programs*, a single Institutional Response to External Evaluators' Reports	Section 8
Form 4	*For programs designed to enable students to complete at least 50% of the course requirements at a distance*, a *Distance Education Format Proposal*	Section 10
	For programs requiring an MPA, a *Master Plan Amendment* form	Section MPA-1