December 1, 2008

Georgia State University
Academic Program Review Committee
10 Park Place
Atlanta, GA 30303

Dear Committee Members:

An overview of the School of Health Professions (SHP) in the College of Health and Human Sciences is provided for your consideration. The 2005-2008 activities focused on: adjusting to the initial formation of the School by combining 3 departments, reaching program capacity, increasing external research support, and recruiting faculty due to attrition and retirements.

There are approximately 350 students enrolled throughout the three divisions of the SHP. Programs are at capacity and to expand would require additional resources. All programs are fully accredited with the exception of the new Coordinated Program in the Division of Nutrition which is currently under review having undergone a site visit in September of this year; initial accreditation is expected by mid-2009.

The faculty in the SHP has adjusted to the change to a School by combining three distinct professions merged into a single administrative unit. Opportunities for collaborations in teaching have resulted in the development of Perspectives courses, interdisciplinary professional courses, and research courses. Research collaborations have become stronger, as evidenced by the ING Team Grant. Two additional tenure-track faculty and 1.5 non-tenure track positions have been added to School lines.

The SHP decreased the number of staff when first organized into a School and a reduction in force (RIF) resulted. However, with the growth of the School since our formation there is a need for additional staff to support research and clinical education.

The SHP is proud of its professional program offerings and the success of our students on national licensure and professional examinations. We have increased the use of on-line and web-enhanced courses since becoming a School.
We are challenged to recruit and retain academically prepared and expert clinical faculty. There is a national shortage of health care faculty, and it is difficult to retain faculty when competing with salaries in the clinical setting. Classroom space and rules for class scheduling continue to be challenging for clinical programs. Respiratory Therapy and Physical Therapy have increased enrollments and have gained only a small amount of space to accommodate the increased number of students. The addition of the Science Teaching Lab in 2010 will help alleviate the instructional lab shortages and it is hoped that the School can retain the space in Kell Hall for faculty research once instructional labs vacate to the new building.

The future goals of SHP are to improve the first time pass rates of students in our professional programs, to improve the research environment for faculty and students as a route to increasing scholarly productivity, and to serve the university community and the public through development of a faculty practice that also will provide teaching and research opportunities for our students and faculty. These goals can be addressed through infusion of new resources, retention and renovation of laboratory space in Kell Hall, an increase in staff support, and the development of a faculty practice.

We greatly appreciate the work of the APR committee. We believe this self-study accurately reflects the strengths of our unit while recognizing the need to reach our goals. This self-study was a comprehensive effort, involving faculty input and cooperation of faculty and staff in the process. It has provided us an opportunity to review the most recent three years which coincides with the development of the School.

Sincerely,

Lynda T. Goodfellow, Ed.D., RRT, FAARC
Associate Professor and Director
ACADMEMIC PROGRAM REVIEW
Self Study Report
School of Health Professions
College of Health and Human Sciences
Georgia State University
November 2008

Review Period: July 1, 2005 through June 30, 2008
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Section A: Unit Assessment of Strengths and Weaknesses

1. Quality of Instruction, Research, and Service

**Instruction:** Educational accreditation is a quality assurance process under which services and operations of an educational institution or program are evaluated by an external body to determine whether applicable standards are met. All applicable programs in the School of Health Professions (SHP) are accredited by the appropriate accrediting agency. The Commission on Accreditation for Dietetic Education (CADE) accredits the Didactic Program in Dietetics (DPD), the Dietetic Internship (DI) (inactive), and a graduate-entry Coordinated Program (CP) (currently under provisional accreditation as a demonstration program for CADE). The DPD and the DI are fully accredited through 2011. The Division of Physical Therapy has full accreditation by the Commission on the Accreditation of Physical Therapy Education (CAPTE) for the Doctor of Physical Therapy (DPT) program until 2012. The Respiratory Therapy program has full accreditation through the Committee on the Accreditation for Respiratory Therapy Education (CoARC) until 2012. The SHP also offers a Master’s in Health Sciences degree that is shared by the Divisions of Nutrition and Respiratory Therapy. These accreditations and degrees attest to the quality of instruction associated with the programs offered in the SHP.

The SHP faculty are expert clinicians and teachers, instructing students at all levels. Faculty course evaluations are well above the mid-point of the rating form. Most faculty members make use of web-based technology through on-line courses and web-enhanced courses. Students’ responses as noted in Appendix D5, reflect the quality of their learning experience’s as well as on the faculty commitment to student learning through knowledge of their subject and accessibility to students. One concern noted by students across programs in the SHP is the inadequacy of our instructional labs. This is an area for improvement, not only in terms of space, but also for state-of-the-art equipment that will be discussed in our goals and objectives.

**Research:** All tenured and tenure-track faculty as well as many non-tenure track faculty, are engaged in scholarship and have active research agendas (Table B-2). Since the SHP was formed in July 2005, faculty have published articles in several peer-reviewed journals, including the Journal of Aging and Pharmacology, Physical & Occupational Therapy in Geriatrics, Muscle and Nerve, the International Journal of Sports Nutrition and Exercise Metabolism, the Journal of Cardiac Failure, the Journal of Strength and Conditioning Research, the American Journal of Clinical Nutrition, Respiratory Care, and the Journal of Applied Biomechanics. The SHP faculty are successful in obtaining external grants and contracts for both research and service. Since the SHP was formed, 27 external awards totaling over $558,000 and 15 internal awards totaling more than $314,000 have been received. These funds supported projects in such areas as asthma and tuberculosis education, food safety messaging and education, energy drink formulations, play therapy for children with cerebral palsy, patent development of innovative
rehabilitation equipment, aerosol research, and muscle injury research. In the last three years, the SHP faculty have published 63 peer-reviewed manuscripts, given 119 invited presentations at conferences, written 5 book chapters, published 9 books, and presented 40 poster presentations to peers at national and international conferences. While there is room for increased scholarly productivity, faculty are challenge with teaching loads with large numbers of students and time-consuming clinical responsibilities. The level of external funding has increased since 2005, but faculty are working toward increased federal support for their research. Measures are in place to protect and support new doctorally-prepared assistant professors. However, the reliance on part-time instructors (PTI) is not always possible given the requirements for PTIs who are both occupationally and educationally prepared. These areas for further improvement and are discussed in Section H.

**Service:** The SHP faculty members provide exceptional service to the university, community, and the professions. Faculty members are leaders in community organizations and state and national professional associations, including state licensure boards and national planning committees. In addition, faculty members have been influential in the improvement of health policies for the state of Georgia, including contributions to development of obesity prevention, assessment, and treatment for children and adolescents; fall prevention strategies for the elderly; and asthma case management. Examples of service to our university community include teaching sections of GSU 1010 through Freshman Learning Communities (FLC) and Perspectives (PERS) courses in the university core curriculum, mapping the campus to enhance access for individuals with disabilities, and establishing a campus nutrition clinic system.

**Strengths & Weaknesses:** Manpower and space are two weaknesses in the SHP. There is also not enough full-time permanent faculty to meet our basic curriculum offerings, particularly in the Division of Physical Therapy. This creates a need to hire PTIs to teach courses in our accredited curriculum. It is difficult to recruit and retain PTIs who are clinically and academically prepared and who meet accreditation standards. Also, these PTIs are not able to advise students or direct individual student efforts, such as theses, which increases the “invisible” full-time faculty workload. In addition to an increased reliance on the use of PTIs, the stress of overcrowding and the need for multiple sections required in our teaching laboratories is a challenge. Instructional laboratory needs will be addressed with the completion of the Parker H. Petit Science Teaching Laboratory building scheduled to open in 2010. However, the new building does not include sufficient research space for the SHP. Research lab space for faculty is insufficient to meet current and projected needs. New faculty members have been added to the SHP roster with no increase in space, and current faculty who have secured increased funding are sharing already inadequate research space. If the current space held by the School were to be retained and renovated in Kell Hall when the instructional labs move to the new building, faculty will approach levels of adequate research space.

2. Centrality of Programs to the University

There are three mission statements within the SHP as we house three distinct professional programs. The mission of the Division of Nutrition is “to prepare professionals who enhance individual and community health through dietetics practice and to contribute to professional and scholarly knowledge in the fields of nutrition and dietetics.” The mission of the Division of
Physical Therapy is “to prepare doctors of physical therapy who are committed to clinical excellence, professional distinction, and the pursuit of scholarly activities that contribute to the body of scientific and clinical knowledge.” The mission of the Division of Respiratory Therapy is “to prepare competent respiratory therapists and future leaders in the profession of respiratory care.” The degree programs of the SHP are consistent with achieving the mission and goals of Georgia State University through “contributions to the economic, educational, social, professional, and cultural vitality of the city, the state, and the region.” With the current shortage of health care practitioners, our graduates meet a key demand in Atlanta and the Southeast.

**Instruction:** The SHP contributes to the mission of Georgia State University and is included in the University’s area of focus of the urban health initiative funded in 2004, in participation in the Perspectives group of core courses, and its participation in coursework and research guidance for students in disciplines outside the SHP. The Perspective courses are designed to provide students with a better understanding of the comparative world through the study of different cultures and to deal with scientific approaches to issues on the environment, public health, or technology. The School hired a faculty member in 2007 under the urban health initiative’s interdisciplinary teaching and research opportunity. Faculty members also serve as thesis and dissertation chairs, members of committees, and advisors to students in the Byrdine F. Lewis School of Nursing, Department of Kinesiology and Health in the College of Education, the Gerontology Institute located within the College of Arts and Sciences, and the Institute of Public Health. The SHP faculty members teach seven sections (approximately 460 students) of Perspectives core courses each year and five sections of nutrition for nursing majors. The four sections of on-line medical terminology courses, both at the undergraduate and graduate level, are offered each semester with approximately 225 registered students across the university. Tai Chi, complimentary medicine, nutrition, and CPR are also very popular elective courses offered by faculty in the SHP.

**Service:** Central to the university mission is strategic leadership. The SHP faculty contributes to the leadership mission of Georgia State University through chairing the first Intellectual Property committee formed at the University. For example, one SHP faculty member serves as co-chair of the IRB committee and currently reviews approximately 50 proposals a month. SHP faculty also serve as senators representing their divisions, affiliate faculty members of the Gerontology Institute, and as representatives to the other University Research committees for compliance including Biosafety, Environmental Advisory, and Radiation Precautions.

In summary, the SHP makes significant contributions to the University, to the metro-Atlanta health care community, and to the citizens of Georgia.

3. **Viability of Programs**

**Instruction:** Table A-1 attests to the viability of each program, applications received, fall enrollment numbers, and degrees awarded for the three Divisions in this review period.

<table>
<thead>
<tr>
<th>Years</th>
<th>Nutrition</th>
<th>Physical Therapy</th>
<th>Respiratory Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
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</tbody>
</table>
This chart shows the growth in admissions from the beginning of the review period to ‘07/08. All Divisions show strong applicant pools and enrollments. The number of graduate students enrolled has doubled in three years. The graduate programs in Nutrition and Respiratory Therapy are nearing capacity with the current resources while Physical Therapy is at maximum capacity. Physical Therapy is a very desirable degree opportunity for graduate students with an average of 260 applications per year for the past three years. The Physical Therapy program has a maximum capacity of 40 students per cohort (total 120), but has admitted four more students with each new class to account for attrition and maximize the number of graduates. Compared with other physical therapy programs, GSU’s Physical Therapy program is the largest program in the State. Conversely, the Master’s in Health Sciences degree shared by the divisions of Nutrition and Respiratory Therapy has had a growing number of applicants. During this APR period, there was an average of 69 applicants per year for admission into the Nutrition track and 9 applicants per year for Respiratory Therapy. Of that number, Nutrition admitted approximately 34 per year while RT admitted approximately 5 per year. The School has had a high yield rate; that is, approximately 51% of accepted Nutrition, 60% of Physical Therapy, and 67% of Respiratory Therapy students matriculated during this assessment cycle.

The Divisions of Nutrition and Respiratory Therapy also offer master’s level entry programs for students who hold baccalaureate degrees in other disciplines but who want to enter these professions. For both degree options, these graduate students take graduate course-work that is double-numbered with undergraduates courses. These graduate students also receive clinical training and take other graduate courses required for the Masters in Health Sciences. The Division of Nutrition has a capacity for 20 students/year in this track per CADE standards while Respiratory Therapy has the capacity for 10 students/year. These two options were developed as a means of increasing the viability of graduate education in those two divisions. The first cohort of eight Coordinated Program (CP) students in the Division of Nutrition entered August 2006, while Respiratory Therapy admitted the first cohort of four students Fall 2007. These unique programs have allowed the divisions to recruit students with a range of skills and interests, broadening the composition of the graduate program. Prospective students recognize that SHP graduates receive training and education for jobs that cannot be outsourced and that these jobs will continue to be in demand with the aging of America.
For undergraduate education, Georgia State University has the largest respiratory therapy program in Georgia. The division enrolls approximately 50 students per year while the Division of Nutrition enrolls about 25 students per year. The Division of Respiratory Therapy also offers a Bridge program for practicing registered respiratory therapists who want to bridge from their current associate’s degree to a bachelor’s degree. After completing any needed pre-requisites along with 39 hours of respiratory therapy courses, students earn a Bachelor of Science with a major in Respiratory Therapy. There were approximately 25 part-time students enrolled during this review period. These numbers are not listed for applications or enrollments but are listed in the graduation category.

The SHP graduates have high placements rates (> 90%) and typically have several job offers upon graduation. One of the largest employers of respiratory therapy graduates is in the acute care settings of hospitals. This includes adult intensive care units, neonatal intensive care units, sleep technology centers, and pediatric settings. Nutrition graduates are employed in clinical, community, school nutrition, long-term care, government, business, and other sectors. Physical Therapy graduates practice in hospitals, out-patient clinics, home-health, and private practice settings. Projections from the U.S. Department of Labor for years 2006-2016 indicate the need for registered dietitians to increase 9%, physical therapists (PT) to grow 27%, and respiratory therapists (RT) to expand by 19%. The need for PTs and RTs is higher than expected as compared to all other occupations (http://www.bls.gov/oco/home.htm).

Strengths & Weaknesses: From a resource perspective, the SHP is at full capacity in terms of enrollment and instructional lab space. The Science Teaching Lab Building will double our instructional lab space which is greatly anticipated. The SHP needs more staff and faculty to maintain our level of teaching, research and service, and expansion. The goals and objectives in Section H address our staff and faculty resources, and research space.

4. Strategic Focus

Instruction: The SHP prepares students for entry-level practice in each of the three distinct professions. The degrees the students earn are the result of rigorous curriculums as shown in Appendix D4. In addition to the information listed above, Table B-3 indicates that SHP programs have enjoyed strong enrollments during this review period. There are approximately 300 clinical affiliations where students in SHP can practice under supervision. Placement rates are strong as evidenced by the demand for our graduates. These employment positions are in a wide range of fields of practice in nutrition and dietetics, physical therapy and rehabilitation and respiratory care. Our graduates contribute significantly in local, state, and national communities.

By accreditation standards, graduate level education is required to offer advanced instruction in a specialized area or concentration. The concentration adopted by each division was developed in collaboration with representatives of the community in which our students practice. For example, the DPT is the preferred degree for the entry-level practitioner in order to effectively practice in a variety of clinical settings with unique levels of professional responsibility. In nutrition, a higher level practice is required to meet projected healthcare needs and the needs of the urban healthcare environment. Another example is the concentration focus of Respiratory Therapy which is to produce future respiratory therapy instructors or advanced practice clinicians
in acute-care settings. The high demand for instructors in respiratory therapy with advanced degrees by employers is one indication of the viability of the program’s strategic focus. There are many entrepreneurial opportunities available for our graduates and education at the expert level prepares graduates for owning their own practice, whether in a clinic/practice setting or home health arena.

**Strengths & Weaknesses:** One of the greatest strengths of the formation of this school has been the strategic focus to increase not only the number of graduates through higher enrollments, but also to increase the number of credit hours generated by SHP faculty. **Table B-5** lists credit hours by faculty type and level. In the three years that the School has been in existence (the time period of this review), credit hours have increased from a total of 13,254 in year one to 17,631 in year three, a 25% increase. We project that we will surpass 18,000 credit hours by the end of FY09. A comparison of total credit hours generated by the three divisions in the past 3 years is shown in the following **Figure 1**.

**Figure 1. Total Credit Hours**

![SHP Total Credit Hours](image)

Opportunities for targeted expansion of SHP programs will be considered in **Section H**.

5. **Financial Resource Analysis**

This is the initial Academic Program Review for SHP. When the School was formed, one goal was to pool resources in order to realize cost savings and economies of scale. By any standard of measurement, the SHP has made excellent use of the pooled resources. Despite the rapid growth and transition, the School went through a staff reduction in the first year of formation. Because of space allocations in the Urban Life Building on the eighth and twelfth floors, there are two suites for faculty offices with entry portals for students and guests. It has been a challenge to adequately staff both “store fronts” and the School has had to rely on temporary employees and student assistants.
Furthermore, the Action Plan for the Division of Physical Therapy, from their last APR in 2004 still has unfunded action items. Only one of three faculty positions has been funded. A dedicated clinical laboratory for the physical therapy program was recommended and approved. However, due to increased enrollment in other programs in the College, the space is shared. Lastly, the implementation of a physical therapy faculty practice (requiring an investment in physical space) was not funded. All this while their credit hour generation has increased in both the total credit hours required for the degree (up to 137 from 107) and an increase in students from transitioning from MPT to DPT.

In summary, all of the resources allocated to the School have resulted in the expected outcomes. The SHP has had very little budget change and credit hours are up without a real increase in faculty. Table A-2 provides a summary of the SHP budget during the review period.

**Table A-2. School of Health Professions Budget Summary FY 2006 - 2009**

<table>
<thead>
<tr>
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<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
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<td>Personnel</td>
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<td>Travel</td>
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<td>$24,500</td>
<td>$26,920</td>
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<td>$2,221,120</td>
<td>$2,206,456</td>
<td>$2,582,776</td>
<td>$2,670,686</td>
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Section B: Historical and Current Contexts

Historical Context

A history of the three Divisions is provided for context followed by the events of the last three years.

*Nutrition* - In 1971, the College of Health Sciences (now Health and Human Sciences) opened what is now the Division of Nutrition (formerly called the Department of Nutrition, Department of Nutrition and Laboratory Technologies, Department of Nutrition and Dietetics, and the Department of Community Health Nutrition). An intensive undergraduate program in which students completed a bachelor’s degree and 900 hours of practice-based learning in a four-year period was begun in 1974. Twenty students per class were accepted into this program each year. In 1988, in order to accept more students a Didactic Program in Dietetics (DPD) was initiated. The DPD is also an accredited four-year program of study but does not include the 900 hours of practice-based learning. The DPD allowed the Department to accept more students into the undergraduate program and it gave students an additional, less intensive undergraduate program option. Upon completion of the DPD, students receive a B.S. degree in nutrition and dietetics and a “Verification Statement,” which makes them eligible to apply for a CADE-accredited dietetic internship (DI). Following successful completion of the DI, the student is eligible to take the national credentialing examination and become a Registered Dietitian. In 1990 and again in 2001, a self-study document was prepared and submitted to the CADE, resulting in a 10-year accreditation period for the DPD each time. The Master of Science degree with a major in allied
health professions was approved by the Board of Regents in 1978 and offered nutrition as one of three areas of specialization. In 2006, in response to a CADE call for new educational models in dietetics, the Division initiated an Integrated Program (IP). The IP combines DPD coursework, MS coursework, and practice-based experiences into a single coordinated graduate program referred to as the Coordinated Program (CP). Individuals who successfully complete the program are eligible for the master’s degree and the registration examination for dietitians. This program is currently granted provisional accreditation by CADE and a self-study was developed to apply for full accreditation. In September of 2008, a site visit occurred with results pending of initial accreditation expected in 2009.

Physical Therapy - Georgia State University’s physical therapy program is the oldest in Georgia, having initiated the training of its first class in the fall of 1970 and receiving initial accreditation for a Bachelor of Science program in April, 1972. In 1997, the Department received Board of Regents approval for an entry-level Master’s degree (MPT), and the last MPT class graduated in May of 2007. The Department received Board of Regents approval for an entry-level Doctoral degree (DPT) in 2004, and the first DPT class matriculated in August 2005. The fully integrated DPT program, consisting of 137 credit hours over 9 consecutive semesters with 33 weeks of full-time clinical education, matriculated its first class in Fall of 2005. After accepting a smaller first class, the program accepts on average 44 students each year, more than any other PT program in the State.

Respiratory Therapy - Georgia State University achieved university status from the Board of Regents in 1969 and at that time the program of respiratory therapy was also approved. A hospital-based respiratory therapy teaching program at Crawford W. Long Hospital, was phased out and instituted in the Department of Respiratory Therapy at Georgia State University within its School of Allied Health Professions. In keeping with the growth of the respiratory therapy profession, the department’s A.S. program was phased out in 1979 to emphasize the B.S. program. The Master of Science degree approved in 1978 offered respiratory therapy as a specialization. The current name of the major is Health Sciences with specializations in nutrition and respiratory therapy. In 1986, the department name was changed to the Department of Cardiopulmonary Care Sciences to encompass a more global term of the profession. In 2003, the department was ranked as the top respiratory therapy educational program by other educators in the country (AARC Ed Section Bulletin, 2003). Today, only three institutions in the country offer a Master’s degree program placing the Division of Respiratory Therapy at the top rank of the discipline from an educational perspective. In 2005 with the formation of the School of Health Professions, the name of the department was changed again to the Division of Respiratory Therapy. Currently, there are seven faculty members and over 100 students with a growing graduate program.

Current Context
On July 1, 2005, the School of Health Professions was formed by consolidating three existing units: the Department of Cardiopulmonary Care Sciences, the Department of Nutrition, and the Department of Physical Therapy. With this change came a renaming of the old departments to “Divisions.” Dr. Lynda T. Goodfellow was named Director of the School of Health Professions and serves as Division Head for Respiratory Therapy (formerly known as Cardiopulmonary Care Sciences). Dr. Mildred Cody serves as Division Head for Nutrition and Dr. Leslie Taylor is the
Division Head for Physical Therapy (see organization chart in Appendix B2). This reorganization has proven to be very beneficial for the faculty thus far by increased camaraderie and scholarship opportunities.

The accredited programs and degree offerings in the SHP are listed in Section A. The faculty composition is further explicated in Table B-1.

**Table B-1 Faculty Distribution by Numbers for 2006-2008**

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<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Tenured</th>
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<td>FY 2008</td>
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<td>White 2 6 1</td>
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</tbody>
</table>

*Includes instructor, lecturer, clinical, research
**Includes PTI and partial contract
***includes academic professional, academic administrator, general administrator, adjunct
PTIs listed in the table are not considered part of the regular faculty complement. Hiring of PTIs is done on a semester basis by the Division Heads with compensation at $3500 per course or $2000 per clinical course (one-day of clinical per week for a semester). In FY 08, the SHP hired 42 PTIs at a cost of $187,744. Because it can be difficult to find academically experienced PTIs for both the classroom and on-line courses, the learning experience for students may be less than optimal.
Faculty productivity has increased since the formation of the SHP (see Table B-2 below and Appendix F3 for individual faculty productivity). The average number of peer-reviewed publications per year for tenure-track (TT) faculty (n=15) is 4.2 publications per year. Non-tenure Track (NTT) (n=8) faculty also publish and 14 publications over the review period were published by faculty on NTT. External funding has increased since the formation of the School and we anticipate both internal and external funding increases in the next few years as our tenure-track assistant professors work towards tenure.

Table B-2 Faculty Scholarly Productivity Summary for Calendar years 2005-2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Referred Publications</th>
<th>Scholarly Works</th>
<th>External Funding</th>
<th>Internal Funding</th>
<th>Presentations</th>
<th>Other Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>30</td>
<td>11</td>
<td>$79,509</td>
<td>$172,780</td>
<td>48</td>
<td>7</td>
</tr>
<tr>
<td>2006</td>
<td>14</td>
<td>19</td>
<td>$183,064</td>
<td>$105,283</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>2007</td>
<td>19</td>
<td>26</td>
<td>$295,791</td>
<td>$36,789</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>56</td>
<td>$558,364</td>
<td>$314,852</td>
<td>127</td>
<td>19</td>
</tr>
<tr>
<td>Yearly Average</td>
<td>21</td>
<td>19</td>
<td>$186,121</td>
<td>$104,951</td>
<td>42</td>
<td>6</td>
</tr>
</tbody>
</table>

The degree programs were described in Section A. Table B-3 summarizes the majors by programs and graduates for 2006-2008. Student enrollment during this review period for the Baccalaureate programs was stable. Graduate enrollment increased the most in the MS programs and DPT.
Table B-3 Program Types by Majors and Concentration and Unduplicated Number (Headcount) of Major Students and Degrees Conferred FY 2006 – 2008

<table>
<thead>
<tr>
<th>Program</th>
<th>Major</th>
<th>Concentration</th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>3 Yr. Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Majors</td>
<td>Degrees Conferred</td>
<td>Majors</td>
<td>Degrees Conferred</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td>NTR</td>
<td></td>
<td>72</td>
<td>24</td>
<td>48</td>
<td>29</td>
</tr>
<tr>
<td>BS</td>
<td>NTR</td>
<td>BSP</td>
<td>74</td>
<td>121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>Bach.</td>
<td>146</td>
<td>24</td>
<td>169</td>
<td>29</td>
</tr>
<tr>
<td>MS</td>
<td>HS</td>
<td>NTR</td>
<td>31</td>
<td>15</td>
<td>44</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>Masters</td>
<td>31</td>
<td>15</td>
<td>44</td>
<td>16</td>
</tr>
<tr>
<td>CERG</td>
<td>DIN</td>
<td></td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>CERG</td>
<td></td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>187</td>
<td>39</td>
<td>221</td>
<td>45</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MPT</td>
<td>PT</td>
<td></td>
<td>74</td>
<td>34</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>MS</td>
<td>HS</td>
<td>PT</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Masters</td>
<td></td>
<td>75</td>
<td>35</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>DPT</td>
<td>PT</td>
<td></td>
<td>23</td>
<td>64</td>
<td></td>
<td>104</td>
</tr>
<tr>
<td>Total</td>
<td>Doct.</td>
<td></td>
<td>23</td>
<td>0</td>
<td>64</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>98</td>
<td>35</td>
<td>104</td>
<td>38</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td>RT</td>
<td></td>
<td>101</td>
<td>39</td>
<td>95</td>
<td>38</td>
</tr>
<tr>
<td>BS</td>
<td>RT</td>
<td>ADS</td>
<td>7</td>
<td>1</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>BS</td>
<td>RT</td>
<td>BSP</td>
<td>76</td>
<td>107</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Bach.</td>
<td></td>
<td>184</td>
<td>40</td>
<td>213</td>
<td>42</td>
</tr>
<tr>
<td>MS</td>
<td>HS</td>
<td>RT</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>Masters</td>
<td></td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>186</td>
<td>41</td>
<td>219</td>
<td>43</td>
</tr>
</tbody>
</table>
Table B-4 reports retention, progress towards degrees, and graduation rates in each Division. There were no degrees conferred to DPT students during this review period as the Division was transitioning from the MPT degree to DPT. There were MPT students matriculating but the first class of 19 DPT students graduated in Summer 2008.

Table B-4 Retention, Progress toward Degree, and Graduation Rates of Cohorts
Fall 2002-2004

<table>
<thead>
<tr>
<th>Year</th>
<th>MAJ</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Retain</td>
<td>Grad By</td>
<td>Retain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reten Rate</td>
<td>Reten Rate</td>
<td>Reten Rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>NUTR</td>
<td>66</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>RT</td>
<td>76</td>
<td>76</td>
<td>6</td>
</tr>
<tr>
<td>YEAR 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>NUTR</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>RT</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>YEAR 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>NUTR</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>RT</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table B-4 Retention, Progress toward Degree, and Graduation Rates of Cohorts
Fall 2005 - 2007

<table>
<thead>
<tr>
<th>Year</th>
<th>MAJ</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Retain</td>
<td>Grad By</td>
<td>Retain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reten Rate</td>
<td>Reten Rate</td>
<td>Reten Rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>NUTR</td>
<td>0</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>RT</td>
<td>0</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>YEAR 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>NUTR</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>RT</td>
<td>8</td>
<td>77</td>
<td>85</td>
</tr>
<tr>
<td>YEAR 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>NUTR</td>
<td>26</td>
<td>39</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>RT</td>
<td>21</td>
<td>42</td>
<td>63</td>
</tr>
</tbody>
</table>
Credit hour generation has not only increased due to enrollment but also as a result of the Perspectives courses, which are required for non-majors and elective courses offered to all students. In Tables B-5 faculty credit hour generation is reported. The total number of credit hours generated for academic years 2005-2008 is over 50,000 credit hours.
Table B-5 Summary of Credit Hours Generated by Student Level and by Faculty Rank 2006 – 2008

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-Track</td>
<td>2993</td>
<td>224</td>
<td>5941</td>
<td>1943</td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td>0</td>
<td>0</td>
<td>807</td>
<td>401</td>
</tr>
<tr>
<td>PTI</td>
<td>0</td>
<td>0</td>
<td>4026</td>
<td>428</td>
</tr>
<tr>
<td>GTA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>516</td>
<td>0</td>
<td>690</td>
<td>377</td>
</tr>
</tbody>
</table>

| Physical Therapy |                |                          |                          |          |
| Tenure-Track     | 0              | 0                        | 402                      | 5646     |
| Non Tenure-Track | 0              | 0                        | 0                        | 8682     |
| PTI              | 0              | 0                        | 0                        | 618      |
| GTA              | 0              | 0                        | 0                        | 0        |
| Other            | 0              | 0                        | 0                        | 977      |

| Respiratory Therapy |                |                          |                          |          |
| Tenure-Track       | 0              | 127                      | 1515                     | 452      |
| Non Tenure-Track   | 72             | 180                      | 5955                     | 480      |
| PTI                | 0              | 2343                     | 1056                     | 309      |
| GTA                | 0              | 0                        | 0                        | 0        |
| Other              | 0              | 1715                     | 921                      | 920      |

Table B-6 shows the average credit hour generation taught by faculty rank and scholarly productivity. Tenured/tenure track (T/TT) faculty in the SHP generates 37% of the undergraduate (UG) student credit hours. For graduate credit hours, T/TT faculty generates 47% of the total. NTT faculty members teach 63% of the UG credit hours and 53% of the graduate credit hours. For clarification, masters-prepared or clinically doctoral prepared NTT faculty teach students in their specific disciplines. Doctoral-prepared faculty with specialty preparation would be optimal but these faculty are difficult to locate and recruit, especially in physical therapy and respiratory therapy.

Table B6 School of Health Professions Faculty Numbers, Credit Hours, and Scholarly and Creative Productivity Three-Year Average-2005/6-2007/8

<table>
<thead>
<tr>
<th>Average annual number of faculty members by rank and status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured professors</td>
</tr>
<tr>
<td>Tenured associate professors</td>
</tr>
<tr>
<td>Tenured assistant professors</td>
</tr>
<tr>
<td>Tenure-track associate professors</td>
</tr>
<tr>
<td>Tenure-track assistant professors</td>
</tr>
</tbody>
</table>
Table B6 School of Health Professions Faculty Numbers, Credit Hours, and Scholarly and Creative Productivity Three-Year Average-2005/6-2007/8

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total tenure-track faculty members</td>
<td>15</td>
</tr>
<tr>
<td>Non-tenure-track faculty members (fulltime)</td>
<td>8</td>
</tr>
<tr>
<td>Total fulltime faculty members</td>
<td>23</td>
</tr>
<tr>
<td>Part-time instructors</td>
<td>13</td>
</tr>
<tr>
<td>Graduate teaching assistants</td>
<td>0</td>
</tr>
<tr>
<td>Total for part-time faculty</td>
<td>13</td>
</tr>
</tbody>
</table>

Average annual number and type of staff
- Administrative staff (fulltime equivalents): 4
- Student assistants (half-time equivalents): 5

Average annual credit hours by level
- Undergraduate: Core: 597
- Undergraduate: Lower division: 765
- Undergraduate: Upper division: 2368
- Graduate: 2150

Average annual credit hours by faculty type
- Tenured and tenure-track: 2085
  - Total for fulltime faculty: 1637
- Non-tenure track (fulltime): 1637
  - Total for fulltime faculty: 3722
- Part-time instructors: 2158
- Graduate teaching assistants: 0
  - Total for part-time faculty: 2158

Scholarly and creative productivity
- Total number of refereed publications: Unduplicated: 57
- Total number of refereed publications: By author: 63
- Total number of other scholarly works: Unduplicated: 65
- Total number of other scholarly works: By author: 73
- Average annual number of refereed publications per tenure-track faculty: Unduplicated: 3.8
- Average annual number of refereed publications per tenure-track faculty: By author: 4.2
- Average annual number of other scholarly/creative works per tenure-track faculty: Unduplicated: 4.3
- Average annual number of other scholarly/creative works per tenure-track faculty: By author: 4.8

Funding from grant and other sources
- Total external direct funding: $558,364
- Total external indirect costs: $208,757
- Total internal funding: $314,852
- Total funding from other sources: $15,000
- Average annual external funding per tenure-track faculty: $45,192
- Average annual internal funding per tenure-track faculty: $18,426

---

1 For works with multiple authors from the unit, count the work only once.
Faculty workload can be reviewed from the perspective of courses taught and the type of courses in the curriculum. The CHHS Workload policy is followed with generally Tenure/Tenure-Track (T/TT) faculty members in SHP teaching five courses per year (3 courses one semester and 2 the other). Non Tenure-Track (NTT) faculty members teach 3-4 courses per semester, one of which may be a clinical practicum course. In comparison to our peer institutions, SHP faculty (T/TT and NTT) teach more courses per year and more students; see Tables B-7a,b,c. Each of the three Divisions in SHP compares favorably on several dimensions regarding student enrollment, admission criteria, peer-reviewed publications, and external funding despite the faculty having full teaching loads.

Compared to peer institutions, Georgia State University’s Nutrition Division has a higher teaching workload, based on indicators such as student-faculty ratios and average course load, higher scholarly productivity, per faculty external funding and publications in refereed journals (Table B-7a). Specifically, the Georgia State University workload is over 25% higher than the next highest for a peer institution, the external funding per faculty member is 60% higher than the next highest, and the peer-reviewed journal article production is 20% higher than the next highest.

<table>
<thead>
<tr>
<th>Table B-7a</th>
<th>Peer Institution Data 2005-2007 Division of Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>GSU</td>
</tr>
<tr>
<td>Avg. FT Tenured or TT faculty last 3 years</td>
<td>7</td>
</tr>
<tr>
<td>Avg. FT non-TT or clinical faculty last 3 years</td>
<td>1</td>
</tr>
<tr>
<td>Avg. FTE BS students last 3 years</td>
<td>62</td>
</tr>
<tr>
<td>Avg. FTE MS students last 3 years</td>
<td>44</td>
</tr>
<tr>
<td>Avg. Student to Faculty Ratio</td>
<td>17:1</td>
</tr>
<tr>
<td>Avg. GPA of accepted BS students last 3 years</td>
<td>3.2</td>
</tr>
<tr>
<td>Avg. GPA of accepted MS students last 3 years</td>
<td>3.4</td>
</tr>
<tr>
<td>Avg. GRE scores (verbal/quantitative) of accepted MS</td>
<td>1062</td>
</tr>
<tr>
<td>Institution</td>
<td>GSU</td>
</tr>
<tr>
<td>-------------</td>
<td>-----</td>
</tr>
<tr>
<td>students last 3 years</td>
<td></td>
</tr>
<tr>
<td>Avg. # of refereed journal articles per faculty per year of last 3 years</td>
<td>3</td>
</tr>
<tr>
<td>Avg. dollar amount of external funds per faculty per year of last 3 years</td>
<td>$24,624</td>
</tr>
<tr>
<td>Avg. number of credit hours/full time faculty in last 3 years ****</td>
<td>15</td>
</tr>
</tbody>
</table>

*Includes freshmen – seniors; Georgia State University data for juniors – seniors.
** Estimating the junior-senior census as half of the total census, the average student: faculty ratio is 13:1.
***NA = Not available; this school reported acceptance of students who meet university requirements
**** Does not include credit hours generated by individual supervised courses such as thesis and project.

Georgia State University’s Division of Physical Therapy has the highest teaching course load within the School of Health Professions. Based on indicators such as credit hours taught and student-faculty ratios, the division has a markedly higher teaching workload than the peer institutions. Despite the inordinately high teaching load, faculty members are generating funding for research and disseminating that research through peer-reviewed publications. Specifically, workload is almost double that of the next highest for a peer institution. Incomplete data from peer institutions did not allow for complete comparison of research publication productivity, however, Physical Therapy faculty are generating more than 5 times the number of peer reviewed publications than the other responding peer institution. The need for more full-time faculty positions in physical therapy when compared to the peer data is readily apparent.

<table>
<thead>
<tr>
<th>Institution</th>
<th>GSU</th>
<th>Univ of Cincinnati¹</th>
<th>UNC-Chapel Hill²</th>
<th>SUNY Buffalo²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. FT Tenured or TT faculty over last 3 years</td>
<td>3.33</td>
<td>5.33</td>
<td>16 full-time, 3 part-time (unclear if tenured/TT)</td>
<td>9 full-time, 3 part-time (unclear if T/TT)</td>
</tr>
<tr>
<td>Avg. FT non-TT or clinical faculty over last 3 years</td>
<td>4.3</td>
<td>3.33</td>
<td>(see above)</td>
<td>above</td>
</tr>
<tr>
<td>Avg. # students per class for last 3 years</td>
<td>37</td>
<td>21.67</td>
<td>24</td>
<td>42</td>
</tr>
</tbody>
</table>
### Table B-7b

#### Peer Institution Data 2005-2007

**Division of Physical Therapy**

<table>
<thead>
<tr>
<th>Institution</th>
<th>GSU</th>
<th>Univ of Cinn&lt;sup&gt;1&lt;/sup&gt;</th>
<th>UNC-Chapel Hill&lt;sup&gt;2&lt;/sup&gt;</th>
<th>SUNY Buffalo&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. Student to faculty Ratio</td>
<td>15:1</td>
<td>7:3</td>
<td>2:1</td>
<td>10:1</td>
</tr>
<tr>
<td>Avg. GPA of Attending students upon entry into program</td>
<td>3.35</td>
<td>3.47</td>
<td>3.71</td>
<td>Not reported</td>
</tr>
<tr>
<td>Avg. GRE of Attending students upon entry into program</td>
<td>1098 (combined)</td>
<td>1070</td>
<td>1153</td>
<td>Not reported</td>
</tr>
<tr>
<td>Avg. # of refereed journal articles per faculty per year of last 3 years</td>
<td>2.89</td>
<td>.55</td>
<td>Not reported</td>
<td>Not reported</td>
</tr>
<tr>
<td>Avg. dollar amount of external funds per faculty per year of last 3 years</td>
<td>$15,274</td>
<td>Not reported</td>
<td>Not reported</td>
<td>Not reported</td>
</tr>
<tr>
<td>Avg. number of credit hours/full time faculty in last 3 years</td>
<td>22</td>
<td>12</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>

<sup>1</sup>= from survey from Institution  
<sup>2</sup>= from CAPTE &/or Institution websites as did not complete surveys

Comparisons for the Division of Respiratory Therapy with peer institutions indicate that Georgia State University is the only institution to offer a master’s program. Of the two other RT institutions to offer master’s degrees in the US, one did not respond and the other is solely a Master’s entry program which is not a good comparison school given our undergraduate enrollment. Faculty workload as measured by credit hours is comparable here at Georgia State University when compared to peer schools.
### Table B-7c
**Peer Institution Data 2005-2007**  
**Division of Respiratory Therapy**

<table>
<thead>
<tr>
<th>Questions</th>
<th>GSU</th>
<th>LSU Health Sciences Center</th>
<th>Univ of Arkansas for Medical Sciences</th>
<th>The Ohio State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. FT Tenured or TT faculty last 3 years</td>
<td>2.3</td>
<td>3</td>
<td>5</td>
<td>3.33</td>
</tr>
<tr>
<td>Avg. FT non-TT or clinical faculty last 3 years</td>
<td>3</td>
<td>0.83</td>
<td>0.3</td>
<td>0.6</td>
</tr>
<tr>
<td>Avg. FTE BRT students last 3 years</td>
<td>123</td>
<td>67</td>
<td>114</td>
<td>158</td>
</tr>
<tr>
<td>Avg. FTE MS students last 3 years</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Avg. Student To Faculty Ratio</td>
<td>9:1</td>
<td>5.8:1</td>
<td>7.2:1</td>
<td>13:1</td>
</tr>
<tr>
<td>Average GPA of entering BRT students last 3 years</td>
<td>2.96</td>
<td>2.92</td>
<td>2.96</td>
<td>3.22</td>
</tr>
<tr>
<td>Avg. GPA of accepted MS students last 3 years</td>
<td>3.3</td>
<td>N/A*</td>
<td>N/A*</td>
<td>N/A*</td>
</tr>
<tr>
<td>Avg. GRE scores (verbal/quantitative) of attending MS students last 3 years</td>
<td>936</td>
<td>N/A*</td>
<td>N/A*</td>
<td>N/A*</td>
</tr>
<tr>
<td>Avg. number of refereed journal articles last per faculty member last 3 years</td>
<td>2.1</td>
<td>0.51</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Avg. dollar amount of external funds per faculty per year of last 3 years</td>
<td>$17,154</td>
<td>$1,722</td>
<td>$3,299</td>
<td>0</td>
</tr>
<tr>
<td>Avg. number of credit hours/full time faculty in last 3 years **</td>
<td>19.18</td>
<td>20.55</td>
<td>14.63</td>
<td>30</td>
</tr>
</tbody>
</table>

* These institutions do not have a Master’s program for respiratory therapists.  
** Does not include credit hours generated by individual supervised courses such as thesis or project.

Indicators of program relevance include graduate first-attempt pass rates on credentialing or licensure examinations that are administered nationally. This includes the Registered Dietitian (R.D.) exam for nutrition, licensure exam for Physical Therapists (PT), and the Registered Respiratory Therapist (RRT) exam for respiratory therapy. **Tables B-8a, b, and c** show first-attempt pass rate percentages for the Divisions for years 2005-2008. Generally, pass rate
success has increased over the last few years due to more stringent admission criteria, curriculum revisions, and the use of computer software to simulate patient case scenarios and national board questions. The goal is to have first-time pass rates at 90% or higher. As these credentialed and licensed practitioners enter the workforce, SHP is contributing to the number of qualified healthcare providers and addressing the shortage of practitioners in Georgia.

### Table 8a – Division of Nutrition

<table>
<thead>
<tr>
<th>Didactic Program in Dietetics (DPD)</th>
<th>Year(s)</th>
<th>% Pass Rate Georgia State</th>
<th>% Pass Rate National</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
<td>First attempt</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>86</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>2007</td>
<td>68</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

- Dates do not represent a single graduating class. Graduates cannot take the Registration Examination for Dietitians until they have completed an accredited dietetic internship that usually requires a year of additional work. For example graduates taking the registration examination in 2007 represented students who completed their DPD in 2003, 2004, 2005, and 2006.

### Table 8b Division of Physical Therapy

<table>
<thead>
<tr>
<th>Internship (DI and MS/DI) and CP (2008)</th>
<th>Year(s)</th>
<th>% Pass Rate Georgia State</th>
<th>% Pass Rate National</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
<td>First attempt</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>100</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>2007</td>
<td>77</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>100</td>
<td>NA</td>
</tr>
</tbody>
</table>

- Dates do not represent a single cohort. Graduates do not take the National Examination for Dietitians as a part of their program requirements and may take the examination soon after completion of their internship or several years later.

### Table 8b Division of Physical Therapy

<table>
<thead>
<tr>
<th>PT First Attempt Pass rate on national boards:</th>
<th>GSU</th>
<th>STATE</th>
<th>NATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 First attempt</td>
<td>69.23%</td>
<td>79.28%</td>
<td>72.70%</td>
</tr>
<tr>
<td>2006</td>
<td>94.12%</td>
<td>89.61%</td>
<td>86.96%</td>
</tr>
<tr>
<td>2007</td>
<td>95%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>2008*</td>
<td>100% thus far</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- At time of report, 13 of 19 graduates from the Class of 2008 had taken and passed the NPTE on the first attempt. State and national averages are not available.
Further program relevance is noted by the teaching expertise of SHP faculty. Our faculty are recognized by other units on campus due to SHP involvement in teaching Perspectives courses, medical terminology, nutrition and health, CPR, GSU 1010, and Tai Chi. These courses are offered to any student at the University and many courses are required for non-majors (nutrition for nurses). Section F provides information on the SHP faculty quality.

Other evidence of program relevance are the graduate programs in the SHP. Indicators for the master’s program for Nutrition and Respiratory Therapy include presentations by graduate students at national conferences and particularly by the growing enrollments in both programs. In 2006, nutrition enrolled the first cohort of Coordinated Program (CP) students and in 2007 respiratory therapy admitted its first cohort of Integrated Program (IP) students. Doctor of Physical Therapy students present their research at state and national meetings.

Because of the high demand for our programs, additional faculty are needed to continue offering our students a high quality education and to continue to offer courses outside our majors. As noted in our goals in Section H, additional faculty will be needed for expansion for other program options (Ph.D., Specialty Certificates) in the future.

Appendix B1 provides a rationale for choices of peer programs. These institutions were selected independently by each Division. While some of these institutions are peer institutions for the University, they may not offer the same programs offered in the SHP. Therefore, other institutions were selected to benchmark against. Other appendices for Section B include an organization chart for the SHP (B2), By-laws for the School Promotion and Tenure review at the unit level (B3), and Current faculty roster (B4). There are no center reports to provide.

Section C: Progress toward Goals and Objectives

This is the first APR for the School and the Divisions have strived to meet the teaching, scholarly, and service goals of their individual strategic plans. From Section A it can be noted that the SHP has accomplished the goal of becoming more efficient and effective by the monumental task of combining three separate departments into one School with three divisions. This has been done alongside transitioning from a MPT to DPT degree, replacing faculty due to retirements and other attrition, and growing both undergraduate and graduate programs. The feasibility of offering a new BS degree in Health Professions was explored but the decision was made not to pursue a new degree program at that time. Nonetheless, goals and objectives for each division through the individual strategic plans are listed in Appendix C1 as progress.
towards those goals is reviewed. As the CHHS has just updated the College Strategic plan, the School will now incorporate the goals and objectives into a School plan that is consistent with the College and University.

Since the last APR, the Division of Nutrition has shown great progress in identifying student learning outcomes for each of the degree programs offered. As a result of this effort, the SHP received an award for progress towards student learning outcomes from the Provost’s Office in FY2008. Also, one faculty retirement has occurred with another one scheduled for 2009. A faculty search last year was not successful and currently another search is underway for a Division Head as a result of the pending retirement of Dr. Mildred Cody. Other items on the last action plan have resulted in discussions for a study abroad program and to offer a specialization in nutrition into the MPH program. A nutrition clinic for Georgia State students, faculty, and staff has been established on campus and serves as a supervised practice setting for the CP students. More laboratory instructional space will be available for the Division in the new Science Teaching Lab Building.

For the Division of Physical Therapy, three major action items were approved to advance the programs identified goals of improving student outcomes, increasing research, and enhancing service to the community. These items include: 1) three new faculty positions to be funded over the next three years, 2) increased dedicated space, and 3) the formation of a physical therapy practice for faculty and students to serve the needs of the university and downtown community. Progress within the physical therapy program has been exceptional, with very few increases in resource allocations. The first of the three physical therapy faculty positions budgeted in the 2006 action plan has been funded. The DPT program’s credit hour generation has increased significantly due to an increase in both the total credit hours required for the degree (up to 137 from 107) and an increase in the number of students. Part-time instructors have been hired each semester to adequately teach labs and certain courses. Inadequate teaching and research space remain a particular concern for physical therapy. A dedicated clinical laboratory for the physical therapy program was approved; however, due to increased enrollment in other programs in the College, the space is shared. The implementation of a faculty practice, requiring an investment in physical space, was not included in the budget.

From respiratory therapy’s last action plan of 1999, all action items have been accomplished with the exception of increased space for instructional labs. Respiratory therapy is slated to receive space in the Science Teaching Lab building.

During the past three years a monumental shift has occurred with the merging of three distinct departments into one School. To a large extent, this merger served to guide many of the SHP activities and resource allocations. Progress is seen in terms of increased credit hours, more research funding, a growing number of students in each program, increased number of courses taught, and increased visibility in the university. The new Science Teaching Lab building will relieve the need for quality laboratory teaching space.

**Section D: Curricula Quality**
The curricula in each of the accredited programs are designed to meet competencies and accreditation standards. Learning outcomes assessment were developed based on objectives for each program. This section is structured by undergraduate, masters and doctoral level programs followed by each Division’s analysis of curricular quality based on surveys of constituents.

**Learning Outcomes- undergraduate programs** – Over the past 3-4 years, refinements for Nutrition and Respiratory Therapy to incorporate evidenced based-practice, and implementation of more stringent admissions criteria (particularly for respiratory therapy) have resulted in better student outcomes. Appendix D1 contains all learning outcomes attained by students in the BS programs including national board exam scores. In spite of these accomplishments, the faculty seeks to increase the percentage of students who pass these exams on the first attempt. No further major curriculum changes are planned given the outcomes acheived. Technology in the classroom, writing intensive courses, and critical thinking are incorporated as major determinants of learning assessments. Critical Thinking through Writing is to be piloted in Spring 2009 for both nutrition and respiratory therapy. Monitoring of outcomes will continue and strategies for continued improvement implemented as identified.

**Learning Outcomes – Master’s programs**: As seen in the assessment summaries of nutrition and respiratory therapy, some outcomes have been met while others only partially met. In some cases, the learning outcomes measures lack clarity and have been more difficult to quantify than expected. Actions have been taken to meet and strengthen measures for student outcomes.

**Learning Outcomes – DPT program**: Student learning outcomes address the professional practice expectations established by the APTA’s Normative Model of Professional Education, version 2004, as well as the CAPTE standards. One of the main learning outcome measures identified by the faculty was the first-time pass rate on the National Physical Therapy Examination (NPTE). The first-time pass rate for 2005 was an unacceptable 69%. First-time pass rates for 2006 and 2007 were 92% and 95%, respectively. This improvement is significant. Another student outcome addressed clinical-reasoning skills, as measured, in part, by pass rates on a division-administered comprehensive exam series. Pass rates in 2005 were below the faculty-defined benchmark. The curriculum committee undertook intensive course review of all clinical courses, and a core faculty or PTI physical therapist was added to every class. Comprehensive examination pass rates in 2008 were at or above benchmarks. The addition of physical therapists in every class has enhanced student learning. Additionally, addressing the student/faculty ratios to more closely approximate the national norm has improved outcomes as well.

**Nutrition Faculty Evaluation**: Eighteen faculty members (11 full-time and 7 part-time) responded to the faculty survey which included four items related to curricula quality. Three of the items included the frequency of required course offerings, the variety of advanced course offerings, and faculty perceptions regarding whether the program of study was academically challenging. The mean ratings for these items were around 4.0, on a scale of 1 (poor) to 5 (excellent), and were similar to the university means. The mean rating for the fourth item, related to faculty members’ perceptions of faculty being sufficient in number and varied in content expertise to provide all curriculum content necessary to deliver a quality nutrition and dietetics program, was 3.67. This rating is perhaps reflective of our lack of a faculty member
with expertise in management to teach required courses in organization and management and food service systems.

**Physical Therapy Faculty Evaluation:** Eight full-time faculty members responded to the faculty survey which included items addressing 1) scholarship, 2) frequency of course offerings, 3) variety of course offerings, 4) level of staff support, 5) clarity of department goals, 6) software availability, 7) academic challenge, 8) faculty cohesiveness, 9) expression of views, 10) input on decisions, 11) and performance evaluations and support. Responses to all items were 4.0 or higher, with the exception of the item addressing clerical support (2.63) and computer/software support (3.83).

**Respiratory Therapy Faculty Evaluation:** Four full-time faculty members (57.1% response rate) responded to the faculty survey which included items addressing 1) scholarship, 2) frequency of course offerings, 3) variety of course offerings, 4) level of staff support, 5) clarity of department goals, 6) software availability, 7) academic challenge, 8) faculty cohesiveness, 9) expression of views, 10) input on decisions, 11) and performance evaluations and support. Responses to most items were 4.0 or higher. Exceptions included items addressing clerical support (2.50); teaching load provides adequate time for scholarly productivity (2.25), sufficient faculty number (2.75) and computer/data software availability (3.75). Positive written comments included remarks as “this is a great program.” Other comments addressed the staff and the need for a business manager. Since this time a business manager has been hired. Five supplemental questions rated from 2.25-3.75. Teaching load provides adequate time for scholarly productivity achieved the lowest score of 2.25.

**Nutrition Undergraduate Student Evaluation:** The following eight items related to curricular quality from the undergraduate surveys for current students were reviewed: program of study academically challenging; faculty appropriately prepared for courses; program prepared me for my professional career and/or further study; class size suitable for effective learning; effectiveness of teaching methods; procedures used to evaluate student performance; frequency of course offerings; and variety of major course offerings. The current undergraduate students rated these eight items higher than the University means. Current undergraduate students gave the lowest scores to frequency and variety of course offerings. Since the undergraduate program is an externally accredited program and students must meet certain competencies, and given the current workload of faculty, faculty members do not believe that it is possible to increase the frequency and variety of course offerings at this time.

**Respiratory Therapy Undergraduate Student Evaluation:** Twenty questions were presented to the current BSRT students. The questions related various aspects of curricular quality, including 1) faculty interest in academic development of students, 2) program’s academic challenge, 3) faculty preparedness, 4) professional preparation, 5) open communication between faculty and students, 6) class size, 7) academic advisement, 8) career advisement, 9) faculty availability, 10) effectiveness of teaching methods, 11) evaluation procedures, 12) frequency of course offerings, 13) variety of course offering, 14) clarity of degree requirements, 15) courses developing communication skills 16) establishing an evidence-based practice 17) availability of software, technology 18) courses developing team building and leadership skills, 19) enhancement of technological skill and 20) development of clinical practice. The mean ratings from current
BSRT students were higher than university means in all questions. Positive written comments included remarks as “great staff” and “I love this program”. Other comments addressed the length of clinicals and communication between faculty and foreign students.

**Nutrition Graduate Student Evaluation:** Responses to the eight items which related to curricular quality were: program of study academically challenging; faculty appropriately prepared for courses; program prepared me for my professional career and/or further study; class size suitable for effective learning; effectiveness of teaching methods; procedures used to evaluate student performance; frequency of course offerings; and variety of major course offerings. The mean ratings from for current graduate students were higher than university means on 3 of the 8 items. Items receiving the lowest ratings were related to the variety and frequency of course offerings. The highest scoring items were on preparation of faculty for teaching courses and the procedures used to evaluate students.

**Physical Therapy Graduate Student Evaluation:** Eighteen questions were presented to the current DPT students. The questions related various aspects of curricular quality, including 1) faculty interest in academic development of students, 2) program’s academic challenge, 3) faculty preparedness, 4) professional preparation, 5) open communication between faculty and students, 6) class size, 7) academic advisement, 8) career advisement, 9) faculty availability, 10) effectiveness of teaching methods, 11) evaluation procedures, 12) frequency of course offerings, 13) variety of course offering, 14) clarity of degree requirements, 15) faculty responsiveness, 16) suitability of class and lab space for learning, 17) clinical equipment, and 18) preparation for evidence-based practice. Students’ responses to questions 1-5, 7-14 were well above University means. Student assessment of class size impacting effective learning and was lower than the University mean. Questions 15-18 were developed by the Division’s faculty for the program review hence there are no comparative university means. Students responded positively (4.33) that faculty were responsive to their recommendations regarding the program and that they were being prepared to provide evidence-based practice (4.64). The lowest scores were in response to questions about classroom and lab space (3.47) and clinical equipment (3.56). Positive written comments included remarks such as “the faculty make this program what it is” and “I couldn’t be more pleased with the current program that I am in.” Comments also addressed the negative impact of large class sizes, lack of sufficient space for learning clinical skills, and need for more faculty.

**Respiratory Therapy Graduate Student Evaluation:** The graduate student survey consisted of similar questions as the undergraduate survey. The mean ratings for the current graduate students were all higher than university mean. Graduate student comments were positive with comments consisting of “exceedingly helpful in achieving my career goals,” “the professors went above and beyond to help me succeed,” “excellent knowledgeable experienced staff.” Suggestions from this group included offering the disease course online and to collaborate with other departments in the university to offer more courses.

**Nutrition Undergraduate Alumni Evaluation:** The following eight items related to curricular quality from the undergraduate alumni surveys were reviewed: program of study academically challenging; faculty appropriately prepared for courses; program prepared me for my professional career and/or further study; class size suitable for effective learning; effectiveness of
teaching methods; procedures used to evaluate student performance; frequency of course offerings; and variety of major course offerings. Undergraduate alumni rated 7 out of 8 items higher than the university means. Undergraduate alumni gave the lowest scores to frequency and variety of course offerings. Since the undergraduate program is an externally accredited program and students must meet certain competencies, and given the current workload of faculty, faculty members do not believe that it is possible to increase the frequency and variety of course offerings at this time.

Respiratory Therapy Undergraduate Alumni Evaluation: Nineteen questions were presented to the BSRT alumni. These questions were similar to those asked of the BSRT current students. The first 14 questions were all above the university mean. The last four questions, developed by the RT department rated 3.62-4.23. Of the 28 respondents 92.6% were employed. Positive written comments included “excellent program, great experience,” “I would highly recommend the program,” and” I felt very confident in my knowledge upon graduation.” Other comments addressed the large class size and case presentations in class.

Nutrition Graduate Alumni Evaluation: Means for all 8 items related to curricular quality were higher than university means for alumni of the graduate program. Most written comments on the surveys were positive and included remarks such as “excellent program” and “knowledgeable and helpful teachers.” However, a few comments suggested that alumni wanted a more challenging graduate program with a higher level of knowledge and more in-depth information on specific topics, such as genetics and obesity. One comment also suggested the need for a more challenging class in food service management. Some recent changes have been made in the graduate program curriculum which respond to some of these suggested improvements. For example, the Advanced Normal Nutrition course now consists of two separate courses offered as a two semester course sequence, with one focusing on macronutrients and the other on micronutrients. Students are also now required to take either Advanced Topics in Medical Nutrition Therapy or Nutrition Issues, which address specific contemporary topics such as obesity or genetics. Undergraduate and graduate students are also now placed in separate courses for the management and food service courses.

Physical Therapy Graduate Alumni Evaluation: Alumni were surveyed and 37 responded (41% response rate). With the exception of class size (4.05 compared with 4.40), all Division means were higher than the University averages. Overall, graduates of the program felt prepared for entry-level practice. Of the students surveyed, 86% would be interested in continued educational opportunities with the program (transitional DPT degree). Only 2 respondents had ever served as a clinical instructor for the program, and that low percentage may be related to the program’s requirement that clinical instructors have 2 years of experience before assuming that role. The majority of respondents (82%) were practicing in Georgia in a variety of clinical settings.

Respiratory Therapy Graduate Alumni Evaluation: Graduate alumni responded to 18 questions with a response rate of 33.3%. Most of the survey was positive with department mean exceeding university mean. Areas falling below the university mean included class size, availability of career advisement, development of communication skills. Current area of employment for all responders included acute care. One comment included more time spent on mechanical ventilation and critical thinking in the last year of study.
Several measures of quality were reviewed in this section. Learning outcome assessments provide a mechanism of showing evidence of student learning. Appendix D1 provides each Division’s learning outcomes report for the past 3 years. One measure of curricular quality is based on the approved writing intensive courses for the two undergraduate programs in Nutrition and Respiratory Therapy as listed in Appendix D2. Degree requirements are listed in Appendix D3 for all degree options offered in SHP as listed in the undergraduate and graduate catalog for Georgia State University. Appendix D6 lists the undergraduate and graduation advisement procedures for the SHP.

Section E: Student Quality

Student quality includes academic achievement; however, it also includes important factors as the ability to exercise ethical judgment, integrity, honesty, dependability and accountability. Student attributes are assessed, not only upon admission into the program, but throughout the students’ involvement in the program and their capacity to demonstrate these abilities in their classroom and clinical experiences. Specific attributes of student quality are addressed for undergraduate programs in nutrition and respiratory therapy, followed by the graduate programs.

**Nutrition Undergraduate Admissions Criteria:** Applicants complete a formal application to the SHP and are admitted to the program for the junior and senior years. General education and basic sciences courses (Biology, Chemistry, Microbiology, and Anatomy and Physiology) must be taken prior to entering the program, with a grade of C or higher. A minimum GPA of 2.5 is also required. The average GPA of students accepted into the undergraduate program in the last three years was 3.2, which is higher than the 2.5 of our peer institutions.

**Respiratory Therapy Undergraduate Admissions Criteria:** The program admits students during the spring semester for entrance into the program in the fall semester. The following are the minimum requirements for admission: file a formal application in the SHP for the RT program, all general education and basic science courses must be taken prior to entry into the program which include Anatomy & Physiology, Microbiology, Chemistry, Physics, Computer Science, and Mathematics with a grade of “C” or better before acceptance in the program, and a minimum grade-point average of 2.5 in the lower-division courses. Entry into the program is competitive and based on space availability. A student who meets the minimum grade point average or other criteria is not necessarily guaranteed acceptance. Qualified students who initially are denied entry will be placed on a competitive waiting list. Average SAT scores for entering students for years 2006-2008 is 2.96. Comparative SAT scores from peer institutions from 2006-2008 are: LSU Health Sciences Center 2.92, University of Arkansas for Medical Sciences 2.96, The Ohio State University 3.22.

**Nutrition Graduate Admissions Criteria:** Students entering the MS in Health Sciences with a Specialization in Nutrition have the following courses as pre-requisites: college-level courses in Anatomy, Physiology, Inorganic Chemistry and Organic Chemistry. Additionally, a biochemistry course (NUTR 3700 or equivalent) and a normal nutrition and metabolism course (NUTR 3500 or equivalent) are prerequisites for graduate coursework but may be taken after acceptance into the graduate program. The biochemistry and nutrition/metabolism courses must
have been completed within 10 years prior to beginning the graduate program if they are not taken as a part of the graduate program. A minimum GPA of 3.0 in all college-level course work is required. Other criteria include a minimum score of 1000 on the GRE (verbal and quantitative scores), two letters of recommendation, and a statement of professional goals. For the **MS in Health Sciences - Coordinated Program**, college-level courses in Anatomy, Physiology, Inorganic Chemistry, Organic Chemistry and either Psychology or Sociology or Anthropology are required. A biochemistry course (NUTR 3700 or equivalent) and a normal nutrition and metabolism course (NUTR 3500 or equivalent) must have been completed within 10 years prior to beginning the program, if they are not taken as part of the Coordinated Program. Also, a minimum GPA of 3.0 for all college-level course work, a minimum score of 1000 on the GRE (verbal and quantitative scores), two letters of recommendation, and a statement of professional goals are required.

**Table E-1a** provides information on graduate admission test scores for the Division of Nutrition graduate programs. Average GRE scores (Verbal and Quantitative) for this review period for students who applied to the MS program with a concentration in nutrition were 1032, 1054, and 1020, respectively. For students accepted into the program, the GRE scores were 1040, 1091 and 1072 respectively, while the scores of students enrolled in the program were 1023, 1100, and 1063. **Table E-2a** refers to the average GPA of students who applied to the MS and/or Dietetic Internship Programs. GPAs for FY 06-08 are 3.28, 3.26 and 3.21, respectively. For students accepted into the programs, the GPA averaged 3.45, 3.36 and 3.33, while the average GPA of students enrolled in the programs over this same period was 3.45, 3.36 and 3.32. The quality of the accepted MS students is comparable to peer institutions based on both GPA and GRE scores (see **Tables B-7a**)

**Table E-1a Mean Standardized Graduate Admission Test Scores and GPAs for 2006-2008**

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants GPA</th>
<th>Ad. Test Score</th>
<th>Admitted Students GPA</th>
<th>Ad. Test Score</th>
<th>Matriculated Students GPA</th>
<th>Ad. Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>3.28</td>
<td>1032</td>
<td>3.45</td>
<td>1040</td>
<td>3.45</td>
<td>1023</td>
</tr>
<tr>
<td>2007</td>
<td>3.26</td>
<td>1054</td>
<td>3.36</td>
<td>1091</td>
<td>3.36</td>
<td>1100</td>
</tr>
<tr>
<td>2008</td>
<td>3.21</td>
<td>1020</td>
<td>3.33</td>
<td>1072</td>
<td>3.32</td>
<td>1063</td>
</tr>
</tbody>
</table>
Table E-2a Numbers of applicants to graduate programs and numbers of accepted students for each of the past three years (selection ratio)

<table>
<thead>
<tr>
<th>Division Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>06</td>
</tr>
<tr>
<td>07</td>
</tr>
<tr>
<td>08</td>
</tr>
<tr>
<td>06</td>
</tr>
<tr>
<td>07</td>
</tr>
<tr>
<td>08</td>
</tr>
</tbody>
</table>

Physical Therapy Graduate Admissions Criteria: The MPT program has been discontinued and replaced by the DPT program. Application requirements include the completion of a graduate application and the following minimum requirements: 1) Bachelor’s Degree: Students may apply during their last year of undergraduate studies from an accredited college or university, however, the degree must be completed prior to matriculation into the DPT program and should be in a student's area of interest. 2) A minimum overall GPA of 3.0 is recommended. 3) Successful completion of nine prerequisites (3.0 GPA required) and include Human Anatomy and Human Physiology (2 courses), General College Physics I and II with labs, General Chemistry I and II with labs, one semester of Biology with lab, one semester of Psychology, any level, and one semester of Introductory Statistics or higher. 4) The Graduate Record Examination (GRE) with a minimum combined total score of 1000 on the Verbal and Quantitative sections, a minimum of 400 on the Verbal section, and 3.5 on the Analytical Writing section. 5) Knowledge of physical therapy by working, observing, or volunteering in at least two different physical therapy settings. 6) Additional forms include Certificate of Immunization and if applicable: Test of English as a Foreign Language (TOEFL), evaluation of foreign educational credentials by an independent evaluation service, and Financial Affidavit form. The Division of Physical Therapy attracts a large pool of qualified applicants. During this assessment cycle, the program has averaged 260 applications. As evident in Tables E1b and E2b, the mean GRE score was 1119, verbal score of 483, and GPA of 3.37. GPAs of our incoming classes averaged slightly lower than the responding peer institutions. GRE scores ranged slightly below the responding peer institutions.
Table E-1b Mean Standardized Graduate Admission Test Scores and GPAs for 2006-2008
Division of Physical Therapy

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Admitted Students</th>
<th>Matriculated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GPA</td>
<td>GRE Score</td>
<td>GPA</td>
</tr>
<tr>
<td>2006 (Class of 2009)</td>
<td>3.21</td>
<td>1008</td>
<td>*</td>
</tr>
<tr>
<td>2007 (Class of 2010)</td>
<td>3.21</td>
<td>1012</td>
<td>3.32</td>
</tr>
<tr>
<td>2008 (Class of 2011)</td>
<td>3.28</td>
<td>1054</td>
<td>3.48</td>
</tr>
</tbody>
</table>

*Data not available

Table E-2b Selection Ratio of Applicant/Accepted Graduate Students for 2004-2006
Division of Physical Therapy

<table>
<thead>
<tr>
<th>Year</th>
<th># of Applicants</th>
<th># of Accepted</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>165</td>
<td>24</td>
<td>25.5%</td>
</tr>
<tr>
<td>2007</td>
<td>211</td>
<td>44</td>
<td>20.9%</td>
</tr>
<tr>
<td>2008</td>
<td>292</td>
<td>44</td>
<td>15.1%</td>
</tr>
</tbody>
</table>

Respiratory Therapy Graduate Admissions Criteria: Students entering the MS in Health Sciences with a Specialization in Respiratory Therapy file a formal application in the SHP, must be graduates of accredited institutions with baccalaureate degrees, have a minimum GPA of 3.0, GRE scores of > 1,000, and demonstrates potential for academic development and professional leadership. Table E-1c and Table E-2c show that the average GRE scores for entering MS RT students for 2006-2008 was 936 and the average GPA was 3.3.

Table E-1c Mean Standardized Graduate Admission Test Scores and GPAs for 2006-2008
Division of Respiratory Therapy

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Admitted Students</th>
<th>Matriculated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GPA</td>
<td>Ad. Test Score</td>
<td>GPA</td>
</tr>
<tr>
<td>2006</td>
<td>3.06</td>
<td>860</td>
<td>3.20</td>
</tr>
<tr>
<td>2007</td>
<td>3.56</td>
<td>874</td>
<td>3.40</td>
</tr>
<tr>
<td>2008</td>
<td>3.36</td>
<td>951</td>
<td>3.31</td>
</tr>
</tbody>
</table>

Table E-2c Selection Ratio of Applicant/Accepted Graduate Students for 2004-2006
Division of Respiratory Therapy

<table>
<thead>
<tr>
<th>Year</th>
<th># of Applicants</th>
<th># of Accepted</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>2</td>
<td>1</td>
<td>50.0%</td>
</tr>
<tr>
<td>2007</td>
<td>9</td>
<td>5</td>
<td>55.6%</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>9</td>
<td>56.3%</td>
</tr>
</tbody>
</table>

Nutrition Undergraduate Student Performance: The Commission on Accreditation of Dietetics Education (CADE) uses the five-year pass rate on the Registration Examination for Dietitians for
their evaluation of accredited dietetic education programs and requires a pass rate of 80%. During the five-year period from 2003-2007, the average five-year pass rate for first-time takers who graduated from the Didactic Program in Dietetics (DPD) was 82%, which was also the national pass rate for first-time test takers. Of the 69 DPD graduates of the B.S. degree program during this review period, 45 were accepted into professional programs to meet the requirements for becoming credentialed as Registered and Licensed Dietitians: 19 were accepted into Dietetic Internship Programs in Georgia; 17 were accepted into Dietetic Internship Programs outside of Georgia; 16 were accepted into combined Masters/Dietetic Internship Programs or Graduate Programs in Georgia; and 3 were accepted into combined Masters/Dietetic Internship Programs or Graduate Programs outside of Georgia. One undergraduate student has been accepted into a Doctoral Physical Therapy Program. Based on 31 responses to the question about current employment on the alumni survey from graduates of the DPD B.S. degree program, eight (25.8%) are currently employed in clinical nutrition care, three (9.7%) in community nutrition, two (6.5%) in food and nutrition management, two (6.5%) in consultation and business, and one each in education and research (3.2%) and other areas related to nutrition and dietetics (3.2%). Five graduates (16.1%) are employed in fields other than nutrition and dietetics and nine (29%) are not currently employed. The high percentage of alumni not currently employed is most likely due to their participation in supervised practice programs in dietetics, which is a requirement to become a Registered and Licensed Dietitian. In terms of scholarship, one undergraduate student participated in the Georgia State University Undergraduate Research Symposium.

**Respiratory Therapy Undergraduate Student Performance:** First-time pass rates for the entry-level exam – Certified Respiratory Therapist (CRT) was 100% at Georgia State with the national average of 80%. First attempt scores for the Written Registry Respiratory Therapist (WRRT) exam averaged 78% at Georgia State with the national average at 74%. The Clinical Simulation Exam or the second section of the Registered Respiratory Therapist (RRT) exam was 49%, national pass rate at 61% during this review period. Since 2005, the faculty of respiratory therapy have implemented strategies to improve these scores. As stated in Section B, scores for 2008 are greatly improved. Job placement averages 91% for graduates during this review period.

**Nutrition Graduate Student Performance:** The average five year pass rate for first-time takers who completed the Dietetic Internship Program and the combined Dietetic Internship/Master’s Program was 90%, compared to the 82% national pass rate for first-time takers. All 17 alumni of the M.S. in Health Sciences with a concentration in Nutrition who responded to the alumni survey report that they are currently employed and only one respondent (5.9%) reported employment in a field other than nutrition and dietetics. Based on the responses received, one (5.9%) is employed in community nutrition, two (11.8%) in acute nutrition care, two (11.8%) in consultation and business, three (17.6%) in ambulatory nutrition care, four (23.5%) in food and nutrition management, and four (23.5%) in other areas related to nutrition and dietetics. One graduate student has been accepted into the Physician Assistant Program at Emory University. Of 13 nutrition graduates of the M.S. in Health Sciences Degree, 11 continued their professional education to become Registered and Licensed Dietitians, with 8 being accepted into Dietetic Internship Programs in Georgia and 3 being accepted into Dietetic Internship Programs outside of Georgia. From 2005 – 2007, the Division of Nutrition had 9 graduate student scholarly presentations at national professional meetings, and 11 graduate student scholarly presentations at state professional meetings. During the three year period of the self study, the Division of
Nutrition had 3 graduate students accepted for an intensive practicum experience in cancer provided by the National Cancer Institute, National Institutes of Health, and 2 students appointed as dietetic student representatives to the board of the Commission on Accreditation for Dietetics Education, the accrediting body for dietetic education programs of the American Dietetic Association. Also, one student was elected as a member of the Student Council Advisory Committee of the American Dietetic Association. We have also had 7 students receive national scholarships from the American Dietetic Association Foundation and 2 students receive state scholarships. Four nutrition students have been recipients of the Dietetic Student of the Year Award from the Georgia Dietetic Association and 12 students have received internal GSU awards. Seven articles have been published by students in refereed and scholarly publications. Many of these publications have resulted from graduate students’ thesis or master’s projects and have been published collaboratively with faculty members.

**Physical Therapy Graduate Student Performance:** Comparisons for the Division of Physical Therapy with peer institutions indicate that GSU has the highest enrollment over the past two years. The GPA of incoming classes has averaged slightly lower (i.e., 3.35 vs. 3.47-3.71) than the responding peer institutions. GRE scores of incoming GSU students were similar to those of the responding peer institutions. Student to full-time faculty ratios at the peer institutions ranged from 2:1 to 10:1. At 15:1, GSU has the highest ratio by far. The peer programs report a 91 - 98% graduation rate, with our program graduating 90% of students accepted into the program. Peer institution licensure pass rates ranged from 93-100%, while GSU has a 96% pass rate. All programs report 100% employment rates.

**Respiratory Therapy Graduate Student Performance:** Student performance during this review period for traditional M.S. graduates has not been effectively tracked due to the low numbers of students. These graduates are already registered respiratory therapists who are mostly working practitioners. As the current IP students complete their degrees, their exam scores, placements, etc will be monitored the same as the undergraduate alumni. Peer institutions chosen from the survey results do not have a Master’s program so we are unable to present comparative GPA and GRE scores.

**Section F: Faculty Quality**

The activities of the faculty have been discussed extensively in previous sections. It is important to reiterate that the SHP is a very young and unique school with few direct comparisons to similar schools at other institutions. The depth and breadth of the faculty’s accomplishments will continue to grow as the School matures. Overall, the faculty of the SHP have extensive university teaching experience. Many faculty hold graduate faculty appointments (Appendices F1 & F2). By desire and necessity, most faculty teach at both the undergraduate and graduate levels.

During the review period, no T/TT faculty members received tenure or were promoted. However, two TT assistant professors received favorable third year reviews in the application process for tenure and promotion. Additionally, one NTT faculty member was promoted from instructor to clinical assistant professor.
The School’s faculty have received numerous honors for their scholarly, teaching, and service activities. Four examples follow. Dr. Dan Benardot, Associate Professor of Nutrition, received Georgia State University’s 2007 International Excellence Award. Dr. Benardot was recognized for his nutritional and hydration plan implemented by the gold-medal winning United States Gymnastics Team at the 1996 Atlanta Olympic Games and the medal-winning USA marathoners at the 2004 Athens Olympic Games. Dr. Chris Rosenbloom, Professor of Nutrition, received the 2008 SCAN Achievement Award from the Sports Cardiovascular Wellness Nutritionists at a ceremony in April 2008. The award is presented for contributions in the area of sports nutrition, cardiovascular wellness, and the prevention of eating disorders. Dr. Gordon Warren, Professor of Physical Therapy, has been recognized by the Thomson Institute for Scientific Information for his scholarly productivity. His research articles have been cited more than 1700 times in the scientific peer-reviewed literature. Finally, Dr. Lynda Goodfellow was elected the Education Section Chair-Elect in 2007 of the American Association for Respiratory Care (AARC, the national professional association for respiratory therapists) and will be Chair beginning 2009.

As noted in Section B, faculty have brought in a total of $550K in external funds in the last three years. Most faculty have acquired funds, either external or internal, taking advantage of the college and university’s funded research programs (Appendix F3). Faculty publications in scholarly journals (total of 63) have been more than sufficient with the average number of refereed publications per T/TT faculty per year equaling 4.2 (Tables B-2 and B-6). In addition to publications, the faculty have produced 54 other scholarly works and presented 119 papers at regional, state, national, and international conferences. Though it is somewhat difficult to compare to peer institutions in terms of scholarly productivity, the school’s faculty appear to have achieved a comparable level of production in both the area of refereed journal publications and in the area of external grant and contract awards (Table B7).

Appendix F4 discusses how the SHP faculty were involved in this self-study.

Section G: Resource Adequacy

Faculty Resources: Appendix G1 provides student/faculty ratio for the three divisions. The student/faculty ratios appear sufficient for advising students and similar student interactions with the exception of physical therapy. Due to the heavy credit hour requirements for the DPT, the teaching load of the clinical faculty is very high as well as the faculty/student ratio as compared to peer data (Section B). With the DPT at full enrollment capacity and with concerted efforts to grow the graduate programs in nutrition and respiratory therapy, working on independent student efforts, such as projects and theses is challenging, given the relatively large number of graduate students. Nutrition is missing critical faculty content expertise in foodservice/clinical management for our accredited programs and this course sequence has been taught by a part-time faculty member for many years. With scheduled retirements, nutrition will also be missing food science content for the 2009/10 academic year. Nutrition has significant effort in teaching courses for non-majors, including Perspectives courses in the core (PERS 2001 and PERS 2002) and a required nutrition course for nursing students (NUTR 3200). NUTR 3300 can replace NUTR 3200 for nursing majors; it is taken by pre-nursing students. NUTR 3100 is a popular campus-wide elective. The mean student/faculty ratio for these courses is 46:1. As discussed in
Section C, the physical therapy 2006 approved Action Plan identified the need for three additional full-time faculty members. The first, a non-tenure track position, was approved and filled in August 2007. The second, a tenure-track position, was not selected for funding in this recent year’s budget, however is positioned well for funding in the next year (FY2010). We anticipate the final position, an NTT clinical faculty position to be funded that year or the year after. One staff position was converted to an academic professional to help lower our ratios and share the teaching load in respiratory therapy. In all divisions, the “right” faculty specialty complement is needed because it is essential to have sufficient faculty in various specialty areas to assure quality teaching in specialty tracks. NTT faculty members with certification in specific specialty areas must teach students in clinical tracks as required by credentialing agencies. Thus, some NTT faculty members must teach students in graduate programs.

Administrative Resources: The SHP has four full-time staff members, including one Business Manager III, one Administrative Specialist for Academics, and two Administrative Coordinators. There is also one Temporary Administrative Coordinator and three student assistants working under the SHP and two additional student assistants working in the Division of Nutrition. Providing adequate staff support for the School, as well as for each of the three distinct academic units, has been a work in progress since the school was formed. The School started with a staff contraction plan and over the past three years, we have learned that this contraction was too much. The SHP staff are required to cover two office suites. When our staff numbers are compared to other units within the College of Health and Human Sciences (CHHS), the SHP is under-staffed by half for a unit of our size. The School is continually working with staff to improve quality and is working to make the temporary position a full-time position as soon as possible. To compound this problem, the School’s grant and contract activity is approaching a level where we will need additional grants management support in the future. This will put us in line with other units which are similar in size.

Technological Resources: Technology resources are adequate and technology is up-to-date. Each faculty and staff member has a desktop computer and printer and can be networked to the copier for larger print jobs. Faculty members are also able to request laptop computers that they can use at home or for off-site data collection. Specialized software is also purchased on request for faculty who need it. The School has a schedule for replacing computers for staff and faculty, but we are also able to deal with emergency purchases that come up unexpectedly. A number of on-line courses are offered by the faculty of SHP and many students use PDAs as part of their clinical practicums for easy access to medical information.

Space Resources: As of 2005, all three units in the SHP were moved into newly-renovated space on the 8th (Nutrition) and 12th (Physical Therapy and Respiratory Therapy) floors of the Urban Life Building. This move greatly improved the office situation for faculty in both Physical Therapy and Respiratory Therapy who had been located in Kell Hall. All faculty members currently have private offices and also have access to conference/seminar rooms on an as-needed basis, which are shared among the units of the CHHS. However, if the School is expected to continue to grow, more office space will be needed because there are no empty offices for additional faculty or staff. While storage space is limited in the School, it is sufficient at this time. In Nutrition, student assistants and part-time instructors have shared space with four networked computers and working surfaces. Space for graduate nutrition students will be
adequate once the graduate office is available for use; it is currently used as swing space for a faculty member whose office is being renovated. On the 12th floor of Urban Life, the SHP shares a graduate computer room which has four computers and work space.

**Laboratory Resources:** All three units in the School require laboratory space for research and teaching. Nutrition has three laboratory spaces: the nutritional biochemistry lab, the Laboratory for Elite Athletic Performance (LEAP), which is shared with respiratory therapy, and the food science lab. The nutritional biochemistry lab is somewhat cramped, although it does have the needed equipment. LEAP is sufficient. However, the food science lab is outdated and has insufficient storage. The space projected for Nutrition in the new science building will meet all current needs for laboratory space. Physical Therapy has limited laboratory space that is shared. The unit currently shares a teaching lab with nursing, which is also strapped for space. Research space is also tight and is shared among faculty. Although more faculty members need access to lab space than is possible at any given time, faculty work well together and are diligent in scheduling times to enhance efficient use of the space. The SHP was able to convert lab space for one faculty member and his research, which is critical, given that his research is funded at a significant level and involves animals. However, this means that the space is no longer available for instruction. All physical therapy faculty currently share the biomechanics lab since the research program for the unit has grown significantly over the past three years. There will be very little research space in the new Science Teaching building, so we will need to continue to use the space in Kell Hall as our funded research projects continue to increase. Respiratory Therapy currently has one instructional lab and one small area where bench lab research is conducted for aerosol therapy. In respiratory therapy, the instructional lab requires at least two sessions so that all students have adequate access to the equipment. We have worked through technology fees to improve the equipment in instructional labs in order to bring the equipment up-to-date, but resources for instructional labs remain minimally adequate.

**GSU Foundation Resources:** Foundation resources for nutrition are very limited and we do not have any endowed scholarships, for example. Physical Therapy has several scholarships for students, including the Gordon Cummings Scholarship which is endowed, and two programs for faculty development, including the Marylou Barnes fund and the Lois Statham Simons fund. Physical Therapy would like to develop more scholarship opportunities for students. Respiratory Therapy has foundation funds for student scholarships, which has helped us to assist students financially and improve the perception of our programs.

**Library Resources:** The School receives sufficient library funds to support the collection, journal holdings, and audio-visual needs of the School. Both students and faculty report that library resources are adequate and that our School’s library liaison is excellent ([Appendix G2](#)).

**Section H: Goals and Objectives**

The prioritized goals and objectives are presented in Table H-1. The goals and objectives are based on the issues identified in this report and on components of the divisions’ strategic plans. In some cases we have already initiated activities to achieve the goals and objectives. We expect to achieve these goals if new resources are provided.
**Category: Instruction**

**Goal:** Continue to offer excellent degree programs at the undergraduate, master’s and doctoral level in the SHP.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Rationale</th>
<th>New Resources Needed</th>
<th>Key indicators/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To increase first-time credentialing and licensure pass rates</td>
<td>Our current pass rates are at or slightly above the national averages. We aim for the top tier, especially within our graduate programs.</td>
<td></td>
<td>Pass rates to increase to 90% in 3 years</td>
</tr>
</tbody>
</table>
| 2. To fill curricular instruction and management gaps in programs that cannot be filled with current faculty members. These include dietetics management in Nutrition, Neurodiagnostics in Physical Therapy. | Current workloads for full-time faculty members in PT and RT are above those described in the Workload Policy. Part-time instructors (PTI) are effective instructors for clinical practice and for some content courses, but they cannot advise students or serve as chairs of thesis/dissertation committees, putting an additional load on tenured and tenure-track faculty members. | 1. Funding for two faculty positions in Physical therapy previously approved with 2006 action plan.  
2. Full-time coordination and supervision of the CP program in Nutrition.  
3. Adequate funding source to cover cost of expert PTIs as needed.                                                                                                                                               | Positions and funding needed as soon as possible to relieve teaching workloads and for resource allocation management.                                                                                             |
| 3. To explore and develop new course offerings and degree programs                                                                    | Many opportunities for additional certification/specialty and study abroad programs need investigation, i.e. polysomnography (sleep) technology, advanced integrated manual therapy, online and hybrid courses, etc. | Funds for faculty release to explore the feasibility of offering new programs.                                                                                                                                               |                                                                                                                                                                                    |

**Category: Creativity and Scholarly Activity**
**Goal: Increase research and scholarly productivity among faculty members**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Rationale</th>
<th>New Resources Needed</th>
<th>Key indicators/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To increase space for research for tenured/tenure-track faculty</td>
<td>Lack of sufficient research space for current faculty and for recruitment of future faculty does not promote a culture of discovery</td>
<td>Retain and renovate space in Kell Hall for use in faculty research programs</td>
<td>When the Science Teaching Lab building is completed in 2010 our teaching labs will move to the new space, vacating laboratory space in Kell Hall. With this move, the current Kell Hall space can be renovated for research use.</td>
</tr>
<tr>
<td>2. To increase internal and external funding among tenured/tenure-track faculty</td>
<td>Current funding supports research programming for a few SHP tenured and tenure-track faculty members. For remaining tenured and tenure-track faculty members to meet scholarly productivity expectations, they will need to seek external (and internal) funding. This funding is essential for providing the release time and other resources needed for strong research programs. Increased grant writing and project management once funding is awarded will require additional staff time. The SHP is understaffed for faculty support in the area of grant development and post award management of grants.</td>
<td>An additional staff person is needed to support faculty who are seeking project funding and/or managing projects. As grants and contracts have increased, the business manager is spending more and more time on pre/post award management in addition to other duties.</td>
<td>The 3-year average of research grant funding will increase to $1,000,000 for external funding and $100,000 for internal funding in 3 years.</td>
</tr>
<tr>
<td>3. To increase scholarly</td>
<td>Publications, presentations and other scholarly activities display faculty expertise and</td>
<td>Mentorship for scholarly development among</td>
<td>The average for scholarly productivity will increase</td>
</tr>
<tr>
<td>Objectives</td>
<td>Rationale</td>
<td>New Resources Needed</td>
<td>Key indicators/Timeline</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>productivity among faculty.</td>
<td>involvement in the professional and academic communities which also increases visibility of the University and supports student admissions.</td>
<td>tenured/tenure-track faculty</td>
<td>by 25% in 3 years.</td>
</tr>
<tr>
<td>4. To increase the number of tenured professors in the SHP</td>
<td>There are currently 2 Full professors in the SHP. Professional development is essential for faculty advancement.</td>
<td>Professional leave and release funds</td>
<td>Goal of 5 new Full professors in the next 5 years.</td>
</tr>
<tr>
<td>5. To establish a SHP Faculty Practice</td>
<td>There is a need to enhance the educational, research, and practice missions of the SHP. This will lead to increased funds for research and other program needs (student access to patients) through revenues from insurance and private payments. Also, serves as an outreach to the GSU community and downtown Atlanta to strengthen healthy communities.</td>
<td>A faculty practice was approved with the last Physical Therapy action plan but never funded. Funding is needed for health supplies, equipment, and space that is accessible for patients.</td>
<td></td>
</tr>
</tbody>
</table>
**Category: Service**

Goal: Support opportunities for faculty to provide service to the University, the professions, and the community

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Rationale</th>
<th>New Resources Needed</th>
<th>Key indicators/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To support faculty in providing service to the University</td>
<td>Involvement in college and University committees, work group, and task forces strengthens the University community</td>
<td>None</td>
<td>The number of faculty serving on college and university committees, work groups, and task forces will remain constant.</td>
</tr>
<tr>
<td>2. To support faculty in providing service to professional organizations</td>
<td>Involvement in professional organizations and activities enhances the image of the professions and provides the University visibility in the Health Professions.</td>
<td>Resources for faculty to attend professional meetings</td>
<td>Number of faculty serving on boards, community, and task forces for professional organizations will remain constant.</td>
</tr>
<tr>
<td>3. To support faculty in providing service to the community that is clinically-based and adds value to the health of the communities we serve</td>
<td>Involvement in community organization activities enhances the image of the professions, provides assistance to the community, and gives the University visibility in the community</td>
<td>none</td>
<td>The number of faculty serving on boards, committees, and task forces for community organizations will remain constant.</td>
</tr>
</tbody>
</table>

In summary, the goals of SHP are to improve the first time pass rates of students in our professional programs, to improve the research environment for faculty and students as a route to increasing scholarly productivity, and to begin serving the public through development of faculty practice that also will provide teaching and research opportunities for our students and faculty. These goals can be addressed through infusion of relatively minor resources, largely retention and renovation of laboratory space in Kell Hall, an increase in staff support, and program planning for the faculty practice.

In concluding this self-study, the SHP offers an excellent education to undergraduate, master’s, and doctoral students. The dedication and expertise of the faculty make this education possible. We are proud of our accomplishments in the past three years as a new School and of those of our students and alumni. We look forward to continuing our quest to educate the Dietitians, Physical Therapists and Respiratory Therapists of the future who will make a significant contribution to the health of those they serve.
Appendix B1: Rationale for Choices of Peer Programs

Nutrition
The Division of Nutrition chose the following three institutions as its peers: University of Cincinnati; University of Memphis; and University of Pittsburgh. All three universities are currently “Urban 13” institutions. Ten of the 21 “Urban 13” institutions, including Georgia State, have nutrition and dietetic programs. Of these 10 institutions, we chose three which offered similar programs to those offered in the Division of Nutrition, including BS, MS and MS Coordinated Programs, and those not offering doctoral programs in nutrition. Programs not affiliated with a medical center were also desired, although the University of Cincinnati did not meet this criterion.

Physical Therapy
The Division of Physical Therapy chose the following three institutions as its peers: University of North Carolina, Chapel Hill; The State University of New York, University at Buffalo; and the University of Cincinnati. The University of North Carolina, Chapel Hill is listed as one of Georgia State University’s Southern University Group peer institutions, and is a Board of Regents (BOR) Proposed Aspirational Institution. The University of Cincinnati is a current “Urban 13” Institution. The State University of Buffalo is also a BOR Proposed Aspirational Institution. Similar to Georgia State University, two of the three programs recently transitioned from awarding a Master of Physical Therapy to a Doctor of Physical Therapy.
Twelve of the current 21 “Urban 13” institutions have physical therapy schools. Of those 12, seven of the institutions also have medical schools. All of the three peer institutions chosen have a Medical School.

Respiratory Therapy
The Division of Respiratory Therapy chose the following three institutions as its peers: University of Arkansas for Medical Sciences; Louisiana State University; and The Ohio State University. These three universities were chosen because they offered similar BS programs to those offered in the Division of Respiratory Therapy at Georgia State University. These universities are members of the Southern University Group. University of Alabama at Birmingham is also an Urban 13 school. These programs do not offer a MS program in respiratory therapy.
Table B-1a Peer Institution Data outlines information about faculty and students from these programs.
Appendix B2: School of Health Professions Organizational Chart

Dean CHHS, Susan Kelley

Director, School of Health Professions
Lynda Goodfellow

Unit Heads
Nutrition, Mildred Cody
Physical Therapy, Leslie Taylor
Respiratory Therapy, Lynda Goodfellow

Faculty

Business Manager III, Sonda Abernathy

Administrative Specialist, Kimberly Glover

Administrative Coordinator, Yolanda Miller

Administrative Coordinator, Jani Faison

Graduate Research and Teaching Assistants

Student Assistants/Work-study Students
Appendix B3: School of Health Professions P & T By-laws

School of Health Professions
Promotion and Tenure Guidelines

I. School Committee for the Promotion to Associate Professor *
   1. Membership
      a. The School of Health Professions Promotion and Tenure Committee for
         the promotion to associate professor shall consist of three (3) faculty
         members who shall be elected for a three (3) year term. These terms will
         be staggered. Representatives shall be nominated and elected during fall
         semester before College elections are held and shall take office at the
         beginning of the spring semester. Members must hold the academic rank
         of associate professor or professor and must be tenured. Members may
         not be on the CHHS promotion and tenure committee. The School
         Director is not eligible for membership.
   * Candidates for promotion to Professor will be evaluated by the College Promotion
     to Professor committee until the SHP is able to evaluate candidates at this level.
   2. Duties and Functions
      The committee shall:
      a. Review candidates for promotion to the rank of associate professor and
         make recommendations to the Director of the School of Health
         Professions for promotion and tenure as described in the CHHS Promotion
      b. Serve as an advisory committee to the Director of the School of Health
         Professions in matters of promotion and tenure related to the rank of
         associate professor.

II. School Committee for the Promotion of Non-Tenure Track Faculty†
   1. Membership
      a. The Non-Tenure Track Promotion Committee will consist of three (3)
         members who shall serve a one (1) year term. One committee member will be
         tenured at the rank of associate professor or above. Two members will be
         non-tenure track faculty members at the rank of associate clinical professor
         (or equivalent) and who have been at Georgia State University for two (2) or
         more years. Representatives shall be elected during fall semester before
         College elections are held and shall take office at the beginning of the spring
         semester. Faculty members may not also serve on the CHHS non-tenure track
         promotion committee. Division Heads are not eligible to serve if a member of
         their unit faculty is up for promotion. Service terms may be repeated.
   † This committee structure will be in effect for non-tenure track faculty members and
     if the SHP is not able to evaluate candidates, the SHP will refer to the CHHS P & T
     committee.
   2. Duties and Functions:
The committee shall:

a. Review applications for promotion of non-tenure track faculty to the rank of clinical assistant and clinical associate professor and make recommendations to the Director of the School of Health Professions for promotion as outlined in the College Promotion and Tenure Manual.

b. Serve as an advisory committee to the Director of the School of Health Professions in matters of promotion related to the rank of clinical associate professor.

III. Voting

1. Electronic voting through GroupWise can be used for election of members to the SHP P & T committee. The Business Manager for the School will serve as vote counter and report results to the Director.


Approved by SHP Faculty May 2007
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Appendix B5: Summary Table of Faculty Roster
Appendix C1: School of Health Professions Strategic Plan

Nutrition
2004 - 2006
Approved 4/23/04; Revised 10/11/04; 12/13/04
Re-approved through 2008, 9/20/06

Vision
To be recognized nationally for nutrition issues relevant to urban communities with a focus on obesity and related disorders.

Mission
To prepare professionals who enhance individual and community health through dietetics practice and to contribute to professional and scholarly knowledge in the fields of nutrition and dietetics.

Goal #1: Teaching, Clinical Training, and Program Evaluation
The department will enhance its teaching and clinical training activities to ensure that students in our programs are meeting established learning outcomes and are competent health care professionals meeting the needs of society by:

1. Identifying quality student placements for clinical training and seeking interested and qualified clinical preceptors to ensure students are provided with relevant and cutting-edge practice experiences prior to entering the profession.
2. Offering accredited and career relevant programs that meet the needs of our students.
3. Monitoring student outcomes to assess teaching effectiveness and need for curriculum revision.
4. Using technology to make educational opportunities more accessible to students and to enhance the learning experience of students.
5. Maintaining accreditation of the Didactic Program in Dietetics (DPD) and the Dietetic Internship Program (DI) with the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA).
6. Conducting ongoing and systematic program evaluation by surveying current students and alumni, clinical preceptors, and employers who hire our graduates and using input from the Department Advisory Committee.
7. Collecting and disseminating information about the professional activities of our alumni (i.e. publications, leadership positions in professional organizations, and local and national presentations at professional meetings).

Action Items for Goal #1:
A. Evaluate DPD and DI curriculum every two years using the Commission on Accreditation for Dietetics Education (CADE) Standards of Education to assess curriculum relevancy, comprehensiveness, and overlaps and/or gaps (Undergraduate Team; Dietetic Internship Team).
B. During the 2004-2005 academic year, evaluate the department policy of awarding
DPD verification statements only to students who receive degrees at GSU (Undergraduate Team).

C. During the 2004-2005 academic year, review data from recent graduate students surveyed about the MS program (Graduate Team).

D. During the 2004-2005 academic year, design and implement survey to administer to RDs in metro-Atlanta to identify those who desire MS degree and determine the kinds of courses/program they are seeking (Graduate Team).

E. Develop student learning outcomes for each program and develop a system to assess progress in meeting learning outcomes by the end of 2004 (Dietetic Internship Team; Graduate Team; Undergraduate Team).

F. Develop the nutrition course for nursing students as an on-line course over the next 3 years.

G. Post all nutrition course syllabi on the department’s website.

H. During the 2004-2005 academic year, begin systematic evaluation of DPD and DI for 5-year interim report for CADE for accreditation (Dietetic Internship Team; Undergraduate Team).

I. Revise current surveys used to evaluate all programs during the 2004-2005 academic year and develop a system for administering surveys on a regular basis (Dietetic Internship Team; Graduate Team; Undergraduate Team).

J. Develop a section of the department website for collecting information related to alumni activities for purposes of program evaluation (Alumni Team).

K. Schedule at least one meeting of the Advisory Committee each semester during each academic year.

L. In conjunction with course scheduling, discuss strategies for maximizing credit hour generation.

Goal #2: Faculty Development
The department will foster individual faculty development by:
1. Facilitating new tenure-track faculty members’ success with the promotion and tenure process.
2. Providing financial assistance to support activities related to faculty scholarship, professional development, and curriculum development.

Action Items for Goal #2:
A. New tenure-track faculty will be assisted in procuring a mentor from within the department, college, or university, or from another institution and will work together to establish goals for the mentorship process.
B. New tenure-track faculty will be assigned only one course per semester during the first two years in the department if resources allow for course reduction.
C. New tenure-track faculty will be encouraged to serve on only one department team/committee and one college committee during their first two years in the department.
D. The department will fund yearly, based on availability of department funds, each full-time faculty member to attend professional educational programs and participate in other learning opportunities.

Goal # 3: Staff Development
The department will enable staff members to contribute to the effective organization and functioning of the department by:
1. Hiring and supporting professional and efficient staff who can carry out the day-to-day activities of the department.
2. Supporting staff participation in training and development programs to enhance their productivity and effectiveness.
3. Involving staff in decision-making process regarding department policies that affect administrative services to the faculty and students.
4. Seeking staff input regarding the use of resources for areas such as facilities, technology, advertisement materials, student assistants, graduate surveys, and alumni database.

Action Items for Goal # 3:
A. Chair of the department will seek faculty input on annual evaluations of department staff.
B. Chair of the department will seek faculty input on staff training to encourage improved services to the department and faculty.
C. Department will provide financial support for staff participation in relevant educational and training opportunities based on availability of funds.

Goal #4: Student Recruitment, Retention and Development
The department will foster the recruitment, retention, and development of a diverse group of students in the undergraduate, graduate and dietetic internship programs by:
1. Actively recruiting students from the Georgia State University community as well as from targeted community colleges and universities throughout Georgia, the Southeast, and the United States.
2. Serving as mentors and role models for students to ensure students’ successful program and professional training completion.
3. Enriching students’ professional development through educational opportunities, research, practice and volunteer activities that enhance their university experience.

Action Items for Goal #4:
A. Increase awareness of nutrition as an undergraduate major through the department website, student recruitment fairs, displays, community college recruitment, GSU 1010, course offerings, advertising, direct mailing, and the Nutrition Student Network (NSN) and other promotional avenues that result in a 5% increase in enrollment each year (Recruitment Team).
B. Increase awareness of nutrition as a graduate major through open houses, displays at professional meetings, advertising, college recruitment, direct mailing, department website, and other promotional avenues that result in the maintenance of current
enrollment (Recruitment Team).
C. Increase awareness of the dietetic internship program through displays, college recruitment, open houses, direct mailing, department website, and other promotional avenues that result in the maximum accredited enrollment cap each year (Recruitment Team).
D. Review and update annually the nutrition department’s recruitment plan to assess current recruitment strategies and implement new ones, as needed (Recruitment Team).
E. Assign a student mentor to every new undergraduate student each year (Undergraduate Team).
F. Offer assistance to graduate students who are interested in securing a Graduate Research Assistant (GRA) position (Graduate Team).
G. Assign a nutrition faculty member as an advisor to the NSN each year (Undergraduate Team).
H. Increase scholarship support for students through alumni involvement in the GSU nutrition department foundation fund (Alumni Team).

Goal #5: Research
The department will advance the knowledge base of the nutrition and dietetic communities and mentor graduate students in their research activities by:
1. Participating in learning opportunities to build research skills.
2. Securing internal and/or external funding to support research-related efforts.
3. Pursuing interdisciplinary opportunities within the university and community to foster collaborative research initiatives.
4. Disseminating research findings in peer-reviewed settings.
5. Developing research goals for the department and a prioritized list of how resources will be distributed to support the goals.
6. Assisting nutrition graduate students to develop master’s projects/thesis topics that support departmental research programs.
7. Serving as reviewers for peer-reviewed journals, grant review panels, and editorial boards.

Action Items for Goal #5:
A. The department will submit 8 proposals/5 years to seek funding support. Faculty submitting a research proposal will pursue fostering interdisciplinary collaborations within the university.
B. Department faculty will publish 8 peer-reviewed publications/year and will provide 8 presentations/year, of which 4 or more will be refereed national presentations.
C. Each year, faculty will develop a prioritized resource allocation list in order to support the unit’s research goals after identifying resource needs.
D. Twenty-five percent of graduate nutrition students who choose the master’s project/thesis option will publish their research findings within 2 years of graduating.
E. Fifty percent of faculty will serve as reviewers for editorial boards, grant review panels, and peer-reviewed journals each year.

Goal #6: Leadership and Service
The department will foster an environment that supports leadership activities and professional service that enhance the visibility of the department by:

1. Sponsoring events in which nutrition-related expertise is shared with targeted audiences within the university and community.
2. Providing resources to allow faculty to participate in leadership activities in professional organizations.
3. Planning and formalizing collaborative relationships internally on campus and externally through community partnerships that support the priorities of the department.

Action Items for Goal #6:

A. The department will maintain a list of service activities and initiatives and a plan for partnership participation.
B. The department will provide faculty representation and leadership on unit, college, and university committees by having each faculty member actively participate in at least one department faculty team and one college or university committee each academic year.

STRATEGIC PLAN
Division of Physical Therapy
2006 - 2008

Vision

The Division of Physical Therapy will be a nationally recognized program for physical therapy education with demonstrated excellence regarding entry-level physical therapist preparation, scholarly activity, professional leadership, and faculty practice.

Mission

Supporting the mission of Georgia State University, the ultimate purpose of the Division of Physical Therapy is to prepare doctors of physical therapy who are clinically competent, highly professional, and committed to the pursuit of scholarly activities that contribute to the body of scientific and clinical knowledge.

Goals, Objectives, and Action Plan

Goal 1. Curricular Excellence: The division will enhance its clinical instruction and internship activities to ensure that students in our programs are meeting established learning outcomes and are competent entry-level physical therapists meeting the needs of society by:
1. Identifying quality student placements for clinical internships.
2. Identifying and mentoring interested and qualified clinical instructors and guest lecturers to ensure students are provided with relevant and cutting-edge practice experiences while enrolled in the program, prior to entering the profession.
3. Monitoring student outcomes to assess teaching effectiveness and need for curriculum revision.
4. Using technology to make educational opportunities more accessible to students and to enhance the learning experience of students.
5. Maintaining CAPTE accreditation through clear compliance with all standards.
6. Conducting ongoing and systematic program evaluation by surveying current students and alumni, clinical instructors, and employers who hire Georgia State University graduates.
7. Collecting and disseminating information about the professional activities of our alumni (i.e. publications, leadership positions in professional organizations, and local and national presentations at professional meetings).

Action Items for Goal #1:
1. Formally assess clinical sites through student evaluation, site and clinical instructor assessments (DCE, Clinical Faculty)
2. Network with clinicians, CIs (All faculty)
3. Develop student learning outcomes for the DPT program and develop a system to assess progress in meeting learning outcomes by the end of 2007 (All Faculty).
4. Seek training from IT professionals and the Teaching/Learning Center (All Faculty)
5. During the 2006-2007 academic year, begin systematic evaluation of DPT curriculum. Evaluate curriculum every year using the Commission on Accreditation for Physical Therapy Education (CAPTE) Standards of Education to assess curriculum relevancy, comprehensiveness, and overlaps and/or gaps (Curriculum Committee, Division Head, All Faculty).
6. Revise and/or develop current surveys used to evaluate the program during the 2006-2007 academic year and develop a system for administering surveys on a regular basis. (DCE, Division Head).
7. Develop a section of the division website for collecting information related to alumni activities for purposes of program evaluation (Alumni Committee).

Goal #2: Faculty Development
The division will foster individual faculty development by:
3. Facilitating new tenure-track faculty members’ success with the promotion and tenure process, course development, and integrated service opportunities.
4. Facilitating new non-tenure track faculty members’ success with course development, integrated service opportunities, and research programs.
5. Providing financial assistance to support activities related to faculty scholarship, professional development, and curriculum development.

Action Items for Goal #2:

1. a. New tenure-track faculty will be assisted in procuring a mentor from within the division, college, or university, or from another institution and will work together to establish goals for the mentorship process.
   b. New tenure-track faculty will be assigned only one course per semester during the first year in the division if resources allow for course reduction.
   c. New tenure-track faculty will be encouraged to serve on only one division team/committee and one college committee during their first two years in the division.
   d. A faculty practice will be developed and implemented in order to enhance faculty research, service.

2. a. New non-tenure track faculty will be assisted in procuring a mentor from within the division.
   b. New non-tenure track faculty will be assigned two courses per semester during their first year in the division if resources allow for course reduction.
   c. A faculty practice will be developed and implemented in order to enhance faculty research, service.

3. The division will fund yearly, based on availability of division funds, each full-time faculty member to attend professional educational programs and participate in other learning opportunities.

Goal #3: Staff Development
The division will enable staff members to contribute to the effective organization and functioning of the division by:

1. Hiring and supporting professional and efficient staff who can carry out the day-to-day activities of the division.
2. Supporting staff participation in training and development programs to enhance their productivity and effectiveness.
3. Involving staff in decision-making processes regarding division policies that affect administrative services to the faculty and students.
4. Seeking staff input regarding the use of resources for areas such as facilities, technology, advertisement materials, student assistants, graduate surveys, and alumni database.

Action Items for Goal #3:

1. Division head will seek faculty input on annual evaluations of staff.
2. Division head will seek faculty input on staff training to encourage improved services to the division and faculty.
3. Division will provide financial support for staff participation in relevant educational and training opportunities based on availability of funds.

Goal #4: Student Recruitment, Retention and Development
The division will foster the recruitment, retention, and development of a diverse group of students in the Doctor of Physical Therapy program by:

1. Actively recruiting students from the Georgia State University community as well as from targeted community colleges and universities throughout Georgia, the Southeast, and the United States.
2. Serving as mentors and role models for students to ensure students’ successful program and professional training completion.
3. Enriching students’ professional development through educational opportunities, research, practice and volunteer activities that enhance their university experience.

Action Items for Goal #4:
1. Increase awareness of physical therapy as a graduate major through the division website, student recruitment fairs, displays, community college recruitment, Hold Open Houses yearly and monthly Information Sessions (Student Promotion and Retention Committee, Admissions Committee).
2. Assign each student to a faculty mentor and meet with each student at least once per semester. (All faculty).
3. a. Offer assistance to graduate students who are interested in securing a Graduate Research Assistant (GRA) as possible (Research Committee).
   b. Increase scholarship support for students through alumni involvement in the GSU physical therapy foundation fund (Alumni Committee).

Goal #5: Research
The division will advance the knowledge base of the physical therapists and mentor graduate students in their research activities by:

1. Participating in learning opportunities to build research skills.
2. Securing internal and/or external funding to support research-related efforts.
3. Pursuing interdisciplinary opportunities within the university and community to foster collaborative research initiatives.
4. Disseminating research findings in peer-reviewed settings.
5. Developing research goals for the division and a prioritized list of how resources will be distributed to support the goals.
6. Assisting physical therapy students to develop doctoral projects that support the division’s research programs.
7. Serving as reviewers for peer-reviewed journals, grant review panels, and editorial boards.

Action Items for Goal # 5:
1. The division will submit 4 proposals/year to seek funding support. Faculty submitting a research proposal will pursue fostering interdisciplinary collaborations within the university.

2. Division faculty will publish 8 peer-reviewed publications/year and will provide 8 presentations/year, of which 4 or more will be refereed national presentations.

3. Each year, faculty will develop a prioritized resource allocation list in order to support the division’s research goals after identifying resource needs.

Goal #6: Leadership and Service
The division will foster an environment that supports leadership activities and professional service that enhance the visibility of the division by:

1. Sponsoring events in which clinical PT expertise is shared with targeted audiences within the university and community.

2. Providing resources to allow faculty to participate in leadership activities in professional organizations.

3. Planning and formalizing collaborative relationships internally on campus and externally through community partnerships that support the priorities of the division.

Action Items for Goal #6:

1. The division will maintain a list of service activities and initiatives and a plan for partnership participation.

2. The division will provide faculty representation and leadership on unit, college, and university committees by having each faculty member actively participate in at least one division faculty team and one college or university committee each academic year.

Division of Respiratory Therapy
(Respiratory Care Programs)
2006-08

SUMMARY

VISION:
Our vision is to be a top nationally regarded university-based program for respiratory therapy education in the United States.

MISSION:
Our mission is to prepare competent respiratory therapists and future leaders in the profession of respiratory care.
STRATEGIC PLANNING GOALS:

I. Continue to achieve excellence in the undergraduate and graduate instructional programs

A. Continue to maintain the national reputation and ranking of the B.S. degree program.
   1. Monitor graduate performance on national boards and employment - target 100% in all categories.
   2. Implement an integrated BS to MS program for Fall 2007 limit to 10 students
   4. Begin annual fall admissions of master’s track – seek no more than 5 – 8 students.

B. TARGET a minimum of 300 semester hrs per faculty

C. Develop strategies to grow RT as resources allow.
   1. Continue marketing the Bridge program (AS to BS) as a web offering.
   2. Advertise the CPR course during open houses, to all advisors, and place on College and Department website before each semester.
   3. Continue to offer the online medical terminology courses each semester (undergrad & graduate).
   4. Monitor Master’s entry for quality (GRE 1000) and retention.

D. Develop strategies to maintain size and quality of applicant pool.
   1. Maintain current recruitment and advertising strategies.
   2. RT Club at Open House
   3. Participate in Career Conversations through Career Services
   4. Target entering GPA of >3.20 for new class
   5. Encourage students to meet often with Faculty Advisors to foster advisement opportunities

F. Maintain an effective clinical education environment.
   1. Continue to keep a strong external advisory board representing metro area clinical agencies.
   2. Further strengthen the clinical experiences and relationships between GSU and agencies through funded clinical partnerships.

G. Maintain and improve further faculty professional competence.
   1. Support faculty travel to conferences as the budget allows.
   2. Schedule 6 faculty or graduate student presentations during the academic year, of published research, student projects or current issues in respiratory care, to coincide with the regular faculty meetings. Give at beginning of meeting; limit to 15-20 minutes, with
remaining time for business. Additional colloquia can be added as needed or desired by faculty.

II. **Continue to develop scholarly inquiry in respiratory care.**

A. Achieve annual external funding for grants/contracts in the range of $50,000 in AY 2006-07, and AY 2007-08.
   1. Maintain a consistent record of research contracts and grant funding in respiratory care.
B. Maintain an annual record of publications in the department, with a minimum of 3 peer reviewed articles in AY 2006-07 and in AY 2007-08.
C. Continue to be represented nationally and internationally with scholarly presentations.
D. Seek collaborative research partnerships between respiratory therapy and other healthcare disciplines or agencies.

III. **Maintain service to the institution, profession and community.**

A. Continue to serve on University and college committees, as needed.
B. Participate in activities, including service learning, appropriate to our expertise in the institution, community and profession.

Adopted

stratplan/strat06-08
Appendix D1: Learning Outcome Statements and Assessment Plan

Learning Outcomes FY 2006

Progress in Assessing Unit Effectiveness

Each Division is listed separately beginning alphabetically.

Unit Name: Division of Nutrition, School of Health Professions

Degree Programs: BS, MS

Academic Year: 2005-2006

Number of graduates from each degree program this academic year: 23 (20 Spring 2006 and 3 Summer 2006) BS; 10 (5 Fall 2005, 5 Spring 2006, 3 anticipated Summer 2006) MS

Number of students in each program major: 50 BS, 27 MS

I. Assessment Procedures

A. Outcomes assessed

1. For the undergraduate program (BS degree, Didactic Program in Dietetics, DPD) eight outcomes were assessed.
   a. Communicate effectively (aligned with the University basic core goals I, communication, and II, collaboration)
   b. Demonstrate an understanding of the influence of chemical, microbiological, and physiological disciplines as they affect food and nutrition
   c. Integrate psychological, social and economic aspects of the environment and examine how they individually and collectively affect food and nutrition
   d. Utilize critical thinking skills in the interpretation and application of research methodologies (aligned with the University basic core goals III, critical thinking, and VI, technology)
   e. Demonstrate an understanding of the science of food and food policy in promotion of a healthy lifestyle and pleasurable eating in diverse population groups (aligned with the University basic core goal IV, contemporary issues)
   f. Demonstrate an understanding of the role of nutrients and food in human health, disease prevention, health promotion, and medical nutrition therapy (aligned with the University basic core goal V, quantitative skills)
   g. Apply knowledge of management principles and systems in planning, monitoring, and evaluating dietetic services and practice and implementing of quality improvement programs
h. Describe the impact of laws, regulations, and costs on health care systems and food and nutrition programs

2. For the graduate program (MS degree) five outcomes were assessed.
   a. Demonstrate entry-level competence in the design, interpretation and ethical conduct of research
   b. Demonstrate technical and scientific oral and written communication skills; use current and emerging technologies for information and communication to enhance the practice and delivery of nutrition care in a professional manner
   c. Design and evaluate nutrition care plans and interventions for health promotion and disease prevention and management for individuals and subpopulation groups based on the efficacy and strength of scientific evidence
   d. Comprehend the interrelationships between macro- and micronutrient intakes as they impact human health in normal and disease states
   e. Evaluate contemporary principles of health policy in the U.S. and other countries to better understand the essential components of delivering health services

B. Elements of assessment

1. Undergraduate program
   Elements of assessment include a comprehensive examination for seniors during the last week of courses, a portfolio, an exit questionnaire, and an alumni survey administered at one year and three years after graduation. Performance of our graduates on the national examination for Registered Dietitians (RD) was also examined, but those data reflect earlier classes because students from 2005/6 will not be eligible to sit for the RD exam until 2007. See Appendix 1 for the most recent RD exam scores for the Division graduates.

   2. Graduate program
   The primary element of assessment for this program is evaluation of a thesis, master’s project or portfolio as a capstone project. Students are required to earn a 3.0 program GPA for graduation.

C. Data collected

1. Undergraduate program
   Data collected are examination scores and subscores, qualitative portfolio evaluations, qualitative and quantitative questionnaire data.

   2. Graduate program
   Data collected are assessments of capstone theses, projects, or portfolios.

D. Data analysis – All data analyses are descriptive.
II. Achievement of goals

A. Undergraduate program (BS)

During spring semester of 2006, 22 senior students took the comprehensive exam, 22 senior students completed the exit questionnaire, 4 alumni completed the one-year alumni survey, and 2 alumni completed the three-year alumni survey. One senior completed the comprehensive exam and exit questionnaire in 2005 because she had completed her program requirements but not one of the courses in her undergraduate core. Of the students who completed the comprehensive exam, 73% answered more than one-half of the items correctly. Items in the exam were aligned with the learning outcomes.

1. **Communicate effectively**: The University basic core goals I, communication, and II, collaboration, align with this learning outcome. On the comprehensive examination 18 items addressed this goal; correct responses ranged from 9%-100% on questions for this goal, with a mean score of 61%. All students met the portfolio requirements at the exemplary or proficient level; nine artifacts were used to assess this competency. On the exit questionnaire, 18 of the 22 students rated their preparation in this area as either 5 (outstanding, with 5 being the highest) or 4 (more than satisfactory); on the 1-year alumni survey 3 of the 4 alumni rated their preparation in this area as either outstanding or more than satisfactory while on the 3-year alumni survey 2 of the 2 alumni rated their preparation as either outstanding or more than satisfactory.

2. **Demonstrate an understanding of the influence of chemical, microbiological, and physiological disciplines as they affect food and nutrition**: On the comprehensive examination 21 items addressed this goal; correct responses ranged from 33%-90% on questions for this goal, with a mean score of 62%. All students met the portfolio requirements at the exemplary or proficient level; five artifacts were used to assess this competency. On the exit questionnaire, 19 of the 22 students rated their preparation in this area as either 5 (outstanding, with 5 being the highest) or 4 (more than satisfactory); on the 1-year alumni survey 3 of the 4 alumni rated their preparation in this area as either outstanding or more than satisfactory while on the 3-year alumni survey 2 of the 2 alumni rated their preparation as either outstanding or more than satisfactory.

3. **Integrate psychological, social and economic aspects of the environment and examine how they individually and collectively affect food and nutrition**: On the comprehensive examination 17 items addressed this goal; correct responses ranged from 9%-100% on questions for this goal, with a mean score of 58%. All students met the portfolio requirements at the exemplary or proficient level; six artifacts were used to assess this competency. On the exit questionnaire, 15 of the 22 students rated their preparation in this area as either 5 (outstanding, with 5 being the highest) or 4 (more than satisfactory); on the 1-year alumni survey 3 of the 4 alumni rated their preparation in this area as either more than satisfactory or satisfactory, while on the 3-year alumni survey 2 of the 2 alumni rated their preparation as either outstanding or more than satisfactory.
4. **Utilize critical thinking skills in the interpretation and application of research methodologies:** The University basic core goals III, critical thinking, and VI, technology, align with this learning outcome. On the comprehensive examination 9 items addressed this goal; correct responses ranged from 9%-95% on questions for this goal, with a mean score of 63%. All students met the portfolio requirements at the exemplary or proficient level; eight artifacts were used to assess this competency. On the exit questionnaire, 15 of the 22 students rated their preparation in this area as either 5 (outstanding, with 5 being the highest) or 4 (more than satisfactory) while 7 students rated it as satisfactory or average (3), no students rated it as less than satisfactory (2) or unsatisfactory (1); on the 1-year alumni survey 3 of the 4 alumni rated their preparation in this area as more than satisfactory or satisfactory, while on the 3-year alumni survey 1 of the 2 alumni rated their preparation as outstanding, 1 rated it as satisfactory.

5. **Demonstrate an understanding of the science of food and food policy in promotion of a healthy lifestyle and pleasurable eating in diverse population groups:** The University basic core goal IV, contemporary issues, aligns with this learning outcome. On the comprehensive examination 26 items addressed this goal; correct responses ranged from 4%-100% on questions for this goal, with a mean score of 48%. All students met the portfolio requirements at the exemplary or proficient level; three artifacts were used to assess this competency. On the exit questionnaire, 20 of the 22 students rated their preparation in this area as either 5 (outstanding, with 5 being the highest) or 4 (more than satisfactory); on the 1-year alumni survey 3 of the 4 alumni rated their preparation in this area as either outstanding or more than satisfactory, while on the 3-year alumni survey 2 of the 2 alumni rated their preparation as outstanding.

6. **Demonstrate an understanding of the role of nutrients and food in human health, disease prevention, health promotion, and medical nutrition therapy:** The University basic core goal V, quantitative skills, aligns with this learning outcome. On the comprehensive examination 26 items addressed this goal; correct responses ranged from 23%-100% on questions for this goal, with a mean score of 56%. All students met the portfolio requirements at the exemplary or proficient level; eight artifacts were used to assess this competency. On the exit questionnaire, 20 of the 22 students rated their preparation in this area as either 5 (outstanding, with 5 being the highest) or 4 (more than satisfactory); on the 1-year alumni survey 4 of the 4 alumni rated their preparation in this area as either outstanding or more than satisfactory, while on the 3-year alumni survey 2 of the 2 alumni rated their preparation as either outstanding or more than satisfactory.

7. **Apply knowledge of management principles and systems in planning, monitoring, and evaluating dietetic services and practice and implementing of quality improvement programs:** On the comprehensive examination 27 items addressed this goal; correct responses ranged from 9%-100% on questions for this goal, with a mean score of 52%. All students met the portfolio requirements at the exemplary or proficient level; two artifacts were used to assess this competency. On the exit questionnaire, 13 of the 22 students rated
their preparation in this area as either 5 (outstanding, with 5 being the highest) or 4 (more than satisfactory), while 7 students rated it as satisfactory or average (3), and 2 students rated it as less than satisfactory (2); on the 1-year alumni survey 3 of the 4 alumni rated their preparation in this area as either more than satisfactory or satisfactory, while on the 3-year alumni survey 1 of the 2 alumni rated their preparation as outstanding and 1 rated it as satisfactory.

8. **Describe the impact of laws, regulations, and costs on health care systems and food and nutrition programs:** On the comprehensive examination 12 items addressed this goal; correct responses ranged from 14%-100% on questions for this goal, with a mean score of 47%. All students met the portfolio requirements at the exemplary or proficient level; two artifacts were used to assess this competency. On the exit questionnaire, 13 of the 23 students rated their preparation in this area as either 5 (outstanding, with 5 being the highest) or 4 (more than satisfactory) while 8 students rated it as satisfactory or average (3), and 1 students rated it as less than satisfactory (2); on the 1-year alumni survey 3 of the 4 alumni rated their preparation in this area as more than satisfactory and 4 rated it as satisfactory, while on the 3-year alumni survey 1 of the 2 alumni rated their preparation as outstanding and 1 rated it as satisfactory.

B. **Graduate program (MS)**

The graduate curriculum is structured to cover all of the learning outcomes in required coursework. All students are required to maintain a 3.0 or better GPA, with no course credit for a grade lower than a C. The three capstone experiences include development of an intellectual electronic portfolio, development and completion of a significant project, or development and completion of a thesis. The portfolio is judged by the course instructor and the portfolio advisor using a rubric, is presented to the faculty and graduate students orally, and is posted to the Division website. The project and thesis experiences required establishment of a three-person committee (two faculty members from the Division and a third committee member from the Division or outside the Division (must hold an earned graduate degree)), approval of a proposal prior to beginning the project/thesis, and communication of the project/thesis in written and oral form to graduate students and faculty. The project and thesis committees must approve the final written and oral reports.

1. **Demonstrate entry-level competence in the design, interpretation and ethical conduct of research:** All graduates completed HHS 6000 Research Methods for the Health and Human Science Professions and NUTR 6101 Nutrition Research Methods with grades of C or better. Seven students using the portfolio capstone experience met the portfolio requirements at the exemplary or proficient level; two artifacts were used to assess this competency. Three students completed research-focused projects as their capstone experience and met this competency as judged by three-person advisory committees who approved their project proposals and their final project reports; all three of these students passed the CITI IRB training before beginning their projects.
2. **Demonstrate technical and scientific oral and written communication skills; use current and emerging technologies for information and communication to enhance the practice and delivery of nutrition care in a professional manner:** All graduates completed HHS 6000 Research Methods for the Health and Human Science Professions and NUTR 6101 Nutrition Research Methods with grades of C or better. Seven students using the portfolio capstone met the portfolio requirements at the exemplary or proficient level; two artifacts were used to assess this competency. Three students completed research-focused projects as their capstone experience and met this competency as judged by three-person advisory committees who evaluated their final reports and their oral defenses.

3. **Design and evaluate nutrition care plans and interventions for health promotion and disease prevention and management for individuals and subpopulation groups based on the efficacy and strength of scientific evidence:** All graduates completed NUTR 6102 Nutrition Intervention and NUTR 7101 Nutrition Issues with a C or better. Seven students using the portfolio capstone met the portfolio requirements at the exemplary or proficient level; two artifacts were used to assess this competency. Two students who completed research-focused projects as their capstone experience included elements of this learning objective in their projects: “Establishing outcome measures for a novel medical nutrition therapy intervention for clients with Type 2 diabetes” and “Corticosteroid-induced hyperglycemia in cystic fibrosis patients without diabetes.”

4. **Comprehend the interrelationships between macro- and micronutrient intakes as they impact human health in normal and disease states:** All students completed NUTR 6104 Advanced Normal Nutrition and NUTR 7101 Nutrition Issues with a C or better. Seven students using the portfolio capstone met the portfolio requirements at the exemplary or proficient level; two artifacts were used to assess this competency.

5. **Evaluate contemporary principles of health policy in the U.S. and other countries to better understand the essential components of delivering health services:** All students completed HHS 8000 Trends Affecting Health Policies, Practices and Laws with a grade of C or better. Seven students using the portfolio capstone met the portfolio requirements at the exemplary or proficient level; two artifacts were used to assess this competency.

III. **Changes to Procedures or Curriculum Based on Assessment**

   **A. Undergraduate**
   1. Faculty will discuss the portfolio development and evaluation as a priority issue during the 2006/7 academic year. This discussion will focus on selection of artifacts and on movement toward electronic portfolio development.
   2. Faculty will discuss methods of strengthening Learning Outcome #7 (Apply knowledge of management principles and systems in planning, monitoring, and
evaluating dietetic services and practice and implementing of quality improvement programs) and Learning Outcome #8 (Describe the impact of laws, regulations, and costs on health care systems and food and nutrition programs).

B. Graduate – none

IV. Changes in Department’s Assessment Goals – none
Appendix 1. Registration Examination for Dietitians: Scores 2001-2005

First Time Pass Rates Registration Examination for Dietitians

<table>
<thead>
<tr>
<th>Exam Year</th>
<th>Group (n) First time</th>
<th># Passing First time</th>
<th>%</th>
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<tbody>
<tr>
<td>2001</td>
<td>12</td>
<td>11</td>
<td>92</td>
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<td>70</td>
</tr>
<tr>
<td>Mean</td>
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<td>86</td>
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DPD Scaled Scores on Registration Examination

<table>
<thead>
<tr>
<th>Test Period</th>
<th>Total 1st time GSU / National</th>
<th>Nutrition GSU / National</th>
<th>Food Service GSU / National</th>
</tr>
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<tbody>
<tr>
<td>Jan - June, 2001</td>
<td>39 / 27.7</td>
<td>23 / 15.3</td>
<td>30 / 15.9</td>
</tr>
<tr>
<td>July - Dec, 2001</td>
<td>27.9 / 27.9</td>
<td>15.6 / 15.6</td>
<td>15.5 / 15.9</td>
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<td>Jan - June, 2002</td>
<td>28 / 27.4</td>
<td>16 / 15.1</td>
<td>17 / 15.6</td>
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<tr>
<td>July - Dec, 2002</td>
<td>27.3 / 27.8</td>
<td>15.8 / 15.6</td>
<td>14.4 / 15.7</td>
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<tr>
<td>Jan - June, 2003</td>
<td>28 / 26.9</td>
<td>16 / 14.8</td>
<td>15 / 15</td>
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<td>29.9 / 27.8</td>
<td>17 / 15.7</td>
<td>17.7 / 15.6</td>
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<td>Jan - June, 2004</td>
<td>31.4 / 27.1</td>
<td>18.8 / 15.2</td>
<td>18 / 14.8</td>
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<td>July - Dec, 2004</td>
<td>29.4 / 27.5</td>
<td>16.6 / 15.5</td>
<td>17.2 / 15.2</td>
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<tr>
<td>Jan - June, 2005</td>
<td>27 / 27.1</td>
<td>16 / 15</td>
<td>12.5 / 15.2</td>
</tr>
<tr>
<td>July - Dec, 2005</td>
<td>27.4 / 27.8</td>
<td>14.9 / 15.6</td>
<td>15.5 / 15.6</td>
</tr>
</tbody>
</table>

Unit Name: Division of Physical Therapy, School of Health Professions

Degree Programs: MPT, DPT

Academic Year: 2005 -2006

Number of graduates from each degree program this academic year: MPT = 33
Number of students in each program major:  42 MPT, 23 DPT

Assessment Procedures

A. Outcomes Assessed
   a. Communication
   b. Collaboration
   c. Critical Thinking
   d. Contemporary issues
   e. Quantitative Skills
   f. Technology

B. Elements of Assessment
   a. Communication
      i. All students begin a thorough self-assessment of their verbal and nonverbal communication style in their first semester of the DPT program (PT 6709).
      ii. Assessment of communication is a part of every clinical course. Students are evaluated on their verbal and nonverbal communication skills during practical examinations.
      iii. Case presentations Spring Semester of third year. Each student presents a comprehensive case study of a patient including relevant evidence for interventions and expected outcomes to faculty and students.
      iv. Research Presentations in Fall semester third year. Students present their original research in poster and platform formats to faculty and students. They also produce a manuscript of their research.
      v. Written Communication is assessed for grammatical and scientific accuracy through research papers, research matrices.
   b. Collaboration
      i. Exit Interviews: Each student is encouraged to meet with the Division Head and/or faculty advisor to provide in-depth discussion on the strengths and weaknesses of the program.
      ii. Focus groups: Upon returning to campus following 8-week affiliations, students participate in faculty-led focus groups to discuss their clinical experience and self-assess their preparedness. Students participate in these focus groups three times during their program of study.
      iii. Clinical Site Visits: The ACCE and PT Faculty visit each student at least once during their clinical affiliations. Student, faculty member, and facility clinical instructor meet to discuss the student’s clinical performance based on the standardized instrument, the Clinical Performance Inventory. during Summer 2005, 36 clinical sites were visited. Over 100 phone consults were held.
   c. Critical Thinking
      i. Comprehensive Written Examinations: At the completion of each Spring Semester, students take a comprehensive examination. Each year’s
examination has progressively complex questions. At the completion of year one, the examination consists of 50 questions and students must pass with a 70%. At the completion of year two, the examination consists of 100 questions and students must pass with a 75%. At the completion of Year three, students take a 200 question cumulative and comprehensive examination to assess their competency in specific content areas of Physical Therapy. A satisfactory passing score of 80% is required to complete the program and graduate. This standardized exam is administered on-line in a manner that simulates the national licensure examination.

ii. Practical Examinations: Each patient management course includes practical examinations where each student, acting as the physical therapist, must effectively complete a patient examination, evaluation, intervention, and assessment based on the Guide to Physical Therapist Practice.

iii. Clinical Performance Inventory: Each student must pass each clinical affiliation according to the nationally-used inventory for assessing student competence. 2005 data show that 99% of the students met or surpassed those criteria.

iv. FSBPT Pass Rate: Upon graduating, students must sit for the national licensure examination. Georgia State’s ultimate pass rate for the FSBPT exam is 94.14%.

v. Graduate Survey: Six-months after graduation, students are asked to evaluate their satisfaction with the program preparation and the strengths and weaknesses of the program.

vi. Employer Survey: Following graduation from the program, students are asked to provide employment status and location, and a nationally standardized survey instrument on their clinical ability is sent to the clinical employer.

d. Contemporary Issues

i. Cultural competence is threaded throughout the curriculum in each patient management course.

ii. Contemporary health issues are threaded throughout the curriculum in each patient management course.

e. Quantitative Skills

i. Students are proficient with basic statistical software as evidenced by successful completion of data management of research projects.

f. Technology

i. Upon graduation students are able to effectively navigate electronic medical records and scheduling systems.

ii. Students are exposed to and show proficiency in current electrotherapeutic modalities.

iii. Students are proficient in using computer-based literature databases.
Unit Name: Division of Respiratory Therapy, School of Health Professions

Degree Programs: BS, MS

Academic Year: 2005 -2006

Number of graduates from each degree program this academic year: 39 (38 Spring 2006, 1 anticipated summer 2006) BS; 2 (1 Fall 2005, 1 anticipated summer 2006) MS

Number of students in each program major: 102 BS, 2 MS

I. Assessment Procedures

For the undergraduate program BS degree, six outcomes were assessed.

A. Outcomes assessed
   1. communication skills both orally and in writing
   2. advanced respiratory therapy skills
   3. technical performance of advanced skills
   4. professional behaviors expected of advanced-level therapists
   5. use of technology
   6. critical thinking skills within the context of professional respiratory care practice

For the graduate program (MS degree) five outcomes were assessed.

1. Utilize critical thinking skills in the interpretation and application of research
2. Demonstrate entry-level competence in the design, interpretation and ethical conduct of research
3. Demonstrate technical and scientific oral and written communication skills;
4. Design and evaluate respiratory care case management plans and interventions for health promotion and disease prevention for individuals and subpopulation groups based on the efficacy and strength of scientific evidence
5. Evaluate contemporary principles of health policy in the U.S. and other countries to better understand the essential components of delivering health services

B. Elements of undergraduate assessment and Data Collected

1. Case presentations

For outcome 1 – all students must successfully orally present a case study to the faculty and students at least once during the clinical seminar as part of their clinical practice. Twenty-nine senior RT students during fall semester scored from
0 to 4, mean 3.4. During spring 2005, junior RT student scores ranged from 0 to 4 with mean of 3.1.

2. Capstone course

For outcome 1 – RT 4085 “Professional Trends to Extend Long-term Care” is a writing intensive capstone course that concentrates on a series of reflective assignments designed to allow the senior student to demonstrate their proficient writing skills in respiratory therapy. Forty-two students enrolled for a class average for written assignments of 89.6%.

3. Mid-Program comprehensive exam

For outcome 2 - Upon completion of the first year of the respiratory care program, graduates will demonstrate competent understanding of advanced skills by scoring ≥75% of this exam. This exam is given at the end of the summer semester. Scores ranged from 101 to 134 out of 140 with average score of 122 (87%).

4. NBRC Entry Level CRT

For outcome 2 – all students must successfully complete the National Board for Respiratory Care’s (NBRC) Entry Level Exam, and obtain the “Certified Respiratory Therapist” credential to demonstrate cognitive mastery of entry level skills. The pass rate during spring semester for first time attempts was 92% (36/39) and all students passing prior to graduation. For comparison, the national average for passing on the first attempt in 2005 was 58%.

5. NBRC Written Registry Exam

For outcome 2 - NBRC Written Registry exam is a measure of cognitive mastery on advanced therapist skills and procedures taken after graduation, and involves predominantly ‘application’ and ‘analysis’ items. The class of 2005 had an 88% pass rate (14 of 16 graduates). The national average for this cohort was 75%. For the class of 2006, we gave the students the option of taking the registry exam instead of the exit final (use the registry exam as the exit final). There were 32 of 39 students who attempted the written registry exam for a first attempt pass rate of 81%. These percentages may change as the remaining students will attempt the exam after graduation.

6. NBRC Clinical Simulation Exam

For outcome 2 - NBRC Clinical Simulation exam is another measure of cognitive mastery on advanced therapist skills and procedures taken after graduation, and
involves demonstration of higher-level patient management ability, including therapeutic procedure initiation and modification. The class of 2005 has a 56% pass rate (9 of the 16 graduates) on their first attempt. For the class of 2006, we gave the students the option of taking the clinical simulation exam instead of the exit final (use this as part of the exit final). There were 12 of 39 students who attempted the clinical simulation prior to graduation for a first attempt pass rate of 39%. These percentages may change as the remaining students are yet to attempt the exam.

9. Departmental Exit Exam

For outcome 2 - a cumulative and comprehensive assessment of understanding and minimal competency of content areas in Respiratory Therapy is required. Since we piloted the option of students taking the NBRC written registry as opposed to a self-assessment on-line exam, only the scores for the written registry are used. This is a computer-based written exam administered by the NBRC. A passing score is determined by the NBRC based on all candidates across the country attempting the exam. Of the graduating seniors in May who opted for this exam (32/39), scores ranged from 60 to 88 with the mean at 81%.

10. Employer Survey-Psychomotor

For outcome 3 - following graduation from the program, a nationally standardized survey instrument on students’ clinical skills is sent to the clinical employer. For each item, a score of >2 on a 1 to 5 scale is needed to indicate minimal acceptability. Responses were received from 5 employers who hired graduates of the class of 2005. No scores < 3 were reported on clinical proficiency (mean 4.5).

11. Graduate Survey-Psychomotor

For outcome 3 – six-month post graduation students are asked to evaluate their satisfaction with the program preparation for performance of clinical skills in Respiratory Therapy. For each item, a score of >2 on a 1 to 5 scale is needed to indicate minimal acceptability. Responses were received from three graduates of the Class of 2005. No scores < 3 were reported regarding clinical proficiency (mean 4.6).

12. Summative Psychomotor Evaluation

For outcome 3 - in order to complete the program, each student must demonstrate adequate clinical skills as rated by an instructor. Grading is Pass/Fail. All graduating seniors (100%) in May scored satisfactorily on their final clinical externship skills check-off.
13. Employer Survey-Affective

For outcome 4 - following graduation from the program, a nationally standardized survey instrument on students’ professional behavior is sent to the clinical employer. For each item, a score of >2 on a 1 to 5 scale is needed to indicate minimal acceptability. Responses were received from 5 employers who hired graduates of the class of 2005. No scores < 3 were reported regarding behavioral skills (mean 4.9).

14. Graduate Survey-Affective

For outcome 4 – six-months post graduation students are asked to evaluate their satisfaction with the program preparation for professional behavior in Respiratory Therapy. For each item, a score of >2 on a 1 to 5 scale is needed to indicate minimal acceptability. Responses were received from three graduates of the class of 2005. No scores < 3 were reported regarding behavioral skills (mean 4.8).

15. Summative Affective Evaluation

For outcome 4 - in order to complete the program, each student must demonstrate adequate professional behavior as rated by an instructor. Grading is Pass/Fail. All graduating seniors in spring 2005 (100%) demonstrated adequate professional behavior in their clinical practice.

16. Entry Level Self Assessment Exam

For outcome 5 - all students must complete this exam at the end of fall semester of the senior year, as a formative exercise to prepare for the first phase of the national board exam (Entry Level CRT). This secure exam given via the Web and feedback is provided on each content area. Fall semester 2005, scores were from 105 to 138 with the mean score of 126.

17. NBRC Clinical Simulation Exam

For outcome 6 - this exam is a measure of cognitive mastery on advanced therapist skills and procedures taken after graduation. The exam consists of 10 separate patient management problems. The clinical setting and patient situation for each problem are designed to simulate reality and be relevant to the clinical practice of respiratory care. This exam also involves demonstration of higher-level patient management ability, including therapeutic procedure initiation and modification. A passing score is required on this exam in addition to that on the Written Registry, to obtain the credential of ‘Registered Respiratory Therapist’ (RRT). The class of 2005 has 14 of the 16 graduates (88%) who earned the RRT credential.
For the graduate outcomes, one graduate student graduated in fall 2005 and another started the master’s track in fall 2005. It is difficult to adequately measure outcomes with 2 students, however, the following was assessed.

For outcomes 1 – 3: To demonstrate appreciation of the research process, one student’s work on comparing End-tidal CO2 and PaCO2 values in the NICU was accepted as a abstract publication in the *Respiratory Care* Journal and presented at the Respiratory Care International Congress as a poster presentation.

For outcomes 3 & 5, all students completed RT 6030 Advanced Topics in Ventilator Support and RT 6040 Advanced Cardiopulmonary Monitoring with a C or better. Also, all students completed HHS 8000 Trends Affecting Health Policy with a grade of C or better.

C. Data Analysis

Data was analyzed by review of reports from the NRBC for examination results, clinical evaluations for skills check-offs and professional behavior, student grades, and descriptive details of standardized forms from the national accrediting agency for respiratory therapy (Committee on Accreditation for Respiratory Care – CoARC).

II. Achievement of Departmental Objectives for Students and Learning Outcomes in the Major

A. Undergraduate

1. Communication skills both orally and in writing

   Students successfully achieved objectives in communication skills through case presentations and written expression through a Writing-Intensive Course RT 4085.

2. Advanced respiratory therapy skills

   Overall, students successfully achieved objectives in advanced respiratory therapy skills as evidenced by 92% pass rate for CRT exam on the first attempt. One student has yet to graduate due to failing to apply for graduation. NBRC written registry and clinical simulation scores for the class of 2005 are higher than the class of 2004 but still less that anticipated, particularly the clinical simulation exam.

3. Technical performance of advanced skills
Students successfully achieved objectives in technical performance.

4. Professional behaviors expected of advanced-level therapists

Students successfully achieved objectives in professional behaviors.

2. Use of technology

Students successfully achieved objectives in use of technology by completing web-based exams through the NBRC and via the clinical monitoring tool DataArc located on their PDA.

3. Critical thinking skills within the context of professional respiratory care practice

Approximately 90% (14/16) of the class of 2005 has successfully achieved objectives in critical thinking as evidenced by obtaining the RRT credential.

B. Graduate

The graduate curriculum is structured to cover all of the learning outcomes in required coursework. All students are required to maintain a 3.0 or better GPA, with no course credit for a grade lower than a C. The three core RT courses include completion of a significant project, or development and completion of a thesis. The thesis experiences requires establishment of a three-person committee, approval of a proposal prior to beginning the thesis, and communication of the thesis in written and oral form to graduate students and faculty. The thesis committees must approve the final written and oral reports.

III. Changes to Procedures or Curriculum on Assessment

A. Undergraduate

In spring 2005, RT 4075, Patient Care Management, was revised to emphasize analysis of patient care management strategies for the respiratory therapist. After 2 offerings of this revised course, the first time pass rates on the written RRT went from 88% to 82%. The option of allowing students to take the first part of their registry exam before graduation resulted in 26 of 39 students (66%) completing this exam prior to graduation and not afterwards.

B. Graduate

No changes at this time.

IV. Changes in Department’s Assessment Goals
IV. Improvement of Unit Student Retention and Graduation

The following are done throughout the School of Health Professions in all three Divisions, unless noted.

A. activities/initiatives aimed at improving retention/graduation rates
   • Annual Awards Day – several awards, including financial ones, to assist and reward students are provided at Honor’s Day
   • Honor Society Activities – the Division of Respiratory Therapy is a charter chapter of Lambda Beta, the national honor society in Respiratory Therapy, and annually inducts students from the graduating class, including Bridge Program students
   • Scholarship Awards – Each Division has internal awards given annually. Other external awards are available as well as College scholarships such as the Marshall Bowie award ($2,000)
   • Orientation – Every Fall, all students receive an orientation in the week before classes begin, where they meet faculty and staff, and receive guidance through the Program. This includes a detailed Program Handbook outlining curriculum, policies and anticipated expenses throughout the Program.
   • Faculty-Student Activities – in the Division of Respiratory Therapy students participate with faculty, including the Medical Director, in a weekly case study, based on medical grand rounds. Each week one student presents a case for discussion from the clinical rotations.
   • Faculty encourage students to attend local State society conferences, and allow for this in the syllabi. Students present their case and project findings through poster presentations.
   • Student Clubs participate in campus activities such as career fairs, health fairs and off campus activities, e.g. asthma walks, breast cancer awareness projects, etc. Club activities build camaraderie among students and serve to improve retention.
   • In the Division of Physical Therapy, course instructors will report any student with a cumulative grade of 79 or less, in his or her class, at midterm to the designated faculty member of the Student Promotion and Retention Committee.
   • A student committee was established to serve as a mechanism for assisting with remediation of behavioral issues of students in the Division of Physical Therapy.
   • Students meet with their faculty advisors on a per semester basis.
   • Clinical faculty meet with students regarding clinical placement and progress to ensure a well-rounded clinical experience.
   • In Physical Therapy, students participate in focus groups to provide feedback at least once a semester.
   • Students provide course feedback and faculty consider feedback to make courses more student-centered and valuable to the student.
• The Student Nutrition Club participates in at least one service learning project in the community each month. This is one of the most active student clubs on campus.

B. evidence of success
   graduation & retention rates

Division of Nutrition
Division of Nutrition Bachelor Degree Program

<table>
<thead>
<tr>
<th>Graduation Class</th>
<th># ENTERED</th>
<th># GRADUATED</th>
<th>W’DRAW/FAIL/PEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>25</td>
<td>23</td>
<td>2/0/0</td>
</tr>
<tr>
<td>2001</td>
<td>19</td>
<td>17</td>
<td>2/0/0</td>
</tr>
<tr>
<td>2002</td>
<td>21</td>
<td>21</td>
<td>0/0/0</td>
</tr>
<tr>
<td>2003</td>
<td>14</td>
<td>10</td>
<td>4/0/0</td>
</tr>
<tr>
<td>2004</td>
<td>21</td>
<td>20</td>
<td>0/0/1</td>
</tr>
<tr>
<td>2005</td>
<td>29</td>
<td>26</td>
<td>2/0/1</td>
</tr>
<tr>
<td>2006</td>
<td>24</td>
<td>18</td>
<td>3/0/3</td>
</tr>
</tbody>
</table>

The graduation class is determined by the entering date. Students who are part-time do not graduate with their graduation class, i.e., they graduate at a later date.

Division of Nutrition Graduate Degree Program

<table>
<thead>
<tr>
<th>Year</th>
<th># in M.S. (Fall Semester)</th>
<th># Graduating (entire year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>2003</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>2004</td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td>2005</td>
<td>27</td>
<td>15*</td>
</tr>
<tr>
<td>Total</td>
<td>**</td>
<td>52</td>
</tr>
</tbody>
</table>

*Includes 4 students registered to graduate Summer 2006
**Students were enrolled for multiple fall semesters.

The graduate students are not in a cohort group. Students who enter the program may require undergraduate coursework to meet pre-professional requirements in additional to the graduate program requirements.

The Dietetic Internship Certificate program admitted and graduated 10 participants during AY2005/06.

Division of Physical Therapy
Total Student Enrollment 2006: 95 students

GRADUATION CLASS   # ENTERED   # GRADUATED W’DRAW/FAIL/PEND
2006       36         33        3/0/0
2007       42         39 pending
2008       23         20 pending

Division of Respiratory Therapy

Total Student Enrollment 2006: 106 students
Bachelor Degree, fulltime:
   Juniors   56
   Seniors   41
Bridge Program (As to BS): 7
Master’s Track: 2

Full Time Bachelor Degree Program
GRADUATION CLASS   # ENTERED   # GRADUATED W’DRAW/FAIL/PEND
2000       31         26        3/2/0
2001       28         22        1/5/0
2002       32         19        5/8/0
2003       34         21        5/8/0
2004       36         30        2/3/1
2005       23         17        4/0/1
2006       52         38        1/12/1
2007       56         38        2/11/43

Entering numbers may include failures or stop-outs from previous classes. Approximately 45-50 new students each year can be accommodated by the clinical affiliations.

AS to BS Bridge Program
The Bridge Program is a flexible, self-paced curriculum for students holding the RRT credential as recognized respiratory therapists. Since there is no fixed start and stop date, it is only possible to give a snapshot of numbers.

   2006     7 students in progress

Master’s Track in Respiratory Care
   2005 – 2 total in progress; 1 graduate (fall ‘05)
Appendix D2: Designated Writing Intensive Course Syllabus Division of Nutrition

Nutr 3150: Food Science I
Fall 2007

Instructor:
Mildred M. Cody, PhD, RD

Preferred: uLearn mail. I typically check uLearn mail every 3-4 hours between 7:00 AM and 9:00 PM, unless I am out of town or at meetings.
In person: Suite 862 Urban Life Building: Monday 3:30-5:30 & Tuesday/Thursday 8:30-9:30
Voice: 404.413.1234

Support team:
Gabriela Foghis and Gabrielle Washburn, Writing Across the Curriculum Assistants
Ellen Steinberg, MS, RD, guest instructor

Prerequisite: Chem 1152K

Learner objectives:

• The learner will demonstrate his/her comprehension of food science vocabulary, concepts, and calculation problems by answering questions of the types found in the course practice tests and in class demonstration. Examples of questions from class demonstrations will include construction of a Nutrition Facts panel from data in the USDA nutrient database; recipe conversions for metric, serving size, and format changes; and calculations of Cost of Food at Home. Online tests with examples of short answer questions are available, can be taken as often as the learner wishes, and do not count toward the final grade. The short answer questions for the course tests will be taken from the same databases that support the practice tests. These questions cover the following topics:
  o Consumer food choices
  o Recipes
  o Sensory qualities of food and their evaluation
  o Food economics
  o Food composition
  o Food safety

• The learner will demonstrate his/her community participation by making at least two substantive contributions to class discussion during the semester. These contributions may be made verbally in class sessions or online in class discussion boards. A substantive contribution is a question or a comment that moves the class discussion forward or provides insight into an issue closely related to the class discussion. The instructor will recognize these contributions by e-mail to the student who makes them.

• Using nutrient data for several items in various product categories, class participants will assign each product category to a food group in My Pyramid and provide a written
justification for that assignment based on key nutrient comparisons. To accomplish this objective, the learner will:
  o use food label information on the class data table to answer questions about nutrient composition
  o compare the nutrient contents of the product categories to nutrient contents of groups on My Pyramid
  o designate a My Pyramid group placement for the product categories based on nutrient factors
  o justify the My Pyramid recommendations for the product categories
  o analyze and describe the process for making the My Pyramid group recommendations

This project is further described in class as we work together to make the assignments.

• The learner will complete a research project that requires comparison of two food products using a difference test or a paired comparison test. To accomplish this objective, the learner, in partnership with other classmates, will
  o formulate a question about two food products that can be answered by using a difference test or a paired comparison test.
  o design a sensory scorecard for collecting data from panelists.
  o administer the test during the assigned class session during a ten-minute time slot.
  o analyze the data from the test using the table appropriate to the test.
  o write a project report that includes the objective of the project, the methodology used to answer the question posed about the food products, the results, and the conclusions.
  o write a consumer-focused news item on the problem, its outcome, and its potential significance to the reader.
  o make an oral presentation to the class on the outcome of the research

This project is further described by the assignment *Organoleptic Evaluation of a Food Product*.

• The learner will construct a kitchen inspection form to record problems in sanitation and food handling practices in a consumer kitchen. Using the kitchen inspection form, the learner will conduct an inspection and write recommendations to the consumer/owner for correcting identified problems. To accomplish these objectives, the learner will
  o participate in a class discussion of potential problem home food sanitation and food handling practices.
  o develop a kitchen inspection form.
  o record inspection results on form.
  o write recommendations for correcting all problems documented by inspection.

This project is further described by the assignment *Kitchen Inspection Project*. Ellen Steinberg, MS, RD, will assist with this project.
• Writing is an important component of this course. You will have several opportunities in this course to write for lay and professional audiences and to answer discussion questions on examinations. Please note that each assignment (except for examinations) includes points for grammar and spelling. Poor grammar and misspellings distract the reader, making it harder for him/her to understand what you are trying to communicate. Sometimes it is helpful to have a "writing buddy" who can critique your paper before you submit it. Word processing programs include grammar checks and spell checks, too. The course writing assistants are Gabriela Foghis and Gabrielle Washburn.

• The learner will demonstrate his/her professional behavior by showing respect for all class participants. Examples of professional behavior include silencing cell phones, coming to class prepared and on time, and sharing helpful information. One way to demonstrate this behavior is to ask questions about assignments or course content on the class bulletin board so that others will have access to the information. When the instructor responds to an individual question asked face-to-face, by telephone, or by e-mail, she will send the question and answer to the class, unless the question is personal.

Assignments and Due Dates:

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study: Food choices</td>
<td>August 23</td>
</tr>
<tr>
<td>Study: Recipes</td>
<td>August 28</td>
</tr>
<tr>
<td>Study: Sensory evaluation</td>
<td>September 4</td>
</tr>
<tr>
<td>Groups prepare for sensory testing; class does not meet.</td>
<td>September 18</td>
</tr>
<tr>
<td>Meet in 623 Kell Hall to gather data for the Organoleptic Evaluation of a Food Product assignment</td>
<td>September 20</td>
</tr>
<tr>
<td>Presentations on organoleptic evaluation projects</td>
<td>September 25</td>
</tr>
<tr>
<td>Submit: Organoleptic Evaluation of a Food Product (first draft)</td>
<td></td>
</tr>
<tr>
<td>Study: Food Economics</td>
<td></td>
</tr>
<tr>
<td>Quiz 1</td>
<td>October 2</td>
</tr>
<tr>
<td>Study: Food Safety</td>
<td>October 4</td>
</tr>
<tr>
<td>Submit: Organoleptic Evaluation of a Food Product (second draft)</td>
<td>October 9</td>
</tr>
<tr>
<td>Course midpoint: last day to withdraw and possibly receive a &quot;W&quot;</td>
<td>October 16: noon-3:00</td>
</tr>
<tr>
<td>World Food Day Teleconference: Optional Class participation points will be available.</td>
<td></td>
</tr>
<tr>
<td>Submit: Organoleptic Evaluation of a Food Product (final)</td>
<td>October 23</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>November 1</td>
</tr>
<tr>
<td>Submit: Kitchen Inspection (first draft)</td>
<td>November 6</td>
</tr>
<tr>
<td>Study: Food composition</td>
<td></td>
</tr>
<tr>
<td>Complete Food Composition Worksheet: class does not meet.</td>
<td>November 15</td>
</tr>
</tbody>
</table>
Submit: *Kitchen Inspection* (final)  November 19
Thanksgiving holiday  November 20
Thanksgiving holiday  November 22
Quiz 3  November 29
Quiz 3  November 29
Current issues and review  December 4
Current issues and review  December 6
Final Examination  December 11: 10:15

**Course Grades:**

**Course Requirements:**
These requirements are comprehensive and inclusive. No "extra credit" is available. Each student must meet requirements for all assignments to complete the course successfully with a C or better grade. If the final examination points are greater than the sum of the quiz points, the final examination points will replace the quiz points.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Organoletic Evaluation of a Food Product</em></td>
<td>175</td>
<td></td>
</tr>
<tr>
<td><em>Kitchen Inspection</em></td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>Quiz 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Quiz 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Quiz 3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Examination</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
<td>variable</td>
</tr>
</tbody>
</table>
Grade Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance Policy:
Regular attendance is expected. Students are responsible for all assignments and information covered in classroom discussion and in materials distributed during the class sessions whether they are present or not. All examinations and classroom activities are cumulative. There will be no opportunities to make-up classroom activities.

Course Texts:

- Online: Online texts are linked from the course uLearn site.

Assignments Policies:

- Assignments are due by 9:00 AM on the assigned date, unless otherwise noted. Permission to turn in a late assignment must be granted in advance of the due date. Permission will be granted only in the event of illness or extreme hardship. To receive permission to submit an assignment later than the due date, contact Dr. Cody.
- Unless otherwise noted, assignments should be submitted through uLearn.
- Use the reference format from the *Journal of the American Dietetic Association* for in-text citations and for bibliographic entries. Examples of this format are available at "Citations" in the Course Menu.

Assignments and make-up examination policy:
Assignments and examinations are due on the assigned date. Permission to turn in a late assignment must be granted in advance of the due date. To receive permission to make-up an examination contact Dr. Cody, preferably through email in uLearn. Permission will be granted only in the event of illness or extreme hardship. Assignments and grades are submitted through the course website.

Policy on Academic Honesty:
The University Policy on Academic Honesty, which is described in *On Campus - The Official Student Handbook for Georgia State University*, governs this course.
Computer Ethics Policy:
The Computer Ethics Policy, which is described in On Campus - The Official Student Handbook for Georgia State University, governs this course.

Office of Disability Services:
The Office of Disability Services (ODS) coordinates services available for and provides information upon request to students with disabilities. They are in room 230 of the Student Center. Their telephone number is 404.463.9044, and their website is at http://www.gsu.edu/disability.

The course syllabus provides a general plan for the course; deviations may be necessary.

Organoleptic Evaluation of a Food Product

Scenario:
Many questions about product quality and acceptability can best be answered through sensory testing (organoleptic evaluation). Choosing an appropriate sensory method is crucial to successfully answering these questions. This assignment is a short research project similar to one you might conduct in a professional setting. Your submission will include both a report written for professionals and a report written for consumers.

Goals:

- Formulate a question about two food products that can be answered by using a difference test or a paired comparison test.
- Design a sensory scorecard for collecting data from panelists.
- Administer the test during the assigned class session during a ten-minute time slot.
- Analyze the data from the test using the table appropriate to the test.
- Write a professional project report that includes the objective of the project, the methodology used to answer the question posed about the food products, the results, and the conclusions.
- Write a consumer-focused news item on the problem, its outcome, and its potential significance to the reader.

Procedure:

- Choose a product. Identify a question you have about the product that could be answered by a difference test or a paired comparison test. You need to plan a minimum of one two-product comparison, i.e., a home-baked oatmeal cookie versus a packaged oatmeal cookie.
- Choose the appropriate sensory test to answer your question. You will need to describe your reason for selecting the test over other possible tests in your paper; this is the "justification."
- Determine how you will analyze your data (statistical analysis, use of analytical tables, etc.).
• Outline your proposed project, including the above information in one well-written paragraph, and e-mail it to Dr. Cody for approval by noon on September 14.
• After approval, develop your sensory scorecard and your plan for administering the test. You will be able to do this during class time on September 18.
• Using the test techniques available to you, administer your test to classmates during class on September 20.
• Analyze the results of your test, and draw conclusions based on your results.
• Write a project report for a professional audience that includes the following elements: problem statement that includes relevance to consumers, methodology, statement of findings, conclusions, copy of scorecard. This report should be no longer than 1000 words, excluding the scorecard.
• Write a consumer-focused news item on your findings. The news item should be a single paragraph with a 100-word maximum. The item should focus on the problem and the findings. While the focus is not on the methodology, a professional should be able to tell how the findings were reached and who to contact for additional information.

Submissions:

• Submit project idea to Dr. Cody's uLearn e-mail by noon on September 14. Do not proceed until you have approval.
• Submit first draft of the professional report to the uLearn assignment dropbox by 9:00 on September 25. There should be one group report, but each student submits to his/her own dropbox.
• Submit consumer-focused news item to the uLearn assignment dropbox by 9:00 on September 25. There should be one group news item, but each participant submits to his/her own dropbox. One member of the group posts to the discussion topic *Organoleptic News* for class members to read.
• Submit peer evaluation in class on September 25. Each individual completes and submits a confidential peer evaluation that includes evaluation of each group member, including himself or herself.
• Submit second draft of the professional report and the consumer-focused news item to the uLearn assignment dropbox by 9:00 on October 9. Each participant writes an individual revision and submits it to his/her own dropbox.
• Submit final draft of the professional report and the consumer-focused news item to the uLearn assignment dropbox by 9:00 on October 23. Each participant writes an individual revision and submits it to his/her own dropbox.

Grading rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (A) 5 points</td>
</tr>
<tr>
<td></td>
<td>Good (B) 4 points</td>
</tr>
<tr>
<td></td>
<td>Fair (C) 2-3 points</td>
</tr>
<tr>
<td></td>
<td>Needs Improvement (D, F) 0-1 point</td>
</tr>
<tr>
<td>Formulation of question</td>
<td>The question is clear and well thought out. The potential interest in the problem for consumers is clearly identified.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
</tr>
<tr>
<td>Selection of sensory test</td>
<td>Investigators selected the best sensory test for answering the question posed, and the selection of the test is clearly justified. If another test could have been used effectively, the investigators have documented their comparison of the two tests and have described how they made their selection.</td>
</tr>
<tr>
<td>Scorecard design</td>
<td>The scorecard is appropriate for the test and is easy for the participant to understand. There are no writing errors on the scorecard.</td>
</tr>
<tr>
<td>Administration of test</td>
<td>Investigators were completely prepared and followed most</td>
</tr>
<tr>
<td>Description of methodology</td>
<td>The description of the methodology is clear, logical, and complete. Another student would be able to replicate the work.</td>
</tr>
</tbody>
</table>

| Analysis |

| Data analysis | Investigators selected the appropriate statistical table and used it correctly. | Investigators selected the appropriate statistical table, but they did not use it correctly. | Investigators did not select the appropriate statistical table. | Investigators did not analyze data using statistical methodology. |

| Statement of findings | Investigators have a clear and correct statement of findings. | Investigators have a correct statement of findings, but the wording is unclear or not quite correct. | Investigators have an incorrect statement of findings. | Investigators do not have a statement of findings. |

<p>| Conclusions | Investigators clearly describe the usefulness or significance of findings in dietetic practice. | Investigators describe the usefulness or significance of findings in dietetic practice, but the wording is unclear or not quite correct. | Investigators describe the usefulness or significance of findings in dietetic practice, but the wording is unclear or not quite correct. | Investigators do not describe the usefulness or significance of findings in dietetic practice, changes |</p>
<table>
<thead>
<tr>
<th>Professional project report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
</tr>
</tbody>
</table>
| The written work is complete.
| The written work has all of the major components, but some parts are incomplete.
| The written work has most of the components, but one component is missing.
| The written work is incomplete. Several components are incomplete. |

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
</table>
| The written work is well organized and easy to understand.
| The organization is generally good, but some parts seem out of place.
| The organization is unclear.
| The report is disorganized to the extent that it prevents the reader from understanding the content. |

<table>
<thead>
<tr>
<th>Grammar and word choice</th>
</tr>
</thead>
</table>
| The work has been thoroughly spell-checked and proofread. Words are chosen for their precise meaning. For the most part, sentences flow.
| There are a few spelling and grammatical errors. With a few exceptions, words are chosen for their precise meaning and sentences flow together to express.
| There is more than one spelling or grammatical error per page. Some words are used incorrectly. Sentences may not flow smoothly, making the reader.
<p>| There are frequent misspelled words and serious grammatical errors. Some words are used incorrectly. Sentences may not flow smoothly, |</p>
<table>
<thead>
<tr>
<th>Consumer-focused news article</th>
<th>Completeness</th>
<th>Organization</th>
<th>Grammar and word choice</th>
<th>Group functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td>The article is accurate and complete. The reader can make an informed decision based on its content.</td>
<td>The article is accurate, but it is missing some components that the reader would need to make an informed decision.</td>
<td>The article contains errors that might distract the reader or prevent the reader from making an informed decision.</td>
<td>The article is inaccurate and would lead the consumer to make a poor decision.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The written work is well organized and easy to understand.</td>
<td>The organization is generally good, but some parts seem out of place.</td>
<td>The organization is unclear.</td>
<td>The article is disorganized to the extent that it prevents understanding of the content.</td>
</tr>
<tr>
<td><strong>Grammar and word choice</strong></td>
<td>The work has been thoroughly spell-checked and proofread. The article is written at a sixth to eighth grade reading level without sacrificing meaning.</td>
<td>There are a few spelling and grammatical errors. The article is written at a sixth to eighth grade reading level without sacrificing meaning.</td>
<td>There are several spelling or grammatical errors, and the article is written at too low a level or at too high a level. It may be difficult for the reader to understand the article.</td>
<td>There are frequent misspelled words and serious grammatical errors that would distract a reader. The article is written at too low a level or at too high a level. It may be difficult for the reader to understand the article.</td>
</tr>
<tr>
<td><strong>Group functioning</strong></td>
<td>The group functioned well. Peer review indicates good distribution of effort. All members feel their contributions are valued.</td>
<td>The group functioned fairly well. Some people in the group believe they are working harder (or less hard) than others, but everyone is contributing.</td>
<td>The group is functioning, but each individual is doing his/her own work and ignoring the efforts of others. There is evidence of lack of communication.</td>
<td>The group functioned poorly. All work is the product of individual effort.</td>
</tr>
</tbody>
</table>
Rating form:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formulation of question:</strong> The question is clear and well thought out. The potential interest in the problem for consumers is clearly identified. Rating: _____ x 2 Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**Methodology**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of sensory test: Investigators selected the best sensory test for answering the question posed, and the selection of the test is clearly justified. If another test could have been used effectively, the investigators have documented their comparison of the two tests and have described how they made their selection. Rating: _____ x 2 Comments:</td>
<td></td>
</tr>
<tr>
<td>Scorecard design: The scorecard is appropriate for the test and is easy for the participant to understand. There are no writing errors on the scorecard. Rating: _____ x 2 Comments:</td>
<td></td>
</tr>
<tr>
<td>Administration of test: Investigators were completely prepared and administered the test following appropriate protocols within the given time limit and environment. Rating: _____ x 2 Comments:</td>
<td></td>
</tr>
<tr>
<td>Description of methodology: The description of the methodology is clear, logical, and complete. Another student would be able to replicate the work. Rating: _____ x 3 Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data analysis: Investigators selected the appropriate statistical table and used it correctly. Rating: _____ x 2 Comments:</td>
<td></td>
</tr>
<tr>
<td>Findings: Investigators have a clear and correct statement of findings. Rating: _____ x 3 Comments:</td>
<td></td>
</tr>
<tr>
<td>Conclusions: Investigators clearly describe the usefulness or significance of findings in dietetic practice. Investigators describe changes they might make and the reasons for those changes, if they were to conduct similar tests in the future. Investigators suggest ways that other investigators might extend the research</td>
<td></td>
</tr>
</tbody>
</table>
presented in this paper.
Rating: _____ x 2
Comments:

### Professional Report

| Completeness: The written work is complete. | Rating: _____ x 2 |
| Comments: |
| Organization: The written work is well organized and easy to understand. | Rating: _____ x 2 |
| Comments: |
| Grammar and word choice: The work has been thoroughly spell-checked and proofread. Words are chosen for their precise meaning. For the most part, sentences flow together to express the intended meaning. | Rating: _____ x 2 |
| Comments: |

### Consumer-focused news report

| Completeness: The article is accurate and complete. The reader can make an informed decision based on its content. | Rating: _____ x 3 |
| Comments: |
| Organization: The written work is well organized and easy to understand. | Rating: _____ x 2 |
| Comments: |
| Grammar and word choice: The work has been thoroughly spell-checked and proofread. The article is written at a sixth to eighth grade reading level without sacrificing meaning. | Rating: _____ x 2 |
| Comments: |

### Group functioning: The group functioned well. Peer review indicates good distribution of effort. All members feel their contributions are valued.
Rating: _____ x 4
Comments:

| Total points |
**Confidential Peer Evaluation of Group Members**

**Instructions:** Evaluate each of the group members (including yourself) on the scale below. You may add comments, if you wish.

Excellent = 5   Good = 4   Fair = 2-3   Poor = 1

<table>
<thead>
<tr>
<th>Names of Group Members</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Was well prepared for all group meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively participated in problem solving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carried fair share of group’s workload</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seemed to value contributions from all group members</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

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**Kitchen Inspection Assignment**

**Scenario:**

Food processing and retail food establishments operate under strict regulations governing sanitation and food safety procedures. Food processing establishments are inspected for compliance with food safety regulations by the FDA. Retail food establishments are inspected by
local public health agencies. No such inspection is carried out for home kitchens, although a large proportion of foodborne illness in the U.S. occurs in homes. Inspection of home kitchens may become a role for dietitians in home healthcare as a component of their work with clients and caregivers.

In this assignment you will develop a kitchen inspection form that can be used by dietitians as a data collection tool for documenting observations and recommendations. You will conduct an inspection of a consumer kitchen using your kitchen inspection form as your data collection tool. Using the data from the form, you will write a referenced report to your client describing your observations and recommendations.

**Goals:**

- To have a focused classroom discussion on HACCP
- To develop a kitchen inspection form that incorporates HACCP principles
- To conduct an inspection of a consumer kitchen that identifies problems in sanitation and food handling practices
- To write a client-focused report that describes problem areas and provides referenced recommendations for correcting the identified problems
- To reflect on your activities in this assignment to show what you have learned and how you would improve future efforts

**Procedure:**

1. Develop a list of inspection criteria. This step will be carried out in class. Before coming to class on October 23, take the FDA’s kitchen safety test and read the accompanying article (1). Read *On the Home Front* (2), *Home Cookin’* (3) and *Food Safety in the Kitchen: A HACCP Approach* (4). Also review the food safety consumer objectives from *Healthy People 2010* (5), the FightBAC! campaign (6), and the Home Food Safety: It's in Your Hands campaign (7). You may also be interested in comparing some of the home recommendations with the HACCP recommendations for retail establishments (8).
2. Using the inspection criteria developed in class as a guide, construct an appropriate inspection form. You may work with other students to construct your form.
3. Conduct an inspection of a consumer kitchen, using the kitchen inspection form as a tool for recording problems and recommendations.
4. Using the data on the kitchen inspection form, write a client-oriented report giving your recommendations for corrective measures. Reference your recommendations.
5. Review your inspection form and reflect on your observations. How could you improve your form for another inspection? Were your observations and records limited by your form? Write your reflections on what you have learned and your recommendations for improving upon this experience (one page).

**Submissions:**
• Submit first drafts of the following to your uLearn assignment dropbox by 9:00 on November 6
  • your blank kitchen inspection form
  • your completed kitchen inspection form
  • your written inspection report
  • your reflective statement
• Submit final drafts of the following to your uLearn assignment dropbox by 9:00 on November 19
  • your blank kitchen inspection form
  • your completed kitchen inspection form
  • your written inspection report
  • your reflective statement

Grading rubric:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (A)</th>
<th>Good (B)</th>
<th>Fair (C)</th>
<th>Needs Improvement (D, F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of Achievement</td>
<td>5 points</td>
<td>4 points</td>
<td>2-3 points</td>
<td>0-1 point</td>
</tr>
</tbody>
</table>

**Kitchen inspection form (blank form)**

<table>
<thead>
<tr>
<th>Categories included</th>
<th>Excellent (A)</th>
<th>Good (B)</th>
<th>Fair (C)</th>
<th>Needs Improvement (D, F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes each major category of potential violations and issues associated with that category for consumer food handling and sanitation. All issues are listed within an appropriate category.</td>
<td>Each major category of potential violations includes the major issues associated with that category for consumer food handling and sanitation. All issues are listed within an appropriate category.</td>
<td>Most major categories include most major issues associated with that category for consumer food handling and sanitation. All issues are listed within an appropriate category.</td>
<td>Several major categories include several major issues associated with that category for consumer food handling and sanitation. Most issues are listed within an appropriate category.</td>
<td>Some of the major categories of potential violations are included. Issues associated with that category are not well represented. Many issues are not listed within an appropriate category.</td>
</tr>
<tr>
<td>Form organization</td>
<td>The form organization allows quick visual identification of problems. When the form is completed, a reviewer can tell what the violations are in less than one minute. All entries are written in the same direction, i.e., all empty spaces are good, and all marked spaces designate a violation.</td>
<td>The form organization generally allows quick visual identification of problems. When the form is completed, a reviewer can tell what the violations are in less than 10 minutes, but the entries are not all written in the same direction, i.e., some marked spaces are good, and some are violations.</td>
<td>The form organization allows some visual identification of problems. When the form is completed, it will take the reviewer longer than 10 minutes to find the violations on the form. The entries are written in mixed directions, i.e., about half of the marked spaces are good, and about half are violations.</td>
<td>The form organization does not allow quick visual identification of problems. When the form is completed, the reviewer will not be able to find the violations by reviewing the form.</td>
</tr>
<tr>
<td>Comment section</td>
<td>The form has a designated area for comments that is visually connected to the violation being described.</td>
<td>The form has a designated area for comments, but it may be difficult to match the comments to the violation.</td>
<td>The form has no designated space for comments, but there is space for comments should the inspector wish to include comments.</td>
<td>The form has no space for comments.</td>
</tr>
<tr>
<td>Verification of inspection</td>
<td>The form includes a designated space for the inspector and the owner/manager to sign and date.</td>
<td></td>
<td></td>
<td>The form does not include a designated space for the inspector and the owner/manager to sign and date.</td>
</tr>
<tr>
<td>Grammar and word choice</td>
<td>The work has been thoroughly spell-checked and proofread. Words are chosen for their precise use.</td>
<td>There are a few spelling and grammatical errors. With a few exceptions, words are chosen for their precise use.</td>
<td>There is more than one spelling or grammatical error per page. Some words are used incorrectly.</td>
<td>There are frequent misspelled words and serious grammatical errors. Some words are used incorrectly.</td>
</tr>
<tr>
<td></td>
<td>meaning.</td>
<td>their precise meanings.</td>
<td>incorrectly.</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Completed kitchen inspection form</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>The entire form is completed.</td>
<td>Most of the form is completed, but one or two components are incomplete.</td>
<td>Most of the form is completed, but some of the components are missing.</td>
<td>Over 10% of the form is incomplete.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>When they read the completed form, the client and reviewers will know what the violations are, how to correct them, and when the violations must be corrected.</td>
<td>When they read the completed form, the client and reviewers will generally know what the violations are, how to correct them, and when the violations must be corrected. One violation is not clearly described.</td>
<td>When they read the completed form, the client and reviewers will generally know what the violations are, how to correct them, and when the violations must be corrected. Two violations are not clearly described.</td>
<td>When they read the completed form, the client and reviewers will not know what the violations are, how to correct them, and when the violations must be corrected. More than two violations are not clearly described.</td>
</tr>
</tbody>
</table>

| **Report** |          |                         |              |
| **Information for compliance** | When they have read the report, the client or agency will know what the violations were, what your recommendations were, and when the violations must be corrected. The description of the violations is clear and complete. An administration | When they have read the report, the client or agency will generally know what the violations were, what your recommendations were, and when the violations must be corrected. The description of the violations is generally clear | When they have read the report, the client or agency will generally know what the violations were, what your recommendations were, and when the violations must be corrected. The description of the violations is not clear enough for | When they have read the report, the client or agency will not know what the violations were, what your recommendations were, or when the violations must be corrected. The description of the violations has obvious errors. If an administrative judge used your report in decision- |

56
judge would be able to follow your report without error. and complete, although a few minor points may be unclear. An administrative judge would likely have some “detail” questions. An administrative judge to understand your report. making, s/he would make a flawed judgment.

| Recommendations | The recommendations in the report are from reliable sources. The references for corrective action are documented clearly. | The recommendations in the report are generally good, but the references are not documented clearly. | The recommendations in the report do not always follow authoritative sources, i.e., government regulatory agencies, but they are unlikely to cause actual harm. The references may not be documented clearly. | The recommendations in the report do not always follow authoritative sources, i.e., government regulatory agencies, and they are likely to cause harm. The recommendations are not documented. |

| Reflective statement | The learner clearly describes what s/he has learned about kitchen inspections, including thoughtful answers to the following questions. | The learner generally describes what s/he has learned about kitchen inspections, including answers to most of the following questions. | The learner generally describes what s/he has learned about kitchen inspections, including answers to some of the following questions. | The learner does not address the requested questions or does not include a reflective statement. |

- How much time did you spend on the assignment?
- How could
  - How much time did you spend on the assignment?
• How could you improve your form for another inspection?
• Were your observations and records limited by your form?

you improve your form for another inspection?
• Were your observations and records limited by your form?

Writing
Organization
The written work is well organized and easy to understand.
The organization is generally good, but some parts seem out of place.
The organization is unclear.
The organization is disorganized to the extent that it prevents understanding of the content.

Grammar and word choice
The work has been thoroughly spell-checked and proofread.
There are a few spelling and grammatical errors.
There are several spelling or grammatical errors.
There are frequent misspelled words and serious grammatical errors that would distract a reader.

Rating form:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen inspection form (blank form)</td>
<td></td>
</tr>
</tbody>
</table>

Categories included: Each major category of potential violation is included, and each category includes the major issues associated with that category for consumer food handling and sanitation. All issues are listed within an appropriate category.
Rating: _____ x 5
Comments:

Form organization: The form organization allows quick visual identification of problems. When the form is completed, a reviewer can tell what the violations
are in less than one minute. All entries are written in the same direction, i.e., all empty spaces are good, and all marked spaces designate a violation.
Rating: _____ x 5
Comments:

Comment section: The form has a designated area for comments that is visually connected to the violation being described.
Rating: _____
Comments:

Verification of inspection: The form includes a designated space for the inspector and the owner/manager to sign and date.
Rating: _____
Comments:

Grammar and word choice: The work has been thoroughly spell-checked and proofread. Words are chosen for their precise meaning.
Rating: _____ x 2
Comments:

**Completed inspection form**

Completeness: The entire form is completed.
Rating: _____ x 3
Comments:

Communication within the form: When they read the completed form, the client and reviewers will know what the violations are, how to correct them, and when the violations must be corrected.
Rating: _____ x 5
Comments:

**Report**

Information for compliance: When they have read the report, the client or agency will know what the violations were, what your recommendations were, and when the violations must be corrected. The description of the violations is clear and complete. An administration judge would be able to follow your report without error.
Rating: _____ x 5
Comments:

Recommendations: The recommendations in the report are from reliable sources. The references for corrective action are documented clearly.
Rating: _____ x 4
Reflective Statement: The learner clearly describes what s/he has learned about kitchen inspections, including thoughtful answers to the following questions.

- How much time did you spend on the assignment?
- How could you improve your form for another inspection?
- Were your observations and records limited by your form?

Rating: _____ x 2

Writing

Organization: The reports and reflective statement are well organized and easy to understand.
Rating: ______
Comments:

Grammar and word choice: The reports and reflective statement have been thoroughly spell-checked and proofread.
Rating: ______
Comments:

References:


Spring Mini-Semester 2008

Professional Practice: From Current Trends to Extended Care (3 credit hours)

Instructor: Lynda T. Goodfellow Ed.D., RRT, AE-C, FAARC
Office Hours: Monday and Friday 12 Noon to 1:00 pm, 3:00 pm to 4 pm, and by appointment
Office Phone: (404) 651-3091
Email: ltgoodfellow@gsu.edu

Writing Assistant: TBA.

Class Times: Monday, Wednesday, Friday 8:00 am – 9:50 am
Location: 229 General Classroom Building

Grading Scale: A = 90 - 100
B = 80 - 89.5
C = 75 – 79.5
D = 65 – 74.5
F = Below 65


ATTENDANCE POLICY:

The attendance policy of the Division of Respiratory Therapy will be followed. Class roll will be taken each day.

ACADEMIC HONESTY: Absolute integrity is expected of any Respiratory Therapy student. Any student found to be cheating on an examination or quiz, or plagiarizing a writing assignment will automatically receive a '0' for that exam, quiz, or assignment. A charge of Academic Dishonesty will be filed against you. Refer to you Georgia State University Student Handbook for more information on the process of hearings, disciplinary penalties, etc.

CLASSROOM CONDUCT:
Professional behavior is expected in the classroom. If this is a problem and you are the reason, the instructor on the first offense will ask you to leave. Second offense will be a written warning and all 50 of the classroom participation points are forfeited. If the unprofessional behavior continues, the instructor will administratively withdraw you from the course. **No food allowed in the classroom.**

Guest speakers will be a part of the course. Your professional conduct in their presence is expected.

**COURSE DESCRIPTION:**

This course will analyze the current professional environment and the role of the respiratory therapist in a managed care atmosphere. An overview of concepts, procedures, and equipment utilized in the delivery of long-term care and how the respiratory therapist’s role is impacted interacting between the acute care facility and self-administered care in the patient’s home is emphasized. The Durable Medical Equipment (DME) Company as a home care provider is examined along with technology and procedural aspects of respiratory equipment in the home. Polysomnography, and related areas will be overviewed. Topics and emphasis may vary.

This is a writing intensive course following guidelines established by the Writing Across the Curriculum Program. As such, this course will include writing as a means of improving critical thinking. For more information, visit the Writing Across the Curriculum website: [www.wac.gsu.edu](http://www.wac.gsu.edu).

**COURSE OBJECTIVES:**

**Undergraduate**

1. The students will be able to explain and have a better insight as to what it means to be a respiratory care professional.
2. The students will be able to understand the legal and ethical implications of respiratory care.
3. The students will be able to discuss the role of case managers in respiratory disease prevention and educational programs for patients suffering from chronic lung diseases.
4. The students will be able to effectively write a resume and review a mock interview session.
5. Students will be able to explain the clinical roles played by different caregivers in a hospital setting and the functions of the departments that support the hospital.
7. Explain pulmonary rehabilitation and describe the difference between pulmonary and cardiac rehabilitation.
8. Understand the dyspnea index and its role in functional status in patient evaluation.
9. Describe how ventilatory muscle endurance can be achieved through exercise training.
10. Document how pulmonary rehabilitation outcomes are ascertained.
11. Explain reimbursement issues facing respiratory in-patient and home care today.
12. Differentiate between equipment used in the hospital setting and in the home.
13. Describe the role of respiratory therapists in the sleep lab and in smoking cessation clinics.

**Graduate**
All the objectives of above with the addition of the following:
1. Plan and implement a *Fresh Start* smoking cessation course using materials from the American Cancer Society.
2. Report in executive summary the smoking cessation course evaluation.

**CONTENT OUTLINE:**

Introduction, Professional Groups in Respiratory Care,

Work and the Work Environment, State Licensure

Professionalism
US Health Care Structure and Reimbursement
Ethics
Medicolegal Issues
Respiratory Disease Prevention – Case Management
Resume Writing and Interviewing Techniques
Respiratory Care Protocols
Pulmonary rehabilitation
DMEs
Polysomnography
Smoking Cessation

**PREQUISITES:**
All previous courses in the baccalaureate program, integrated master’s or consent of the Instructor.

**GRADE ALLOCATION:**
A total of 1000 points will be awarded during of RT 4085. These points are allocated according to the following:

- 900 to 1000 points  A
- 800 to 899 points  B
- 750 to 799 points  C
- 650 to 749 points  D
- Below 649 points  F

Assignments will be weighted as follows:
In-class writings (10 x 10 points) 100 points
Homework (6 x 25 points) 150 points
Weekly Quiz (7 x 50 points) 350 points
Group Debate (1) 100 points
Mid-term (1) 50 points
Final Exam (1) 200 points

*Graduate students final exam will be weighted at 100 points and the smoking cessation course will be weighted at 100 points.

Fifty (50) points will be awarded at the Instructor’s discretion. These points may be earned as a result of class participation, creativity, improved writing ability, and student effort. Five points will be subtracted for each absence and tardy. A 5% reduction in points will be taken for assignments turned in late.

RT 4085 Schedule of Classes
(This is a tentative schedule and deviations may be necessary)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-Jan Mon</td>
<td>Introduction and Professionalism, Work and the work environment, The Registry Exam, Early Hospitals</td>
<td>Griffin CH 1 &amp; 2</td>
</tr>
<tr>
<td>9-Jan Wed</td>
<td>Professional groups in respiratory care- roles and functions, Communication in Healthcare, Managing the Hospital</td>
<td>Egan’s CH 2; Griffin 3, 4, &amp; 5</td>
</tr>
<tr>
<td>11-Jan Fri</td>
<td>Healthcare in around the World, Quiz 1</td>
<td>Debate group #1 “The merits of being an AARC member” or “Is it necessary to take the RRT exam?”</td>
</tr>
<tr>
<td>16-Jan Mon</td>
<td>MLK Holiday (No Class)</td>
<td></td>
</tr>
<tr>
<td>18-Jan Wed</td>
<td>US Healthcare structure and reimbursement – an introduction to Managed Care and Health Policy, US Healthcare structure and reimbursement, Management in Healthcare</td>
<td>Griffin CH 27; Griffin 6-12</td>
</tr>
<tr>
<td>20-Jan Fri</td>
<td>Performance Evaluations, Quiz 2</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
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<tr>
<td>23-Jan</td>
<td>Mon</td>
<td>Ethical/ Medicolegal issues, Medical Records</td>
</tr>
<tr>
<td>Week 3</td>
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<tr>
<td>25-Jan</td>
<td>Wed</td>
<td>Long-Term Healthcare</td>
</tr>
<tr>
<td>27-Jan</td>
<td>Fri</td>
<td>Resume writing and interviewing techniques, Job satisfaction,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stress, Quiz 3</td>
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<td></td>
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<td>Debate group #3 Case 1, 6, or 9 in Griffin</td>
</tr>
<tr>
<td>30 Jan</td>
<td>Mon</td>
<td>Management Decisions, Motivation, Change</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
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<tr>
<td>1 Feb</td>
<td>Wed</td>
<td>Respiratory Disease Prevention and Case Management</td>
</tr>
<tr>
<td>3-Feb</td>
<td>Fri</td>
<td>Becoming Employed (Mid point of Mini-mester), Quiz 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate group #4 “Has a RRT who became a manager actually changed careers?” or “Should you challenge a bad evaluation?”</td>
</tr>
<tr>
<td>6-Feb</td>
<td>Mon</td>
<td>Past &amp; Current Concepts of Pulm Rehab, Nutrition Aspects of</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Health and Disease</td>
</tr>
<tr>
<td>8-Feb</td>
<td>Wed</td>
<td>Patient Selection &amp; Key Elements of Pulm Rehab</td>
</tr>
<tr>
<td>10-Feb</td>
<td>Fri</td>
<td>Quiz 5, State Professional Meeting</td>
</tr>
<tr>
<td>13-Feb</td>
<td>Mon</td>
<td>Outcomes &amp; Reimbursement for Pulm. Rehab</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>Past &amp; Current Concepts of Home Care</td>
</tr>
<tr>
<td>15-Feb</td>
<td>Wed</td>
<td>Patient Selection/Discharge Planning, Home RT Equipment &amp; Therapies</td>
</tr>
<tr>
<td>17-Feb</td>
<td>Fri</td>
<td>Protocols &amp; Procedures of Home Care Delivery, Quiz 6, Debate group #5</td>
</tr>
<tr>
<td>20-Feb</td>
<td>Mon</td>
<td>Protocols &amp; Procedures of Home Care Delivery</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-Feb</td>
<td>Wed</td>
<td>Reimbursement for Respiratory Home Care</td>
</tr>
<tr>
<td>24-Feb</td>
<td>Fri</td>
<td>Polysomnography, Quiz 7</td>
</tr>
</tbody>
</table>
Debate group #6
Egan’s pp. 574, 592

27-Feb Mon Smoking Cessation
Week 8 Egan’s pp. 476-477, 568, 1198

29 Feb Wed Final Examination Due at 10:00 AM
Appendix D3: School of Health Professions Degree Requirements

Nutrition

Undergraduate Program

Students must maintain a 2.5 grade point average and receive a grade of “C” or higher in all science and major courses. The total hours required for the degree is a minimum of 120 semester hours. The curriculum complies with the University System of Georgia core curriculum requirements and students are admitted to the program upon completion of the freshman and sophomore level core (60 hours). The core requirements for Georgia State University can be found on the university website (http://www.gsu.edu/) Specific freshman and sophomore level core requirements unique to the nutrition program include:

Curriculum
BIOL 1110K Anatomy and Physiology I (4 semester hours)
BIOL 1120K Anatomy and Physiology II (4)
or
BIOL 1107 K Principles of Biology I (4)
BIOL 1108K Principles of Biology II (4)
BIOL 2240 Human Physiology (3)
and
BIOL 2300/2310 Microbiology and Lab (4)
CHEM 1151K Survey of Chemistry I (4)
CHEM 1152K Survey of Chemistry II (4)

Students are admitted to the program for the junior and senior years for 60 total semester hours. Courses in nutrition and health sciences are carefully selected to achieve program goals that provide well-rounded graduates who possess the necessary knowledge and skills for successful completion of a dietetic internship program. These courses include:

Health Science Core (9 semester hours)
HHS 3000: Communication and Cultural Diversity (3)
HHS 3010: Advanced Medical Terminology for Healthcare (3)
HHS 3400: Spanish for Health and Human Sciences (3)

Nutrition Courses (45 hours)
NUTR 3000: Introduction to the Profession of Nutrition (4)
NUTR 3150: Food Science I (4)
NUTR 3160: Food Science II (4)
NUTR 3500: Nutrition and Metabolism (3)
NUTR 3600: Normal Nutrition through the Lifecycle (3)
NUTR 4000: Food and Culture (3)
NUTR 4200: Medical Nutrition Therapy I (3)
NUTR 4250: Medical Nutrition Therapy II (3)
NUTR 4300: Nutrition Intervention I (3)
NUTR 4400: Nutrition Intervention II (3)  
NUTR 4500: Organization and Management of Nutrition Services (3)  
NUTR 4600: Food Service Systems (4)  
NUTR 4950: Nutrition Seminar for Seniors (2)  
HHS 3700: Medical Biochemical Principles (3)  
**NUTR Electives: Two courses (6 hours)**  
NUTR 3100: Nutrition and Health (3)  
NUTR 3170: Food Safety and Sanitation (3)  
NUTR 4960: Nutrition and Physical Fitness (3)  
NUTR 4970: Nutrition and the Media (3)  
NUTR 4980: Geriatric Nutrition (3)  
NUTR 4990: Entrepreneurial Nutrition (3)

**Graduate Program**

Graduate students in the CHHS are required to maintain a cumulative grade point average of 3.0 as computed on all graduate coursework taken while enrolled in the program at GSU. Students must have a cumulative grade point average of 3.0 or better in order to register for thesis credit or receive the master’s degree. Any course grade below a “C” is not acceptable toward the master’s degree. No more than two courses with “C” grades, not to exceed six credit hours in the health sciences core and/or major, can be applied toward the degree.

**Graduate Program Capstone Options**

Graduate nutrition students may complete either a master’s thesis or project. Additionally, nutrition majors may choose a Professional Practice Option (portfolio). All program options require a minimum of 36 semester hours.

**Curriculum**

The curriculum includes core health sciences courses, specialization courses, and a capstone experience, either a thesis or non-thesis option.

I. Health Sciences Core  
   HHS 6000 – Research Methods for the HHS Professionals (3 credits)  
   HHS 8000 – Trends Affecting Health Policies, Practices & Laws (3 credits)  
II. Specialization  
III. Capstone experience (thesis or non-thesis option)  

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Health Sciences Core</td>
<td>6</td>
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<tr>
<td>II. Specialization</td>
<td>24</td>
</tr>
<tr>
<td>III. Capstone experience</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
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</table>

The specialization courses include a minimum of 24 semester hours of coursework. The specific courses to be included in the major area are selected by the student in consultation with the advisor or program director. A minimum of six (6) thesis credit hours is required for the thesis option. Additional credit hours may be required for completion of theses. The non-thesis option contains six (6) credit hours of coursework that may include electives, projects, portfolio development, and/or comprehensive examinations. Students should be enrolled in their capstone course the semester of their graduation.
Curriculum for Project/Thesis Options

Health Science Core (6 semester hours)
HHS 6000: Research Methods for the Health and Human Sciences Professions (3)
HHS 8000: Trends Affecting Health Policies, Practices and Laws (3)

Specialization Courses (24 semester hours)
Required Nutrition courses (15 semester hours)
NUTR 6101: Nutrition Research Methods (3)
NUTR 6102: Nutrition Intervention (3)*
NUTR 6104: Advanced Normal Nutrition I (3)
NUTR 6106: Advanced Normal Nutrition II (3)
NUTR 7101: Nutrition Issues (3) OR NUTR 7950 Advanced Topics in Medical Nutrition Therapy (3)

Elective Courses (9 semester hours chosen in consultation with advisor)
*If students have completed NUTR 4300 and NUTR 4400, they may select another elective course in lieu of NUTR 6102.

Capstone Experience (minimum of 6 semester hours)
NUTR 7995/NUTR 7999: Master’s Project (3, 3)

Curriculum for M.S. Nutrition with a Certificate in Public Health: Thesis/Master’s Project Option
This option also requires acceptance into the Public Health Certificate Program. Refer to the Institute of Public Health website (http://publichealth.gue.edu/cert_app.asp) for a description of the Certificate Program. Requirements are subject to change.

Health Science Core (6 semester hours)
HHS 6000: Research Methods for the Health and Human Sciences Professions (3)
HHS 8000: Trends Affecting Health Policies, Practices and Laws (3)

Nutrition Specialization Courses (15 semester hours)
Required Nutrition courses (15 semester hours)
NUTR 6101: Nutrition Research Methods (3)
NUTR 6102: Nutrition Intervention (3)
NUTR 6104: Advanced Normal Nutrition I (3)
NUTR 6106: Advanced Normal Nutrition II (3)
NUTR 7101: Nutrition Issues (3) OR NUTR 7950 Advanced Topics in Medical Nutrition Therapy (3)

Public Health Courses (9 semester hours)
PH 7010: Foundations of Public Health Administration and Policy (3)
Capstone Experience (minimum 6 semester hours)
NUTR 7995/NUTR 7999: Master’s Project or Thesis (3, 3)

Curriculum for M.S. Nutrition with an emphasis in Sports Nutrition: Thesis/Master’s Project Option

Health Science Core (6 semester hours)
HHS 6000: Research Methods for the Health and Human Sciences Professions (3)
HHS 8000: Trends Affecting Health Policies, Practices and Laws (3)

Specialization Courses (24 semester hours)

Required Nutrition courses (15 semester hours)
NUTR 6101: Nutrition Research Methods (3)
NUTR 6102: Nutrition Intervention (3)*
NUTR 6104: Advanced Normal Nutrition I (3)
NUTR 6106: Advanced Normal Nutrition II (3)
NUTR 7101: Nutrition Issues (3) OR NUTR 7950 Advanced Topics in Medical Nutrition Therapy (3)
*If students have completed NUTR 4300 and NUTR 4400, they may select another elective course in lieu of NUTR 6102.

Sports Nutrition/Exercise Courses (9 semester hours)
NUTR 7106: Advanced Sports Nutrition (3)
KH 7500: Physiology of Exercise (3)
KH 7620: Clinical Exercise Physiology OR KH 7550: Fitness Assessment & Exercise Prescription (3)

Capstone Experience (minimum of 6 semester hours)
NUTR 7995/7999: Master’s Project or Thesis (3, 3)

Curriculum for the Professional Practice Portfolio Option

This curriculum requires the completion of NUTR 7990, Portfolio Seminar. Practice Options that include certificate programs require acceptance into those programs as well as into the M.S. degree program.

Health Science Core (6 semester hours)
HHS 6000: Research Methods for the Health and Human Sciences Professions (3)
HHS 8000: Trends Affecting Health Policies, Practices and Laws (3)

Specialization Courses (27 semester hours)
Required Nutrition courses (15 semester hours)
NUTR 6101: Nutrition Research Methods (3)
NUTR 6102: Nutrition Intervention (3)*
NUTR 6104: Advanced Normal Nutrition I (3)
NUTR 6106: Advanced Normal Nutrition II (3)
NUTR 7101: Nutrition Issues (3) OR NUTR 7950 Advanced Topics in Medical Nutrition Therapy (3)

Elective Courses (12 semester hours chosen in consultation with the portfolio advisor)
*If students have completed NUTR 4300 and NUTR 4400, they may select another elective course in lieu of NUTR 6102.

Portfolio Seminar (3 semester hours)
NUTR 7990: Portfolio Seminar (1, 1, 1 or 1, 2)

Curriculum for the M.S. with a Certificate in Public Health
This option also requires acceptance into the Public Health Certificate Program. Refer to the Institute of Public Health website (http://publichealth.gue.edu/cert_app.asp) for a description of the Certificate Program. Requirements are subject to change.

Health Science Core (6 semester hours)
HHS 6000: Research Methods for the Health and Human Sciences Professions (3)
HHS 8000: Trends Affecting Health Policies, Practices and Laws (3)

Nutrition Specialization Courses (27 semester hours)
Required Nutrition courses (15 semester hours)
NUTR 6101: Nutrition Research Methods (3)
NUTR 6102: Nutrition Intervention (3)
NUTR 6104: Advanced Normal Nutrition I (3)
NUTR 6106: Advanced Normal Nutrition II (3)
NUTR 7101: Nutrition Issues (3) OR NUTR 7950 Advanced Topics in Medical Nutrition Therapy (3)

Public Health Courses (12 semester hours)
PH 7010: Foundations of Public Health Administration and Policy (3)
STAT 7010: Biostatistics for Public Health (3)
PH 7011: Epidemiology for Public Health (3)
PH Elective

Portfolio Seminar (3 semester hours)
NUTR 7990: Portfolio Seminar (1, 1, 1 or 1, 2)

Curriculum for the M.S. with an emphasis in Sports Nutrition

Health Science Core (6 semester hours)
HHS 6000: Research Methods for the Health and Human Sciences Professions (3)
HHS 8000: Trends Affecting Health Policies, Practices and Laws (3)

Specialization Courses (27 semester hours)
Required Nutrition courses (15 semester hours)
NUTR 6101: Nutrition Research Methods (3)
NUTR 6102: Nutrition Intervention (3)*
NUTR 6104: Advanced Normal Nutrition I (3)
NUTR 6106: Advanced Normal Nutrition II (3)
NUTR 7101: Nutrition Issues (3) OR NUTR 7950 Advanced Topics in Medical Nutrition Therapy (3)
   *If students have completed NUTR 4300 and NUTR 4400, they may select another elective course in lieu of NUTR 6102.

Sports Nutrition/Exercise Courses (12 semester hours)
NUTR 7106: Advances Sports Nutrition (3)
KH 7500: Physiology of Exercise (3)
KH 7620: Clinical Exercise Physiology OR KH 7550: Fitness Assessment & Exercise Prescription (3)

Portfolio Seminar (3 semester hours)
NUTR 7990: Portfolio Seminar (1, 1, 1 or 1, 2)

Physical Therapy

Admissions Requirements

Admission into the Doctor of Physical Therapy program (DPT) is very competitive. Factors considered for admission include completion of a bachelor's degree and program prerequisites, academic performance, Graduate Record Exam (GRE) scores, knowledge of the physical therapy profession, and a personal interview. The DPT curriculum of Georgia State University demands rigorous scholarly effort. We welcome students with different strengths and backgrounds to the program.

To apply for admission, you must submit the following documents:

Prerequisites
Five of the nine prerequisites must be completed by the December 1st deadline.* Students seeking admission require a strong science background.

Human Anatomy and Human Physiology
One course each of Human Anatomy & Physiology or two course series of Human Anatomy & Physiology
(Courses in Vertebrate or Mammalian Anatomy and Exercise Physiology DO NOT fulfill this requirement. Anatomy and Physiology labs are recommended but not required.)

**Physics**
General College Physics I and II with labs
Biomechanics and Musculoskeletal courses DO NOT fulfill this requirement.

**Chemistry**
General Chemistry I and II with labs OR Survey Chemistry I and II with labs*
Introductory Chemistry and Chemistry Calculation courses DO NOT fulfill this requirement.
*NOTE: Beginning with the 2009 applications, Survey Chemistry I and II will not be accepted.

**Biology**
One semester of Biology with lab
Botany (plant biology) courses DO NOT fulfill this requirement.

**Psychology**
One semester of Psychology
Any level

**Statistics**
One semester of Introductory Statistics or higher
Example of courses that DO fulfill this requirement include traditional statistics, business statistics, biostatistics, psychology statistics and educational statistics.

**For Georgia State University Students Only**
Georgia State University Exercise Science students who have taken KH 2220 (Musculoskeletal Function and Human Performance I) and KH 2230 (Musculoskeletal Function and Human Performance II) can use these courses in place of
BIOL 1110K/1120K. KH 3550 (Evaluation and Instrumentation in Physical Education) can be used in place of MATH 1070 (Statistics).

Examples of course numbers meeting prerequisite requirements for GSU students can be found [here](#). Please call the Division of Physical Therapy with any questions regarding prerequisites at 404-413-1222. For questions regarding the completion of your undergraduate degree, call the College of Health and Human Sciences academic advisor at 404-413-1005.

**Degree**
Students must possess a bachelor’s degree from an accredited college or university. The degree must be completed prior to matriculation into the DPT program and should be in a student's area of interest.

Students who wish to complete or update prerequisites at Georgia State University can apply
through the Office of Undergraduate Admissions at http://www.gsu.edu/undergraduate_admission.html for post baccalaureate status. With this undergraduate status, a student who has received a bachelor's degree can complete the required prerequisites.

**Grade Point Average**
A minimum prerequisite GPA of 3.0 is required. All attempts at the prerequisite courses will be calculated in the prerequisite GPA. The plus/minus system will not be used in calculating prerequisite GPA. A minimum overall GPA of 3.0 is recommended.

**GRE**
A minimum combined total score of 1000 on the Verbal and Quantitative sections of the Graduate Record Exam (GRE) is required. A minimum score of 400 is required on the Verbal section. The required Analytical Writing section score is 3.5. Georgia State University's code for the GRE is 5251.

**Volunteer Hours**
Applicants must have knowledge of physical therapy by working, observing, or volunteering in at least two different physical therapy settings. The hours may be split in any combination, provided a minimum of 20 hours is spent in each setting. **A minimum of 40 hours of the required 80 hours must be completed prior to submitting application.** Click here for form. (pdf)

**Other**
Additional forms include Certificate of Immunization and if applicable: Test of English as a Foreign Language (TOEFL), evaluation of foreign educational credentials by an independent evaluation service, and Financial Affidavit form.

**Respiratory Therapy**
**Bachelor’s of Respiratory Therapy**

**Program Degree Requirements**
Semester hours are shown in parentheses following an entry. Requirements for areas A through E of the undergraduate core curriculum are listed in the “Core Curriculum” chapter of this catalog.

**Area D:** Chemistry 1151K and 1152K are strongly recommended as the lab science sequence.

**Area F:** **Courses Related to the Program of Study** (18)
Biol 1110K Human Anatomy and Physiology I & II (8)
& 1120K
Biol 2300 Microbiology and Public Health (3)
Biol 2310 Microbiology and Public Health Lab (1)
RT 2011 Application of Physical Principles in Healthcare (3)
(General Physics accepted in place of RT 2011)
Elective Adviser-approved elective (3)

**Area G: Major (66)**
- RT 3005 Clinical Cardiopulmonary Physiology (3)
- RT 3025 Patient Evaluation (4)
- RT 3027 Pulmonary Diseases (3)
- RT 3030 Pulmonary Diagnostics (3)
- RT 3040 Respiratory Care Pharmacology (3)
- RT 3111 Respiratory Care Procedures I (4)
- RT 3112 Respiratory Care Procedures II (3)
- RT 3500 Research Methods (3)
- RT 4011 Ventilatory Support I (3)
- RT 4012 Ventilatory Support II (4)
- RT 4060 Advanced Critical Care Monitoring (2)
- RT 4070 Advanced Cardiac Life Support (2)
- RT 4075 Patient Care Management Strategies (3)
- RT 4080 Pediatric Respiratory Care (2)
- RT 4081 Neonatal Respiratory Care (3)
- RT 4085 Professional Practice: From Contemporary Trends to Extended Long-term Care (3)
- RT 3050 Clinical Practice I (1)
- RT 3051 Clinical Practice II (4)
- RT 3052 Clinical Practice III (1)
- RT 4051 Clinical Practice IV (4)
- RT 4052 Clinical Practice V (5)
- HHS 3000 Communication/Cultural Diversity (3)

**Total Program Hours Required: a minimum of 127 semester hours**

**Master of Science in Health Sciences with a Major in Respiratory Therapy**

The program of study for a Master's of Science with specialization in respiratory Therapy consists of a minimum of 36 semester hours. At this time, the hours are organized as follows:

**I. Allied Health Core (6 hours)**

**II. Specialization (Respiratory Care) Curriculum (24 hours)**

**III. Thesis (6 hours)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Description</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS 6000</td>
<td>Research Methods for the Health and Human Science Professions</td>
<td>3</td>
</tr>
<tr>
<td>HHS 8000</td>
<td>Trends Affecting Health Policies, Practices and Laws</td>
<td>3</td>
</tr>
</tbody>
</table>

**I. Allied Health Core Curriculum**

*The following courses are required of all students in the Master's program.*

**II. Specialization (Respiratory Care) Curriculum**
**Students in the respiratory care track must take a minimum of 21 hours in the specialty area:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RT 6030</td>
<td>Advanced Topics in Ventilatory Support</td>
<td>3</td>
</tr>
<tr>
<td>RT 6040</td>
<td>Advanced Cardiopulmonary Monitoring</td>
<td>3</td>
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</tbody>
</table>

**Students will choose 18 hours of additional courses from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RT 6005</td>
<td>Clinical Cardiopulmonary Physiology</td>
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<td>RT 7010</td>
<td>Teaching Practicum</td>
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</tr>
<tr>
<td>RT 7020</td>
<td>Advanced Clinical Preceptorship</td>
<td>3</td>
</tr>
<tr>
<td>RT 7090</td>
<td>Seminar in Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RT 7095</td>
<td>Special Problems in Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>HHS 6010</td>
<td>Graduate Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>Electives Chosen with faculty advisor based on specific career interests</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**RT Program Requirements**

### III. Thesis/Non-Thesis

*Students will take a minimum of 2 semesters @ 3 hours each in either the thesis option (RT 7999) or a non-thesis option (RT 7995).*

*Students must be enrolled in a minimum of 3 semester hours of thesis credit or non-thesis option credit during the semester of graduation.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td>RT 7995</td>
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<tr>
<td>RT 7999</td>
<td>Thesis</td>
<td>6</td>
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</table>
### Appendix D-4 (formerly Table D-1)
Departmental Course Taught By Fiscal Year, Course Level, Number of Sections,
Number of Students and Average Number of Students

**NUTRITION**

<table>
<thead>
<tr>
<th>DEPT</th>
<th>FY</th>
<th>LEVEL</th>
<th>COURSE</th>
<th>NUMBER SECTIONS</th>
<th>NUMBER STUDENTS</th>
<th>AVERAGE NUMBER STUDENTS</th>
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<td>NTR</td>
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## Appendix D-4 (formerly Table D-1)
Departmental Course Taught By Fiscal Year, Course Level, Number of Sections, Number of Students and Average Number of Students

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| NTR  | FY07| CORE  | PERS 2001  | 2               | 149             | 74.5                    |
| NTR  | FY07| CORE  | PERS 2002  | 5               | 276             | 55.2                    |

| NTR  | FY07| LOWER | BIOL 2310  | 1               | 24              | 24.0                    |

| NTR  | FY07| UPPER | GER 4200/HHS 4200 | 1               | 5               | 5.0                     |
| NTR  | FY07| UPPER | HHS 3400     | 3               | 70              | 23.3                    |
| NTR  | FY07| UPPER | NUTR 3000    | 2               | 37              | 18.5                    |
| NTR  | FY07| UPPER | NUTR 3100    | 10              | 510             | 51.0                    |
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| NTR  | FY07| UPPER | NUTR 4400    | 1               | 27              | 27.0                    |
### Appendix D-4 (formerly Table D-1)

**Departmental Course Taught By Fiscal Year, Course Level, Number of Sections, Number of Students and Average Number of Students**

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### Appendix D-4 (formerly Table D-1)

**Departmental Course Taught By Fiscal Year, Course Level, Number of Sections, Number of Students and Average Number of Students**

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Departmental Course Taught By Fiscal Year, Course Level, Number of Sections, Number of Students and Average Number of Students

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## Appendix D-4 (formerly Table D-1)

**Departmental Course Taught By Fiscal Year, Course Level, Number of Sections, Number of Students and Average Number of Students**

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Appendix D-4 (formerly Table D-1)

Departmental Course Taught By Fiscal Year, Course Level, Number of Sections,
Number of Students and Average Number of Students

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# Appendix D-4 (formerly Table D-1)
Departmental Course Taught By Fiscal Year, Course Level, Number of Sections, Number of Students and Average Number of Students

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Appendix D-4 (formerly Table D-1)
Departmental Course Taught By Fiscal Year, Course Level, Number of Sections,
Number of Students and Average Number of Students
RESPIRATORY THERAPY

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# Appendix D-4 (formerly Table D-1)

Departmental Course Taught By Fiscal Year, Course Level, Number of Sections, Number of Students and Average Number of Students

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Appendix D5a: Faculty Survey Comparison Report

ACADEMIC PROGRAM REVIEW
SCHOOL OF HEALTH PROFESSIONS DIVISION OF NUTRITION
FACULTY SURVEY FINDINGS REPORT
April 2008

N = 18 (response rate = 94.7 percent)
University (36 departments) N = 721 (response rate = 84.6 percent)

Table 1

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*Mean range: 1-poor to 5-excellent; "NA" (Don't know/not applicable) excluded from analysis.
**Percentile ranking based on 36 Departments
Table 2

| Statement                                                                 | Strongly disagree | Strongly agree | Don’t know/NA | Dept. | Univ. | N   | %  | N   | %  | N   | %  | N   | %  | N   | %  | Mean’ | Mean’ | % Bank** |
|---------------------------------------------------------------------------|-------------------|---------------|---------------|-------|-------|-----|----|-----|----|-----|----|-----|----|-------|-------|---------|
| The department’s program of study is academically challenging.            | 1                 | 5.6           | 0             | 0     | 0     | 1   | 5.6| 5   | 27.8| 11  | 61.1| 0   | 0   | 4.39 | 4.19  | 63      |
| Faculty in the department work together toward program goals.            | 0                 | 0             | 2             | 11.1 | 1     | 5.6| 5   | 27.8| 9   | 50.0| 1   | 5.6| 4.24 | 3.96  | 64      |
| In our department, faculty feel comfortable expressing different views and opinions. | 1                 | 5.6           | 2             | 11.1 | 0     | 0  | 4   | 22.2| 8   | 44.4| 3   | 16.7| 4.07 | 3.96  | 50      |
| I have adequate opportunities to influence decisions made in the department. | 2                 | 11.1          | 3             | 16.7 | 1     | 5.6| 5   | 27.8| 7   | 38.9| 0   | 0   | 3.67 | 3.91  | 28      |
| Guidelines regarding job performance are clear to faculty in the department. | 1                 | 5.6           | 3             | 16.7 | 2     | 11.1| 5   | 27.8| 7   | 38.9| 0   | 0   | 3.78 | 3.95  | 31      |

*Mean range: 1=strongly disagree to 5=strongly agree; "NA" (Don’t know/not applicable) excluded from analysis.
**Percentile ranking based on 36 departments.
The department's program of study is academically challenging.

Faculty in the department work together toward program goals.

In our department, faculty feel comfortable expressing different views and opinions.

I have adequate opportunities to influence decisions made in the department about our programs.

Guidelines regarding job performance are clear to faculty in the department.

Table 3

<table>
<thead>
<tr>
<th></th>
<th>Significantly too little emphasis</th>
<th></th>
<th>Significantly too much emphasis</th>
<th>Don't know/NA</th>
<th>Dept. Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Research tasks</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>11.1</td>
<td>9</td>
</tr>
<tr>
<td>Service to department</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>12</td>
</tr>
<tr>
<td>Publishing in journals</td>
<td>1</td>
<td>5.6</td>
<td>0</td>
<td>.0</td>
<td>11</td>
</tr>
<tr>
<td>Teaching</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>10</td>
</tr>
</tbody>
</table>

*Mean range: 1-significantly too little emphasis to 5-significantly too much emphasis; "NA" (Don't know/not applicable) excluded from analysis.
**Percentile ranking based on 36 Departments
Table 4

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>47.4</td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>8</td>
<td>44.4</td>
<td>2</td>
<td>61.0</td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>9</td>
<td>50.0</td>
<td>2</td>
<td>60.8</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>5</td>
<td>27.8</td>
<td>1</td>
<td>76.2</td>
</tr>
</tbody>
</table>

Graph 16: Have you ever been the editor of any journals or served on any editorial boards in your field?

Graph 17: Have you been awarded any grants from Georgia State University to support research in your field?

Graph 18: Have you been awarded any grants from a source other than Georgia State University to support research in your field?
Table 5

| Question                                                                 | 0  | 1-2 | 3-4 | 5-6 | 7 or more | NA | N  | %  | N  | %  | N  | %  | N  | %  | N  | %  | N  | %  | Dept. Univ. | Mean* | Mean* | Rank** |
|-------------------------------------------------------------------------|----|-----|-----|-----|-----------|----|-----|----|-----|----|-----|----|----|----|----|----|----|------------|-------|-------|--------|
| How many professional articles or chapters in books have you published in the last five years? | 6  | 33.3| 3   | 16.7| 3         | 16.7| 1   | 5.6| 4   | 22.2| 1   | 5.6|    |    |    |    |    | 1.66 | 2.69 | 17      |
| How many authored books or edited books have you published in the last five years? | 14 | 77.8| 2   | 11.1| 1         | 5.6 | 0   | .0 | 0   | .0 | 1   | 5.6|    |    |    |    |    | .24  | .41  | 17      |
| How many monographs, manuals, or reviews have you published in the last five years? | 13 | 72.2| 3   | 16.7| 1         | 5.6 | 0   | .0 | 0   | .0 | 1   | 5.6|    |    |    |    |    | .29  | .56  | 8       |
| How many formal presentations have you given at professional meetings over the last five years? | 2  | 11.1| 5   | 27.8| 3         | 16.7| 3   | 16.7| 5   | 27.8| 0   | .0 |    |    |    |    |    | 2.22 | 3.03 | 13      |
| How many formal presentations have you given at other colleges or institutions over the last five years? | 9  | 50.0| 4   | 22.2| 2         | 11.1| 3   | 16.7| 0   | .0 | 0   | .0 |    |    |    |    |    | .94  | 1.72 | 3       |

*Mean range: 0=0, 1=1-2, 2=3-4, 3=5-6, 4=7 or more; "NA" (Not applicable) excluded from analysis.

**Percentile ranking based on 36 Departments"
Supplemental Questions Provided by the Division of Nutrition

Table 6

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/NA</th>
<th>Dept. Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Faculty are sufficient in number and sufficiently varied in content expertise to provide all curricular content necessary to deliver a quality nutrition and dietetics program.</td>
<td>0 .0</td>
<td>3</td>
<td>16.7</td>
<td>6</td>
<td>33.3</td>
<td>3</td>
</tr>
<tr>
<td>Resources, such as technology, software, references and books, are available and up-to-date.</td>
<td>0 .0</td>
<td>1</td>
<td>5.6</td>
<td>4</td>
<td>22.2</td>
<td>5</td>
</tr>
<tr>
<td>The teaching load provides adequate time for scholarly productivity.</td>
<td>0 .0</td>
<td>3</td>
<td>16.7</td>
<td>4</td>
<td>22.2</td>
<td>4</td>
</tr>
<tr>
<td>I have sufficient clerical/administrative staff support in my School to be able to do my job effectively.</td>
<td>4</td>
<td>22.2</td>
<td>6</td>
<td>33.3</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>I am satisfied with the number of school clerical/administrative support staff.</td>
<td>6</td>
<td>33.3</td>
<td>6</td>
<td>33.3</td>
<td>1</td>
<td>5.6</td>
</tr>
</tbody>
</table>

*Mean range: 1-strongly disagree to 5-strongly agree; “Don’t know/NA” excluded from analysis.
Graph 28

I have sufficient clerical/administrative staff support in my school to be able to do my job effectively.

Graph 29

I am satisfied with the number of school clerical/administrative support staff.

Table 7

<table>
<thead>
<tr>
<th>Full-time or Part-time faculty</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td>Part-time</td>
<td>7</td>
<td>38.9</td>
</tr>
</tbody>
</table>

Graph 30
The following statements are in response to the comment section in the online survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

The Division faculty work very hard to deliver quality programs. At the school level, there is sufficient support for those persons in RT and PT. There has been a lack of support at the school level in the past 8 months to provide us with adequate clerical support.

We need clerical support. It is hard to find files, and the front desk is frequently vacant. This makes it hard to get routine work done on a regular basis. I enjoy working with my colleagues. We have an interesting group of faculty, both from the standpoint of interest areas and expertise. Students see a wide range of research in classes and projects. I like the diversity in our student body. We have a growing graduate program, and the qualifications of the graduate students have improved greatly over what they were just a few years ago.

The service and teaching load per faculty makes sustaining a viable research program difficult.

The faculty are talented but are not challenged to publish in highly regarded journals--too many associate professors who have not challenged themselves to make full professor. The graduate program is weak--too many double number undergraduate and graduate courses and too many of OSU undergraduates in the graduate program. The integrated program is not strong with a weak program director.

We need a fulltime permanent person at the front office.

As a recent graduate of the Division of Nutrition program, I feel like I have been fortunate to have faculty who are willing to mentor me along the way. I have had all the support I needed to complete my first two semesters of teaching to the best of my ability.
N = 8 (response rate = 53.3 percent)
University (35 departments) N = 729 (response rate = 84.6 percent)

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>Rank**</th>
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</thead>
<tbody>
<tr>
<td>Scholarship of the faculty in</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>12.5</td>
<td>5</td>
<td>62.5</td>
<td>2</td>
<td>25.0</td>
<td>0</td>
</tr>
<tr>
<td>the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Frequency of required course</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
<td>50.0</td>
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<td>offerings</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Variety of advanced course</td>
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<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>4</td>
<td>50.0</td>
<td>1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Level of clerical staff</td>
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<td>2</td>
<td>25.0</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
</tr>
<tr>
<td>support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of departmental goals</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>57.1</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>for the next two years</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of computer/data</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>57.1</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>base software relevant to your work</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 5-excellent; NA (Don't know/not applicable) excluded from analysis.

**Percentile Ranking based on 35 Departments
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/NA</th>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's program of study is academically challenging.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>100 .0</td>
<td>0 .0</td>
<td>5.00 3.20</td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>100 .0</td>
<td>0 .0</td>
<td>5.00 3.97</td>
</tr>
<tr>
<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>2 .25</td>
<td>6 .75</td>
<td>0 .0</td>
<td>4.75 3.97</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>1 .125</td>
<td>5 .625</td>
<td>2 .25</td>
<td>4.83 3.91</td>
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<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
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<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>4 .50</td>
<td>3 .375</td>
<td>1 .125</td>
<td>4.43 3.93</td>
</tr>
</tbody>
</table>

*Mean range: 1 = strongly disagree to 5 = strongly agree; "NA" (Don’t know/not applicable) excluded from analysis.
**Percentile Ranking based on 36 Departments
Graph 7: The department's program of study is academically challenging.

Graph 8: Faculty in the department work together toward program goals.

Graph 9: In our department, faculty feel comfortable expressing different views and opinions.

Graph 10: I have adequate opportunities to influence decisions made in the department about our programs.

Graph 11: Guidelines regarding job performance are clear to faculty in the department.
### Table 3

<table>
<thead>
<tr>
<th></th>
<th>Significantly too little emphasis</th>
<th>Significantly too much emphasis</th>
<th>Don't know/NA</th>
<th>Dept. Univ. Mean*</th>
<th>Dept. Univ. Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Research tasks</td>
<td>0.0</td>
<td>12.5</td>
<td>87.5</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Service to department</td>
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<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Publishing in certain journals</td>
<td>0.0</td>
<td>0.0</td>
<td>7</td>
<td>87.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Teaching</td>
<td>0.0</td>
<td>0.0</td>
<td>5</td>
<td>62.5</td>
<td>37.5</td>
</tr>
</tbody>
</table>

*Mean range: 1-significantly too little emphasis to 5-significantly too much emphasis; "NA" (Don't know/not applicable) excluded from analysis.

**Percentile Ranking based on 36 Departments

---

**Graphs**

**Graph 12**

**Graph 13**

**Graph 14**

**Graph 15**
Table 4

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes N</th>
<th>Yes %</th>
<th>No N</th>
<th>No %</th>
<th>NA N</th>
<th>NA %</th>
<th>Univ. Yes</th>
<th>Univ. No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>62.5</td>
<td>0</td>
<td>.0</td>
<td>47.3</td>
<td>52.7</td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50.0</td>
<td>1</td>
<td>12.5</td>
<td>62.8</td>
<td>37.2</td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50.0</td>
<td>1</td>
<td>12.5</td>
<td>68.9</td>
<td>31.1</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>4</td>
<td>50.0</td>
<td>3</td>
<td>37.5</td>
<td>1</td>
<td>12.5</td>
<td>75.1</td>
<td>24.9</td>
</tr>
</tbody>
</table>

Graph 16, Graph 17, Graph 18
Graph 19

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?

Table 5

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7 or more</th>
<th>NA</th>
<th>Dept. Univ.</th>
<th>Mean*</th>
<th>Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many professional articles or chapters in books have you published in the last five years?</td>
<td>1</td>
<td>12.5</td>
<td>4</td>
<td>50.0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in the last five years?</td>
<td>6</td>
<td>75.0</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
<td>6</td>
<td>75.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional meetings over the last five years?</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>37.5</td>
</tr>
</tbody>
</table>

*Mean range: 0-0, 1-1-2, 2-3-4, 3-5-6, 4-7 or more; "NA" (Not applicable) excluded from analysis.
**Percentile Ranking based on 36 Departments**
## Supplemental Questions Provided by the Division of Physical Therapy

### Table 6

| Strongly disagree | 2 | 3 | 4 | Strongly agree | Don’t know/NA | Dept. | N | % | N | % | N | % | N | % | N | % | Mean' |
|-------------------|---|---|---|----------------|---------------|-------|---|---|---|---|---|---|---|---|---|-------|
| Faculty are sufficient in number to provide all curricular content necessary to deliver a quality physical therapy program. | 1 | 12.5 | 3 | 37.5 | 1 | 12.5 | 2 | 25.0 | 1 | 12.5 | 0 | 0 | 0 | 0 | 2.88 |
| Faculty are sufficient in areas of content expertise to provide all the curricular content necessary to deliver a quality physical therapy program. | 0 | 0 | 0 | 0 | 2 | 25.0 | 3 | 37.5 | 3 | 37.5 | 0 | 0 | 0 | 0 | 4.13 |
| Faculty have the means to maintain/improve their knowledge base and clinical skills. | 0 | 0 | 2 | 25.0 | 2 | 25.0 | 3 | 37.5 | 1 | 12.5 | 0 | 0 | 0 | 0 | 3.38 |
| Classroom and laboratory space are sufficient to provide all curricular content necessary to deliver a quality physical therapy program. | 2 | 25.0 | 6 | 75.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.75 |
| Clinical equipment are sufficient to provide all the curricular content necessary to deliver a quality physical therapy program. | 1 | 12.5 | 2 | 25.0 | 2 | 25.0 | 3 | 37.5 | 0 | 0 | 0 | 0 | 2.88 |

*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/NA" excluded from analysis.*

### Graphs 25, 26, 27

- **Graph 25**: Faculty are sufficient in number to provide all curricular content necessary to deliver a quality physical therapy program.
- **Graph 26**: Faculty are sufficient in areas of content expertise to provide all the curricular content necessary to deliver a quality physical therapy program.
- **Graph 27**: Faculty have the means to maintain/improve their knowledge base and clinical skills.

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Graph 28

Classroom and laboratory space are sufficient to provide all curricular content necessary to deliver a quality physical therapy program.

Graph 29

Clinical equipment are sufficient to provide all the curricular content necessary to deliver a quality physical therapy program.
Division of Physical Therapy  
Academic Program Review - Spring 2003  
N = 10 (Response rate = 90.9 percent)

Table 7

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of the faculty in the department</td>
<td>3.90</td>
<td>1.101</td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
<td>4.67</td>
<td>.577</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>4.50</td>
<td>.850</td>
</tr>
<tr>
<td>Level of clerical staff support</td>
<td>3.10</td>
<td>1.197</td>
</tr>
<tr>
<td>Clarity of departmental goals for the next two years</td>
<td>4.40</td>
<td>.843</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>3.70</td>
<td>.949</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent

Table 8

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's program of study is academically challenging.</td>
<td>3.50</td>
<td>.527</td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>3.60</td>
<td>.699</td>
</tr>
<tr>
<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
<td>3.11</td>
<td>.333</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>3.30</td>
<td>.483</td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td>4.90</td>
<td>.316</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree

Table 9

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research tasks</td>
<td>4.70</td>
<td>.483</td>
</tr>
<tr>
<td>Service to department</td>
<td>4.90</td>
<td>.316</td>
</tr>
<tr>
<td>Publishing in certain journals</td>
<td>4.70</td>
<td>.483</td>
</tr>
<tr>
<td>Teaching</td>
<td>4.50</td>
<td>.972</td>
</tr>
</tbody>
</table>

*Mean range: 1=significantly too little emphasis to 5=significantly too much emphasis
### Table 10

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td>30.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>55.6</td>
<td>44.4</td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>40.0</td>
<td>60.0</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>70.0</td>
<td>30.0</td>
</tr>
</tbody>
</table>

### Table 11

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many professional articles or chapters in books have you published in the last five years?</td>
<td>2.14</td>
<td>1.345</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in the last five years?</td>
<td>0.25</td>
<td>0.463</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
<td>1.00</td>
<td>0.756</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional meetings over the last five years?</td>
<td>2.78</td>
<td>1.394</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
<td>2.13</td>
<td>1.553</td>
</tr>
</tbody>
</table>

*Mean range: 0=0, 1=1-2, 2=3-4, 3=5-6, 4=7 or more*
The following statements are in response to the comment section in the online survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

The program has made significant changes over the past several years (a comprehensive curriculum overhaul) resulting in marked improvements in licensure pass rates, clinical internship assessments, and highly sought after graduates.

In general, the faculty is outstanding, and the physical facilities need improvement, particularly in the terms of actual space.

I am anxious to see the development of a faculty practice to make maintaining my clinical skills easy.
N = 4 (response rate = 57.1 percent)
University (36 departments) N = 737 (response rate = 62.9 percent)

Table 1

<table>
<thead>
<tr>
<th>Scholarship of the faculty in the department</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of required course offerings</td>
<td>4.25</td>
<td>4.21</td>
<td>50</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>4.25</td>
<td>3.95</td>
<td>70</td>
</tr>
<tr>
<td>Level of clerical staff support</td>
<td>3.25</td>
<td>3.61</td>
<td>27</td>
</tr>
<tr>
<td>Clarity of departmental goals for the next two years</td>
<td>5.00</td>
<td>3.84</td>
<td>100</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>3.75</td>
<td>4.11</td>
<td>14</td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 5-excellent; "NA" (Don’t know/not applicable) excluded from analysis.
**Percentile ranking based on 37 Departments

Table 2

<table>
<thead>
<tr>
<th>The department's program of study is academically challenging.</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>4.00</td>
<td>3.98</td>
<td>39</td>
</tr>
<tr>
<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
<td>4.25</td>
<td>3.98</td>
<td>62</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>4.50</td>
<td>3.92</td>
<td>78</td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td>4.00</td>
<td>3.94</td>
<td>46</td>
</tr>
</tbody>
</table>

*Mean range: 1-strongly disagree to 5-strongly agree; "NA" (Don’t know/not applicable) excluded from analysis.
**Percentile ranking based on 37 Departments
### Table 3

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Univ.</th>
<th>Mean*</th>
<th>Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research tasks</td>
<td>3.00</td>
<td>3.24</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Service to department</td>
<td>3.00</td>
<td>3.32</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Publishing in certain journals</td>
<td>3.00</td>
<td>3.21</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Teaching</td>
<td>3.75</td>
<td>3.28</td>
<td></td>
<td>97</td>
</tr>
</tbody>
</table>

*Mean range: 1=significantly too little emphasis to 5=significantly too much emphasis; "NA" (Don't know/not applicable) excluded from analysis.

**Percentile ranking based on 37 Departments

### Table 4

<table>
<thead>
<tr>
<th></th>
<th>Yes N</th>
<th>Yes %</th>
<th>No N</th>
<th>No %</th>
<th>NA N</th>
<th>NA %</th>
<th>Univ. Yes N</th>
<th>Univ. Yes %</th>
<th>Univ. No N</th>
<th>Univ. No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td>2 50.0</td>
<td></td>
<td>2 50.0</td>
<td></td>
<td>0 .0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>4 100.0</td>
<td></td>
<td>0 .0</td>
<td></td>
<td>0 .0</td>
<td></td>
<td>4 100.0</td>
<td>62.5%</td>
<td>37.5%</td>
<td></td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>3 75.0</td>
<td>1 25.0</td>
<td>0 .0</td>
<td></td>
<td></td>
<td></td>
<td>3 75.0</td>
<td>68.7%</td>
<td>31.3%</td>
<td></td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>2 50.0</td>
<td></td>
<td>2 50.0</td>
<td></td>
<td>0 .0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5

<table>
<thead>
<tr>
<th>Question</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many professional articles or chapters in books have you published in the last five years?</td>
<td>2.50</td>
<td>2.66</td>
<td>41</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in the last five years?</td>
<td>.50</td>
<td>.41</td>
<td>64</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
<td>.50</td>
<td>.84</td>
<td>26</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional meetings over the last five years?</td>
<td>3.50</td>
<td>3.00</td>
<td>81</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
<td>2.00</td>
<td>1.70</td>
<td>76</td>
</tr>
</tbody>
</table>

*Mean range: 0-6, 1-1-1, 1-3-4, 3-5-6, 4-7 or more; "NA" (Not applicable) excluded from analysis.
**Percentile ranking based on 37 Departments

Supplemental Questions Provided by the Division of Respiratory Therapy

Table 6

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are sufficient in number and sufficiently varied in content expertise to provide all the curricular content necessary to deliver a quality respiratory care program.</td>
<td>2.75</td>
</tr>
<tr>
<td>Resources, such as technology, software, references and books, are available and up-to-date.</td>
<td>3.75</td>
</tr>
<tr>
<td>The teaching load provides adequate time for scholarly productivity.</td>
<td>2.25</td>
</tr>
<tr>
<td>I am satisfied with the number of school clerical/administrative support.</td>
<td>2.50</td>
</tr>
<tr>
<td>I have sufficient clerical/administrative staff support in my School to be able to do my job effectively.</td>
<td>2.50</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; "NA" (Don’t know/not applicable) excluded from analysis.
The following statements are in response to the comment section in the online survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

Overall, the program is great. The clerical staff is terrible, they are lazy and at times not competent. The hiring of a new business manager may help....I hope!

More support from the Dean’s office would be helpful and appreciated.
Appendix D5b: Undergraduate Student Survey Comparison Report

ACADEMIC PROGRAM REVIEW
SCHOOL OF HEALTH PROFESSIONS
DIVISION OF NUTRITION
UNDERGRADUATE STUDENT SURVEY FINDINGS
April 2008

N = 28 (response rate = 45.9 percent)
University (30 departments) N = 3683 (response rate = 40.3 percent)

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/NA</th>
<th>Dept. Univ.</th>
<th>Mean</th>
<th>Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic development of undergraduate majors.</td>
<td>1</td>
<td>3.6</td>
<td>1</td>
<td>3.6</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>25.0</td>
<td>19</td>
<td>67.9</td>
</tr>
<tr>
<td>The undergraduate program of study is academically challenging.</td>
<td>1</td>
<td>3.6</td>
<td>1</td>
<td>3.6</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>17.9</td>
<td>21</td>
<td>75.0</td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>7.1</td>
<td>3</td>
<td>10.7</td>
<td>11</td>
<td>38.3</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>I feel the undergraduate program is preparing me for my professional career and/or further study.</td>
<td>2</td>
<td>7.1</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>10.7</td>
<td>11</td>
<td>38.3</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>There is open communication between faculty and undergraduate students about student concerns.</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>10.7</td>
<td>1</td>
<td>3.6</td>
<td>12</td>
<td>42.9</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>1</td>
<td>3.6</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>7.1</td>
<td>4</td>
<td>14.3</td>
<td>20</td>
<td>71.4</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/not applicable (NA)" excluded from analysis.
**Percentile ranking based on 31 Departments
Graph 1: Faculty members in the department are interested in the academic development of undergraduate majors.

Graph 2: The undergraduate program of study is academically challenging.

Graph 3: Faculty in the department are appropriately prepared for their courses.

Graph 4: I feel the undergraduate program is preparing me for my professional career and/or further study.

Graph 5: There is open communication between faculty and undergraduate students about student concerns.

Graph 6: Class size is suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don’t know/NA</th>
<th>Dept. Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Academic advisement available in the department</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.6</td>
<td>1</td>
<td>3.6</td>
<td>7</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>1</td>
<td>3.6</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>14.3</td>
<td>9</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>10.7</td>
<td>11</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>10.7</td>
<td>3</td>
<td>10.7</td>
<td>16</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.6</td>
<td>4</td>
<td>14.3</td>
<td>17</td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>1</td>
<td>3.6</td>
<td>2</td>
<td>7.1</td>
<td>6</td>
<td>21.4</td>
<td>11</td>
</tr>
<tr>
<td>Variety of undergraduate major course offerings</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>7.1</td>
<td>7</td>
<td>25.0</td>
<td>9</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>1</td>
<td>3.6</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>7.1</td>
<td>7</td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 4-excellent; “Don’t know/not applicable (NA)” excluded from analysis.
**Percentile ranking based on 31 Departments.
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>23</td>
<td>92.0</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Supplemental Questions Provided by the Division of Nutrition

Table 4

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/NA</th>
<th>Impt.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Courses and/or experiences in the Nutrition Division are helping me develop my communication skills.</td>
<td>1</td>
<td>3.6</td>
<td>1</td>
<td>3.6</td>
<td>5</td>
<td>17.9</td>
</tr>
<tr>
<td>I am learning to use research articles and problem-solving skills to establish evidence-based practice.</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>7.1</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Resources, such as technology, software, references and books, are available and up-to-date.</td>
<td>1</td>
<td>3.6</td>
<td>1</td>
<td>3.6</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Courses and/or experiences during the program are facilitating my team-building, collaboration, and leadership skills.</td>
<td>1</td>
<td>3.7</td>
<td>1</td>
<td>3.7</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>Courses and/or experiences during the program are enhancing my technology skills.</td>
<td>2</td>
<td>7.1</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>21.4</td>
</tr>
</tbody>
</table>

*Mean range: 1-strongly disagree to 5-strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.
Graph 16: Courses and/or experiences in the Nutrition Division are helping me develop my communication skills.

Graph 17: I am learning to use research articles and problem-solving skills to establish evidence-based practice.

Graph 18: Resources, such as technology, software, references and books, are available and up-to-date.

Graph 19: Courses and/or experiences during the program are facilitating my team-building, collaboration, and leadership skills.

Graph 20: Courses and/or experiences during the program are enhancing my technology skills.
The following statements are in response to the comment section in the online survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

I feel that overall this program has been very effective and very helpful to me in the given area of study that i have chosen. However, there were a few times when i felt that the program was a little bit different than i expected, classes were different, and i did not feel that the teachers were as good as delivering instructions on assignments. Food Science 2 was an example, where we had a project to submit. Although the assignment was excellent, i felt that the instructions for the assignment were vague, and that the teacher was not good at explaining what she wanted at a level to which the students could understand. That specific course frustrated

For Food Science II, I do not feel like the teacher is prepared for lecture. She gives us no direction and her tests are ridiculously hard because we have no clue what’s going to be on the discussion part of the test, so we have to try and teach ourselves the material. I feel this is an important class for my degree, but I am not being taught what I think is valuable information.

It was very upsetting to me that in Food Science I, we never received our projects back. (There were two projects worth a large percentage of the final grade). I still to this date do not know how I was graded or what grade I made on both projects. This makes the learning experience useless, since I don’t know if I executed the projects properly. Otherwise, I have really enjoyed my classes and feel that the professors have a great enthusiasm for the material.

I would like to see a class or two with an emphasis on whole foods or wholistic nutrition

Teachers could be a little more flexible about grading. Extra credit opportunities would help students. Better notes. Grades for homework would be appreciated. Adding videos would help us learn better and will make the class much more interesting.

Instructors should collaborate on their syllabi as to not overwhelm the students with deadlines in the same calendar week. There are weeks at a time when nothing is due and then everything seems to be due on the same day or in the same week. This past year has been extremely stressful when trying to get all of the projects finished.

I would like to suggest that there should be a 4 day school schedule for all the semesters. Having all the classes only 2 days a week was rough, especially if you have to work and go to school. The 4 day school schedule is perfect and has really worked out this semester. I wish that there were more projects as opposed to exams because not everyone does well on exams.
Great field of study here at GSU. I feel we do have great professors who are wonderful with us. I love professor Hopkins, she is an amazing teacher and I feel like she really gets her students. Will miss Dr. Baxter!
**Table 1**

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*Mean range: 1-strongly disagree to 5-strongly agree; "Don't know/not applicable (NA)" excluded from analysis.
**Percentile Ranking based on 32 Departments
Graph 1: Faculty members in the department are interested in the academic development of undergraduate majors.

Graph 2: The undergraduate program of study is academically challenging.

Graph 3: Faculty in the department are appropriately prepared for their courses.

Graph 4: I feel the undergraduate program is preparing me for my professional career and/or further study.

Graph 5: There is open communication between faculty and undergraduate students about student concerns.

Graph 6: Class size is suitable for effective learning.
Table 2

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*Mean range: 1-poor to 4-excellent; "Don't know/not applicable (NA)" excluded from analysis.
**Percentile ranking based on 32 Departments
### Table 3

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### Graph 15

#### Supplemental Questions Provided by the Division of Respiratory Therapy

Table 4

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<td>%</td>
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*Mean range: 1=strongly disagree to 5=strongly agree; “Don't know/not applicable (NA)” excluded from analysis.
Courses and/or experiences in the Division of Respiratory Therapy are helping me develop my communication skills.

Graph 16

Graph 17

Graph 18

Graph 19

Graph 20

Graph 21

Courses during the program are facilitating my team-building, collaboration, and leadership skills.

Laboratory courses during the program are enhancing my technology skills.

Clinical rotations scheduled by the Division of Respiratory Therapy during this program are helping me develop practical skills.

Resources, such as technology, software, references and books are available and up-to-date.

I am learning to use research articles and problem-solving skills to establish evidence-based practice.
The following statements are in response to the comment section in the online survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

Excellent staff. I love this program.

Floor rotation clinicals need not be so long. Students ought to be given at least 3 days off in a semester for clinicals.

I think Respiratory therapy is very challenging and interesting program. However, the fact that students fail one course and put back one year behind as a junior student is very discouraging. Coming from a different background, I find it very difficult to communicate with my instructors not because of the language barrier but the lack of understanding. Being in the program now, I observed that an average student(s) might not be able to get support from faculty. Even though I show interest and effort in the program, I find that some instructors don’t really care about some students especially international students. I regret to say this but I felt that I was intimidated, discouraged, terrorized by some of the faculty members. Speaking for international students who are in the same situation, I like to mention that some of us really want to make a difference in the health care program; however, we have to come many challenges that many American students don’t have to face. Junior RT student in Georgia
Appendix D5c: Undergraduate Alumni Survey Comparison Report

ACADEMIC PROGRAM REVIEW
SCHOOL OF HEALTH PROFESSIONS
DIVISION OF RESPIRATORY THERAPY
UNDERGRADUATE ALUMNI SURVEY FINDINGS
June 2008

N = 29 (response rate = 30.5 percent)
University (30 departments) N = 1591 (response rate = 32.4 percent)

Table 1

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*Mean range: 1 = strongly disagree to 5 = strongly agree; "Don't know/not applicable" excluded from analysis.
**Percentile ranking based on 31 departments.
Graph 1: Faculty members in the department were interested in the academic development of undergraduate majors.

Graph 2: The undergraduate program of study was academically challenging.

Graph 3: Faculty in the department were appropriately prepared for their courses.

Graph 4: I feel the undergraduate program prepared me for my professional career and/or further study.

Graph 5: There was open communication between faculty and undergraduate students about student concerns.

Graph 6: Class size was suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/NA</th>
<th>Dept. Univ. Mean</th>
<th>Mean</th>
<th>% Rank**</th>
</tr>
</thead>
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<td>6</td>
<td>9</td>
<td>6</td>
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</tr>
<tr>
<td>%</td>
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<td>6.9</td>
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<td>37.9</td>
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<td>14.1</td>
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<td>45</td>
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<td>4.6</td>
<td>13.8</td>
<td>34.4</td>
<td>16</td>
<td>10.7</td>
<td>3.94</td>
<td>45</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>1</td>
<td>3.4</td>
<td>4.6</td>
<td>13.8</td>
<td>34.4</td>
<td>16</td>
<td>10.7</td>
<td>3.94</td>
<td>45</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>1</td>
<td>3.4</td>
<td>4.6</td>
<td>13.8</td>
<td>34.4</td>
<td>16</td>
<td>10.7</td>
<td>3.94</td>
<td>45</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>1</td>
<td>3.4</td>
<td>4.6</td>
<td>13.8</td>
<td>34.4</td>
<td>16</td>
<td>10.7</td>
<td>3.94</td>
<td>45</td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>1</td>
<td>3.4</td>
<td>4.6</td>
<td>13.8</td>
<td>34.4</td>
<td>16</td>
<td>10.7</td>
<td>3.94</td>
<td>45</td>
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<tr>
<td>Variety of undergraduate major course offerings</td>
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<td>4.6</td>
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<td>16</td>
<td>10.7</td>
<td>3.94</td>
<td>45</td>
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<tr>
<td>Clarity of degree requirements</td>
<td>1</td>
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<td>4.6</td>
<td>13.8</td>
<td>34.4</td>
<td>16</td>
<td>10.7</td>
<td>3.94</td>
<td>45</td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 5-excellent; "Don't know/not applicable excluded" from analysis.
**Percentile ranking based on 31 Departments

Graph 7: Academic advisement available in the department
Graph 8: Career advisement available in the department
Graph 9: Availability of faculty to students outside the classroom
Graph 10: Effectiveness of teaching methods used by faculty
Graph 11  
Procedures used to evaluate student performance

Graph 12  
Frequencies of undergraduate major course offerings

Graph 13  
Variety of undergraduate major course offerings

Graph 14  
Clarity of degree requirements

Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>19</td>
<td>70.4</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>29.6</td>
</tr>
</tbody>
</table>

Graph 15
Supplemental Questions Provided by the Division of Respiratory Therapy

Table 4

| Strongly disagree | 2 | 3 | 4 | Strongly agree | Don’t know/NA | Dept. | N | % | N | % | N | % | N | % | N | % | N | % | N | % | Mean+ |
|------------------|---|---|---|----------------|---------------|-------|---|---|---|---|---|---|---|---|---|---|---|---|-------|
| Courses and/or experience in the Division of Respiratory Therapy Care helped me develop my communication skills | 2 | 7.1 | 7.1 | 4 | 14.3 | 11 | 38.3 | 8 | 26.6 | 1 | 3.6 | | | 3.78 |
| I learned to use research articles and problem-solving skills to establish evidence-based practice | 1 | 3.6 | 5 | 17.9 | 7 | 25.0 | 7 | 25.0 | 8 | 28.6 | 0 | .0 | | | 3.57 |
| Laboratory courses during the program enhanced my technology skills | 1 | 3.6 | 1 | 3.6 | 12 | 42.9 | 5 | 17.9 | 7 | 25.0 | 2 | 7.1 | | | 3.62 |
| Clinical rotations scheduled by the Division of Respiratory Therapy helped me develop practical skills | 1 | 3.6 | 0 | .0 | 4 | 14.3 | 8 | 28.6 | 13 | 46.4 | 2 | 7.1 | | | 4.23 |

*Mean range: 1-strongly disagree to 5-strongly agree; “Don’t know/not applicable” excluded from analysis.

Graphs 16-19
**Table 5**

Please select the one category that most accurately describes your current area of employment.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
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<tr>
<td>Ambulatory care</td>
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<td>3.7</td>
</tr>
<tr>
<td>Long term care</td>
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<td>.0</td>
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<tr>
<td>Community</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>Education and/or research</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>Consultation and business</td>
<td>0</td>
<td>.0</td>
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<tr>
<td>Field other than respiratory</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not currently employed</td>
<td>2</td>
<td>7.4</td>
</tr>
</tbody>
</table>

**Graph 20**
The following statements are in response to the comment section in the Undergraduate Alumni Survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

I feel that the program year (2003-2005) I went through was excellent. The professors were very helpful in & out of classroom. I felt very confident in my knowledge & skills upon graduation. The education I received helped me to become a confident RT & to excel at work. I would highly recommend the RT program @ GSU to anyone interested in becoming a RT.

In my opinion, the field of respiratory care is oversaturated in the state of Georgia. GA state might want to consider graduating smaller class size that is more competent and proficient in this field. They should also consider updating their equipment and hiring qualified professors with current clinical experience.

1. Case scenarios: When learning about a particular topic, it would have helped to have a small case scenario accompany them. (Bob had a couple) 2. Looking Overall picture: I was so concentrated on the respiratory aspect, I didn’t look at the full picture (what’s going on w/ heart, kidneys etc) Especially when I started rotations for floor care. (Treatments, IO etc). Encourage students to look through the charts Overall I had a great experience @ GSU (RT Program). Doug, Bob, Chip, Meryl, Avi Thank you
# ACADEMIC PROGRAM REVIEW

**SCHOOL OF HEALTH PROFESSIONS DIVISION OF NUTRITION**

**UNDERGRADUATE ALUMNI SURVEY FINDINGS REPORT**

*June 2008*

**N = 32** (response rate = 46.4 percent)

University (29 departments) **N = 1559** (response rate = 32.5 percent)

## Table 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Departmental Mean</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of undergraduate majors.</td>
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<td>3.1</td>
<td>2</td>
<td>6.3</td>
<td>3</td>
<td>9.4</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>The undergraduate program of study was academically challenging.</td>
<td>0</td>
<td>.0</td>
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<td>6.3</td>
<td>1</td>
<td>3.1</td>
<td>12</td>
<td>37.5</td>
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<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>0</td>
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<td>2</td>
<td>6.3</td>
<td>17</td>
<td>53.1</td>
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<tr>
<td>I feel the undergraduate program prepared me for my professional career and/or further study.</td>
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<td>3.1</td>
<td>1</td>
<td>3.1</td>
<td>6</td>
<td>18.8</td>
<td>11</td>
<td>34.4</td>
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<td>There was open communication between faculty and undergraduate students about student concerns.</td>
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<td>6.3</td>
<td>2</td>
<td>6.3</td>
<td>4</td>
<td>12.5</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
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<td>0</td>
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<td>.0</td>
<td>13</td>
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</tbody>
</table>

*Mean range: 1-strongly disagree to 5-strongly agree; “Don’t know/not applicable” excluded from analysis.

**Percentile Ranking based on 30 Departments**
Graph 1: Faculty members in the department were interested in the academic development of undergraduate majors.

Graph 2: The undergraduate program of study was academically challenging.

Graph 3: Faculty in the department were appropriately prepared for their courses.

Graph 4: I feel the undergraduate program prepared me for my professional career and/or further study.

Graph 5: There was open communication between faculty and undergraduate students about student concerns.

Graph 6: Class size was suitable for effective learning.
### Table 2

<table>
<thead>
<tr>
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<th>3</th>
<th>4</th>
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<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
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<td>3.1</td>
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<td>9.4</td>
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<tr>
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<td>2</td>
<td>6.3</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>1</td>
<td>3.1</td>
<td>2</td>
<td>6.3</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>1</td>
<td>3.1</td>
<td>2</td>
<td>6.3</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
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<td>12.3</td>
<td>3</td>
<td>9.4</td>
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<tr>
<td>Variety of undergraduates major course offerings</td>
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<td>1</td>
<td>3.1</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
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<td>3.1</td>
<td>1</td>
<td>3.1</td>
<td>0</td>
<td>.0</td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 3-excellent; "Don't know/not applicable excluded" from analysis.

**Percentile ranking based on 30 Departments**

### Graphs

1. **Graph 7**: Academic advisement available in the department
2. **Graph 8**: Career advisement available in the department
3. **Graph 9**: Availability of faculty to students outside the classroom
Table 3

<table>
<thead>
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<td>7.1</td>
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</table>
Supplemental Questions Provided by the Department of Philosophy

Table 4

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<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept.</th>
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<td>2</td>
<td>6.3</td>
<td>3</td>
<td>9.4</td>
<td>12</td>
</tr>
<tr>
<td>Courses and/or experiences in the Nutrition Division helped me develop my communication skills.</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>9.4</td>
<td>2</td>
<td>6.3</td>
<td>12</td>
</tr>
<tr>
<td>I learned to use research articles and problem-solving skills to establish evidence-based practice.</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>6.3</td>
<td>5</td>
<td>15.6</td>
<td>9</td>
</tr>
<tr>
<td>Courses and/or experiences during the program enhanced my technology skills.</td>
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<td>0</td>
<td>9</td>
<td>28.1</td>
<td>14</td>
<td>43.8</td>
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*Mean range: 1—strongly disagree to 5—strongly agree; “Don't know/not applicable” excluded from analysis.

Graph 15: Courses and/or experiences during my degree program helped me develop my communication skills.

Graph 16: Courses and/or experiences in the Nutrition Division helped me develop my communication skills.

Graph 17: I learned to use research articles and problem-solving skills to establish evidence-based practice.
Table 5
Please select the one category that most accurately describes your current area of employment.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical nutrition—acute care</td>
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</tr>
<tr>
<td>Clinical nutrition—ambulatory care</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Clinical nutrition—long term care</td>
<td>2</td>
<td>6.5</td>
</tr>
<tr>
<td>Community</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>Food and nutrition management</td>
<td>2</td>
<td>6.5</td>
</tr>
<tr>
<td>Education and/or research</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Consultation and business</td>
<td>2</td>
<td>6.5</td>
</tr>
<tr>
<td>Other area related to nutrition and dietetics</td>
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<td>3.2</td>
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<td>Field other than nutrition and dietetics</td>
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<td>16.1</td>
</tr>
<tr>
<td>Not currently employed</td>
<td>9</td>
<td>29.0</td>
</tr>
</tbody>
</table>
The following statements are in response to the comment section in the Undergraduate Alumni survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

I thought the GSU nutrition program was excellent. The teachers were knowledgeable and helpful, and the program was challenging. The only area for improvement I can think of was my experience in the Community [?] class. The professor I had was a nice person but was not an effective teacher. Other than that I had a wonderful experience. Would also recommend more short answer/easy questions instead multiple choice and fewer group projects.

Comments: The knowledge I received is very useful in my internship experience.

1. Research coursework prior to major program did not prepare me to write research papers.
2. Maybe include field experiences?
3. Group assignments were fine but not when projects make up a big proportion for our final grade.
   Too many group projects where we spent a lot of time outside class posed a problem (conflicting schedules).

Good program, Strong faculty. Would have liked more in-depth general nutrition information. For example, more life-cycle nutrition class, maybe a 2 part life-cycle class. We got very in-depth, detailed information in metabolism, med, Bio-chem, etc....classes that broke nutrition into its smallest parts. I find myself now needing more of the big picture.

There should be more of a focus on medical nutrition therapy in relation to multiple diseases status, a greater emphasis on clinical and less on classes such as “Food & Culture”.

I don’t feel that the professors were as involved with the students in helping them reach their goals in the Nutrition program or at least direct them. I also would have liked to have a wide variety of Nutrition courses, not only in the management of diseases but in overall wellness. In other words, I was disappointed to find out that we were more concentrated on helping patients manage their diseases instead of seeking to educate people on the prevention of some.

I feel the program should combine program along with internship requirements.

Faculty was always available when needed. Faculty was pleased to write recommendation & other documents needed to further education/careers.

My experience at GSU was sub-par, at best.
The classes were not challenging, professors treated us like we were incapable of being adults, and many of the professors had B.S. that got in the way of teaching. This school/program will not be recommended by me!

Internship should be done during school (Junior/Senior yrs)

The nutrition program prepared me for my dietetic internship. The experience I gained at GSU served as a huge stepping stone for a career in dietetics.

Overall, I feel that the degree program at GSU prepare me well for actual practice as an RD. Especially using the NCF - fellow graduates from other programs I’ve met were never taught it.

1. Add an option in previous question for those in a DI or pursuing a MS degree.
2. The two semesters Food Service Systems may be looked at for improvements. As much as I enjoyed only meeting every other week, I’m not sure I got much out of the course.
3. For the class Intro to Prof. of Nutrition taught the 1st semester of the program, it may be beneficial to have a more charismatic feature to help get the students excited about their future in dietetics; in addition, to being knowledgeable about the profession.

I have found that I use information and education that I gained from my degree and the Nutrition Program more than I use what I gained in my internship at the Mayo Clinic. I think it would help students if in the MNT course - diabetic and renal education of the patient were included for the student to somehow learn and hone this skills.
Appendix D5d: Graduate Student Survey Comparison Report

N = 36 (response rate = 64.3 percent)
University (36 departments) N = 2347 (response rate = 58.2 percent)

Table 1

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Faculty members in the department are interested in the academic development of graduate majors.</td>
<td>5 14.3</td>
<td>3 8.6</td>
<td>2 5.7</td>
<td>7 20.0</td>
<td>18 51.4</td>
<td>0 .0</td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td>1 2.8</td>
<td>6 16.7</td>
<td>3 8.3</td>
<td>9 25.0</td>
<td>17 47.2</td>
<td>0 .0</td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>4 11.1</td>
<td>1 2.8</td>
<td>6 16.7</td>
<td>11 38.6</td>
<td>13 36.1</td>
<td>1 2.8</td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>3 8.3</td>
<td>4 11.1</td>
<td>5 13.9</td>
<td>12 33.3</td>
<td>12 33.3</td>
<td>0 .0</td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>5 13.9</td>
<td>3 8.3</td>
<td>4 11.1</td>
<td>10 27.8</td>
<td>14 38.9</td>
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</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>5 13.9</td>
<td>1 2.8</td>
<td>6 16.7</td>
<td>7 19.4</td>
<td>16 44.4</td>
<td>1 2.8</td>
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</tbody>
</table>

*Mean range: 1=strongly disagree to 6=strongly agree; “Don’t know/Not applicable (NA)” excluded from analysis.
**Percentile ranking based on 35 departments
Faculty members in the department are interested in the academic development of graduate majors.

The graduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the graduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and graduate students about student concerns.

Class size is suitable for effective learning.
Table 2

<table>
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<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/NA</th>
<th>Dept. Univ.</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>Mean*</td>
</tr>
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<td>16.7%</td>
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</tr>
<tr>
<td>Career advisement available in the department</td>
<td>1</td>
<td>2.8%</td>
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<td>30.6%</td>
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<tr>
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<td>0</td>
<td>0%</td>
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<td>5.6%</td>
<td>1</td>
<td>2.8%</td>
<td>16</td>
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<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>0</td>
<td>0%</td>
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<td>11.1%</td>
<td>6</td>
<td>16.7%</td>
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<tr>
<td>Procedures used to evaluate student performance</td>
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<td>8.6%</td>
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<td>5.7%</td>
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<tr>
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<td>33.3%</td>
<td>14</td>
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<tr>
<td>Clarity of degree requirements</td>
<td>1</td>
<td>2.8%</td>
<td>3</td>
<td>8.3%</td>
<td>6</td>
<td>16.7%</td>
<td>12</td>
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</tbody>
</table>

*Mean range: 1-poor to 5-excellent; “Don’t know/not applicable (NA)” excluded from analysis.
**Percentile ranking based on 35 Departments.
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
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</tr>
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<tr>
<td>Male</td>
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<td>.0</td>
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</table>
**Supplemental Questions Provided by the Division of Nutrition**

**Table 4**

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept.</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and/or experiences in the Nutrition Division are helping me develop my communication skills.</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>5.6</td>
<td>4</td>
<td>11.1</td>
<td>12</td>
<td>33.3</td>
</tr>
<tr>
<td>I am learning to use research articles and problem-solving skills to establish evidence-based practice.</td>
<td>1</td>
<td>2.8</td>
<td>0</td>
<td>.0</td>
<td>6</td>
<td>16.7</td>
<td>6</td>
<td>16.7</td>
</tr>
<tr>
<td>Resources, such as technology, software, references and books, are available and up-to-date.</td>
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<td>.0</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>8.3</td>
<td>12</td>
<td>33.3</td>
</tr>
<tr>
<td>Courses and/or experiences during the program are facilitating my team-building, collaboration, and leadership skills.</td>
<td>1</td>
<td>2.8</td>
<td>3</td>
<td>8.3</td>
<td>5</td>
<td>13.9</td>
<td>12</td>
<td>33.3</td>
</tr>
<tr>
<td>Courses and/or experiences during the program are enhancing my technology skills.</td>
<td>1</td>
<td>2.8</td>
<td>3</td>
<td>8.3</td>
<td>10</td>
<td>27.8</td>
<td>12</td>
<td>33.3</td>
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</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/Not applicable (NA)" excluded from analysis.*

**Graphs**

- **Graph 15**: Courses and/or experiences in the Nutrition Division are helping me develop my communication skills.
- **Graph 16**: I am learning to use research articles and problem-solving skills to establish evidence-based practice.
- **Graph 17**: Resources, such as technology, software, references and books, are available and up-to-date.
Courses and/or experiences during the program are facilitating my team-building, collaboration, and leadership skills.

Courses and/or experiences during the program are enhancing my technology skills.
ACADEMIC PROGRAM REVIEW
SCHOOL OF HEALTH PROFESSIONS DIVISION OF NUTRITION
GRADUATE STUDENT SURVEY COMMENTS
April 2008

The following statements are in response to the comment section in the online survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

Expectations for the final project/thesis/portfolio need to be more clearly communicated. Most people I have talked to in the program who are doing or have done a project or thesis have had to be enrolled in an extra semester to complete the project. In my situation, I feel this could have been avoided if I was more clear on deadlines and had a little more guidance from my advisor.

In my opinion, teachers rely too heavily on group projects that become, in many cases, 'teach yourself.' Another major problem with group projects is that there seems always to be one or more team members who are totally unreliable and/or uncooperative and because there is no penalty for their lack of performance (as there would be in the real world) the other team members suffer -- sometimes greatly. Though I am glad I am in the nutrition program at GSU and though I think quite highly of most of my professors, I would counsel anyone considering Georgia State's graduate nutrition program to think twice about applying based solely on the number of team projects and the lack of penalties for the many non-performers. My advice to the department is to rethink either its admissions standards and/or how individuals are graded.

603 Kell is always dirty

The course research methods 6101 should only be required for those working on a project or thesis, and the Fall semester research course should be offered to portfolio students, but not required for thesis/project students as they will be taking 6101.

I really enjoy the interesting discussions we have in our classes about current topics in nutrition, and I always feel sure that our instructors know the subjects very well. They all have real-world experience, and that adds interest and value to what they are saying. The one big problem I have with evaluation methods is the ever-popular group project. I think it builds resentment between students, rather than building team-work skills. All of the grad students have very different schedules, and so finding time to meet and work as a group is almost impossible. Also, it is a good time for some students to slack off and let other people do more work but still get a good grade. Wouldn't just one group project per class be enough to give us the team-work experience?

I am in the middle of my first on-campus course and my first on-line course since starting the graduate program so my experiences, and thus my responses are limited.

As a student who chose to do the portfolio project, I would rather have a web design course or elective than 2 research methods classes. I realize the
importance of understanding research methods, but feel that two classes are excessive when I won't be conducting any of my own research.

No additional comments at this time.

One of the best things the division has done was create a computer room for the students. I've used it many times. Overall, my experience as a nutrition masters student has been good. The staff takes an interest in its students and their success. I would suggest more of a focus on job searching/job skills as students approach the end of their programs.

The Division of Nutrition is an excellent department. Faculty members are very open to student concerns and opportunities, and are very guiding throughout the graduate experience.

While I believe the program to be very strong, I think the department itself is rather disorganized. When asking faculty members a question about requirements or courses etc, I am often given several different answers. Everyone needs to be on the same page and that needs to be effectively communicated to the students.

Please offer nutrition-focused counseling classes.

I have been extremely impressed with the professors and their desire to educate students. Most of the professors are so happy to help and spend time answering questions and truly want to educate students in the best way possible.
N = 58 (response rate = 56.9 percent)
University (34 departments) N = 2226 (response rate = 58.2 percent)

Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Univ.</th>
<th>Mean+</th>
<th>Mean±</th>
<th>% Rank++</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic</td>
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<td>2</td>
<td>3.4</td>
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<td>development of graduate majors.</td>
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<td></td>
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<td>0</td>
<td>2 3.4</td>
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<tr>
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<td>1</td>
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<td>1</td>
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<td>career and/or further study.</td>
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<tr>
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<td>0</td>
<td>7</td>
<td>12.1</td>
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<tr>
<td>Class size is suitable for</td>
<td>4 6.9</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>12.1</td>
<td>15 25.9</td>
<td>29 50.0</td>
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*Mean range: 1-strongly disagree to 5-strongly agree; "Don’t know/Not applicable (NA)" excluded from analysis.
**Percentile Ranking based on 36 Departments
Graph 1: Faculty members in the department are interested in the academic development of graduate majors.

Graph 2: The graduate program of study is academically challenging.

Graph 3: Faculty in the department are appropriately prepared for their courses.

Graph 4: I feel the graduate program is preparing me for my professional career and/or further study.

Graph 5: There is open communication between faculty and graduate students about student concerns.

Graph 6: Class size is suitable for effective learning.
### Table 2

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<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/NA</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>% Rank**</th>
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<td>8</td>
<td>13.8</td>
<td>27</td>
<td>46.6</td>
<td>22</td>
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<tr>
<td>Procedures used to evaluate student performance</td>
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<td>.0</td>
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<td>3.4</td>
<td>10</td>
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<td>30</td>
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<td>12.1</td>
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<td>1.7</td>
<td>4</td>
<td>6.9</td>
<td>13</td>
<td>22.4</td>
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*Mean range: 1-poor to 5-excellent; "Don't know/not applicable (NA)" excluded from analysis.
**Percentile ranking based on 95 departments.
Table 3

<table>
<thead>
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<th>Gender</th>
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</thead>
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<td>43</td>
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Supplemental Questions Provided by the Division of Physical Therapy

Table 4

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<th>Statement</th>
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<th>1.7</th>
<th>1.7</th>
<th>6</th>
<th>10.3</th>
<th>17</th>
<th>29.3</th>
<th>29</th>
<th>50.0</th>
<th>4</th>
<th>6.9</th>
<th>4.33</th>
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<tr>
<td>Faculty in the division are responsive to recommendations I make regarding the physical therapy program.</td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Classroom and laboratory space are suitable for effective learning.</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The division's clinical equipment are suitable for effective learning.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I am being prepared to provide evidence-based practice.</td>
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<td></td>
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<td></td>
<td></td>
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</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don't know/Not applicable (NA)” excluded from analysis.*
Division of Physical Therapy  
Academic Program Review – Spring 2003  
N = 92 (Response rate = 85.2 percent)

Table 5

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
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<tr>
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<td>1.00</td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
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<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>4.03</td>
<td>.706</td>
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<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
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<td>.789</td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>3.45</td>
<td>1.152</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>4.45</td>
<td>.732</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree

Table 6

<table>
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<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
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</tr>
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<td>Career advisement available in the department</td>
<td>3.19</td>
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</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>3.78</td>
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<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>3.90</td>
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</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>3.69</td>
<td>.741</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>3.97</td>
<td>.950</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
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<td>.602</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>4.36</td>
<td>.606</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent
Need study rooms and practice areas for students. Replace exams by projects and assignments to test application of concepts more than basic subject knowledge wherever appropriate.

I believe that a PT should be teaching us anatomy.

I feel that the faculty as a whole are excellent. I would like to address a concern with Pediatrics teacher Stephanie Puffer. She is frequently demeaning and rude in her dealings with students, and I believe that this needs to be examined by the department.

I am very impressed at the professors' availability to meet with us students and listen to our concerns. Learning is so much more fun when the professors are excited to talk to their students.

I feel that sometimes the professors are stretched too thin and although they express a desire to be there for the students, they sometimes are unable due to professional duties and commitments and just general busyness.

The division of Physical Therapy faculty members are very invested in their students and put the students first and foremost. The faculty members always make themselves available to the students and are always well prepared for classes.

Some of the 'hands-on' class sizes may be too large for certain skills.

I am blessed to have been a part of such a great program. The faculty is supportive and has provided a wonderful learning experience. As the curriculum continues to be fine tuned I think Georgia State will be one of the top physical therapy schools in the country. The only suggestions I can think of are to have more updated equipment, but that takes money. Hopefully as more alumni become involved these critical learning tools will be provided for future students.

There should be PT program requirements made through CAPTE for getting students involved in the legislative side of physical therapy and going to PTAG meetings.

Between all the classes, there is so much information that even with all the studying I do, I feel as if I am memorizing concepts for exams instead of learning them. This is largely due to having Dr. Thompson for 2 classes in one semester. Her powerpoints for each class are so long and she flies through them (so we get very little from actually being in class). Therefore, we have to go back through them slide by slide which can take a whole week of studying just to get through a couple powerpoints thoroughly. This makes it difficult to stay up with the information in other classes. I feel that my learning in other classes has been adversely effected by this because there are only so many hours in a day to study, eat, and sleep. If it is necessary for us to know all the details that Dr. Thompson requires, it would be better to eliminate some of the course material covered in the semester so we have a better understanding of the concepts. Many students
have been doing very poorly this semester (we have now lost 5 students in the first year class, and I wouldn't be surprised if we lose more at the end of the semester). I would attribute this to the large amount of memorizing that we have to do, instead of having time to fully grasp concepts. I understand that this is a very difficult program, and we should not have to be spoon fed everything. Kudos to the PT department for the new equipment in Kell 712. It makes the room much more functional, and with the use of a microphone, you can follow the professors no matter where you are sitting in the room. Appreciate how Philip and Deb are always available to us one on one. We all see how hard they work for us. Tunney is an awesome teacher. She is very efficient and uses our class time very effectively. I would much rather someone else teach gait to us than Dr. Crutchfield. She jumps from subject to subject and is very hard to follow. The materials she provides are great, but our class time feels like a waste.

The program needs more funding and support from the GSU administration. The professors do their best with what is available to them, but it could use more financial help. Next year there will be ~120 students in this 'Doctorate Program' and there is limited space and outdated equipment. With the drastic shortage of PTs and overwhelming demand for PTs in the state of Georgia, I would think more attention would be given to such issues.

I wish our professors would either tell us directly when they have a problem with us or save their talking bad about us for when we can't hear. It is seriously demoralizing to have them make mean comments about us to each other while we can hear them. It is not motivating or professional.

Currently in 2nd semester of 1st year, course load is extremely heavy. It is very discouraging to put this much time and effort into studying/practicing and not seeing the results in evaluations. This may have something to do with the poor student retention. I like that the program is challenging, but sometimes I feel like too much is expected of us.

Some of the staff at GSU do not encourage students to excel and discourage students instead. Deon Thompson does not work with the students, she discourages and tells them that their is a drop date and maybe the student is not 'cut out' for the program, despite evidence of student dedication. She is not educated in physical therapy and is not a strong asset to the program. She creates confusing tests and tries to trick the students rather than teach them. In focus groups, ideas are offered and the staff do not accept the changes. Niamh Tunney, Phillip Fabrizio, and Dr. Wang are fabulous and very approachable. They genuinely care about the students and their performance. They are wonderful assets to the DPT program at GSU. The course load and hours for the 2nd and 3rd semesters is absolutely next to impossible. I believe that if GSU's DPT program continues to have this many semester hours throughout the program then they should make it a 4 year program or decrease the work load for the 1st year and a half of courses.

I feel the Division of Physical Therapy is the best program going for Georgia State at the moment and more direct funding would benefit the program greatly. More space and the ability to hire more faculty to increase the professor:student ratio during laboratory or hands on classes, I feel, is the most important necessity this program.

I got accepted to many different physical therapy schools, and Georgia State was the last place I applied just to have a safety, in-state option. I ended up going here because it allowed me to get in-state tuition and still live in
a big city. Now that I am here, I am so happy that I chose Georgia State over the other schools— not because of the tuition or city, but because of
the faculty and the quality of my physical therapy class. The strongest asset this program has is the faculty, hands down. Granted, the
department has recently updated the AV equipment, which adds tremendously to our learning experiences. However, the faculty make this program what it is,
and I feel like I am getting the best education I could possible receive. I believe that when I graduate, I will be a quality entry-level PT and will be
confident in knowing that we learned a tremendous amount from our professors.

I couldn't be more pleased with the current program that I am in.

This is an excellent program, and as I move through the program I appreciate
more and more the hard work the faculty put into the program. The strongest point of the program is the faculty and their passion and commitment to the
field of Physical therapy and the DPT program.

For the large class size, the facility space, resources and faculty are not
big enough to be available as much as they are needed. Space is so limited
and pratical courses are difficult to prepare for, practice for and learn in.
Also, work load is not evenly spaced out in the curriculum. Sometimes
expectations are not clear enough.
**ACADEMIC PROGRAM REVIEW**  
**SCHOOL OF HEALTH PROFESSIONS**  
**DIVISION OF RESPIRATORY THERAPY**  
**GRADUATE STUDENT SURVEY FINDINGS**  
April 2008

\[ N = 6 \text{ (response rate = 66.7 percent) } \]
\[ \text{University (35 departments) } N = 2349 \text{ (response rate = 57.8 percent) } \]

### Table 1

<table>
<thead>
<tr>
<th>Faculty members in the department are interested in the academic development of graduate majors.</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.00</td>
<td>4.17</td>
<td>100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The graduate program is academically challenging.</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4.67</td>
<td>4.07</td>
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<table>
<thead>
<tr>
<th>Faculty in the department are appropriately prepared for their courses.</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
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</thead>
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<td>4.17</td>
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<table>
<thead>
<tr>
<th>I feel the graduate program is preparing me for my professional career and/or further study.</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4.67</td>
<td>4.09</td>
<td>97</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>There is open communication between faculty and graduate students about student concerns.</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Class size is suitable for effective learning.</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
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<tbody>
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<td>5.00</td>
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<td>100</td>
</tr>
</tbody>
</table>

*Mean range: 1-Strongly disagree to 5-Strongly agree; "Don't know/Not applicable (NA)" excluded from analysis.  
**Percentile Ranking based on 36 Departments

### Table 2

<table>
<thead>
<tr>
<th>Academic advisement available in the department</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Career advisement available in the department</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
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<td>3.30</td>
<td>100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Availability of faculty to students outside the classroom</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>5.00</td>
<td>4.02</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness of teaching methods used by faculty</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.67</td>
<td>3.97</td>
<td>97</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures used to evaluate student performance</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>3.94</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency of graduate course offerings</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.67</td>
<td>3.33</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variety of graduate course offerings</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.67</td>
<td>3.52</td>
<td>100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarity of degree requirements</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.83</td>
<td>3.95</td>
<td>100</td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 5-excellent; "Don't know/Not applicable (NA)" excluded from analysis.  
**Percentile Ranking based on 36 Departments
Supplemental Questions Provided by the Division of Respiratory Therapy

Table 3

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept.</th>
<th>Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and/or experiences in the Division of Respiratory Therapy are helping me develop my communication skills.</td>
<td></td>
<td>4.67</td>
</tr>
<tr>
<td>I am learning to use research articles and problem-solving skills to establish evidence-based practice.</td>
<td></td>
<td>4.83</td>
</tr>
<tr>
<td>Resources, such as technology, software, references and books are available and up-to-date.</td>
<td></td>
<td>4.83</td>
</tr>
<tr>
<td>Courses during the program are facilitating my team-building and collaboration skills.</td>
<td></td>
<td>4.50</td>
</tr>
<tr>
<td>Courses during the program are facilitating my leadership skills.</td>
<td></td>
<td>4.33</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/Not applicable (NR)" excluded from analysis.
The following statements are in response to the comment section in the online survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

Respiratory Diseases could be an on-line class

The Master's Program in Respiratory Care far exceeded my expectations. It was exceedingly helpful to me in several aspects of my career development plans. The professors went above and beyond what was called for in order to help me succeed in the program. I will be a strong advocate for and highly recommend the program to all respiratory therapists. I cannot say enough about the quality of learning and the professionalism of the instructors. Thank you.

Excellent knowledgeable and experienced staff which guide, council and support me throughout my academic career at GSU. Wonderful professionals.

JR Helme
Appendix D5e: Graduate Alumni Survey Comparison Report

**ACADEMIC PROGRAM REVIEW**
**SCHOOL OF HEALTH PROFESSIONS DIVISION OF NUTRITION**
**GRADUATE ALUMNI SURVEY FINDINGS REPORT**
**June 2008**

_N = 17 (response rate = 42.5 percent)_
University (32 departments) _N = 1308 (response rate = 44.1 percent)_

Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/NA</th>
<th>Dept. Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>1 5.9</td>
<td>2 11.8</td>
<td>14 82.4</td>
<td>0 .0</td>
<td></td>
</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>2 11.8</td>
<td>6 35.3</td>
<td>9 52.9</td>
<td>0 .0</td>
<td></td>
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<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>1 5.9</td>
<td>5 29.4</td>
<td>11 64.7</td>
<td>0 .0</td>
<td></td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>0 .0</td>
<td>1 5.9</td>
<td>1 5.9</td>
<td>6 35.3</td>
<td>9 52.9</td>
<td>0 .0</td>
<td></td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>1 5.9</td>
<td>7 41.2</td>
<td>9 52.9</td>
<td>0 .0</td>
<td></td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 17.6</td>
<td>14 82.4</td>
<td>0 .0</td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1—strongly disagree to 5—strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.
**Percentile Ranking based on 33 Departments*
Graph 1
Faculty members in the department were interested in the academic development of graduate majors.

Graph 2
The graduate program of study was academically challenging.

Graph 3
Faculty in the department were appropriately prepared for their courses.

Graph 4
I feel the graduate program prepared me for my professional career and/or further study.

Graph 5
There was open communication between faculty and graduate students about student concerns.

Graph 6
Class size was suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Z</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't Know/NA</th>
<th>Dept. Mean</th>
<th>Univ. Mean</th>
<th>% Rank**</th>
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<tbody>
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<td>Academic advisement available in the</td>
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<td>35.3</td>
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<td></td>
<td></td>
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</tr>
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<td>1</td>
<td>8</td>
<td>1</td>
<td>15.6</td>
<td>1</td>
</tr>
<tr>
<td>by faculty</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures used to evaluate student</td>
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<td>8</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>7.2</td>
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<td>35.3</td>
<td>1</td>
<td>35.3</td>
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<tr>
<td>Variety of graduate course offerings</td>
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<td>7.2</td>
<td>1</td>
<td>35.3</td>
<td>1</td>
<td>35.3</td>
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<tr>
<td>Clarity of degree requirements</td>
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<td>7.2</td>
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<td>35.3</td>
<td>1</td>
<td>35.3</td>
<td>0</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; "Don't know/not applicable (NA)" excluded from analysis.
**Percentile Ranking based on 33 Departments
Graph 10
Effectiveness of teaching methods used by faculty

Graph 11
Procedures used to evaluate student performance

Graph 12
Frequency of graduate course offerings

Graph 13
Variety of graduate course offerings

Graph 14
Clarity of degree requirements

Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>15</td>
<td>93.8</td>
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<tr>
<td>Male</td>
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<td>6.3</td>
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</table>
Supplemental Questions Provided by the Division of Nutrition

Table 4

<table>
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<tr>
<th>Strongly disagree</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Courses and/or experiences during my degree program helped me develop my communication skills.</td>
<td>0.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Courses and/or experiences in the Nutrition Division helped me develop my communication skills.</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>I learned to use research articles and problem-solving skills to establish evidence-based practice.</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Courses and/or experiences during the program enhanced my technology skills.</td>
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</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.

Graph 15: Courses and/or experiences during my degree program helped me develop my communication skills.

Graph 16: Courses and/or experiences in the Nutrition Division helped me develop my communication skills.

Graph 17: I learned to use research articles and problem-solving skills to establish evidence-based practice.
Table 5
Please select the one category that most accurately describes your current area of employment

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical nutrition-acute care</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Clinical nutrition-ambulatory care</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Clinical nutrition-long term care</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Community</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Food and nutrition management</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Education and/or research</td>
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<td>0.0</td>
</tr>
<tr>
<td>Consultation and business</td>
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<td>11.0</td>
</tr>
<tr>
<td>Other area related to nutrition and dietetics</td>
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<td>5.9</td>
</tr>
<tr>
<td>Field other than nutrition and dietetics</td>
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<td>5.9</td>
</tr>
<tr>
<td>Not currently employed</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Clinical nutrition-acute care &amp; Food/nutrition management</td>
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<td>5.9</td>
</tr>
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<td>Clinical nutrition-acute care &amp; Consultation and business</td>
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<td>5.9</td>
</tr>
<tr>
<td>Clinical nutrition-acute care &amp; long term care</td>
<td>1</td>
<td>5.9</td>
</tr>
</tbody>
</table>
The following statements are in response to the comment section in the Graduate Alumni Survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

Faculty was willing to help students struggling and did not create and atmosphere of awkwardness/discomfort if concerns arose. Faculty’s desire was for students to learn and succeed (they embody this last statement).

Graduate program to repetitive undergraduate program and did not really further my nutrition knowledge.

I feel the graduate program helped my communication skills immensely. I would have liked to have had a wider variety of professors, however, this program was very effective and I feel honored to have been a part of it.

The program of study could have been more challenging. There were too many group projects, which is often not the way we work in practice. Offering opportunities to learn more comprehensive info about nutrition, genetics (genomics), pediation, and obesity would been helpful. I feel like the program was very broad & general, while something w/at least opportunities (even if not required) for higher level study would really benefit students in their professional career.
### ACADEMIC PROGRAM REVIEW

**SCHOOL OF HEALTH PROFESSIONS**

**DIVISION OF PHYSICAL THERAPY**

**GRADUATE ALUMNI SURVEY FINDINGS**

*June 2008*

\[
N = 37 \text{ (response rate = 41.1 percent)}
\]

**University (32 departments) N = 1303 (response rate = 44.0 percent)**

#### Table 1

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Mean</th>
<th>Mean</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly disagree</strong></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>1</td>
<td>2.7</td>
<td>2</td>
<td>5.4</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td>1</td>
<td>2.7</td>
<td>1</td>
<td>2.7</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>1</td>
<td>2.7</td>
<td>1</td>
<td>2.7</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>1</td>
<td>2.7</td>
<td>1</td>
<td>2.7</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>2</td>
<td>5.4</td>
<td>1</td>
<td>2.7</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>1</td>
<td>2.7</td>
<td>2</td>
<td>5.4</td>
<td>7</td>
<td>18.9</td>
</tr>
</tbody>
</table>

*Mean range: 1—strongly disagree to 5—strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.*

**Percentile Ranking based on 33 Departments**
Graph 1: Faculty members in the department were interested in the academic development of graduate major.

Graph 2: The graduate program of study was academically challenging.

Graph 3: Faculty in the department were appropriately prepared for their courses.

Graph 4: I feel the graduate program prepared me for my professional career and/or further study.

Graph 5: There was open communication between faculty and graduate students about student concerns.

Graph 6: Class size was suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don’t know/NA</th>
<th>Dept. Mean</th>
<th>Univ. Mean</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N %</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic advisement available</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>13.5</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>in the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career advisement available</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>24.3</td>
<td>12</td>
<td>32.4</td>
</tr>
<tr>
<td>in the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of faculty to</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>13.5</td>
<td>7</td>
<td>18.9</td>
<td>25</td>
</tr>
<tr>
<td>students outside the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of teaching</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>18.9</td>
<td>18</td>
<td>48.6</td>
<td>12</td>
</tr>
<tr>
<td>methods used by faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures used to evaluate</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>21.6</td>
<td>17</td>
<td>45.9</td>
</tr>
<tr>
<td>student performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of graduate course</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>8.1</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>offerings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of graduate course</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>10.8</td>
<td>13</td>
<td>35.1</td>
</tr>
<tr>
<td>offerings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>19.9</td>
<td>28</td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 5-excellent, “Don’t know/not applicable (NA)” excluded from analysis.

**Percentile Ranking based on 31 Departments
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>27</td>
<td>79.4</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>20.6</td>
</tr>
</tbody>
</table>

Graph 15
Supplemental Questions Provided by the Division of Physical Therapy

Table 4

The graduate program in the Division of Physical Therapy adequately prepared me for entry-level clinical practice.

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>3</td>
<td>8.3</td>
</tr>
<tr>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>25</td>
</tr>
<tr>
<td>Don’t know/NA</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean* 4.47

*Mean range: 1—strongly disagree to 5—strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.

Table 5

If Georgia State offered a transitional DPT degree, would you be interested in enrolling in the program?

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
</tbody>
</table>
### Table 6

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>94.6</td>
</tr>
</tbody>
</table>

### Table 7

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute care/hospital facility</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Ambulatory care/outpatient facility</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>ECF/Nursing Home/SNF/ALF</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Federal/State/County health department</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Home health</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Industrial rehabilitation</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Private practice</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>Rehabilitation/Subacute rehabilitation</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>School/Preschool</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Wellness/prevention program</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Higher education/Academic facility</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Not working in physical therapy</td>
<td>0</td>
<td>.0</td>
</tr>
</tbody>
</table>
Graph 19

Table 9
Please list the state in which you practice physical therapy.

<table>
<thead>
<tr>
<th>State</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>28</td>
<td>82.4</td>
</tr>
<tr>
<td>Florida</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Georgia and Florida</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>South Carolina</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Utah</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Louisiana</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Georgia and Washington</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1</td>
<td>2.9</td>
</tr>
</tbody>
</table>
The following statements are in response to the comment section in the Graduate Alumni Survey.

**All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.**

I am in Acute care & do a lot of wound care. I didn’t have a clue what I was doing. We debrided an orange in preparation for this in grad school on one day of Wound care. Not nearly enough to cover what we actually do.

The decision to enroll in a DPT program would rely heavily on the instructors. While several of the instructors were good or excellent, there were too many mediocre/poor instructors present to give a positive evaluation.

It was always not helpful rewarding to break into small groups with an instructor during labs; however, not all labs had several instructors to make this possible. Having outside clinicians come to school to help would be a great addition to all classes.

Very good program! More career advisement would have been beneficial when choose work setting. Also would be a good idea to incorporate more general knowledge of insurance/coding, billing, business-related aspects of clinical practice.

Very strong program regarding professionalism & patient care skills as well as appropriate communication between patient, family, coworkers. Great job!

Re # 5. Communication changed dramatically for better during my academic career. It was very poor my 1st year, by my 3rd year it was very positive & open.

Regarding many questions, as the leadership and faculty changed during my academic career, the program improved greatly in all aspects. The largest being in feeling that that the faculty had a vested interest in my progress & education.

Ga State needs a + DPT program open to all PTs to be competitive & give Georgian PTs a economical means of elevating to the level the profession is moving forward.

An online transitional DPT program would suit my needs.

Dr Leslie Taylor & Toe Donnelly really made a difference in this program & in “raising the bar” for GSU!

During my time at GSU, there were multiple faculty changes. Professors were obliged to teach courses that they ordinarily would not. Overall,
I think I was well prepared. Further emphasis on neuro would have been nice.

Offer more optional courses, more in-depth billing and reimbursement education, especially with Medicare.

The faculty did an amazing job in Prep for entry level Pr practice!! They were always available to assist with whatever we needed to succeed.

Office staff + administrative issues were the major issues of concerns to poor communication + organization.

Did not feel I got a good base for orthopedics. Preparedness and presentation of information varied between professors, with several classes feeling as if I had to teach myself the information.

- Smaller classes or more faculty would make lab time more effective.
- Overall, I am very happy with my education from GSU PT
- I am glad to see the changes that have already been made to the program.
- A widen variety of clinical settings/sites would allow better clinical experience for students.

My education as a MPT student was comparable to that of DPT graduates that I have encountered. Sometimes I have found to be even better. For that reason, I would not consider earning a DPT.

Class of 2005 needed more applied learning.

- Need to offer wider variety of specialty courses such as a women’s health course
- Improve the learning environment - Kell Hall and older equipment was not conducive to overall positive learning experience
Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept. Mean</th>
<th>Univ. Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>3.00</td>
<td>4.21</td>
</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td>4.00</td>
<td>3.96</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>5.00</td>
<td>4.23</td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>4.00</td>
<td>4.04</td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>5.00</td>
<td>4.01</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>3.00</td>
<td>4.40</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/Not applicable (NA)" excluded from analysis.

Table 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Dept. Mean</th>
<th>Univ. Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>5.00</td>
<td>3.69</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>3.00</td>
<td>3.26</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>4.00</td>
<td>4.07</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>4.00</td>
<td>4.07</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>4.00</td>
<td>4.04</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>5.00</td>
<td>3.66</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>4.00</td>
<td>3.68</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>5.00</td>
<td>4.23</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; "Don’t know/Not applicable (NA)" excluded from analysis.
Supplemental Questions Provided by the Division of Respiratory Therapy

Table 3

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dept.</th>
<th>Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and/or experience in the Division of Respiratory Therapy Care helped me develop my communication skills</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>I learned to use research articles and problem-solving skills to establish evidence-based practice.</td>
<td></td>
<td>5.00</td>
</tr>
<tr>
<td>Laboratory courses during the program enhanced my technology skills.</td>
<td></td>
<td>NA/Don’t know</td>
</tr>
<tr>
<td>Clinical rotations scheduled by the Division of Respiratory Therapy helped me develop practical skills.</td>
<td></td>
<td>4.00</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/Not applicable [NA]" excluded from analysis.

Table 4

Please select the one category that most accurately describes your current area of employment.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute care</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Ambulatory care</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Long term care</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Community</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Education and/or research</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Consultation and business</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Field other than respiratory care</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Not currently employed</td>
<td>0</td>
<td>.0</td>
</tr>
</tbody>
</table>
The following statements are in response to the comment section in the Graduate Alumni Survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

The program is concerned more in the education prospective than management. I think a collaboration between the dep. of Resp Care and Health Administration program at Robinson school will improve the outcome of the program. I enjoyed the program while I was in class. However, it didn’t really prepare me a lot for the critical care atmosphere. I wish the last year of the program was more focused on how to manage patients on ventilator and how to go about critical thinking. But even through all that, the program was great preparation for the basis skill needed. Jobs after graduation was not hard to find. I was actually offered 4 jobs before I ever got my BRT. I wish that their was more Tracheostomy information provided. Besides that my experience @ GSU was wonderful.
Appendix D6: Undergraduate and Graduate Advisement Procedures

**Nutrition**

In addition to the services offered for student advisement by the Office of Academic Assistance in the College of Health and Human Sciences for the School of Health Professions, the Division of Nutrition uses the following procedures for student advisement.

**Undergraduate**

Once students are accepted into the B. S. degree program in nutrition (Didactic Program in Dietetics), the undergraduate program director meets with the students at least once a semester and serves as the students’ academic advisor for their coursework and completion of the program requirements.

**Graduate**

The initial faculty advisor for nutrition graduate students depends upon the student’s program. For students accepted into the combined Masters and Dietetic Internship their Commission on Accreditation of Dietetics Education (CADE) program director is the initial advisor. For those planning to meet Didactic Program in Dietetics requirements to apply to an internship, the undergraduate program director (DPD director) serves as the advisor. The graduate program director serves as the advisor for students accepted into the MS degree program with a concentration in nutrition and the director of the MS Coordinated Program is the advisor for students accepted into the coordinated program, until they establish their thesis/project/portfolio committees.

Graduate students select a faculty portfolio advisor or a thesis/master’s project committee (advisor plus at least two other qualified members) by the time they have completed 12 semester hours of graduate coursework. This faculty advisor or committee then becomes the student’s advisor/ advisory committee for coursework and curriculum issues in conjunction with the student’s CADE program director, if applicable. Each student meets with his/her faculty advisor/committee prior to registering for courses and receives approval before enrolling in courses each semester.

**Physical Therapy**

**Graduate**

Each student will be assigned to one faculty member for advisement (a list will be furnished at orientation). The Office of Academic Assistance for the College of Health & Human Sciences will monitor the student's academic record and completion of all requirements so that the student may graduate.

By University standards, faculty must be available for appointments with students for a total of 5 hours per week. This means that the time available to each student may become quite restricted. These limitations are necessary to ensure the faculty has time for their other academic and administrative responsibilities. You can best assure help by making appointments for advisement. This will help the professor by allowing them to set aside uninterrupted time for you
and for their own work. Faculty will post hours available for advisement. Students will not be seen without an appointment, except in cases of extreme urgency. Students can request a change of advisor by contacting the Director. In addition to their advisor, students should feel free to meet with the ACCE, educational instructors, the Director, and the Dean.

Each student will be assigned an academic advisor for the duration of their enrollment at Georgia State University. The Academic Advisor will:

- Assist the student in achieving/maintaining appropriate academic standards.
- Assist the student in identifying educational and professional resources.
- Guide, direct, and mentor the student.
- Be available during advisement hours to provide assistance.
- Assist students in becoming active in student organizations, community services, and professional associations.
- Communicate the student's concerns to the Director and/or faculty as appropriate.
- Advise students about petitions for waivers or unusual circumstances and bring petitions to faculty meeting for action and reply to the student following the faculty meeting.

The student is encouraged to meet with his or her advisor regularly as well as with any professors they have in specific courses and also with the Director of the Division, Dr. Leslie Taylor.

**Respiratory Therapy**

**Undergraduate**

The following services are provided by the Office of Academic Assistance in the College of Health and Human Sciences for the School of Health Professions:

- Advise prospective students with regard to transfer credit and requirements for degree programs
- Evaluate transfer credit and apply credit toward degree programs
- Provide academic counseling to undergraduate students
- Explain university and college policies and procedures
- Refer students to other sources of information and assistance, both inside and outside the university
- Maintain student information in Banner (advisor information, cohorts, attributes, holds, degree/major information, etc).
- Audit students for graduation

Services available are published on the unit's website, in the Undergraduate Catalog, and in welcome packets. This information is also communicated through individual counseling sessions, personal communication (phone, email, in person), recruitment/information seminars (i.e., Incept, Panther Preview), flyers, and brochures.

**Graduate**

Academic advisement for graduate students in the College of Health and Human Sciences is done by faculty in the degree programs. The Office of Academic Assistance serves as the graduate admissions office for programs in the college. Graduate program information and
application materials are provided from this office. Advisers in the office counsel applicants during the admissions process and assist students with registration each semester. In addition, advisers provide information concerning college and university policies and procedures, as well as information on services available throughout the university.
Appendix F1
Definition for Graduate Faculty and Criteria for Selection of Graduate Faculty

Revised Policy

College of Health and Human Sciences
Georgia State University
Policy for Graduate Faculty Designation

BACKGROUND
The College document for Graduate Faculty Designation follows section 306.07 of the GSU Handbook (http://www.gsu.edu/%7Ewwwfhb/fhb.html).

ELIGIBILITY CRITERIA FOR GRADUATE FACULTY STATUS
A graduate faculty member must:
• Hold an appropriate terminal degree as determined by the college and academic unit,
• Have an appointment at the assistant professor level or higher,
• Demonstrate current scholarly competence, and
• Demonstrate effective graduate teaching.

Current scholarly competence for a graduate faculty member means that he/she is presently an active, productive scholar and an effective teacher at the graduate level. Activity that suggests being an active and productive scholar includes several accomplishments during the past five years from among the following:
• Scholarly books,
• Refereed articles in scholarly journals,
• Chapters in scholarly books,
• Abstracts/presentations in scholarly conference proceedings,
• Research grant applications, and
• Editorships of scholarly journals.

Examples of activity that suggest an effective teacher at the graduate level include:
• Awards for outstanding teaching, which include graduate courses,
• Instructional innovation grant submissions,
• Student evaluations indicating graduate teaching excellence,
• Graduate student accomplishments (professional organization awards, thesis topic accepted for presentation at professional conference, etc.),
• Guidance of graduate students’ research projects,
• Innovations in course design or delivery,
• Publications in the area of pedagogy, and
• Other activities deemed appropriate by individual academic units.
DUTIES OF FULL GRADUATE FACULTY AND PROVISIONAL GRADUATE FACULTY

Full graduate faculty can:
- Teach doctoral courses,
- Teach research oriented masters courses\(^1\) (as identified by the academic unit head),
- Serve as a chair, member, or reader of doctoral dissertation committees,\(^2\)
- Direct masters theses.

Provisional graduate faculty can:
- Teach doctoral courses,
- Teach research-oriented masters courses\(^1\) (as identified by the academic unit head),
- Serve as a member, or reader of doctoral dissertation committees\(^2\),
- Direct masters theses.

PROCESS FOR GRADUATE FACULTY APPLICATION

I. Application

Faculty requesting consideration for graduate faculty status should submit their application to the chair of the Graduate Faculty Committee during the Fall or Spring semester call for graduate faculty applications. Application materials vary as follows based on the stage and/or level of graduate faculty status for which the applicant applies.

A. Initial Application

Faculty applying for graduate faculty status for the first time should provide a full application packet that includes the following materials:

1. Cover Sheet
2. Current curriculum vitae
3. Three (3) samples of scholarly work (refereed journal articles, books, book chapters, and invited papers, and grant submissions) published during the past five years. Only copies of the front material, which includes the publication source, author/s, and abstract/or introduction of the publication, should be submitted.
4. A list of graduate courses taught over the past five years (including the semester and year and the course prefix and title)
5. Course evaluations documenting teaching effectiveness in graduate courses over the past five years
6. A list of graduate committees chaired or served on over the past five years (including student name, thesis/dissertation title, and indication of position as chair or member of committee).

\(^1\) It is understood that most graduate courses at the master’s level have a research orientation. It would be the exception if a course did not.

\(^2\) An exception can be made in that one member of a doctoral committee who is not a member of the graduate faculty can be included as part of a doctoral dissertation committee if he/she brings special needed expertise to that committee.
Faculty who have never taught a graduate course or never served on a graduate thesis or dissertation committee will be considered for provisional graduate faculty status with the submission of items 1 through 3.

Provisional graduate faculty status will give the faculty member the opportunity to teach graduate courses and to serve on graduate committees, enhancing their future application for full graduate faculty status.

Faculty seeking full graduate faculty status at initial application should provide materials described in items 1 through 6.

B. Application to Full Graduate Faculty Status from Provisional Graduate Faculty Status

An appointment to provisional graduate faculty status is for a term of up to five (5) years and is not renewable. Faculty with provisional graduate faculty status may apply for full status at any time within the five-year provisional term. Faculty with provisional graduate faculty status applying for full graduate faculty status should provide a full application packet that includes the materials described in items 1 through 6 above (e.g., coversheet, current curriculum vitae, 3 exhibits of recent scholarly work, graduate level courses taught, graduate course evaluations, and a list of membership/leadership on graduate student committees).

C. Application for Renewal of Full Graduate Faculty Status

An appointment to full graduate faculty status is for a five-year term, which is renewable by re-application.

Faculty applying for renewal to full graduate faculty status should provide the coversheet and a current curriculum vita for review. A listing of graduate courses taught, with semesters/years delineated, as well as a listing of graduate committees served on, delineating semesters/years and position (i.e., member, chair), should accompany the vitae if this information is not clearly included within the vitae.

II. Review, Recommendation, and Notification

The Graduate Faculty Committee will review applicants’ materials during the semester of submission. A recommendation will be provided to the Dean of the College of Health and Human Sciences no later than six (6) weeks following the submission deadline. Applicants will be provided with a copy of this recommendation to the Dean. A rationale for the committees’ decision to not recommend graduate faculty status (either full or provisional) should be provided in the recommendation letter. College recommendations will be forwarded through the Dean to the Provost/Vice President for Academic Affairs for final approval of the graduate faculty appointment. The Dean of the College of Health and Human Sciences will provide notification of final appointment to the applicant.

Approved 4/13/04
Appendix A

Cover Sheet for Graduate Faculty Status Application
COLLEGE OF HEALTH AND HUMAN SCIENCES
Georgia State University

Name: ___________________________ Department: ___________________________

Submission Date: ________________

Application Type:
± New Application
(choose one)
± Application for promotion to Full from Provisional Status
± Application for Renewal of Full Graduate Faculty Status

Mandatory Items to Submit
Checklist:
± Current Curriculum Vitae (Attach)
± Scholarly Work (3 Samples published within past 5 years, cover sheets only)
± Graduate Courses Taught (complete and attach Table 1)
± Course Evaluations (include all from past 5 years, in chronological order)
± List of Graduate Student Committee Service (complete and attach Table 2)

Optional Additional Evidence as delineated by the Policy for Graduate Faculty Designation
Checklist:
± Other evidence of scholarly competence (see policy description)
   (Please describe each)
± Other evidence of teaching competence (see policy description)
   (Please describe each)

Table 1: Graduate Faculty Applicant Graduate Courses Taught in Past Five Years

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course Number and Title</th>
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<tbody>
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<td></td>
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</tr>
</tbody>
</table>

Table 2: Graduate Faculty Applicant Committee Service for Past Five Years

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Student’s Name</th>
<th>Thesis/Dissertation Title</th>
<th>Committee Position*</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

* Delineate if served as chair or member of committee.
Approved 4/13/04
### Nutrition Division

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Dea Baxter</td>
</tr>
<tr>
<td>Dr. Dan Benardot</td>
</tr>
<tr>
<td>Dr. Mildred Cody</td>
</tr>
<tr>
<td>Dr. Jana Kicklighter</td>
</tr>
<tr>
<td>Dr. Murugi Ndirangu</td>
</tr>
<tr>
<td>Dr. Meera Penumetcha</td>
</tr>
<tr>
<td>Dr. Chris Rosenbloom</td>
</tr>
</tbody>
</table>

### Physical Therapy Division

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Jeanette Bull</td>
</tr>
<tr>
<td>Mr. Philip Fabrizio</td>
</tr>
<tr>
<td>Dr. Joe Donnelly</td>
</tr>
<tr>
<td>Ms. Deborah Michael</td>
</tr>
<tr>
<td>Dr. Leslie Taylor</td>
</tr>
<tr>
<td>Dr. Beth Tieman</td>
</tr>
<tr>
<td>Dr. Niamh Tunney</td>
</tr>
<tr>
<td>Dr. Yong Tai Wang</td>
</tr>
<tr>
<td>Dr. Gordon Warren</td>
</tr>
</tbody>
</table>

### Respiratory Therapy Division

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Arzu Ari</td>
</tr>
<tr>
<td>Mr. Doug Gardenhire</td>
</tr>
<tr>
<td>Dr. Lynda Thomas-Goodfellow</td>
</tr>
</tbody>
</table>
Appendix F3: School of Health Professions Current Full Time Faculty Vitas

ARZU ARI, Ph.D
Assistant Professor
Georgia State University
College of Health and Human Sciences
Division of Respiratory Therapy
P.O. Box 4019
Atlanta, Georgia 30302-4019
Phone: (404) 413-1269
e-mail: aari1@gsu.edu or arzuari@hotmail.com

EDUCATION
Ph.D. Major: Educational Policy Specialization: Higher Education Administration
Georgia State University, Atlanta, GA, USA
Date: August 2001 – August 2005
MS Major: Allied Health Specialization: Respiratory Care
Georgia State University, Atlanta, GA, USA
Date: January 2000 – August 2001
MPH Public Health Specialization: Pulmonary Diseases
Istanbul University, Istanbul, Turkey
Date: October 1993 – July 1996
BS Physical Therapy and Rehabilitation
Hacettepe University, Ankara, Turkey
Date: September 1989 – July 1993

EXPERIENCE
Georgia State University
College of Health and Human Sciences, Atlanta, GA, USA
Position: Assistant Professor, August 2005- Present
Position: Clinical Instructor, August 2001-July 2005
Position: Graduate Research Assistant, January 2000- August 2001
Department of Educational Policy Studies, Atlanta, GA, USA
Position: Graduate Research Assistant, August 2004 – July 2005
Andrew Young School of Policy Studies, Health Policy Center, Atlanta, GA, USA
Position: Graduate Research Assistant, June 2003 – June 2004

V.K.V. Amerikan Hospital
Respiratory Therapy Department, Istanbul, Turkey
Position: Assistant Manager, June 1999 – July 2001
Position: Education Coordinator, October 1997 – May 1999
Florence Nightingale Hospital
Physical Therapy Department, Istanbul, Turkey


AWARDS
Faculty Member of the Lambda Beta Society, 18 March 2008
This award represents achievement of the highest academic excellence in the profession in Respiratory Care.

First Place Photography Award, 17 November 2003
“Crossing Cultures, Crossing Paths Photography Contest” Georgia State Uni.
Atlanta, GA ($75 cash award and a certificate of recognition)

Bronze Medallion for Outstanding GPA &Scholarly Achievement, 1
April 2003
Phi Beta Delta International Honor Society, Atlanta, Georgia, the United States

International Excellence Award, 21 November 2003
Given by John F. Hicks, Provost of International Affairs at Georgia State University,
Atlanta, GA in honor of the outstanding contribution to international education through
international organizations, research and professional training in support of sound
educational growth.

2002 Allied Health Care Professional Congress Travel Grant, 17 September 2002
European Respiratory Society (ERS), Stocholm, Sweden (CHF 1000 cash award, a certificate
of recognition, and travel expences to the ERS Congress in September 2002)

NBRC/AMP Gareth Gish Postgraduate Education Recognition Award, 7 Oct. 2000
American Association for Respiratory Care (AARC), Cincinnati, Ohio ($1500 cash award,
certificate of recognition and travel expences to the AARC International Congress in 2000)

Governor of Turkey, 7 November 1997- Present
Member of International Respiratory Care Council, 7 November 1997- Present
First elected Turkish official member by the International Respiratory Care Council and Governor of Turkey. Promote the new profession of respiratory care in Turkey and provide the annual report in Turkey to the International Respiratory Care Council, each year, at the International Respiratory Congress, in the USA.

RESEARCH GRANTS


Internal 2008: Initiation Grant. Given by the Georgia State University Foundation.
“An In-Vitro Comparison of Spacer Design on Inhaled Albuterol Delivery in Mechanically Ventilated Patients.” $10,000.
2007: Intramural Research Grant. Given for a research project by Georgia State University, College of Health and Human Sciences- “The Effect of MDI Position on Aerosol Bronchodilator Delivery in Mechanically Ventilated Patients” $4,868.
2006: Summer Fellowship. Received summer salary support in order to conduct a research project funded by Georgia State University, College of Health and Human Sciences– “Connecting Students to Institutions: The
Role of Program Resources on Student Retention in Respiratory Therapy Education” $8,325.

**PUBLICATIONS**

**Articles**


Ari A., Goodfellow L. Admission Criteria as Predictors of Student Performance on the National Board for Respiratory Care Examinations. (Submitted to *Respiratory Care Educational Annual* in March 2008)

Ari A. Connecting Students to Institutions: The Role of Program Resources on Student Retention in Respiratory Care Education. *Respiratory Care* (Submitted, June 2007)


Ari A. Troubleshooting in the Clinical Applications of Mechanical Ventilation. *Yogun Bakim*, 2003; 7(1), 24-30. (Refereed)


**Abstracts**


**Ari A.**. Telli O, Goodfellow L.T. From Admission to Graduation: Is there any difference between male and female respiratory therapy students on academic success in respiratory care education? (Submitted)

**Ari A.**. Fink J. Influence of nebulizer type, position and bias flow on aerosol drug delivery to a pediatric model of mechanical ventilation. *European Respiratory Journal*, 2008 (Accepted)


**Ari A.**. Exploring the effect of program resources on student retention in respiratory therapy education. *Respiratory Care* 2007, 52 (11), 1585.


**Ari A.**. Variables Predicting Successful Respiratory Care Education Programs. *Respiratory Care*, 2006, 50 (11), 1341.
Ari A. Exploring Respiratory Care Education Programs through Program Curriculum, Resources and Outcomes. Respiratory Care, 2006, 51 (11), 1341.


**Topic 1:** Antiasthma agents – Are they worth starting?

**Topic 2:** Exploring the effect of program resources on student retention in respiratory therapy education

**Topic 3:** Admission criteria as predictors of student success on the national board for respiratory care examinations

**Topic 4:** Evaluation of position of aerosol device in two different ventilator circuits during mechanical ventilation

199
52nd International Respiratory Congress, Las Vegas, Nevada, December 2006.

**Topic 1:** Exploring Respiratory Care Education Programs through Program Curriculum, Resources and Outcomes.

**Topic 2:** Variables Predicting Successful Respiratory Care Education Programs.


**Topic:** Grading Policy: Accuracy, Consistency and Fairness.

49th International Respiratory Congress, Las Vegas, Nevada, USA. 6-11 Dec. 2003

**Topic:** From Turkish Medical Professionals’ Perspective: Is there A Need for a Pulmonary Diagnostics Education Program in Turkey?

48th International Respiratory Care Congress, Tampa, Florida, USA. 5-8 Oct. 2002

**Topic 1:** Quality of Instruction: Determinants of Teaching Method and Effectiveness in Clinical Education.

**Topic 2:** The Profession of Respiratory Care in Turkey: Are Turkish Medical Professionals Ready to Have an American-Based Respiratory Care Education Program.


**Topic:** An In Vitro Evaluation of Nebulizer Designs under Normal Breathing Versus Acute Airflow Obstruction.

Pulmonary Diagnostics Education Program, Istanbul, Turkey. 10-21 June 2002

**Topic 1:** Quality Assurance in Spirometry

**Topic 2:** Indications of Spirometry

**Topic 3:** Indications of DLCO

47th International Respiratory Congress, San Antonio, Texas, USA. 1-4 Dec. 2001

**Topic 1:** An In Vitro Comparison of Nebulizer Performance under Normal Breathing Versus Acute Airflow Obstruction.

**Topic 2:** The Effect of American Respiratory Care Program on the Knowledge of Turkish Respiratory Care Practitioners.
2nd Respiratory Therapy Conference, Istanbul, Turkey. 19-22 May 2001
Topic 1: Humidity and Aerosol Therapy.
Topic 2: Aerosol Medication Delivery

46th International Respiratory Congress, Cincinnati, Ohio, USA. 7-10 Oct. 2000
Topic: Metered Dose Inhaler (MDI) Drug Delivery with the Gentle-Haler®
Respiratory Care Seminar, Akdeniz University, Antalya, Turkey. 3 Aug. 2000
Topic: Extubation

II. Pulmonary Diagnostics Conference, Istanbul, Turkey. 19-20 Nov. 1999
Topic: Calibration and Quality Control Procedures in Pulmonary Function Lab.

I. Pulmonary Diagnostics Conference, Istanbul, Turkey. 12-13 March 1999
Topic: Calibration and Quality Control Procedures in Pulmonary Function Lab.

Physical Therapy Students Association, Istanbul, Turkey. 22 Dec. 1998
Topic: Patient Assessment in Respiratory Care

44th International Respiratory Congress, Atlanta, Georgia, USA. 15 Dec. 1998
Topic: Developing Respiratory Care Education and Practices in Turkey

Topic: Establishing a New Turkish Affiliate of the American Association for RC

Topic 1: Chronic Bronchitis. Topic 2: Respiratory Care Education Programs in the US

Alabama Society for Respiratory Care, Gulf Shores, Alabama, USA. 1-3 Oct. 1997
Topic 1: The Affects of Chest Physical Therapy on Selected Pulmonary Function Tests and Arterial Blood Gases in the Patients with Medium and Severe Chronic Airway Obstruction.
Topic 2: Respiratory Care Profession in Turkey.

GSRC Summer Meeting, Savannah, Georgia, USA. 13-16 Aug. 1997
Topic: Developing Respiratory Care in Turkey: Current Practices and Future Directions

Respiratory Investigations Society Conference, Istanbul, Turkey. 8-12 June 1997

Physical Therapy Society Conference, 9 Eylul University, Izmir, Turkey. 8-9 Apr 1997
Topic: Clinical Applications of Noninvasive Mechanical Ventilation.

New Applications in Pulmonary Rehab. Hacettepe Uni., Turkey. 24-25 March 1997
Topic: Clinical Applications of Oxygen Therapy

EDITORIAL
Reviewer for American Association for Respiratory Care, Dec. 2005 – Present
**ACTIVITY**  
Respiratory Care Editorial Consultant, Turkish Society for ICU Nursing, Aug. 2003 - Present

**PROFESSIONAL ORGANIZATIONS**  
International Society for Aerosol Medicine, Member, December 2007 - Present

**ORGANIZATIONS**  
American Association for Respiratory Care, Member, October 1995 - Present
Turkish ICU Nursing Society, Respiratory Care Editorial Consultant, Aug. 2003 - Present

Phi Beta Delta International Honor Society, Member, March 2003-Present

**2003-Present**

- Turkish Thoracic Society, Member, Apr. 1997 - December 1999
- Turkish Physical Therapy Association for Turkey, Member, September 1993 - Aug. 1996

**LICENSURE**  
Licensed Respiratory Therapist, State of Georgia, 2001 - Present, License Number: 005127.

**CERTIFICATION**  
Certified Cardiopulmonary Resuscitation (CPR), American Heart Association, 2001 - Present.
Certified Advanced Cardiac Life Support (ACLS), American Heart Association, 2001 - Present.
Certified Respiratory Therapist, National Board for Respiratory Care, 1998.
Certified Pulmonary Function Technologist, National Board for Respiratory Care, 1998.

**UNDERGRADUATE COURSES TAUGHT**  
| Fall 2006: 4.8 | RT 3500 Research Methods and Statistics | Fall 2005: 4.6 |
| Spring 2007: 4.2 | RT 3027 Pulmonary Diseases | Spring 2006: 4.8 |
| RT 3050 Clinical Practice I | Fall 2005: 4.0 | Fall 2006: 5.0 |
| RT 3051 Clinical Practice II | Spring 2006: 4.5 |
| RT 4051 Clinical Practice IV | Fall 2005: 4.5 | Fall 2006: 4.8 |

**GRADUATE COURSES TAUGHT**  
| 2006: 5.0 | RT 6030 Advanced Mechanical Ventilation | Fall 2005: 5.0 |
| Spring 2007: 4.5 | RT 6040 Advanced Cardiopulmonary Monitoring |

**PROFESSIONAL ACCOMPLISHMENTS**

Research Centers in Georgia  
The Program Evaluation of the 21st Century Community Learning  
Date: August 2004 – July 2005  
Responsibilities: Worked with Sheryl Gowen, PhD in order to evaluate the program effectiveness of the 21st Century Community Learning Centers in Georgia. The evaluation determines to what extent the program goals and objectives are achieved through Evaluation Design and Program Impact. The 21st Century Community Learning Centers (21st CCLC) program was established through Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act (NCLB) of 2001.
The Program Evaluation of the Fire and Fall Training Program, Virginia, USA
Date: October 2003- May 2004
Responsibilities: Worked with Judith M. Ottoson, EdD, MPH, on a $5 Million Research Project by the Center for Disease Control and Prevention (CDC). Assisted with evaluating each component of the training program, analyzing the qualitative and quantitative data sets, examining summary reports, and writing an executive summary.

The Program Evaluation of the Management Academia for Public Health at the University of North Carolina, Chapel Hill, USA
Date: June 2003- January 2004
Responsibilities: Worked with Judith M. Ottoson, EdD, MPH, on a $4 Million Research Project by four Sponsors: the Center for Disease Control and Prevention, the Robert Wood Johnson Foundation, the Health Resources Services Administration, the W.K. Kellogg Foundation. Assisted with examining the internal and the external evaluation reports, writing executive summary, and analyzing the data sets.

Leadership
VISA Leader, Georgia State University, Atlanta, GA
Dates: 11-24 August 2003
Responsibilities: Selected as a VISA Leader by the International Student and Scholar Services at Georgia State University. Lead new international students on university services such as icebreaker activities, information session, campus tour, housing and registration sessions.

Educational Initiatives
Respiratory Care Education, School of Health & Human Sciences at Koc University
Dates: March 2000- December 2003
Responsibilities: Prepared academic programs in education of respiratory therapists and developed diagnostics program for approval by the School of Health Sciences at Koc University. Responsibilities include proposal preparation, curriculum development; consultation and program organization for respiratory therapy program are provided.

CCHS Respiratory Therapy Program, Istanbul, Turkey
Dates: October 1996- January 2000
Responsibilities: Worked with Alan Biggs, MA, RRT, Manager, Respiratory Services and Dale Bean, RRT, Vice-President of California College for Health Sciences, San Diego, California to establish first hospital based, nine month education and training program, in Turkey, that is offered every year at Amerikan Hospital, starting 1 September and ending 31 May of the next year. This program is composed of nine months of study and clinical rotation at Amerikan Hospital, followed by four months of study in the United States, at two different universities. Upon completion of this program, the student is issued a certificate of graduation from Amerikan Medical Association approved program conducted in Istanbul, Turkey, which allows the students to sit for the entry-level portion of the National Board Examinations, as given by the National Board for Respiratory Care, USA.

Collegium
Conferences and Programs Organized
3rd Annual Respiratory Care Summer Program, 10-21 June 2002
Location: School of Health Sciences, Koc University, Istanbul, Turkey
Speakers: Susan Blonshine, BA, RRT, FAARC, Michigan State University, Director of Pulmonary Function Labs.; Carl Mottram, BA, RRT, Mayo Clinic, Director of Pulmonary Function Laboratories, Associate Professor Mayo Medical School, Sabri Derman MD, Director, Sleep Lab., American Hospital, Arzu Ari, MS, CRT, CPFT, Clinical Instructor, Georgia State University.

2nd Annual Respiratory Care Summer Program, 19-28 May 2001
Location: School of Health Sciences, Koc University, Istanbul, Turkey
Speakers: Joseph Rau, Ph.D, RRT, Chairman, Vijay Deshpande, M.S., RRT, Assistant Professor, Ruben Restrepo, M.D., RRT, Associate Professor; Cindy Powell, M.D., Medical Director; Arzu Ari, MS, CRT, CPFT, Clinical Instructor, Georgia State University; Gokhan Mutlu, MD, Associate Professor, Northwestern University, Chicago, Illinois, USA.

1st Annual Respiratory Care Summer Program, 31 July-11 August 2000
Location: School of Health Sciences, Koc University, Istanbul, Turkey
Speakers: William Wojciechowski, MS, RRT, Chairman; Fred Hill, M.A, RRT, Director of Clinical Education, Department of Cardiorespiratory Care University of South Alabama.

Respiratory Care Seminar, 3 August 2000
Location: Akdeniz University, Antalya, Turkey
Speakers: William Wojciechowski, MS, RRT, Chairman; Fred Hill, M.A, RRT, Director of Clinical Education, University of South Alabama.; Arzu Ari, MS, CRT, Clinical Instructor.

New Approaches and Applications in Pulmonary Rehabilitation, 24-25 March 1997
Location: Hacettepe University, School of Physical Therapy, Ankara, Turkey
Speakers: William Wojciechowski, MS, RRT, Chairman, Department of Cardiorespiratory Care University of South Alabama; Scott Bartow, MS, RRT, Vice President of VCM Home Care Company, Milwaukee, Wisconsin, USA; and Arzu Ari MS, American Hospital, Istanbul, Turkey.

Cardiopulmonary Rehabilitation Congress, 19-21 December 1996
Location: Hacettepe University, Ankara, Turkey
Speakers: Mr. Randy De Kler, MS, RRT, Instructor, Georgia State University, Atlanta, Georgia and Tim Op’t Holt, Ed.d, RRT, Associate Professor, the University of South Alabama, Mobile, Alabama; Arzu Ari, MS, American Hospital, Istanbul, Turkey.

LANGUAGES
English and Turkish

COMPUTER SKILLS
SPSS, SAS, HLM, MS Office (World, Excel, Power Point),
CURRICULUM VITAE

Delia (Dea) Hanson Baxter, PhD, RD, LD
Associate Professor
Division of Nutrition
Georgia State University
P.O. Box 3995
Atlanta, Georgia 30302-3995

Personal Information
Date of Birth:      May 27, 1947
Place of Birth:    Atlanta, Georgia
Home Address:      P.O. Box 810, 171 Carrollton Street
                   Temple, Georgia  30179
Telephone:         (404) 413-1239 (office-Georgia State University)
                   (770) 562-4601 (home)
FAX:               (404) 413-1228 (office-Georgia State University)
                   (770) 562-4843 (home)
Email:             dbaxter@gsu.edu

Education
B.S. (summa cum laude), University of Southern Mississippi, Hattiesburg, 1969
        Major:  Institution Management-Dietetics
Dietetic Internship, Veterans Administration Hospital, Houston, Texas, 1970
M.S., University of Alabama, Tuscaloosa, 1973
        Major:  Human Nutrition
Gerontology Certificate, Georgia State University, Atlanta, 1981
Ph.D., Georgia State University, Atlanta, 1989
        Major:  Curriculum Development and Instructional Processes

Professional Experience
1971-1972; 1973-1975  Clinical Dietitian, Diabetes Unit, Grady Memorial Hospital,
                     Atlanta, Georgia
1970-1971            Clinical Dietitian, Northside Hospital, Atlanta, Georgia

University Positions
1975-2008       Associate Professor, Assistant Professor, Instructor,
                Department/Division  of Nutrition,
                Georgia State University, Atlanta

Professional Certifications
Registered Dietitian (329772), Commission on Dietetic Registration, The American
Dietetic Association, 1970-present
Licensed Dietitian (67), State of Georgia, 1986-present

Professional Affiliations
The American Dietetic Association
Practice Group Memberships: Consultant Dietitians in Health Care Facilities (CDHCF), Dietetic Educators of Practitioners (DEP), Gerontological Nutritionists (GN), Weight Management (WM)

The Georgia Dietetic Association
Greater Atlanta Dietetic Association
Georgia Nutrition Council

**Offices/Positions Held in Professional Organizations**

**The American Dietetic Association**
- Council on Education, Area III, DEP Program Director, Annual Meeting, Atlanta, Georgia, April 18-20, 1993
- Council on Education, ad hoc Professional Development Committee, 1992
- Manuscript Review for Diabetes Care and Education Practice Group, "Ethnic Food Practice Series: “Traditional Southern Fare”, 1992
- State Advisory Committee Chair, Annual Meeting, Atlanta, Georgia, 1979-1980

**The Georgia Dietetic Association**
- Awards Committee, 1987 and 1992-2000; Chair, 2000
- Nominating Committee, Chair, 1990-1991; Chair, 2000-2001
- Historian, 1990-1994
- Policies, Procedures, and Bylaws, Chair, 1981-1987
- Local Arrangements, Chair, 1984
- President, 1979-1980
- Annual Meeting Program, Chair, 1979
- President Elect, 1978-1979
- Nominating Committee, 1975-1976
- Health Careers Representative, 1971-1972

**The Atlanta District Dietetic Association**
- Education and Research Committee, 1986-1987
- Community Outreach Committee, 1985-1986
- Nominating Committee, Chair, 1978-1979
- President, 1977-1978
- President-elect, 1976-1977
- Dial-A-Dietitian, Chair, 1973-1975

**Georgia Nutrition Council**
- Program Planning Committee, 1999-2001
- Nominating Committee, Chair, 1988-1989
- Nominating Committee, 1982-1983
- Community Nutrition Section, Chair, 1977-1978
- Exhibit Chairman, 1975-1976
Southeastern Hospital Conference for Dietitians
Local Arrangements, 1976-1978

Gerontological Nutritionists Practice Group, Georgia
Executive Committee, 1995-2000
Program Planning Committee, 1997
Nominating Committee, 1996

Publications and Abstracts


**Unpublished Dissertation**

**Unpublished Thesis**

**Modules Developed**
"Nutritional Considerations for Persons with Alzheimer's Disease" Training Module developed for caregiver training, Atlanta Area Chapter, Alzheimer's Association for caregiver training, 1996-1997.

"Breastfeeding Basics" Module developed for Georgia Department of Human Resources for WIC paraprofessional training, 1991

**Reports Authored**

**Consultant Activities**
South Carolina Commission on Higher Education, Program evaluation consultant (Family and Consumer Sciences/Nutrition) for undergraduate and graduate programs at South Carolina State University and Winthrop University, November 15-16, 1999.

**Grants Received**
"Title III-F Nutrition Intervention," subcontractor for Atlanta Regional Commission, (Medication Management Education), $3,600, 7/1/03-6/30/04.

"Title III-F Nutrition Intervention," subcontractor for Atlanta Regional Commission, (Diabetes Self-Management Education), $9,000, 7/1/02-6/3-/03.

"Title III-F Nutrition Intervention", subcontractor for Atlanta Regional Commission, (Client Satisfaction Evaluations), $7859, 10/1/01-6/30/02.


"Title III-F Nutrition Intervention", subcontractor for Atlanta Regional Commission, (Project ALD-19), $9,100, 1999-2000.

"Title III-F Nutrition Intervention", subcontractor for Atlanta Regional Commission,
“Chronic Disease Risk Assessment of African-American Population”, Strategic Initiative

“Title III-F Nutrition Intervention”, subcontractor for Atlanta Regional Commission,
(Project 901), $8,500, 1997-1998.

"Project Take STEPS Against Stroke", subcontractor for Atlanta Regional Commission,
(Project 635), $6000.00, 1996-1997

"Project Take Care:  Stroke Screening", subcontractor for Atlanta
Regional Commission (Project Z11), $1333, 1995

"Project Take Care:  Nutrition Screening for the Elderly", subcontractor for Atlanta
Regional Commission (Project 768), $1200, 1994-1995

"Comparison of the 'Determine Your Nutritional Health' Checklist and the Level I
Screen, Nutrition Screening Initiative in a High-Risk Georgia County",
College of Health Sciences Grant, $2315, 1994

"Breastfeeding Basics", Georgia Department of Human Resources, Office of Nutrition,

"Nutrition Education Delivery Skills", Georgia Department of Human Resources, Office

"Adolescent Development", Urban Life Center Grant for continuing education program
development, $1500, 1982

"The School-Age Child:  Issues in Development", Urban Life Center Grant for
continuing education program development, $1500, 1981 (Program- May 9,
1981)

"Nutrition Counseling Center Improvement", Urban Life Center Grant, $5000, 1979-
1980.

"Life’s Building Blocks:  The Preschool Years", Urban Life Center Grant for continuing
education program development, $1500, 1980 (Program--May 5-6, 1980)

"Infant Development", Urban Life Center Grant for continuing education program
development, $1500, 1979 (Program--May 17-18, 1979)

"Dynamic Nutrition Consultation", Urban Life Center Grant for continuing education
program development, $1000, 1978
"What Can Today's Consumer Believe About Food Safety?", Urban Life Center Grant for continuing education program development, $500, 1977

**Invited Presentations**


D.H. Baxter, “Nutrition Screening and Intervention for Home-Based Elderly”. Gerontology Center Faculty, Georgia State University, Atlanta, GA., March 15, 2000.


D.H. Baxter. "Results of the administration of the 'Determine Checklist'--Nutrition Screening Initiative, state of Georgia". Poster presentation at the annual meeting Southern Gerontological Society, Birmingham, Alabama, April 21, 1995.


D.H. Baxter. "Older adult learners". Poster presentation Georgia State University Gerontology Center Symposium, Atlanta, Georgia, April 27, 1990.


D.H. Baxter. "Older adult learners". Poster presentation at the University of Georgia Gerontology Center, Athens, Georgia, March 9, 1990.

D.H. Baxter. "Selling the dietary guidelines to students". Presented at the annual Kickoff Luncheon National School Lunch Week, Georgia School Food Service Association, Atlanta and Albany, Georgia, October 9-10, 1990.


D.H. Baxter. "Interdisciplinary Geriatrics Courses in the College of Health Sciences".


D.H. Baxter. "Newer trends in feeding kids". Presented to the Georgia School Food Service Association annual meeting, Atlanta, Georgia, April 6, 1984.


**Georgia State University Activities**

**Gerontology Center**
- Faculty, 1982-87, 93-2008
- Awards Committee, Chair, 1997
- Planning Committee, 1990
- Executive Committee, 1984-1986
- Nominating Committee, 1984-1986

**University Senate**
- Library Advisory Committee, 1993-1995
- Statutes and Bylaws Committee, 1993-1995
- Commencement Committee, 1988-1991
- Nominating Committee, 1979-1983 & 1988
- Fringe Benefits, subcommittee, 1982-1984
- Faculty Affairs Committee, 1982-1984
- Academic Affairs Committee, 1980-1982
  - Subcommittee III & IV, 1980-1982

**University Committees**
- ad hoc Committee, Triennial Evaluation of Provost, 2006
- Instructional Resources Committee, 1976-1977
- Special Activities Committee, University self-study, 1975-1976

**University Speakers Bureau**
- Member, 1982-1996

**The Honor Society of Phi Kappa Phi**
- Public Relations, Chair, 1989-1996
- Scholarships and Awards Committee, 1991
- President, 1982-1983
- Vice-President, 1981-1982
College of Health and Human Sciences Activities

College
Faculty Advisory Committee, 2002-2007
By-Laws Committee, 2001-2003
Undergraduate Core Curriculum Committee, 1995-1997
  Management Subcommittee
  Education subcommittee
  Chair, 1992-1993
  Secretary, 1991-1992
Promotion and Tenure Committee (formerly Promotions)
  Member, 1985-1990
  Chair, 1985-1986 and 1989-1990
Undergraduate Curriculum Committee, 1985-1987
Faculty Concerns Committee, 1982-1985
Continuing Education Committee, 1978-1982
Library Committee, 1977-1979
Interdisciplinary committee, 1977-1978
Dean's Advisory Committee, Secretary, 1977-1978

ad hoc committees
ad hoc Promotion and Tenure Committee, Chair (departmental), 1 candidate, 2003
ad hoc Pre-Tenure Review Committee, Chair (1 candidate), 2002
ad hoc Pre-Tenure Review Committee (2 candidates), 2001
ad hoc Dean's Evaluation Committee, 1993-1994
ad hoc Missions Committee, 1989-1991
ad hoc Bylaws Committee, 1987
ad hoc Purpose Committee, Secretary, 1986

Search Committees
Division of Nutrition, Faculty Position, Member, 2007-2008
Department of Nutrition, Faculty Position (2), Chair, 2004-2005
Department of Nutrition, Committee Member Faculty Position, 2001-2002
Department of Nutrition, Committee Member Department Chair Position, 2000-2001
Department of Nutrition and Laboratory Technologies, Faculty Position, Chair, 1999
Department of Nutrition, Chair, Faculty Position, 1996
School of Nursing Search Committee (2 positions), 1994
Family Nurse Practitioner Search Committee, Faculty Position, 1993
Department of Nutrition Member, Faculty Position, 1984-1985 and 1978-1979
Department of Nutrition, Chair, Department Chair Position, 1983-1984

Department
APACE Steering Committee, 1997-1998
Coordinated Program (CP) Director, 1984-1997
CP Student Academic Advisor, 1977-1997
Site visit report 1990
5 year Program evaluation, 1995
Selection Committee, 1976-1995
Chair, 1985-1995
Site visit report committee member, 1976, 1982
Didactic Program in Dietetics (DPD) Director, 1998-2008
Site visit report committee, 2000-2001
Advanced Pre-Professional Practice Program (AP4) Director, 1996-1998
5 year Program Evaluation, 1996
Selection Committee, 1994-1996
Dietetic Internship (DI) Director, 1997-1998
Selection Committee, Chair, 1997
Program Proposal, 1996
Library Book Order Chair, 1976-2008

Thesis Committee


Rivera, Leslie. “Body Image and Its Effect on Dietary Intake and Physical Activity in Female and Male Teenagers with Cystic Fibrosis.” Department of Nutrition, MS degree, 5/2004, Committee Chair.

Lopez, Raven. “Use of the Mini Nutritional Assessment (MNA) in Elderly Residents of Assisted Living Centers in Suburban Atlanta.” Department of Nutrition, M.S. degree, 8/2001, Committee Member.

Snyder, Laura. “Health Promoting Behaviors Among Breast Cancer Survivors.” Department of Nutrition, M.S. degree, 1999, Committee Member.

Earnest, Sarah. “Predictors of Cardiovascular Disease in Elderly African-American Women”. Department of Nutrition and Laboratory Technologies/CHHS, M.S. degree, 1998, Committee member

Master’s Project
Abercrombie, Emily “Effects of Diet Education on the Laboratory Values and Knowledge of Pediatric Peritoneal Dialysis Patients.” Master’s Project, Committee Chair, MS program 2007-present.

Waisbaum, Romina “Antheroprotection by polyunsaturated fatty acids (PUFA) as Compared to monounsaturated fatty acids (MUFA) in LDL receptor (LDLr) mice: A data analysis.” Master’s Project Committee Member, MS degree, 8/07
Crawford, Karen.  “Corticosteroid-Induced Hyperglycemia in Cystic Fibrosis Patients Without Diabetes.”  Master’s Project, Committee Chair.  M.S. Degree, 5/2005


Committee Chair, Rachel Belew, “The Effects of a Diabetes Management Education Program on Diabetes Knowledge among Individuals over age 60 with Diabetes.” Master’s Project, Degree Awarded, 12/03

Committee Chair, Elizabeth Darling, “Analysis of Prevalence of Overweight and Obesity among Georgia Seniors.” Master’s Project, Degree Awarded, 8/03

Committee Chair, Kerry Mueller “A Study of the Outcomes of an Education Program for Older Adult Participants at Congregate Meal Sites in the Atlanta Area: Effectiveness of a Self-Care Diabetes Education Program.” Master’s Project, Degree Awarded: 12/16/02


Committee Chair, Jennifer Smith “Assessing Participant Satisfaction of Congregate and Home-Delivered Meals Provided by the Elderly Nutrition Program in the Ten-County Metropolitan Atlanta Area.” Master’s Project, Degree Awarded: August 2002.


Other Committees
Doctoral Examination Committee, Department of Psychology, Nadya Khatchikian, Spring, 2000.


Service to Department
Faculty Advisor, Nutrition Student Network, Chartered student organization at Georgia State University, 1997-2008.
Development of a Consortium of Dietetics Education Programs involving GSU, Emory University Hospital, Augusta Area, Southern Regional Medical Center, and Office of Nutrition, Georgia Department of Human Resources, 1995-1998. Consortium has sponsored continuing education program for clinical agency personnel and student seminar.
Meetings and discussions with Health Resource Management, Inc. regarding funding for research in the Atlanta Empowerment Zone, 1996-1998.
Faculty participant, Review Course for Registration Examination for Dietitians, continuing education program sponsored by department, 1985-1993.

**Honors**
Georgia Nutrition Council Award of Excellence, 2002
Outstanding Dietitian, State of Georgia, 1981
50 Distinguished Alumni, School of Home Economics, University of Alabama, 1981
Recognized Young Dietitian, State of Georgia, 1975
Phi Upsilon Omicron, Home Economics Honor Society, 1973
Kappa Omicron Phi, Home Economics Honor Society, 1967-1969
  President, 1968-1969
Honor Society of Phi Kappa Phi, 1968
Outstanding Junior in Home Economics, University of Southern Mississippi, 1968
Merit Scholarship Recipient, 1965-1967
Alpha Lambda Delta, Freshman Honor Society, 1966

**Volunteer Activities**
The American Dietetic Association Education Task Force, Select Expert Panel Participant, June 8-9, 2007, Chicago, IL.
Advisory Committee, Atlanta Area Chapter, Alzheimer's Association, 1998-present
Dietetic Intern Training, Georgia State University, Emory University, and Southern Regional Medical Center, 1999-present
Gwinnett County Schools, Business Function Study Team, School Nutrition Program Evaluation, 1997
Nutrition and Alzheimer's Disease Training, January 27, April 8, May 21, & September 16, 1997; January 21, April 15, & October 9, 1998; February 4, May 6, & August 26, 1999; May 24, October 10, 2000; February 14, May 2, July 18, October 17, 2001; February 6, April 17, July 17, October 16, 2002; January 28, April 16, July 16, October 17, October 20, 2003; July 23, October 22, 2004; August 26, November 9, 2005; February 24, May 3, October 11, 2006; May 3, October 10, 2007; May 1, 2008.

Advisory Committee, Georgia School Food Service Association, "Shape the Future", June 11-12, 1992

Aging Task Force, Nutrition Screening Initiative, Georgia Department of Human Resources, Division of Aging Services, 1992-1993

4-H Cloverleaf CPA Judge, Carroll County, Georgia, April 21, 1992

Project Judge, Georgia School Food Service Association, March 24, 1992

McDonald's Advisory Committee, Grady Health System, 1991

State 4-H Congress Judge, Georgia, "Food Fare", August 21, 1991

Exhibit Judge, Georgia School Food Service Association, Atlanta, Georgia, April 10, 1987

Volunteer Nutrition Lecturer monthly at 10th Street Senior Center, Northside Shepherd Center, and North Atlanta Senior Center, 1980-1995

Volunteer, Nutrition Counseling, GSU Health Clinic and Department Clinic at Orr Doctor's Building, 1977-1982

Nutrition Advisory Committee, Atlanta Parent-Child Center, 1979-1981

Diabetes Advisory Committee, Georgia Department of Human Resources, 1980-1981

Author of Patient education Guidelines for Nutrition, 1981


Volunteer Dietitian, Grady Northwest Clinic, 1975-1976
Dr. Dan Benardot is a tenured associate professor in the Division of Nutrition and in the Department of Kinesiology and Health at Georgia State University (GSU), where he co-directs the Laboratory for Elite Athlete Performance. He received his doctorate in human nutrition and health planning from Cornell University; is a Fellow of the American College of Sports Medicine; and is a Registered and Licensed Dietitian. Dr. Benardot served as Chair of the Department of Nutrition, Director of Research for the Center for Sports Medicine, and Associate Dean for Research for the College of Health and Human Sciences at GSU. He was GSU’s founding Chair of the Intellectual Property Committee, and developed a successful plan for the creation of the new Institute for Public Health at GSU, which has been in operation for over 5 years. His research focus on energy balance and related issues in competitive athletes has been funded by the United States Olympic Committee, the Gatorade Sports Science Institute, the Georgia Research Foundation, the American Cancer Society, and the California Horse Racing Commission. He was editor-in-chief of “Sports Nutrition: A Guide for the Professional Working with Active People, 2nd edition” (American Dietetic Association © 1993, 335 pgs), authored “Nutrition for Serious Athletes” (Human Kinetics © 2000, 336 pgs; also published in Spanish) and “Advanced Sports Nutrition” (Human Kinetics © 2006, 340 pgs), and co-authored “The ACSM Fitness Book – 3rd Edition” (Human Kinetics Publisher © 2003, 175 pgs). His most recent book “The Coaches’ Guide to Sports Nutrition” (Coaches Choice © 2007, 241 pgs) was co-authored with Dr. WR Thompson. Dr. Benardot also co-authored the American and Canadian Dietetic Association position paper on “Physical Fitness and Athletic Performance for Adults” (1993), is on the editorial board for ACSM’s Health and Fitness Journal, and is a manuscript reviewer for The Journal of the American Dietetic Association, The International Journal of Sport Nutrition & Exercise Metabolism, Health Education Research Journal, Obesity Research, and Medicine & Science in Sports & Exercise. He was the first American appointed to the Medical Commission of the international governing body for gymnastics (Fédération Internationale de Gymnastique), works with USA Figure Skating and USA Track and Field (marathon), and was a founding member of the Athlete Wellness Committee for USA Gymnastics. In 1993 he received the ADA Sports and Cardiovascular Nutrition (SCAN) achievement award, in 1995 he was initiated into the Alumni Honor Roll for the State University System of New York, in 1996 USA Gymnastics presented him with the Outstanding Educator Award; in 2002 he received a Doctor of Humane Letters, honoris causa, from Marywood University for his work in the area of sports nutrition; and in 2007 received an International Excellence Award from Georgia State University. Dr. Benardot was in charge of the nutritional health and hydration strategy of the gold-medal winning United States Gymnastics Team at the 1996 Atlanta Olympic Games, and the medal-winning USA marathoners at the 2004 Athens Olympic Games. He currently serves as chair of the Nutrition Committee for the Performance Enhancement Team, and is a member of the Sports Medicine and Sports Sciences Committee, for USA Figure Skating. He also serves on the Advisory Board of the National Center for Human Performance in Houston, Texas. As part of an intellectual property endeavor through GSU (inventor on 2 patent submissions), Dr. Benardot serves as Head Scientific Advisor to Calorie & Pulse Technologies, LLC.
Dan Benardot, PhD, DHC, RD, LD, FACSM
Curriculum Vitae

PERSONAL INFORMATION

Address:
(Home) (Office) 3228 Lynwood Drive, NE Division of Nutrition, School of Health Professions, Atlanta, GA 30319 College of Health and Human Sciences Ph: 404-257-9560 University Plaza, Georgia State University Fax: 404-651-1561 Atlanta, GA 30303 Cell: 404-642-2607 Ph: 404-413-1235 (office) Email: drbenardot@gmail.com Ph: 404-413-1245 (lab)

Certifications/Fellowships:
• American Dietetic Association Registered • Fellow, American College of Sports Dietitian (R.D.): R591407 Medicine (2002)
• Safety Certified, USA Gymnastics (1995) • Certified DEXA Technician (1993)
• Licensed Dietitian (LD)-Georgia

Education/Degrees

• Marywood University Doctor of Humane Letters, Honoris Causa, 2002 [For accomplishments in the field of Sports Nutrition]
• Cornell University College of Human Ecology, Ph.D. 1980 Major: Human Nutrition and Health Planning Minor: Human Service Studies
• University of Vermont Graduate School (19 Credits), 1971-72 Major: Nutrition and Food Minor: Human Development

CURRENT ACTIVITIES/POSITIONS

• Graduate Faculty and Associate Professor, Tenured, Division of Nutrition, Georgia State University
• Graduate Faculty and Associate Professor, Tenured, Department of Kinesiology and Health, Georgia State University (Joint Appointment Approved by Board of Regents on 8/94)
• Co-Director, Laboratory for Elite Athlete Performance (LEAP), Georgia State University
• Editorial Board, ACSM Health & Fitness Journal
• Manuscript Reviewer, Journal of the American Dietetic Association
• Manuscript Reviewer, Medicine & Science in Sports & Exercise
• Manuscript Reviewer, International Journal of Sport Nutrition & Exercise Metabolism
• Manuscript Reviewer, Journal of Health Education Research
• Manuscript Reviewer, Obesity Research
• Sports Nutrition Speakers Board Member, Gatorade Sports Science Institute
• Member, Advisory Board, National Center for Human Performance
• Member, Marathon Committee (nutritionist), USA Track & Field
• Chair, Nutrition Committee for Performance Enhancement Team, USA figure Skating
PUBLICATIONS

BOOKS


BOOK CHAPTERS


**REFEREED PROFESSIONAL NEWSLETTERS**


**REFEREED ABSTRACTS IN JOURNALS OR PROCEEDINGS**

Under Review


In Print


BOOK/ARTICLE REVIEWS


OTHER PUBLICATIONS


4. Benardot D: Food for Thought Column: “Beware the Lipid: Trans fat is bad (but too much of any fat is also bad)”. Maximum Fitness, Summer 2007

5. Benardot D: Food for Thought Column: “Protein Purgatory – To ‘protein’ or not to protein: That is the question.” Maximum Fitness, Spring 2007


11. **Benardot D**: Staying Well Hydrated is Important. *USA Gymnastics*, 1994; 3:16


23. **Benardot D** and Anthony J: Achieving maximum gymnastics performance through a specialized nutrition and fitness program. *Technique*, 1984; March-April


26. **Benardot D**: There's a Strong Connection Between Nutrition and What We Feel and Do. *Jazzercise Magazine*, 1984


**CREATIVE PROJECTS**


2. Benardot D. “Laboratory for Elite Athlete Performance Body Composition Assessment Software”. 2000 (Computer program for assessment and data storage of elite athlete findings.)


10. Benardot D: *Nourish-Check Professional* version 4.0. LAN version for use by University Students. Program includes nutrient intake, recipe analysis, body composition analysis, and food frequency analysis options. (IBM-PC Compatible Software). 1993


**GRANT ACTIVITIES**


1. **Benardot D**, and Martin A. Energy Watch Development and Design. Georgia Research Alliance. Funded Award to Calorie & Pulse Technologies, LLC from VentureLab Phase III Fund. (Received $100,000 on Feb 22, 2007; Additional $100,000 received on July 1, 2007. Note: Calorie & Pulse Technologies, LLC is a Company Created by GSU to Market and Develop Benardot Intellectual Property)

2. **Benardot D**, Thompson WR, Roman, S, and Hutchinson M. Athletic Performance in Jockeys: A Baseline Study of Physiological and Nutritional Factors. (Letter of intent to fund received March 2006: $250,000; received $102,500 to date)

3. **Benardot D** and Martin A. Energy Watch Development and Design. Georgia Research Alliance. Funded Grant, September, 2005: $100,000. (With Dr. Alfred Martin)


5. **Benardot D** and Asal N: Obesity, Nutrition & Renal Cell Carcinoma in Blacks & Whites. American Cancer Society through University of Florida and Morehouse School of Medicine for $139,337 and $107,754 over 3 years, beginning January 2003.


10. **Benardot D.** Georgia State University Technology Fee. To develop a “Computer Laboratory for Students in the Health and Human Sciences. Funded Grant, September, 2001: $55,000.

11. Martin D and **Benardot D.** Georgia State University - Quality Improvement Grant Program For portable metabolic measurement unit. 1999. Funded Grant-May 2000: $31,000

12. **Benardot D.** United States Olympic Committee and USA Gymnastics. For National Team Monitoring Project: Longitudinal Assessment of Bone Density, Body composition, and Nutrient/Energy Intake. 1998 (Funded Grant: $42,000)

13. **Benardot, D.** United States Olympic Committee and USA Gymnastics. To study within day energy balance and body composition, 1997 (Funded Grant: $41,000)

14. Duda J and **Benardot D.** United States Olympic Committee. To study energy balance and psychological interrelationships, 1996 (Funded Grant: Benardot portion = $10,000)

15. Martin D, **Benardot D.**, Hillegass E: Georgia State University. For Cybex Fastex and Related Software/Computer. 1996 (Funded Grant: $26,000)

16. **Benardot D.** USA Gymnastics. "Nutritional, Body Composition, and Bone Density Assessment of National Team Gymnasts." 1995 (Funded Grant: $1,600)


18. **Benardot D.** USA Gymnastics "Nutritional, Body Composition, and Bone Density Assessment of National Team Gymnasts." 1994 (Funded Grant: $1,600).

19. **Benardot D.** The Atlanta Knights Hockey Team. "Evaluation of Nutritional Status, Body Composition, and Bone Density of Professional Hockey Players." 1993 (Funded Grant: $2,500)


21. **Benardot D.** Quality Improvement Program Award – Research - University System of Georgia. For Lunar DPX-L Dual Energy X-Ray Absorptiometer (for analysis of bone densities and body composition) 1992 (Funded Grant: $63,100)

22. **Benardot D.** SPENCO Medical Corporation: To develop research protocols to study "The Effectiveness of Selected Nutritional Products with Elite Athletes." 1986 (Funded Grant: $20,000)

23. **Benardot D.** Kimberly-Clark Corporation: To support conference on "Sports Nutrition" 1986 (Funded Grant: $1,000).

24. **Benardot D.** and Rosenbloom C. Georgia State University: To study "Assessing the Nutritional Status of a Criminal Population." 1985 (Funded Grant: $2,000)
25. **Benardot D.** Georgia State University: For travel, to study the nutritional status of Junior Elite Gymnasts at the National Training Camp in Waco, Texas. 1985 (Funded Grant: $1,000)

26. **Benardot D.** Illinois State University: To study "The Effect of Commercial High Fiber Cereals on Blood Nutrients. 1983 (Funded Grant: $2,000)

27. **Benardot D.** Illinois State University Graduate School and College of Applied Sciences: To study the effect of commercial high fiber cereals on blood nutrients. 1982 (Funded Grant: $1,000)

28. **Benardot D.** Illinois State University College of Applied Sciences: To purchase equipment for anthropometric measurements. 1982 (Funded Grant: $2,500)

29. **Benardot D.** Western Kentucky University: To study the nutritional status of scholarship athletes. 1980 (Funded Grant: $1,000)

30. **Benardot D.** Cornell University Graduate School: To study the effect of the school breakfast program on participating children. (Dissertation topic). 1978 (Funded Grant: $2,500)

### PRESENTATIONS BEFORE PROFESSIONAL GROUPS

**International**


11. 18th International Health and Fitness Convention. Topic: “Sports Nutrition: Energy, fluids, and micronutrients” Sao Paulo, Brazil: 8/30/01-9/01/01 (Invited speaker).


26. The Fédération Internationale de Gymnastique Scientific/Medical Symposium (World Gymnastics Championships, Sept 13, 1991), Indianapolis, IN **Topic:** Nutrition Factors and the Female Competitive Gymnast. (Invited)


**National**

1. United States Figure Skating Association, National Championships. Team 2010 Sports Medicine Seminar. **Topic:** “Sports Nutrition”. St. Louis, MO. Jan 10-13, 2006 (Invited)


4. Presentation at the Sixth Annual Congress on the Sports Science and Medicine of Skating, **Topic:** “Thinness vs. Leanness: Problems with the Dieting Paradigm” Boston, MA January 20, 2001 (Refereed)

5. Presentation at the South-East Certified Athletic Trainers Annual Meeting, **Topic:** “Achieving Fluid and Energy Balance for Optimal Performance” Atlanta, GA. April 2, 2000 (Invited)

6. Presentation at the Mid-West Certified Athletic Trainers Annual Meeting, **Topic:** “Achieving Fluid and Energy Balance for Optimal Performance” Omaha, NB March 18, 2000 (Invited)

7. Brazilian Conference on Sports Medicine, Sponsored by the Universidad Estácio de Sá, **Topic:** “Nutrition for Sport Performance.” Rio de Janeiro, Brazil, November 17, 1999 (Invited)

8. Brazilian Conference on Sports Medicine, Sponsored by the Universidad Estácio de Sá, **Topic:** “Nutrition for Health” Rio de Janeiro, Brazil, November 18, 1999 (Invited)

9. Brazilian Conference on Sports Medicine, Sponsored by the Universidad Estácio de Sá, **Topic:** “Creatine as an Ergogenic Aid” Rio de Janeiro, Brazil, November 19, 1999 (Invited)


12. United States Figure Skating Association Sport Science Congress. **Topic:** Within-day energy balance comparisons of runners, gymnasts, and figure skaters. Salt Lake City, Utah. February 13, 1999 (Invited)


35. International Conference on Hyperlipidemia and Heart Disease, The Humana Heart Institute, Louisville, KY. Topic: Research In Diet, Exercise, and Heart Disease, July, 1988. (Invited)


State and Local


15. Guest Speaker, Emory University School of Medicine, Community Medicine Series. **Topic:** Sports Nutrition. Grady Hospital, Atlanta GA, June 23, 1998. (Invited)


20. Touchdown ’93, Sponsored by Children's Hospital, Washington, D.C, University of Maryland, State Park, MD. **Topic:** Nutrition fundamentals for performance. July 26, 1993 (Invited)


25. Meeting of the Atlanta District Dietetic Association. Atlanta, GA. **Topic:** Computer Use In Dietetic Practice, April, 1989. (Invited)


31. Southern Region Human Service Educators Annual Meeting. Atlanta, Georgia. (Keynote Speaker)  
**Topic:** Nutrition and Personal Health, May, 1986. (Invited)


34. American Cancer Society, Georgia State University, Georgia School Food Service Combined Conference. Atlanta, Georgia. **Topic:** Nutrition and Cancer Prevention, October, 1985. (Invited)

35. Department of Mental Health and Human Services, Clinical Supervisors Breakfast. Atlanta, Georgia. **Topic:** Nutrition and Behavior, Sept. 1985. (Invited)

36. Atlanta Dietetic Association Meeting. Atlanta, Georgia. **Topic:** Nutrition for Athletes, January, 1985 (Invited)

37. Illinois Consulting Dietitians State Workshop Illinois State University, Normal, Il. **Topic:** Consulting with Sports Teams and Individual Athletes. (Invited)


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**PRESENTATIONS BEFORE NON-PROFESSIONAL GROUPS**

1. United States Disabled Athlete Fund Conference  **Topic:** The Importance of Energy and Fluid Balance in Athletic Performance, Atlanta, GA. August 28, 2000

2. Cleveland State Community College. **Topic:** Sports Nutrition for Power and Endurance Athletes, Cleveland, Tennessee, September 23, 1998


6. USA Gymnastics National Team Meeting, Artistic Gymnastics (Women). Boston, MA. **Topic:** Results of Physiological and Nutritional Testing in Laboratory for Elite Athlete Performance. June 27, 1996


22. Athletic Coaches and Staff, Georgia State University, Atlanta, GA. Topic: Nutrition for Athletic Performance, April 1987.


26. Illinois State University Committee on Health and Fitness. **Topic:** Interrelationship of Exercise and Nutrition, October, 1983.

27. Illinois State University Committee On Health And Fitness. **Topic:** Effects Of Alcohol On Nutritional Status, November, 1983.

**AWARDS/HONORS**
- **International Excellence Award.** Awarded by Georgia State University, Office of International Affairs, in recognition of significant contributions in promoting international education. (2007)
- **Honorary Doctorate.** Awarded by Marywood University in recognition of accomplishments in the area of Sports Nutrition. (2002)
- **Recognition of Service Award.** Presented by the American Dietetic Association in recognition of service as a member of the 1999 Annual Meeting Program Committee.
- **Recognition of Service Award.** Presented by the American Dietetic Association in recognition of service as a member of the 1998 Annual Meeting Program Committee.
- **Recognition of Service Award.** Presented by the American Dietetic Association in Recognition of Service as a member of the 1997 Annual Meeting Program Committee.
- **Outstanding Educator Award.** Presented by USA Gymnastics at Annual Congress, Boston, MA, June 1996.
- **Alumni Honor Roll.** Presented by the State University of New York (System) in Albany, New York. November, 1995
- **SCAN Achievement Award.** Presented by the Sports and Cardiovascular Nutrition (SCAN) practice group of The American Dietetic Association, San Diego, California. April, 1993
- **Masters of Innovation Award.** (2nd Place) Presented by Zenith Data Systems for development of a computer software package submitted in a national competition. May, 1989.
- **Outstanding Merit Award.** Presented by the Intersorority Council of Georgia State University. March 6, 1989

**Service Activities**

**University**
- Member, SACS Committee
- Member, Senate (Research and IS&T)
- Member, Internal Grants Review Committee

**College**
- Member, Promotion and Tenure Committee
- Member, Graduate Faculty Committee

**Department**
- Member, Search Committee
- Co-Director, Laboratory for Elite Athlete Performance

**USA Figure Skating**
- Chair, Nutrition Committee of the Performance Enhancement Team
- Member, Sports Medicine and Sports Sciences Committee

**USA Gymnastics**
- Member, Athlete Wellness Committee

**USA Track and Field**
- Member, Marathon Committee
American College of Sports Medicine
• Member, Olympic and Paralympic Committee
• Member, International Affairs Committee

Journal Manuscript Reviewer
• Journal of the American Dietetic Association
• Medicine & Science in Sports & Exercise
• International Journal of Sport Nutrition & Exercise Metabolism
• Journal of Health Education Research
• ACSM Health & Fitness Journal
• Obesity Research

Boards
• Editorial Board, American College of Sports Medicine Health and Fitness Journal
• Advisory Board, National Center for Human Performance, Houston, Texas
• Head Scientific Advisor, Calorie & Pulse Technologies, LLC (Patent Project)

Current Graduate Student Committees
• Michael Green, PhD Student, Department of Kinesiology and Health. Dissertation Committee Member: “Efficacy of Carbohydrate-Protein Beverages on Recovery from Exercise and Exercise-Induced Muscle Injury”
• Paula Pullen, PhD Student, Department of Kinesiology and Health. Dissertation Committee Member: “Yoga as a Risk Reduction Strategy for Cardiac Patients”
• Namrita O’Dea, MS Student, Division of Nutrition. Thesis Committee Chair: “The Prevalence of Exercise-Induced Food Allergies and Sensitivities in Power, Endurance, and Ultra-endurance Athletes”
• Samantha Visco, MS Student, Department of Kinesiology and Health. Thesis Committee Chair: “Is the Ratio of Fat-Free Mass to Bone Density an Important Predictor of Stress Fracture in Athletes?”
• Darren Triplett, MS Student, Department of Kinesiology and Health. Thesis Committee Member: “Effect of Glucose vs. Glucose-Fructose Solutions on Endurance Performance.”
Jeannette Renee Bull, PT, MHS, MTC

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Marietta, GA  30060

Professional Certification(s) and Licensure:
Current licenses as a Physical Therapist:
Georgia PT007386
North Carolina #3475

Certification Award, 1991
Certificate of Competency in Manual Therapy
Institute of Graduate Physical Therapy
St. Augustine, FL

Education:
Doctor of Physical Therapy, in process
University of Indianapolis, Indianapolis, IN

Master of Health Science in Physical Therapy, 1997
University of Indianapolis, Indianapolis, IN

Bachelor of Science in Physical Therapy, 1984
Georgia State University
Atlanta, GA

Clayton State University, 1979-1980
Morrow, GA

Academic Experience:
Clinical Instructor and Academic Coordinator of Clinical Education, 2007-present
Division of Physical Therapy, Georgia State University, Atlanta, GA

Assistant Professor, 1998 – 2002
Department of Physical Therapy, Western Carolina University, Cullowhee, NC

Visiting Assistant Professor, 1997-1998
Department of Physical Therapy, Western Carolina University, Cullowhee, NC

Other Professional Experience:
Clinic Director, Physical Therapist, 2005-2007
Physiotherapy Associates, Smyrna, GA

Physical Therapist, 2002-2005
Physiotherapy Associates, Marietta, GA

Senior Physical Therapist and Center Coordinator for Clinical Education, 1989-1997
Staff Physical Therapist, 1985-1989
St Joseph’s Hospital, Asheville, NC
Courses Taught:

**Georgia State University**

**Summer Semester 2008**
- PT 8950 Clinical Internship V (5 S.H.)
- PT 7850 Clinical Internship III (5 S.H.)
- PT 7250 Clinical Internship II (5 S.H.)

**Spring Semester 2008**
- PT 8850 Clinical Internship IV (5 S.H.)
- PT 7725 PT Management: Musculoskeletal III (3 S.H.)

**Fall Semester 2007**
- PT 6709 Doctoring Professions (3 S.H.)
- PT 6650 Clinical Education I (1 S.H.)
- PT 7625 PT Management: Musculoskeletal I (3 S.H.)
- PT 7626 PT Management: Musculoskeletal II (3 S.H.)

**Western Carolina University**

**Spring Semester 2002**
- PT 612 PT Science II (3 S.H.)

**Fall Semester 2001**
- PT 614 PT Science IV (4 S.H.)
- PT 652 Clinical Logic II (3 S.H.s)
- PT 693 Topics in Physical (3 S.H.)

**Summer Semester 2001 (part-time)**
- PT 613 PT Science III (4 S.H.)
- PT 651 Clinical Logic I (3 S.H)

**Spring Semester 2001**
- PT 612 PT Science II (3 S.H.)
- PT 693 Topics in Physical Therapy (3 S.H.)

**Fall Semester 2000**
- PT 614 PT Science IV (4 S.H.)
- PT 652 Clinical Logic II (3 S.H.)
- PT 693 Topics in Physical Therapy (3 S.H.)

**Spring Semester 2000**
- PT 612 PT Science II (3 S.H.)
- PT 693 Topics in Physical (3 S.H.)

**Fall Semester 1999**
- PT 614 PT Science IV (4 S.H.)
- PT 652 Clinical Logic II (3 S.H.)
- PT 693 Topics in Physical Therapy (3 S.H.)

**Summer Semester 1999 (part-time)**
- PT 613 PT Science III (4 S.H.)
- PT 651 Clinical Logic I (3 S.H.)

**Spring Semester 1999**
- PT 612 PT Science II (3 S.H.)
- PT 614 PT Science IV (4 S.H.)
- PT 644 Scientific Inquiry (3 S.H.)
- PT 653 Clinical Logic III (3 S.H.)
- PT 693 Topics in Physical Therapy (3 S.H.)

**Fall Semester 1998**
- PT 613 PT Science III (4 S.H.)
- PT 644 Scientific Inquiry (3 S.H.)
PT 652 Clinical Logic II (3 S.H.)
PT 693 Topics in Physical Therapy (3 S.H.)

Spring Semester 1998
PT 612 PT Science II (2 S.H.)
PT 614 PT Science IV (4 S.H.)
PT 653 Clinical Logic III (3 S.H.)

Fall Semester 1997
PT 611 PT Science I (3 S.H.)
PT 613 PT Science III (4 S.H.)
PT 652 Clinical Logic II (3 S.H.)

Publications:

Journals:


Scholarly Proceedings:

McPherson, S. L., Little, C. D., & Bull, J. R. Utilizing verbal reports to assess changes in individuals’ cognition while learning a functional task. APTA Combined Sections Meeting, New Orleans, LA, February 5, 2000. (Poster presentation; peer reviewed)


Scholarly Activities with Students:

Advisor to Student Service-Learning Projects, 2001-2002
- Ergonomic Assessment of WCU Faculty and Staff Offices

Advisor to Student Service-Learning Projects, 2000-2001
- Neuromusculoskeletal Injury Prevention in Migrant Farm Workers

Advisor to Student Research and Service-Learning Projects, 1999-2000
- Expand Your Body of Knowledge: Current Literature Review of Selected Clinical Conditions with Related Anatomy Dissections (workshop; 10 student project)
- Legal Issues Regarding the Interaction of Physical Therapists and Certified Athletic Trainers in the Clinic
- Animal Physical Therapy

Advisor to Student Research and Service-Learning Projects, 1998-1999
- The Development of Cervical Pain and Stiffness in Second Year Master of Physical Therapy Students
- Combining Clinical Education with Community Service: The Potential of a Physical Therapy Clinic at Western Carolina University for the Uninsured and Underinsured
- Factors That Influence Patients’ Willingness to Work with Student Physical Therapists
- Gender Differences in the Medical History Profile of Physical Therapy Outpatients at Angel Medical Center
• Determining Need in Jackson County for Free Physical Therapy Services
• Medical History Profile Comparisons of Males and Females in Outpatient Physical Therapy at Valdese General Hospital
• Review of Selected Manual Therapies for Common Geriatric Musculoskeletal Disorders

Service to the University, College, and Academic Unit:
Georgia State University, 2007- present
Annual Program Review Committee for School of Health Professions in College of Health and Human Sciences

Western Carolina University
Search Committee for Director of Service Learning, 2001-2002
Service Learning Task Force & Advisory Committee, 2000-2002
WCU Chancellor’s Distinguished Teaching Award Committee, 1998-2002
Member of Robert Morgan Research Award Committee, 2000-2001
Member of College of Applied Sciences, Excellence in Teaching Award Committee 2000-2001
Search Committee for Health Information Management Faculty, 2000-2001
Member of College “Learning to Live—Living To Learn” Planning Committee, 2000-2001
Chair, WCU Chancellor’s Distinguished Teaching Award Committee, 1999-2000
Department of Physical Therapy
Faculty Search Committees, 1998-2001
Admissions Committee, 1998-2002
Clinical Education Advisory Committee, 1998-2002
Curriculum Committee, 1998-2002
Chair, Faculty Search Committee, 1998-1999

Service Activities in Professional Organizations:
North Carolina Physical Therapy Association Positions:
Mountain District Chairman, 1994
Mountain District Vice-Chairman, 1991-1994
Legislative Committee Member, 1991-1994
Practice Committee Member, 1991-1992

Service to the Community:
Advisory Positions:
Greenville Technical College, PTA Program, Greenville, SC
DACUM Panel Member, 1996
Chairperson, 1990-1992
Advisory Committee Member, 1989-1992
Southwestern Community College, PTA Program, Sylva, NC
Advisory Committee Member, 1992-1993
MILDRED McINNIS CODY  
Division of Nutrition  
Georgia State University  
P.O. Box 3995  
Atlanta, GA  30302-3995  
Telephone:  (404) 413-1234      RD: #R5529O3A  
Facsimile:  (404) 413-1228      LD (GA): 00030  
E-mail: mcody@gsu.edu  

EDUCATION:  
1978 Ph.D. – Food Science, Rutgers University, New Brunswick, NJ  
   September 1973 - January 1976 – Research Intern in the Department of Food Science  
   September 1974 - January 1976 – Teaching Assistant in food science courses  
   1977 – Elected to Sigma Xi Research Society  
   1978 – M.Ph., Food Science, Rutgers University (honors degree)  
   DISSERTATION: Stress Metabolites in Sweet Potatoes: Role of Ethylene  
1973 M.S. – Home Economics (Nutrition), University of Georgia, Athens, GA  
   September 1971 - June 1973 – Research Assistant in the School of Home Economics  
   THESIS: The Effect of Fatty Acids in the Maternal Diet on Physiological and  
            Biochemical Responses in Rats Fed Chronic Low Levels of DDT  
1971 B.S. – Chemistry, University of Georgia, Athens, GA  
   1968-71 – National Merit Scholar  
   1969 – Elected to Alpha Lambda Delta Academic Honorary Society  
   June 1969 - September 1971 – Laboratory Assistant in the School of Home Economics  
   1971 – Elected to Phi Kappa Phi Honorary Society  
   1971 – Graduated with General Honors and cum laude  

EXPERIENCE:  
January 1986 - present –Associate Professor, Division of Nutrition, Georgia State University  
   (Head, July 2005-present; Director of ADA Demonstration Coordinated Program, 2006 –  
   present; tenured, 1990; member of initial graduate faculty, 1999 – present). Current  
   course offerings (last five years) include: Food Science and Preparation I and II  
   (undergraduate); Introduction to the Nutrition Profession (undergraduate); Food Safety  
   (undergraduate (online), developed by Cody); Perspectives in Science: World Hunger  
   (undergraduate core, developed by Cody); Nutrition and Health (undergraduate).  
   Director of graduate program (1989-95; 2005-present). Developed application for the  
   ADA Integrated Program (approved 8/06; Program Director, 2006-present). Developed  
   application for ADA Preprofessional Practice Program (approved 5/1/92; Program  
   Director, 1992-95). Elected Member of Phi Beta Delta International Honor Society  
   (2004).  
July 1984 - December 1985 – Extension Food and Nutrition Specialist/Associate Professor,  
   Department of Home Economics, Clemson University (tenured). Responsible for  

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Cooperative Extension programs in home food preservation, food safety, and food preparation. Responsibilities included program planning and evaluation; in-service training of professionals; development of materials to support programs; interagency and interdepartmental cooperation and coordination. Elected to Gamma Sigma Delta, The Honor Society of Agriculture (1985).

July 1980 - July 1984 – Extension Food and Nutrition Specialist/Assistant Professor, Department of Home Economics, Clemson University. Responsibilities as above.

September 1978 - June 1980 – Assistant Professor, Department of Home Economics and Nutrition, New York University. Graduate course offerings included: Nutritional and Biological Chemistry; Research in Foods; Problems of Food Safety (developed by Cody); Variables Affecting the Nutrient Value of Food (developed by Cody); Advanced Nutrition: Vitamins and Minerals; Advanced Nutrition: Proteins, Carbohydrates and Lipids; Research in Home Economics. Academic advisor to over one hundred graduate students. Supervised nutrition programs at two off-campus centers. Supervised adjunct faculty in areas of foods and nutrition. Lectured at New York University Medical Center on the topic of "Food Processing and Food Additives" in the second year Community Medicine Program (yearly). Lectured at the New York University School of Dentistry on various nutrition topics.

October 1978 - June 1980 – Science Advisor, Food and Drug Administration, New York District (GS-15). Facilitated the research of over forty chemists and entomologists. Facilitated the development, testing and reporting of five A.O.A.C. approved methods in food analysis. Reviewed over fifty internal documents for the Food and Drug Administration in the areas of trace metal analysis, heavy metal analysis, pesticide residues, aflatoxins and other natural toxins, mass spectral analysis of food components and contaminants, filth in food, laboratory safety and nutrient analysis. Supervised the writing of articles for refereed journals. Developed intramural proposals for research resources, including equipment and personnel time. Reviewed external proposals for funding.


HONORS:

Recipient, Georgia State University Sparks Award (ten awards given; 2003)

Recipient, Georgia State University International Education Excellence Award (multiple awards given; 2002)

Recipient, National University Continuing Education Association's Division of Continuing Education for the Professions 1995 Faculty Service Award (one award given)
Recipient, 1995 Instructional Innovation Award, Georgia State University (first annual award; two awards given)

Recipient, 1991 Outstanding Research Award for Georgia Dietetic Association (first annual award; one award given)

Member, The Honor Society of Phi Kappa Phi, Alpha Lambda Delta Academic Honor Society, Sigma Xi Research Society, Gamma Sigma Delta Agriculture Honor Society, Phi Beta Delta International Honor Society

ADVISORY COMMITTEES, PANELS AND CONSULTING (partial listing):

Member, Board of Directors, Partnership for Food Safety Education (2002-present)

Member, Southeastern United Dairy Industries Scientific Advisory Board (2003-present)

Clorox Health Advisory Council (1993-98; 2005-present)


Member, USDA NIFSI (National Integrated Food Safety Initiatives) Grant Review Panel (2006, 2007)


Temporary Advisor, World Health Organization/Food and Agriculture Organization Intercountry Technical Consultation on National Food Based Dietary Guidelines, Cairo, Egypt, December 6-9, 2004


Member, The U.S. Delegation to the Codex Alimentarius Committee on Nutrition and Foods for Special Dietary Uses (2000)

Panelist, FDA hearings on Biotechnology in the Year 2000 and beyond (2000)

Member, Advisory Board, GAST, Georgia State University’s cable television station (1999)
Coca-Cola Company, Nutrition Consultant, Scientific and Regulatory Affairs, Communication & Information Programs (1997-98; 2002-2004). Prepared communications on technical issues for technical and lay audiences. Participate in task forces on nutrition/food safety issues. Developed program to support two graduate students in the Nutrition Department

Member, National Cattlemen’s Beef Association Dietitian’s Seminar Program (1995-1998). Delivered sponsored presentations on food safety and professional technology use to state and national dietetic association audiences (2-3 per year)

Member, Georgia Board of Environmental Health Professionals (1991-98).

Member (appointed), State Nutrition Advisory Committee, Office of Nutrition, Georgia Department of Human Resources (1992-5)

Consultant, Clemson University Cooperative Extension Service (April 1986 - August 1986). Developed a 9-unit audiocassette training in food preservation for Extension agents

BOOKS, CHAPTERS, AND MONOGRAPHS:


**Cody, M.** *Safe Food for You and Your Family.* Minneapolis, MN: Chronimed Publishing; 1996.


ARTICLES IN REFEREED JOURNALS:


RESEARCH PRESENTATIONS AT PROFESSIONAL MEETINGS (partial listing):


Cody M, Thesmar H. Consumer research and FightBAC! International Association of Food Protection, Baltimore, MD; 2005.


Cody M. Judging home-canned foods exhibited at fairs in South Carolina. The School of Consumer Science and Allied Professions Research Symposium, Winthrop College; 1984.

Kunkel ME, **Cody MM**, Davis RJ and Wheeler FC. Sources of nutrition information for participants in the South Carolina Nutrition Survey. Annual Meeting of The American Dietetic Association; 1984.

Siegel E, **Cody M**, and Simko M. Job satisfaction and work content of clinical dietitians. Annual Meeting of The American Dietetic Association; 1980.

Palonen M, **Cody M**, and Simko M. A comparison of male and female foodservice executives attitudes toward women in higher levels of management. Annual Meeting of The American Dietetic Association; 1980.

Haard NF and **Cody MM**. Stress metabolites in fruits and vegetables: Role of ethylene. 2nd Institute of Food Technologists Basic Symposium; 1977.

**Cody MM**, Romig WR, and Haard NF. Accumulation of toxic furanoterpenoids in sweet potatoes (*Ipomoea batatas*) during storage. Annual Meeting of the Institute of Food Technologists; 1976.


**Cody MM**, Iturrian R and Caster WO. Effect of fatty acids in the maternal diet on body fat and blood pressure responses in rats fed chronic low levels of DDT. Annual Meeting of the Federation of American Societies for Experimental Biology; 1973.

**ACADEMIC OUTREACH AND PROFESSIONAL PRESENTATIONS (partial listing):**


Cody MM. Statement for The American Dietetic Association before the Food and Drug Administration Public Meeting Biotechnology for the Year 2000 and Beyond, Washington, DC, November 30, 1999 [served on the discussion panel following preliminary statement].

Cody MM. FUNtastic and Safe Food Experiences for Preschoolers. 22nd Annual Save the Children National Family Child Care Conference, Atlanta, GA, May 22, 1999.


Cody MM. Cryptosporidium and Other Microbiological Concerns in Child Daycare Centers. 1996 Center for Food Safety and Quality Enhancement. University of Georgia, Atlanta, GA, March 6, 1996.


Cody MM, Kidd JL and Haughten E. Distance learning workshop. 1995 Annual Meeting of The Georgia Dietetic Association, Atlanta, GA.

Cody MM. Dual Credit, Distance Learning Courses in Georgia State University's Department of Nutrition and Dietetics. The Association of Schools of Allied Health Professions Annual Conference, Milwaukee, WI, October 6, 1995.


Cody, M. Coordinator and speaker, Food Safety for Dietitians, Department of Nutrition and Dietetics, Georgia State University, Atlanta, GA; May 15-17, 1992.
Cody M. Food science. Comprehensive Review program for the Registration Examination for Dietitians, Department of Nutrition and Dietetics, Georgia State University, Atlanta, GA; 1985-93 (17 presentations).


Cody M. How to lobby effectively. Georgia Dietetic Association Annual Meeting. Atlanta, GA; 1990.

Cody M. Sanitation--Why all the bother? Indiana State Board of Health Fifth Annual Child Care Conference. Indianapolis, IN; 1990.


Cody M. Sanitation surveillance and disease transmission in day care centers. Child Care Food Program Conference (Georgia Department of Education), Jekyll Island, GA; 1988.


Cody M. The role of higher education in policy making. The School of Consumer Science and Allied Professions Research Symposium, Winthrop College; 1985.

Cody M. How food choices are made: Will consumers choose South Carolina Products? Third Annual South Carolina Agricultural Outlook and Policy Conference; 1983.

Cody M. Food safety: How far can science take us? Annual Meeting of the New York State Dietetic Association; 1980.

FUNDED PROPOSALS (partial listing from 1983):


International Life Sciences Institute Center for Health Promotion. Obesity Prevention, Assessment, and Treatment for Children and Adolescents: A Web-based Training for Dietitians ($12,500, 2004; $5,000, 2005; $4,000, 2006).


Agricultural Telecommunications Program – American Distance Education Consortium. FSMOD: Internet-delivery of Context-specific Food Safety Modules. [with ME Kunkel as co-investigator] ($75,000, 2000; $60,000, 2001).

University System of Georgia Teaching & Learning Grants. Integration of Internet-delivered Food Safety Modules into Nutrition Courses. ($6,000)

Georgia State University Center for Teaching and Learning. Nutrition Links. ($2,550)

Georgia Statewide Academic and Medical System Program Funding. Reproductive and Developmental Nutrition Course Development. ($4,950)


The Clorox Company. General support. ($3,000)

The College of Health Sciences Research Committee Equipment Grant. Effects of Home Microwave Cooking of Eggs on Survival of Salmonella enteritidis. ($2,500)

Georgia State University Research Grant Program. Effect of Intensity and Duration of Exercise on Body Composition. [with J. Rupp as co-investigator] ($2,787)

Georgia State University Instructional Improvement Program. Word Processing, Text Editing, and Technical Speller Insert Software for Computers in the College of Health Sciences Resource Laboratory. ($1837)

The Georgia Egg Commission. Effects of Home Microwave Cooking of Eggs on Survival of Salmonella enteritidis. ($5000)

The Office of Nutrition, Georgia Department of Human Resources. Training Module for WIC Paraprofessionals—Nutrition Education. [with D. Baxter, J. Kicklighter, D. Benardot as collaborators] ($4988)

The Matthews Center for Corporate Child Care. Testing of a method of bacterial enumeration to determine its suitability for internal monitoring of food service sanitation. ($3,600)

Georgia State University Research Grant Program. Testing of a method of bacterial enumeration to determine its suitability for internal monitoring of food service sanitation. ($3,000)

Georgia Health Foundation, Inc. Sanitation surveillance of food service systems in day care settings: Development and application of methods to reduce transmission of foodborne diarrheal disease. ($35,000)

Georgia State University Research Grant Program. Roles of food service in diarrheal disease of children attending commercial day care centers. ($4,408, 2 grants)

Foodservice & Packaging Institute. Roles of foodservice in diarrheal disease of children attending commercial day care centers. ($16,000 + in-kind contributions of approximately $14,850).
USDA CSRS Apprenticeships--3 funded proposals in the areas of home food preservation and home food safety (1984-86)

PUBLIC SERVICE PUBLICATIONS:


Cody M. Carrots: Selection, storage, use, preservation. Clemson Extension Service HE Leaflet No. 56; 1985.


Cody M. Preparing fish. Clemson Extension Service HE Leaflet No. 54; 1984.

Cody M. Cabbage: Selection, storage, use, preservation. Clemson University Extension Service HE Leaflet No. 50; 1983.

Cody M. Broccoli: Selection, storage, use, preservation. Clemson University Extension Service HE Leaflet No. 51; 1983.


Jenkins JH, Cody M, and Davis RJ.  Focus on freezer storage.  Clemson University Extension Service HE Leaflet No. 21; 1981.

EDITED AND SUPERVISED PUBLICATIONS FROM FDA CONSULTING (partial listing of internal documents and publications in refereed journals; acknowledgment made in publication; joint authorship not allowed under conditions of employment).  L.I.B.s are internal documents available by direct request from DHHS under Freedom of Information Acts.


L.I.B.:  Filth in macaroni products

L.I.B.:  Modified method for determination of rodent hairs in chocolate products

L.I.B.:  A comparison of a proposed method for light filth in products containing a high bran content vs. the official method

L.I.B.:  The identification of low levels of imidazole in seasoning by TLC and GLC

L.I.B.:  Polaroid photomicrographs using binocular microscopes

L.I.B.:  Solvent vapor monitoring

L.I.B.:  Microscopic analysis of rice flour

L.I.B.:  An improved method for bleaching mushrooms

L.I.B.:  Evaluation of a Hewlett Packard Model 3352B laboratory data system for use in pesticide and industrial chemical residue analysis

L.I.B.:  Confirmation of MO in trout by photolytic derivatization
L.I.B.: An improved method for determination of light filth in high bran foods
L.I.B.: An improved technique for filling Wildman Trap Flasks
L.I.B.: Field screening for lead in preserved duck eggs
L.I.B.: Analytical behavior of hexachlorocyclopentadiene
L.I.B.: Analytical behavior of azinphos-methyl oxygen analog
L.I.B.: The identification of carbon black using microcrystallography

SERVICES AS A REVIEWER (partial listing from 1983):


*Journal of The American Dietetic Association*, research articles in the area of food science (1991-present).

The American Dietetic Association, client education materials and professional books, usually in the areas of food science and food safety (1988-present).

MERLOT (Multimedia Educational Resources for Learning and Online Teaching) Editorial Board for Health Sciences, instructional technology reviews in the general area of health sciences (2002).


West Educational Publishing, textbook proposals and expert review in food science (1992-97).

Atlanta Empowerment Zone Proposal (1994).


Community Block Grant proposals (all grants, 10-15/year) from the South Carolina Department of Economic Opportunity for the Office of the Governor (1983-1985).


South Carolina Agricultural Experiment Station (1982-1985).


**STUDENT COMMITTEES (Georgia State University; completed only):**

**Stephanie Lamar (committee chair) –** Effect of antioxidant supplements and dietary intake on markers of oxidative stress in endurance runners (2008)

**Margot Zaney Witteveen (committee member) –** Does NSAID use result in hyponatremia symptoms in endurance athletes? (2007)

**Theresa Hedrick (committee member) –** Within-day energy balance may be an important factor in renal cell carcinoma (2007)

**Judith Lynch (committee chair) –** An exploratory comparison between certain categories of original food products and their sugar modified versions (2006)

**Yetunde Alade (committee chair) –** A project to assess the self-reported food safety behaviors of residents of long term care facilities (2006)

**Lisa Martin (committee member) –** Change in self-reported perceived well-being of participants in a thirteen-week university-sponsored virtual weight management pilot program (2006)

**Ruba Jibreen (committee chair) –** Assessment of the knowledge and attitudes of low-income pregnant women regarding their risk of listeriosis (2005)

**Michelle Davis (committee chair) –** Assessment of food safety knowledge and behaviors in HIV-positive females (2005)
Deena Lumpkin (committee member) – Beverage consumption and its calorie contribution: the making of an educational videotape (2005).

Laurita M. Burley (committee member) – Reconceptualizing profession: African American women and dietetics at Tuskegee Institute, 1936-1954 (2005)

Catherine Joiner (committee chair) – Evaluation of an online training course for health care professionals (2004)

Chad A. Koenig (committee member) – The influence of creatine monohydrate and carbohydrate supplements on jump height (2004)

Laura Block (committee chair) – Consumer evaluation of the USDA food safety mobile: a pilot study (2004)

Fatema Shirin (committee member) – The effects of long-term glucocorticosteroids on weight, height, body mass index, blood pressure, blood glucose, and serum cholesterol in children and adolescents with juvenile dermatomyositis (2004)


Emily Kathleen Schmidt (committee member) – Pre-, during-, and post-event energy intake and its relationship to body composition in female adolescent swimmers (2003)

Ilana Katz (committee member) – The impact of sport type, nutritional factors, and menstrual status on bone mineral density in college female athletes

Keya Deshpande (committee chair) – Food safety knowledge and practices of transplant survivors—A Pilot Study (2003)

Caryn M. Gartner (committee member) – A qualitative examination of 8th graders’ perceptions about maintaining a healthy weight (2003)

Kimberly Rae McArdle (committee chair) – Dietetic interns’ knowledge and attitudes toward irradiation (2002)

Karen H. Frith (committee member) – Effect of conversation on nursing student outcomes in a web-based course on cardiac rhythm interpretation (2001)

Stephany Duvall (committee member) – The effects of a universal school breakfast program on academic performance and absenteeism and tardiness of elementary school children (2001)

Amanda Collier (committee member) – The effect of low-dose glucocorticosteroid treatment on weight in newly diagnosed early onset rheumatoid arthritis (ERA) patients (2001)
Melissa Rittenhouse (committee chair) – Changes in taste acuity and preference for distance runners before and after a 10,000 meter run (2001)

Tabatha Arcaro (committee chair) – Effect of cooking on the recovery of *Cryptosporidium* oocysts from spinach (1998)


Shelley Meyer (committee chair) – The association between perceived stress and energy intake in undergraduate students enrolled at an urban university (1996)

Wendi Schmidt (committee member) – The relationship between dietary sugar consumption and measures of perceived stress (1996)

Cori Cline Kozak (committee member) – Effects of creatine monohydrate supplementation on anaerobic power and anaerobic endurance in elite female gymnasts (1996)


Christine Ann Dueck (committee member) – Comparison of resting metabolic rate and dietary habits of amenorrheic and eummenorrheic runners (1992)

Betsy E. Jensen (committee member) – The ventilatory threshold in elderly obese persons with coronary artery disease (1991)

Daphne Hanks (committee chair) – The taste perception of recreational athletes before and after exercising (1991)

Deborah Jackson (committee member) – Iron status of adolescent female gymnasts (1989)

COMMITTEE SERVICE (partial listing):

Georgia State University, Instruction Delivery Plan (appointed; member) (2007-present)

Georgia State University, Committee for Assessment of General Education in the Core and Quality Enhancement Program (appointed; member) (2007-present)

Georgia State University Institutional Biosafety and Recombinant DNA Committee (and Bioasurity Committee)
Member (appointed; member; acting chair when chair absent) (2002-present)

Georgia State University Honors Program Executive Committee (appointed; member) (2005-present)
Member, Thesis Committee Review Committees (2005-present)
Member, Honors Professor Award (2006-present)

Georgia State University College of Health and Human Sciences Committee on Triennial Evaluation of the Dean of the College (elected by faculty) (2007)

Georgia State University Hardship Withdrawals Appeals Committee (appointed; member) (2000-2006); Georgia State University hardship withdrawal Policy Review Committee (2006)

Georgia State University Writing Across the Curriculum (WAC) Committee (appointed; member; chair, 2004) (2000-2005)

Georgia State University College of Health and Human Sciences Committee on Triennial Evaluation of the Chair of the Department of Nutrition (elected by faculty) (2005)

Georgia State University ad hoc Committee for Triennial Evaluation of the Provost (elected; chair) (2002).

Andrew Young School of Policy Studies Evaluation Committee
Member (appointed) (2001-2002)

Center for Teaching and Learning Advisory Committee
Member (appointed) (2001-present)

Georgia State University ad hoc Web Instructional Support Committee
Member (appointed) (2001)

Georgia State University Senate Committee Appointments
Faculty Senator (Presidential appointee, 1995-97; elected representative, 1997-01, 2004-2007)
Member, Information Systems and Technology Committee (1997-2001, 2004-present)
   Member, Georgia State University Joint CAP/ISAT Subcommittee on the Instructional Delivery Plan (2006)
Member, Americans with Disabilities Act Web Committee (2005-6)
Chair, Teaching and Learning with Technology Subcommittee (1999-2002)
Member, Teaching and Learning with Technology Subcommittee (1997-present)
Member, ad hoc Subcommittee on Priorities and Budget Requests (1997-2000)
Member, Senate Executive Committee appointed ad hoc Committee on Developing a Technology Fee Proposal Process (2001)
Member, Library Committee (2004-present), chair (2006-present)
Member, Research Committee (2004-2006)
   Chair, 2 ad hoc subcommittees on Center evaluations
Member, Athletics Committee (2004-2005)
Member, Committee on Nominations (1998, 1999, 2000)
Member, Planning and Development Committee (1997-2001)
   Member, Georgia State University Strategic Planning Committee (1999-2000)
   Member, Central Budget Space Allocation Committee (1997-2000)
   Member, Campus Master Plan Committee (1998-2000)
Member, Academic Programs and Continuing Education Committee (1995-97)
   Chair, Review committee for the Department of Geology (2002)
Member, Academic Programs Review Committee Subcommittee; chaired 2 departmental program reviews (1995-97)
Member, Undergraduate Programs Evaluation Subcommittee (1998-2002)
Member, Writing Across the Curriculum Standing Subcommittee of the Undergraduate Committee (2001-2005)
Member, Commencement Committee (1995-97)

University System Board of Regents Training Team for MERLOT (2002)

University System Board of Regents Faculty Development Advisory Committees
   Member (appointed), Faculty Development Advisory Committee (1997-99)
   Member (appointed), Faculty Technology Development Advisory Committee (1997-99)
   Reviewer (appointed), USG System Distance Education Guidebook (1998)

College of Health and Human Sciences ad hoc Triennial Committee to Evaluate the Dean (1998)
   Member (elected by faculty)
   Chair (elected by full committee of faculty and chairs)

Georgia State University Instructional Technology, Building and Related Committee Assignments
   Member (appointed), Recreation Building Program Committee (1998)
   Member (appointed), New Classroom Building Review Committee (1998-2000)
Member (appointed), Streaming Video Technology Committee (1998-99)
Member (appointed), Classroom Renovation & Technology Committee (1997-98)
Member (appointed), New Classroom Building Program Committee (1997)
Member (appointed), Georgia State University Instructional Advisory Committee (Teaching, Learning and Technology Roundtable) (1995-97)
Member (appointed), Georgia State University Advisory Committee for Director of the Center for Teaching and Learning (1995-97)

SACS Steering Committee (1996-97)
   Member (appointed), Steering committee
   Chair (appointed), Community Service/Distance Learning/Continuing Education Subcommittee

Promotion and Tenure Committees
   Member (elected), College of Health and Human Sciences Promotion and Tenure Committee (1995-97; 2002-2006)
   Member, Post-tenure review committees (1--1996; 2--1997; 2—1998; 2--2002)
   Member, Pre-tenure review committees (1--1996; 1--1997)
      Chair (elected), College of Health Sciences ad hoc Committee on Pre-tenure and Post-tenure Review (1994)

University Awards Committees
   Member (appointed), Georgia State University, Presidential Scholars Program Selection Committee (1994-2004)
   Member (appointed), Georgia State University, Staff Advisory Council Scholarship Selection Committee (2000)
   Member (appointed), Internal GSU Grant Competitions
      Faculty Mentoring Grant Program (1997)
      Research Program Enhancement (1995-96)
      Research Team Grant Program (1996)
      Quality Improvement Funds for Research Equipment (1995)
      Member (appointed), Mary Lou Barnes Faculty Development Award, Department of Physical Therapy (1997).
     Member (appointed), Student Service/Activities A.C.E. Awards (1997).

Scientific Perspectives on Global Problems (PERS 2002), Core Course Selection Committee
   Chair (appointed) (2003-2005)
   Member (appointed) (1997-present)

National World Food Day College Advisory Committee
   Chair (appointed) (1996-present)
   Member (appointed) (1986, 1993)
      Co-authored *Biodiversity and Nutrition*, lead article in the curriculum integration packet for the 1000+ colleges participating in the 1993 World Food Day

Chair, Clemson University, World Food Day Committee, 1985; program later used as a national model by the National World Food Day Committee

Faculty Executive Committee, College of Health Sciences, Georgia State University
Member (elected, 1992-93; 1998-2000)
Chair (elected, 1992-93), coordinated activities to establish the Faculty Executive Committee as a standing committee (first faculty governance committee in College); worked to establish a clerical and space resources for faculty governance
Member (appointed), ad hoc Committee to Draft the College of Health Sciences Strategic Plan

Search Committees, Georgia State University
Member (appointed), Assistant/Associate Professors (2), Department of Criminal Justice (2005)
Member (appointed), Assistant Professor, Department of Criminal Justice (2001)
Member (appointed), Chair, Department of Nutrition (2000-1)
Member (appointed), Assistant Vice President for Facilities Management (2000)
Member (appointed), Director of the Center for Teaching and Learning with Technology (2000)
Member (appointed), Program Specialist (Honors Council Advisor) for Student Activities (1997)
Member (elected), Dean, College of Health Sciences (1996)
Member (appointed), Associate Vice President for Research (1995-96)
Member (appointed), Chair, Department of Nutrition and Dietetics (1992-93)
Member (appointed), Assistant Professor, Department of Medical Technology (1992-3)
Member (appointed), Assistant Professor, Department of Adult Health Nursing (1991)
Member (appointed), Assistant Professor, Department of Community Health Nursing (1991)
Member (appointed), Dean, College of Health Sciences (1990-91)
Member (appointed), Science Bibliographer, Pullen Library (1990)
Member (appointed), Vice President for University Advancement (1990)
Member (appointed), Associate Dean for Allied Health Sciences (1990)

Fundraising, College of Health and Human Sciences, Georgia State University
Co-chair, College of Health and Human Sciences, Annual Faculty-Staff Giving Campaign (2001, 2002)
Co-vice chair, College of Health and Human Sciences, Results Capital Campaign Committee (2000-2001)
Solicitor (appointed), Alumni Trust Campaign for Presidential Scholars (1997)
Captain (appointed), Georgia State University, College of Health Sciences, United Way (1991, 1992)

Georgia State University, College of Health Sciences, Research Committee
Member (elected), 1987-90, 1992-94
Chair (elected), 1989-90, 1993-95

Georgia State University, Graduate Board
Member (elected), 1987 - 1992
Secretary (elected), 1988 - 1992

Chair (elected), Winthrop College, Coordinated Undergraduate (Dietetics) Program Advisory Committee, 1984-85

Member (appointed), Clemson University, Search Committee for the Director of the Clemson Cooperative Extension Service, 1984

Member, Agromedicine Committee of the Medical University of South Carolina and Clemson University, 1984-85

Member, Student Thesis Committees (Clemson University and Winthrop College)--2 Ph.D.; 4 M.S.; 3 M.N.S., 1980-85

Member, W.I.C. South Carolina State Advisory Board, 1982-84

PROFESSIONAL AFFILIATIONS (partial):

The American Dietetic Association, Member, 1980-present
  Member, Expert Panel, Home Food Safety program, 1999-2006
  Various review and publication responsibilities, 1993-present
  Liaison, Georgia Nutrition Council, 1991-93
  Juror, ADA Huddleson Award, 1992
  Member, ADA Publications Committee, 1991-3
  Chair, ADAPAC Board of Directors, 1988-91
  Member, Nominating Committee for Georgia affiliate, 1991-2
  Chair, Legislative Committee for Georgia affiliate, 1986-88
  Member, State Advisory Committee, ADA Annual Meeting, 1987
  Chair, Legislative Committee for Atlanta affiliate, 1986

The American Public Health Association, Member, 2004-present
  Member, Food Safety Committee, 2004-present

Georgia Nutrition Council, Member, 1986-present
  Co-chair, Annual Meeting, 1996
  Member, Nominating Committee, 1990-91 & 1993-94
  Liaison, Georgia Dietetic Association, 1991-3

Phi Kappa Phi, Member, 1971-present
President, Georgia State University chapter, 1996-present  
Vice-president, Georgia State University chapter, 1995-96  
Secretary, Georgia State University chapter, 1994-95  

Institute of Food Technologists, Professional member, 1978-present  
Secretary, New York Section 1979-80  
Facilitator, "Consumer Concerns" Focus Group in SC, 1985  

International Association of Food Protection  
Member, 1984-present  
Member, Georgia Affiliate, 1987-present  

American Association of Family and Consumer Sciences, Member, 1980-2002  
Juror, AHEA Borden Award, 1991  

South Carolina Nutrition Council  
Chair, 1982-83  
Chair-elect, 1981-82  

COMMUNITY SERVICE (partial listing):  

Northwest Georgia Girl Scout Council  
Northwest Georgia Woman of Distinction, September 2006  
Honorary Membership Chair, 2005-present  
Thanks Award, 2004 (highest award given at regional level)  
Chair (appointed), Volunteer Leadership Advisory Committee (2002-2003)  
Delegate (elected), National Meeting, 2002  
Chair, Council Family and Community Fundraising Campaign, 1999-2001 [raised $900,000-$1,000,000 in the two-year period]  
Service Unit Director, Smoke Rise Service Unit, 1994-98  
President’s Award, 1996  
Leader, Troop #1735, 1986-2000  
Sustaining Membership Enrollment Chair DeKalb County, 1998-99  
Green Circle Facilitator, 1990-present  

PTA  
Member, 1985-2000  
Chair, Membership, Kittredge Magnet School, 1991-4  
Chair, Parent Tutors, Smokerise Elementary School, 1987-89  

Gymnats Booster Club (Annual budget $80,000+)  
President, 1991-3  
Vice-president, 1990-91

275
Curriculum Vitae
06-30-2008

NAME: Joseph M. Donnelly
ADDRESS: 1101 Juniper St; Suite 1221
Atlanta, GA 30309
PHONE #: (404) 874-0294
BIRTHDATE: 11/20/61

LICENSURE
Georgia # 004603
New York # 8704-1
Pennsylvania # 1289-E

CERTIFICATION
American Board of Physical Therapy Specialties
  Orthopedic Certified Specialist - May 1992; Recertified May 2001

Myofascial Trigger Point Dry Needling
  National Training Center; Dublin, Ireland  April 2005

EDUCATION

UNIVERSITY OF INDIANAPOLIS
Krannert School of Physical Therapy
1400 E. Hanna St.
Indianapolis, IN 46227
Doctor of Health Science in Orthopedic Physical Therapy
December 2006

UNIVERSITY OF PITTSBURGH
School of Health Related Professions
Department of Physical Therapy
101 Pennsylvania Hall
Pittsburgh, PA 15261
Advanced Master of Science Degree in Orthopedic Physical Therapy
December 1989

DAEMEN COLLEGE
4380 Main St.
Amherst, NY 14226
Bachelor of Science Degree in Physical Therapy
May 1984

EMPLOYMENT

Teaching Appointments
Clinical Assistant Professor
Georgia State University
Department of Physical Therapy
August 2004 - present

Part Time Instructor
Georgia State University
Department of Physical Therapy
Clinical Applications V – Spine
Spring 2000 - present

Part Time Lab Instructor
Georgia State University
Department of Physical Therapy
Spring 1996

Part Time Adjunct Professor
Daemen College Graduate Physical Therapy Program
Musculoskeletal Tract
Amherst, NY
September 1993 - September 1995

Part Time Clinical Professor
Daemen College Physical Therapy Program
September 1991
September 1987 - June 1988

**Clinical Practice**
The Sports Rehab Center
555 Tenth St
Atlanta, GA
June 2001 - Present

Program Supervisor
Out Patient Rehabilitation
Dekalb Medical Center / Promina
Decatur, GA

Co-Owner
Great Lakes Physical Therapy of Buffalo
Tonawanda, NY
September 1990 - September 1995

Clinical Director
Back Institute of Buffalo
Williamsville, NY
January 1990 - September 1990

PROFESSIONAL ORGANIZATIONS
American Physical Therapy Association
1986 - Present
APTA Orthopedic Section
1986- Present
American Academy of Orthopedic Manual Physical Therapy
2006 - present
International Myopain Society
1999 - Present
APTA Private Practice Section
1990 – 1995

PROFESSIONAL ACTIVITIES
American Physical Therapy Association
Physical Therapy Association of Georgia
Chief Delegate 2005 – 2007; 2008-2010
Legislative Co-chair 2004 – 2006 (Direct Access Achieved)
Legislative Committee member 1998 - present
Membership Secretary 2000-2002
Delegate to APTA House of Delegates 1999-2002

New York Physical Therapy Association
Western District Delegate 1994
National Leadership Coalition for Health Care Reform
Western NY Physical Therapist Representative; November 15, 1993
Western District Chairperson 1993-1994
Western District Delegate 1993
Government Affairs Liaison 1993
Chairman Nominating Committee Western district 1990-1992
Western District Chairman Continuing Education Committee 1987-1989
Chairman Continuing Education Committee; NY Chapter Annual Conference May 1988
Western District Delegate 1988
Delegate to APTA House of Delegates June 1987

Georgia State University
Chair of Division Curriculum Committee 2005 – present
College of Health and Human Sciences Student appeals committee 2004 – 2007
**SCIENTIFIC AND PROFESSIONAL PRESENTATIONS:**
**Papers and Poster Sessions:**


**PUBLICATIONS:**


**RESEARCH**

Inter-rater Reliability and Prevalence of Myofascial Trigger Points in an Apparently Healthy Sample of Physical Therapy Students.


**PROFESSIONAL PRESENTATIONS**
Classification systems for Musculoskeletal Dysfunctions
Performance Physical Therapy
Stockbridge, GA; June 25, 2008

**PROFESSIONAL PRESENTATIONS Cont’d**

Myofascial Trigger points and their role in Musculoskeletal Pain
One on One Therapy
Atlanta, GA; May 2008
Classification systems and thrust manipulation of the Lumbar spine  
Georgia Rehab Center  
Newnan GA, February 2008

Muscle Imbalances: Developing an Exercise Prescription  
Physical Therapy Association of Georgia Spring Meeting; Brunswick, GA April 16, 2005

Myofascial Trigger Points and Muscle Imbalances  
Physical Therapy Association of Georgia Spring meeting; Savannah, GA., April 17, 2004

Myofascial Pain: Examination and Treatment  
Somerfield Rehab Center with Vladimir Janda, Somerfeild, Germany. May 26-27, 2001

Principles of Muscle Imbalances: Developing an Exercise Prescription  
Dekalb Medical Center, Atlanta, GA May 16-17 1999

Pelvic Girdle Dysfunction: A Muscle Energy Approach  
Emory University Center for Rehab Medicine. Atlanta, GA June 13-14, 1998

Surviving Managed Care  
Gwinett Medical Center Rehabilitation Department, Lawrenceville, GA August 6, 1997

Lumbar Functional Stabilization Program  
Orthopedic Consultant Clinics, Riyadh, Saudi Arabia May 10-13, 1994

CONTINUING EDUCATION

Neurodynamic Solutions  
Neurodynamic examination and treatment of the lumbar spine and LE’s  
Georgia State University  
Michael Shacklock, PT  
Atlanta, GA, June 22-23, 2008

Bridging the Generation Gap  
North Georgia College and State University  
Peggy Gleason, PT, PhD  
Dahlonega, GA; April 25, 2008

Evidence in Motion – PT Management of the lumbar spine, hip and pelvis  
Josh Cleland, PT, PhD, FAAOMPT  
Atlanta, GA  March 18-19, 2006

Focus on Pain  
Dr Robert Gerwin, Philadelphia, PA  September 30 – October 3, 2005
Independent study: Locomotor Dysfunction with Dr Karel Lewit and Dr Vladimir Janda; Charles University Hospital. Prague, Czech Republic May 1, 2001 – May 27, 2001.

Function of muscles in musculoskeletal pain syndromes

Osteoporosis: Promoting strong bones and vitality across the life span
Kathy Shippe, PT, PhD. Atlanta, GA October 16-18, 1998


Neuromusculoskeletal Evaluation and Treatment of the Upper Quarter
University of South Australia. Adelaide, South Australia. August 20– November 25 1995. 6 credits earned toward Grad. Dip in Manipulative Therapy.

ADVISORY POSITIONS
Orthopedic Consultant Clinics
Riyadh, Saudi Arabia
November 1992 – September 2001

AWARDS
Employee of the Year
The Rehab Results Group
Dekalb Medical Center
Decatur, GA. January 1998

Philip A. Fabrizio

Office:
Urban Life Building
140 Decatur Street, Suite 1259
Atlanta GA 30302
Phone: 404-413-1264
Email: pfabrizio@gsu.edu

Home:
1008 Park Manor Terrace NW
Marietta, GA 30064
404.769.8706
e-mail: pafabpt@gmail.com

Licencure and Certification:

Physical Therapist, Georgia, PT005571, active

Physical Therapist, Missouri, #2000149051, inactive

Physical Therapist, Pennsylvania, Pt-008615-L, inactive

Certified Ergonomics Assessment Specialist, Back School of Atlanta

Education:

Marymount University, Arlington, VA
DPT  - 2008, Rehab Essentials Program

Duquesne University, Pittsburgh, PA
M.P.T. - 1994, Rangos School of Health Sciences

University of Pittsburgh, Pittsburgh, PA
M.S. - 1987, Exercise Physiology, Department of Health Physical and Recreational Education
B.S. - 1986, Health, Physical and Recreational Education Majoring in Exercise Science/Athletic Training

Academic Experience:

Clinical Instructor, August 2007- present
Georgia State University, Division of Physical Therapy
Division Chair – Leslie Taylor, PT, PhD

Part-time Instructor, September 2006 – August 2007
Georgia State University, Division of Physical Therapy
Division Chair – Leslie Taylor, PT, PhD

Graduate Research Assistant, September 2000-January 2004
Biomedical Sciences Department, University of Missouri, Columbia, MO
Advisor/Supervisor – Marybeth Brown, PT, PhD

Faculty, September 1994 - May 1997
Physical Therapy Department, Duquesne University, Pittsburgh, PA
Department Chair - Robert Morgan, Ph.D. Immediate supervisor – F. Richard Clemente
PT, PhD

Professional Experience:

Physical Therapist, January 2005- August 2006
Physiotherapy Associates, Marietta and Woodstock, GA
Clinic Director- Dana Daniel PT, MTC

Physical Therapist, January 2004-December 2004
Boone Hospital Center, Columbia, MO
Manager of Physical Therapy – Tracy Evers, P.T.

Physical Therapist, August 1997- July 1999
Rehab Results Group at Hillandale, Dekalb Medical Center, Decatur, GA
Program Supervisor - Patti Lindstrom, P.T.

Physical Therapist, May 1995 - April 1997
Outpatient Physical Therapy, Saint Francis Medical Center, Pittsburgh, PA
Department Head - Jennifer Lau, P.T.

Physical Therapist, January 1995 - May 1996
Rehabilitation Management Services, Allegheny General Hospital Back Institute, Pittsburgh, PA
Supervisor- Rachel Berg, L.P.T.

Personal Trainer/Exercise Physiologist, January 1987- January 1995
Self Employed/Sub-contractor to Jewish Community Center of Pittsburgh

Fitness Center Coordinator, August 1985 - December 1987
Recreation Department, University of Pittsburgh, Pittsburgh, PA
Supervisors- Marilyn Ross/Warren Sipp Ph.D.

Courses Taught:

Georgia State University

PT 6600 Human Gross Anatomy I

PT 6610: Functional Anatomy I

PT 6700 Clinical Pathophysiology
PT 6800 Human Gross Anatomy II
PT 6810: Functional Anatomy II
PT 7615 Movement Science I
PT 7710 Neuroanatomy and Neurophysiology

PT 9000 Comprehensive Review

Publications: Manuscripts in Review

Clemente FR, Fabrizio PA, Huff M. A new approach to dissection of the knee. *Anatomical Sciences Education*. In Review. (referred)

Publications: Published Manuscripts


Fabrizio PA and FR Clemente. An anomalous arrangement of the abductor pollicis longus. *Clinical Anatomy*. vol. 9(6);371-375, 1996. (refereed)


Publications: Published abstracts:


Scholarly activities with students:


Appointments and awards:

Member: Clinical Education Appeals Committee. Division of Physical Therapy, Georgia State University, 2007 – present.

Reviewer: *Physiotherapy Theory and Practice*, 2008 – present
Darlene Sekerak, PT, PhD, Associate Editor

Chairman: Georgia Ergonomic Committee, Physiotherapy Associates, 2005-2006

Member: Injury Review Committee, Boone Hospital Center, 2004

Reviewer: *Clinical Anatomy*, 2003 - 2005
Stephen Carmichael, Ph.D, Editor-In-Chief

Richard P. DiFabio, Ph.D, P.T., Editor-in-Chief

Recipient: John Short award in anatomy, 1994
Rangos School of Health Sciences, Duquesne University, Pittsburgh, PA
Vijay Ganji, PhD, RD
2217 Asbury Square
Atlanta, GA 30346
630-849-0280

Education:
Ph.D. Human Nutrition, University of Nebraska-Lincoln. 1991


B.Sc. Biology and Chemistry, Sri Venkateswara University, Tirupati, India. 1981

Professional Experience:
Teaching Assistant, Department of Human Nutrition and Dietetics, University of Nebraska, Lincoln, NE. Aug 1988-May 91.

Internship: Foodservice Internship at Indiana University, Bloomington, IN. Summer 1988

Dietitian/Nutritionist for Clinical Nutrition Studies (part-time), Dept. of Human Nutrition and Dietetics, University of Nebraska, Lincoln. Aug 89-May 91.

Assistant Professor of Nutritional Sciences, Department of Human Biology, University of Wisconsin, Green Bay, WI. Aug 91-Aug 94.

Assistant Professor of Foods and Nutrition, Department of Health Science, California State University, San Bernardino, CA. Sep 94-Aug 97.

Clinical Dietitian, Diabetic Youth Services, Camp Chinnnock, San Bernardino, CA. Summer 1996

Program Director/Associate Professor, Department Consumer and Family Studies/Dietetics, San Francisco State University, Aug 97-July 03.

Associate Professor, Department of Clinical Nutrition, Rush University Medical Center, Chicago, IL 60612, Sep 03-Aug 05
Program Director/Associate Professor (Administrative appointment), Department of Human Nutrition and Dietetics, University of Illinois at Chicago, Chicago, IL 60612. Sep 05-Aug 2007.

Associate Professor, Division of Nutrition, Georgia State University, GA 30302. Aug 2007-Current.

Recognition:

Recognized for Excellence in Undergraduate Advising

Research Experience & Interest:

Nutritional Assessment, Dietary Intake Studies: Analysis of data and diets reported in large national surveys such as National Health and Nutrition Examination Surveys

Impact of folic acid fortification on public health: Analysis of data and diets reported in pre- and post-folic acid fortification national surveys such as National Health and Nutrition Examination Surveys

Human Nutrition Metabolic Studies: Diet planning and preparation for human subjects; Management and supervision of nutrition metabolic studies involving humans as subjects; Biological sample processing and chemical analysis of blood, urine and stool. Mineral bioavailability studies. Use of spectrophotometer and gas liquid chromatography.

Accreditation Work

Wrote a Self-Study for the DPD program and organized a successful site visit for the external reviewers, 2002.

Publications-

Peer-Reviewed Articles:


V. Ganji, M. R. Kafai, and E. McCarthy. Serum leptin concentrations are not related to the dietary patterns but are related to sex, age, waist circumference, and smoking in the US population. In Review. *Nutrition and Metabolism*.


**Publications-MS Theses**


**Grants Funded**


Effect of garlic on lipids and LDL oxidation in post-menopausal women, 1997. $5,000.

Serum lipid responses to soluble fiber in pre- and post-menopausal hypercholesterolemic women, 1997. $4,800.

Cholesterol, total fat, saturated fat, polyunsaturated fat and monounsaturated fat intakes of children, 1998. $4,000.

Dietary fiber intakes of American population (2-75+ years), 1999. $3,500.

Trans fats, toll like-receptor-4, and inflammatory markers in mice. Intramural grant. School of Health Sciences, Georgia State University. $4,800

Omega-3 fatty acids, toll-like-receptor-4, inflammatory markers in mice. Research Initiative Grant. Georgia State University. $9,000.

Abstracts & Presentations


V. Ganji, D. Whitehead, and N. Betts. USDA Nationwide Consumption Survey (NFCS) 1987-88: Dietary vitamins intakes of the adolescent and adult American


**Professional Presentations:**

Participated in an educational training program for the students from the Aichi Gakusen University, Japan. Presentations were on "Recent advances on fat and fiber research: implications to cardiovascular health". 1998, 2000; 2001.

Voluntary Presentations in the Community: Six presentations on nutrition, health and well being, YMCA, January 25 to February 29, 2000.

**Other Professional Activities:**

Attended several seminars and workshops on teaching. These workshops include Active Learning; Teaching Strategies and Innovations; Use of technology in classroom; Teaching science using case studies and team learning; Practical strategies for the development of computer assisted instruction; Outcomes assessment for program improvement; and Oral communication in the discipline, 1995-00

External Reviewer for "Calculate the Possibilities Program". Ball State University, Muncie, Indiana. 1996.


Appeared on Channel 3 TV to promote HeartFest Program sponsored by the American Heart Association on October 7, 1994; Gave an interview on the Atkinson's Diet on the university educational TV channel, Spring 1999; Appeared on the local Fox TV channel to explain the viewers on how coffee affects the body. Spring 1999
Participated in the Women, Infants and Children (WIC) Supplemental Nutrition Branch's Community Nutrition task Force meetings at Sacramento, CA. Guidelines were established for improving student learning experiences in statewide WIC organizations. 1999-2002.

**Committee Work:**


**Professional Memberships:**

American Dietetic Association
American Society for Nutritional Sciences
Douglas S. Gardenhire
1024 Frog Leap Trail NW
Kennesaw, Georgia 30152
404.413.1270 (work)
770.424.9522 (home)
770.757.3839 (cell)
dgardenhire@gsu.edu

Education

Doctorate of Education in Occupational Studies
University of Georgia, Athens, GA, Doctoral Candidate, Expected Graduation December 2008
116 hours completed (GPA 3.91)
Dissertation: Athletic Trainers Perceived Knowledge of Asthma

Masters of Science in Technical Teacher Education
Pittsburg State University, Pittsburg, KS, May 2000
Graduate Dean Honors (4.0 GPA)
Thesis: Correlational Study for Predictor Variables for Program Completion in the Respiratory Care Program at Labette Community College

Bachelor of Health Science
Wichita State University, Wichita, KS, May 1995

Associate of Applied Science-Respiratory Therapy
Labette Community College, Parsons, KS, July 1993
Graduated Cum Laude

Teaching Experience
Director of Clinical Education, College of Health and Human Sciences, School of Health Profession, Division of Respiratory Therapy
Georgia State University 08/04-present Atlanta, GA
• Graduate Faculty Member
• Didactic Teaching (courses include Pediatric Respiratory Therapy, Non-Invasive Procedures, Anatomy and Physiology, Pharmacology)
• Web-based instruction and development (Basic Medical Terminology, Advanced Medical Terminology, Graduate Medical Terminology, and Cardiopulmonary Resuscitation, Leadership and Ethics in Healthcare)
• Coordinate clinical practice schedules
• Hire and supervise clinical instructors
• Clinical Instruction of basic and advanced students
• Advise Students
• Thesis Director/Advisor
• Recruit prospective students
• Actively interact with GSU through serving on various committees
• Obtain outside research funding

**Clinical Instructor, College of Health and Human Sciences, School of Health Profession, Division of Respiratory Therapy**
Georgia State University 08/01-08/04 Atlanta, GA
• Didactic Teaching (courses include Pediatric Respiratory Therapy, Advanced Invasive Procedures, Patient Assessment)
• Web-based instruction and development (Basic Medical Terminology, Advanced Medical Terminology, Cardiopulmonary Resuscitation)
• Clinical Instruction of basic and advanced students
• Advise Students
• Recruit prospective students
• Actively interact with GSU through serving on various committees
• Obtain outside research funding

**Director of Clinical Education, Respiratory Care Program**
Labette Community College 4/98-8/01 Parsons, KS
• Didactic Teaching (courses include: Pharmacology, Respiratory Disease, Medical Terminology, Foundations of Respiratory Care, Fundamentals of Respiratory Care, Comprehensive Respiratory Care, Effective Communication for Respiratory Care Clinical Instructors)
• Clinical Teaching (courses include: Introduction to Clinical Practice, Clinical Practice I thru IV)
• Coordinate clinical practice schedules with over 25 clinical sites in three states
• Recruit prospective students
• Advise students
• Actively interact with LCC through serving on the Respiratory Care Committee, Professional Staff Scholarship Committee (Chairman), Budget Committee, Insurance Committee College Activities for Renewal and Development (CARD) Day Committee, Various Search Committees
• Student Government Association sponsor for the Respiratory Care Club
• Advisor Phi Theta Kappa

**Adjunct Faculty**
Wichita State University 8/95-12/95 Wichita, KS
• Clinical Instructor in adult, pediatric, and neonatal intensive care

**Clinical Experience**

**Critical Care Respiratory Therapist**
Children’s Healthcare of Atlanta 11/01-11/05 Atlanta, GA

**Critical Care International/Domestic Flight Therapist**
University of Alabama Hospital 1/96-4/98 Birmingham, AL

**Critical Care Respiratory Therapist**
St. Joseph Medical Center 7/93-12/95 Wichita, KS

**Respiratory Care Practitioner**
Labette County Medical Center 10/91-11/93 Parsons, KS

**Professional Legal Review**

**Respiratory Therapy Expert**
Alston & Bird, LLP Atlanta, GA

Lewis, Owens, & Mulherin Savannah, GA

Goetz, Allen & Zahler Atlanta, GA

Peter C. Copeland Atlanta, GA

**Affiliations & Certifications**
National Board of Respiratory Care Neonatal/Pediatric Specialist 3/95
National Board of Respiratory Care Registered Respiratory Therapist 12/93
National Board of Respiratory Care Certified Respiratory Therapist 3/93
American Heart Association Basic Life Support Instructor
American Heart Association Basic Life Support Provider
Member of Phi Kappa Phi
Member of American Association of Respiratory Care
Member of National Board of Respiratory Care
Member of Georgia Society of Respiratory Care
Member of Labette Community College Alumni Society
Member of Wichita State University Alumni Society
Member of Pittsburg State University Alumni Society

**Boards & Committees**
Member AARC Abstract Review Committee 2004-present
Board of Directors, Lakes of Stonegate Homeowners Assoc. 2006-present

**Related Skills**
Intra-aortic Balloon Pump Management, Arterial Line Placement, Clinivision Information System, ISTAT Blood Analysis Computer, WebCT, and proficient in Microsoft Office, Power Point Presentations and SPSS
**Awards**
2002 Outstanding Clinical Instruction, Labette Community College
2006 Allen DeVilbiss Technology Paper Award. American Respiratory Care Foundation

**Student Theses**
Stephen Dickson, *An In Vitro Investigation of Two Techniques for Nebulizer Delivery in Spontaneously Breathing Pediatric Subjects*, Committee Member, 2004

Hui Ling Lin, *An in vitro investigation of nebulized albuterol delivery by facemask to spontaneously breathing infants*, Committee Member, 2005

Hasan Areabi, *The effect of MDI position on aerosol bronchodilator delivery in simulated mechanical ventilator patients*, Committee Member, 2008

Christina Ware, *Comparison of Nebulized Albuterol Delivery in a Pediatric Model Undergoing Non-Invasive Ventilation*, Thesis Advisor, 2008

**Presentations**
“Health Care Topics for the Lay Person,” Labette Community College, College Activities for Renewal and Development (CARD) Day, October 1999


Poster session presented at the AARC International Congress December 2001
“Correlational Study for Predictor Variables for Program Completion in the Respiratory Care Program at Labette Community College”

Invited Keynote Speaker “Where to go form here?” May 2002 Respiratory Care Graduation, Labette Community College, Parsons, Kansas

Poster session presented at the AARC International Congress October 2002 “Evaluation of Student Satisfaction with Web-enhanced Respiratory Therapy Courses in a University Setting”

Poster session presented at the AARC International Congress October 2002 “Correlation Between Number of Hits to Respiratory Therapy Course Materials Posted on the World Wide Web and Student Performance”

“Hemodyanomics: A Review”
Poster session presented at the AARC International Congress December 2003
“Comparative Evaluation of Two Endotracheal Tube Securing Methods”

Georgia Respiratory Care Society (GSRC) Invited speaker March-May 2004 (Dalton, Albany, Macon, Atlanta, Savannah, & Augusta)
“Capnography: How does it work and what does it mean?”
“Hemodyanomics: A Review”
“Give this man some room to breathe: Managing the difficult airway”

“Legality and Professionalism, What the Respiratory Therapist Should Know!”
“Heliox in Pediatric Critical Care”

Georgia State University: Clinical Preceptor Workshop, Invited Speaker August 2004.
“Legality and Professionalism, What the Respiratory Therapist Should Know!”

Poster session presented at the AARC International Congress December 2004 “An In Vitro Investigation of Two Techniques for Nebulizer Delivery in Spontaneously Breathing Pediatric Subjects”


Georgia State University: Clinical Preceptor Workshop, Speaker August 2005.
“Hemodynamics: A Review,” and “How to Prepare for Students.”

Georgia State University: Clinical Preceptor Workshop, Speaker January 2006. “Aerosol Research at GSU: What We Have Found”

Georgia State University: Clinical Preceptor Workshop, Speaker August 2006. “Asthma Pharmacotherapy,” and “How to Prepare for Students.”

Georgia State University: Clinical Preceptor Workshop, Speaker January 2007, “Respiratory Care Pharmacology: An Update,” and “How to Prepare for Students.”


Georgia State University: Clinical Preceptor Workshop, Speaker August 2007, “Newer Aerosol Devices,” and “How to Prepare for Students.”


New Jersey Society of Respiratory Care, Invited speaker October 4, 2007 Annual Shore Conference, “Respiratory Care Pharmacology: An Update.”
Kansas Society of Respiratory Care, Invited Speaker October 17, 2007


53rd International Respiratory Congress, Invited speaker, December 1, 2007
“Bronchodilators: Short and Long Term Agents”
53rd International Respiratory Congress, Invited speaker, December 1, 2007
“Corticosteroids: How Much is Too Much?”

53rd International Respiratory Congress, Invited speaker, December 4, 2007
“Bronchodilators in COPD.”

Poster session presented at the AARC International Congress December 2007 “An In vitro Comparison of Dosimetric and Constant Output Nebulizers”

Georgia State University: Clinical Preceptor Workshop, Speaker January 2008, “Respiratory Care Pharmacology: An Update,” and “How to Prepare for Students.”


Publications

Gardenhire D. Correlational Study for Predictor Variables for Program Completion in the Respiratory Care Program at Labette Community College. [Abstract] Respir Care 2001;46(10):1074


Dickson, S.K., Restrepo, R.D., Gardenhire, D., Rau, J. An In Vitro Investigation of Two Techniques for Nebulizer Delivery in Spontaneously Breathing Pediatric Subjects. Respir Care, 2006;51(1):56-61


Restrepo, R.D. Gardenhire, D.S. Correlation Between Number of Hits to WebCT Respiratory Care Courses and Student Performance Respiratory Care Education Annual, 2006; 15:41-48

Restrepo RD, Ling H, Gardenhire D, Rau J. An in vitro investigation of nebulized albuterol delivery by facemask to spontaneously breathing infants, Respir Care, 2007;52(8):1021-1026


Ari, A., Goodfellow, L.T., Gardenhire, D. Admission Criteria As Predictors of Student Success on the National Board for Respiratory Care Examinations Submitted Respiratory Care Education Annual

Research Activities

External Grant (MarPac, Inc.), “Comparison of MarPac ETT Holder Compared to Adhesive Tape,” March 2003, $5800


Books and Chapters

Author, Rau’s Respiratory Care Pharmacology, 7th ed., 2008, Mosby, St. Louis, Mo.


ROBIN E. GARDENHIRE, MA, ATC, CSCS
1024 Frog Leap Trail
Kennesaw, GA  30152
770-424-9522
rgardenhire@gsu.edu

Education
Masters of Art in Education (Exercise Physiology specialization)
University of Alabama at Birmingham (UAB), Birmingham, AL, June 1998
Thesis: The Role of VO₂max and Fitness in Performance of Male Collegiate Basketball Players
Bachelor of Science in Biological Sciences
Mississippi State University (MSU), Starkville, MS, May 1996

Instructor Experience
Part-time Instructor
Georgia State University  06/05-present  Atlanta, GA
• Basic Medical Terminology
  Course description: This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. A programmed learning, word building approach is used to learn word parts for constructing and analyzing new terms. This provides the opportunity to decipher unfamiliar terms and check their spelling. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms and are presented with each unit.

• Advanced Medical Terminology
  Course description: This course is the continuation of HHS 2010. Review of medical terminology as it pertains to the body systems that were covered in HHS 2010 with emphasis on developing an understanding of the pathological terminology used in the individual medical specialties. Specialty areas within health professional fields of respiratory therapy, physical therapy, nutrition, pathology, radiology, anesthesia, pharmacology, and others will be covered.

Adjunct Instructor
Labette Community College  9/98-6/99  Parsons, KS
• Continuing Education Management Course
  Course description: Application of business management principles. The topics discussed include research principles, modifying behavior, communication skills, group dynamics, and approaches to solving problems and making decisions.
• Lifetime Fitness Course  June 1999
Course description: Presents a series of physical fitness related concepts to the general student population with the expectation that the information will enlighten and motivate the students to improve their personal fitness status.

- Campus Activities for Renewal and Development Day (CARD Day) Committee Member

Author Experience

Wolters-Kluwer, Lippincott, Williams and Wilkins
- Authored activities on student CD-ROM for “Quick and Concise” by Marjorie Willis

Athletic Training Experience

Athletic Trainer
Rehab Associates 06/02-11/04 Cartersville, GA
- Provide athletic training coverage to Cherokee High School
- Clinical rehabilitation of orthopedic injuries

Athletic Trainer
DeKalb Medical Center 09/01-12/02 Atlanta, GA
- PRN coverage of high school and junior college athletic events

Athletic Trainer
Mt. Carmel Medical Center 6/99-7/01 Pittsburg, KS
- Provided athletic training coverage to Pittsburg High School
- Held a student athletic training seminar at Pittsburg High School
- Performed in-clinic rehabilitation of all Pittsburg High School student-athletes and other outpatients
- Organized pre-participation physical examinations
- Organized a jump training workshop for coaches of female athletes
- Organized summer strength training and jump training clinics for female athletes
- Created informational brochures for parents of student-athletes and for CEU offerings for the entire department
- Assisted with development of and running the MCMC Employee fitness and wellness program; Duties included performing fitness assessments and providing exercise prescription, marketing, planning wellness incentive programs and wellness fairs
- Assisted with cardiac rehabilitation; Duties included strength training exercise prescription for patients, taking blood pressures and heart rates of patients
Assistant Athletic Trainer--Part-time

Coffeyville Community College 8/98-8/98 Coffeyville, KS
- Treated volleyball, baseball, cross-country, and women’s basketball athletes
- Developed Rehabilitation programs
- Performed Injury Evaluations
- Supervised student athletic trainers during their training room hours
- Scheduled practice and game coverage by student athletic trainers for women’s basketball and volleyball

Student Athletic Trainer
UAB 8/96-6/98 Birmingham, AL
- Assisted with evaluations, treatments, rehabilitation, and on the field coverage for baseball, football, and women’s basketball
- Traveled with graduate assistants to assist in coverage of away games for women’s basketball and baseball
- Primary person in charge of evaluations, treatments, rehabilitation, and on the court coverage for men’s and women’s tennis
- Administrative duties included: Use of T-Wiz injury tracking software, SOAP note and Progress Report writing
- Assisted athletes of all sports as they entered the training room
- Involved in the student athletic training club, served as secretary for one semester

Other Professional Experience
Quality Assurance Administrator
Professional Reviews Inc. 10/01-5/02 Duluth, GA
- Review medical documents to ensure quality of reports
- Train medical, chiropractic and physical therapy reviewers in dictating quality reports
- Supervise Quality Assurance personnel
- Work closely with insurance company representatives providing customer service
- Create quality assurance reports

Related Skills
- Experience with electrical stimulation, ultrasound, strength testing, and planning rehabilitation programs, assessing percent fat using a caliper, performing VO₂ max tests, taking blood samples to determine lactic acid levels
- Proficient in Microsoft Word, Excel, Access, PLATO Educational Software and Quark Xpress 3.1
Affiliations and Certifications

- NATA Certified Athletic Trainer - #029902476
- NSCA Certified Strength and Conditioning Specialist - #9910818
- American Heart Association Healthcare Provider BLS - 07/08
- National Strength and Conditioning Association - member since 4/99
- MSU Alumni Association - member since 5/96

References

- Available upon request
CURRICULUM VITAE

Lynda T. Goodfellow, Ed.D., RRT, AE-C, FAARC

OFFICE ADDRESS
Georgia State University
School of Health Professions
P. O. Box 4019
Atlanta, Georgia 30302-4019
404.413.1223, fax 404.413.1230

HOME ADDRESS
402 Loyd Road
Peachtree City, GA 30269
770.486.5397

CREDENTIALS
Registered Respiratory Therapist #18,675 (6/83)
State of Georgia Licensure, RCP #321 (6/86)
Certified Pulmonary Function Technician (12/88)
Certified Asthma Educator #317 (5/03)

EDUCATION
University of Georgia
Athens, Georgia 30602
Ed.D. Adult Education (5/99)
Dissertation Title: A Self-Assessment of Critical Thinking Behaviors in Respiratory Care

Kennesaw State College
Marietta, Georgia 30061
Masters of Business Administration (12/89)

Medical College of Georgia
Augusta, Georgia 30912
B. S. Respiratory Therapy (6/82)

ACADEMIC APPOINTMENTS
7/05 – present
Director - School of Health Professions
Division Head for Respiratory Therapy

5/05
Associate Professor with Tenure

7/04- 6-05
Acting Chair and Program Director
Academic Rank: Assistant Professor
Department of Cardiopulmonary Care Sciences
Georgia State University

11/03
Graduate Faculty to the College of Health and Human Sciences for a 5-year term

8/99 – 6/04
Director of Clinical Education
Academic Rank: Assistant Professor
Department of Cardiopulmonary Care Sciences
Georgia State University

9/90 - 5/99
Director of Clinical Education
Academic Rank: Instructor
Department of Cardiopulmonary Care Sciences
Georgia State University

6/85 - 9/90 Adjunct Clinical Instructor
Department of Cardiopulmonary Care Sciences
Georgia State University

1/84 - present Affiliate Clinical Instructor
Department of Respiratory Therapy
Medical College of Georgia

OTHER PROFESSIONAL EXPERIENCE

9/87 - 8/90 Education Coordinator
Crawford Long Hospital of Emory Univ.
550 Peachtree Street, NE
Atlanta, Georgia 30365

4/85 - 9/87 Education Coordinator
St. Joseph’s Hospital
5665 Peachtree-Dunwoody Road
Atlanta, Georgia 30342

6/82 - 4/85 Staff Respiratory Therapist
Medical Center of Central Georgia
777 Hemlock Street
Macon, Georgia 31208

PUBLICATIONS

Journal Articles – Published


Shelledy DC, Rau JL, Goodfellow LT. A comparison of the effects of assist-control, SIMV, and SIMV with pressure support on ventilation, oxygen consumption, and ventilatory equivalent. *Heart & Lung* 1995; 24:67-75. (refereed)


Invited Publications


Book Chapters


Abstracts


Huebner, JS, Goodfellow, LT. “Justifying the need for respiratory therapists at all C-sections: Relationships of c-sections and respiratory interventions on newborns.” Respir Care, 2007;52(11):1565.


Goodfellow LT. "Student Tuberculosis Survey: How Much Do They Know and How Confident Are They?" Respir Care, 2005;50(11):1526.

Goodfellow LT."A Comparison of Student Beliefs and Confidence in Tuberculosis Care Among Respiratory Therapy, Nurse Practitioner and Baccalaureate Nursing Students at the Same University" Respir Care 2005;50(11):1526.


Ari, A., Goodfellow LT. “The profession of respiratory care in Turkey: Are Turkish medical professional ready to have an American-based respiratory care program?” Respir Care, 2002, 47(9), 1042.

Ari A., Rau J., Goodfellow LT. “Quality of instruction: Determinants of teaching method and effectiveness in clinical education.” Respir Care, 2002, 47(9), 1041.


Goodfellow LT, Perdue KJ, Valentine T. “Will respiratory therapists go online to satisfy continuing education requirements?” Respir Care 2001, 46(10), 1074.

Goodfellow LT, Demi A, Brown JV. “Caregiver’s compliance with prescribed management regimen for young children with asthma.” Respir Care 2001, 46(10), 1110.


Iatridis TM, Goodfellow LT, Browning B, Williams S. “The health status of asthmatic children, before and after the implementation of a school-based asthma education program in an Atlanta-city public school.” Respir Care 2001, 46(10), 1111.

Iatridis TM, Woods M, White WM, Mindlin M, Chen GV, Bason J, Goodfellow LT. “Issues related to why families use the emergency department for asthma treatment.” Respir Care 2001, 46(10), 1112.

Goodfellow LT. “A ranking of self-assessed critical thinking behaviors in respiratory therapy. Respir Care 2000, 45(8), 1002.

Restrepo RD, Goodfellow LT “Experiences with electronic technologies and Web CT with a respiratory therapy course.” Respir Care 2000, 45(8), 1002.

Shelledy DC, Goodfellow LT. “A comparison of the effects of demand flow, flow-by and pressure support on imposed work of breathing and ventilatory equivalent.” Respir Care 1998, 43 (10), 876.

Goodfellow LT, Dunlevy CL, Schuster M. “Compliance with the 1997 Asthma Education & Prevention Guidelines among minority children.” Respir Care 1998, 43(10), 842.

Mishoe SC, Dennison HF, Goodfellow LT: “Can respiratory therapy education improve critical thinking?” Respir Care 1997, 42(11), 1078.


Conference Proceedings


Non Peer-reviewed publications:


Goodfellow LT. “Health Promotion and the RCP: The time is now.” *GSRC Magazine*, Fall 1994.


Goodfellow LT. "Historical Perspectives of Respiratory Care", *GSRC Magazine* Spring 1992.

Shelledy DC, Goodfellow LT. "Job satisfaction and professional burnout in respiratory care: The results of a pilot study" *GSRC Magazine*, Summer 1990.


**GRANTS:**

*External - Funded Research*

**Goodfellow LT(PI).** “Statewide Tobacco Survivorship Network- Phase 1 & 2” *Georgia Department of Human Resources*, Division of Public Health, May 1- June 29, 2008, $39,065. (Pending)


**Goodfellow, LT(PI).** "Train the Trainer: Asthma Case Management" *Georgia Department of Human Resources*, Division of Public Health, Office of Infant & Child Health Services. February 2005, $8,535. **FLCF1**

**Goodfellow, LT (Consortium member).** “Tuberculosis Curriculum Coordinating Center,” *National Heart Lung Blood Institute (NHLBI) sub w/ University of California @ San Diego*, September 2003 – September 2008, $43,304. **FLCC3**.

**Goodfellow LT (PI).** “Asthma Disease Management for Public Health in Georgia,” *Georgia Department of Human Resources*, Division of Public Health, Office of Infant &


**Goodfellow, LT (PI),** GlaxoSmithKline - “Request for funding for Educational Grant from GlaxoSmithKline”, Requested $1197. Funded Spring 2002. **DLJ84**

**Goodfellow LT (PI).** “Web-based CPE”, *Georgia Society for Respiratory Care,* February 2000, $200. **ADL37**


**Other External Funding**

ABI Education Grant- **Goodfellow LT.** *American Biosystems, Inc.* February, 2001, $18,424 gift of in-kind contributions. **A119**

Instruction- **Goodfellow LT.** “Bronchial Hygiene Therapy” *Primedia Workplace Learning.* August, 2000, $1000. **BLD89**


Unrestricted Educational Grant. **Goodfellow L (Principal Author),** 3M Pharmaceuticals, Inc. November, 1997, $2,500 **663**

Educational Conference Grant. **Goodfellow LT (Principal Author),** "How to Help the Patient Stop Smoking - A Role for the Health Professional" *Marian Merrell Dow Inc.*, Kansas City, MO, June, 1994, $1,500.

**Applied not Funded**


**Internal Grants Funded**

Research Team Grant – **Goodfellow L (PI)**, Zimmerman R, Benardot D, Shendell D, Flynn S. “An interdisciplinary assessment of selected factors that impact the training and performance of endurance event participants at the Georgia Marathon.” FY 08, $10,000. **I56**

University Research Services Administration- Research Equipment Grant – “Need for Body Plethysmograph in the Division of Respiratory Therapy” FY 2007, $30,000.


Research Initiation Grant - Restrepo R (PI), **Goodfellow LT (co-PI).** “A comparison of weaning from mechanical ventilation using a respiratory therapist – directed protocol versus a physician – directed protocol in a pediatric intensive care unit.” $5,000, July 2000. **#01-01**


College of Health and Human Sciences - Grant Writing Support - Demi AS (PI), **Goodfellow LT- (co-author).** “Asthma intervention with school-aged children after an emergency department visit.” $5,000, December, 1999. **CHHS 206**

Instructional Improvement Grant - **Goodfellow LT - (Principal Author).** “Building a community of critical thinkers through instruction” $2,000, Spring 1998. **15020-DO**

Instructional Improvement Grant - **Goodfellow LT (Principal Author)**, Minick P. "Request for infant instructional equipment for one-on-one teaching in Cardiopulmonary Care Sciences." $1,425.00, May 1994.

Quality Improvement Fund - **Goodfellow LT (Principal Author)**, Minick P. Adult and child CPR manikins for one-on-one teaching in Basic Cardiac Life Support”. $2085, February 1993.

Instructional Improvement Grant - **Goodfellow LT (Principal Author)**, Minick P., Deshpande V. "Request for funding for equipment necessary for a collaborative course between the departments of Cardiopulmonary Care Sciences and Adult Health Nursing." $2,000, May 1992.

**Internal Grants Applied not Funded**

ICAPP – “Accelerated respiratory therapy education from A.S. to B.S.” Board of Regents, $383,611.63 (pending)


**SCHOLARLY ACTIVITIES WITH STUDENTS**

**Doctoral Committees**

**Member:**

James Holland – PhD Nursing, Georgia State University.

Carol Hopper – Ed.D. Adult Education, University of Georgia.


**Carol Sapp – Ph.D. Nursing; “Adolescents with asthma: Effects of personal characteristics and health promoting lifestyle behaviors on health related quality of life.” August 2003.**

**Thesis Committees**

**Chaired:**

Teresa Iatridis – The health status of asthmatic children, before and after the implementation of a school-based asthma education program in an Atlanta-city public school. August 2000
**Member:**
Hasan Areabi – The effect of MDI position on aerosol bronchodilator delivery in stimulated mechanical ventilation patients – April 2008

Hearty Egwuogu – Effect of urinary cadmium on cardiovascular fitness in white, black and Mexican Americans – July 2007

Mike Tissue - Survey and analysis of faculty salaries in respiratory care programs in the United States – May 1999

Rhonda Bevis – A survey of smoking among students in Southwest Georgia. May 1997

**PRESENTATIONS:**

**Refereed Podium/ Presentations**


“Going online for continuing professional education: Reasons for participating and not participating in the Respiratory Care profession. Alabama Distance Learning Symposium, Montgomery, AL, March 2001.


Refereed Poster Presentations


"A Comparison of Student Beliefs and Confidence in Tuberculosis Care Among Respiratory Therapy, Nurse Practitioner and Baccalaureate Nursing Students at the Same University" Goodfellow LT. 51st International Respiratory Conference, San Antonio, TX. December 5, 2005.


“Characterization of asthma for children from an inner-city environment upon entering the emergency
May 22, 2002.


“Caregiver’s compliance with prescribed management regimen for young children with asthma.”
**Goodfellow LT**, Demi AS, Brown JV. *47th International Respiratory Congress*, San Antonio, TX,

“Characteristics of inner-city children with respiratory symptoms on admission to an emergency
department: Intervention implications.” **Goodfellow LT**, Demi, AS. *47th International Respiratory
Congress*, San Antonio, TX, December 2001.

“The health status of asthmatic children, before and after the implementation of a school-based asthma
education program in an Atlanta-city public school.” **Iatridis TM, Goodfellow LT**, Browning B, Williams S.
*47th International Respiratory Congress*, San Antonio, TX, December 2001.

“Issues related to why families use the emergency department for asthma treatment.” **Iatridis TM, Woods
M, White WM, Mindlin M, Chen GV, Bason J, Goodfellow LT**. *47th International Respiratory Congress*
San Antonio, TX, December 2001.

“A ranking of self-assessed critical thinking behaviors in respiratory therapy.” **Goodfellow LT**.
*46th International Respiratory Congress*, Cincinnati, Ohio, October 2000.

“The relationship between personal variables and self-assessed critical thinking behaviors of respiratory therapists:

“Compliance with the 1997 National Asthma Education & Prevention (NAEPP) Guidelines”, **Goodfellow
LT**, Dunlevy CD. *44th International Respiratory Congress*, Atlanta, GA, November 8, 1998

“Can respiratory therapy education improve critical thinking?” **Mishoe SC, Dennison HF, Goodfellow LT**.

“A comparison of respiratory therapy students’ critical thinking abilities with performance of the clinical
simulation examinations” **Mishoe SC, Dennison HF, Goodfellow LT**. *43rd International Respiratory

“Survey of health promotion education by respiratory care practitioners in Georgia” **Goodfellow LT**. *42nd

“Extractable levels of three filter materials using ethanol as a solvent” **Goodfellow LT**. *42nd International

“Survey of health education by respiratory therapists in Georgia” **Goodfellow LT**. *American Association of Adult

"Predictors of Attrition Among Respiratory Care Practitioners", Shelledy D, **Goodfellow LT**. *AARC

**Invited Presentations:**
“Asthma toolbox: What device should I choose?” **Georgia Society Respiratory Care Annual meeting**, July,
2008, Savannah, GA.
"TB: Education for Today’s Respiratory Therapist" St. Joseph’s Hospital, June 6, 2008, Atlanta, GA.

“Optimizing Asthma Education Devices and Adjuncts To Self-Management” Georgia Association of Young Children, October 12, 2007, Duluth, GA.

“Asthma Tool Kit” Asthma Camp @ Joy Lake Elementary School, May 5, 2007, Warner Robbins, GA.


“Associate to Bachelor Degree Bridge Program – The GSU Model” 5th Northeast Georgia Respiratory Care Conference New Outlook in Respiratory Care, May 25, 2006 Athens, GA,


“ALA 28: From the lab to the field: The how to of can do” American Lung Association 2002 Nationwide Conference, Atlanta, GA, May 2002.

CONTINUING EDUCATION PRESENTED:
“Tuberculosis Update’ Preceptor Facilitation Workshop” Georgia State University, January 4, 2008.


5th Annual Clinical Preceptor Facilitation Workshop” Georgia State University, August 21, 2003.


4th Annual Clinical Preceptor Facilitation Workshop” Georgia State University, August 16, 2002.


3rd Annual Clinical Preceptor Facilitation Workshop” Georgia State University, August 18, 2001.

2nd Annual Clinical Preceptor Facilitation Workshop” Georgia State University, August 16, 2000.

“Chest Physiotherapy” Moderator of live videoconference for the Health Sciences Television Network, a Division of PRIMEDIA Healthcare, Carrollton, TX, August 2000.

“Clinical Preceptor Facilitation Workshop” Georgia State University, August 18, 1999.


“Survey of Respiratory Health Promotion Education by Respiratory Care Practitioners in Georgia”, GSRC Mini-Meeting District VII, Dalton, Georgia, September 22, 1995.

"EKG Interpretation" Georgia Hospital Association Telnet, August 4 and 11, 1994

“GSRC Update” GSRC Mini-Meeting District XI, Augusta, Georgia, November 11, 1993

“Health Care Reform”, GSRC Mini-Meeting District XI, Augusta, Georgia, November 11, 1993

"GSRC Update" GSRC Mini-Meeting District V, Lawrenceville, Georgia, October 29, 1993

"Care of the General Floor Care Patient", GSRC Mini-Meeting District V, Lawrenceville, Georgia, October 29, 1993

“GSRC Update” GSRC Mini-Meeting District IV, Columbus, Georgia, October 20, 1993

"Care of the General Floor Care Patient" GSRC Mini-Meeting District IV, Columbus, Georgia, October 20, 1993

"GSRC Update" GSRC Mini-Meeting District III, Macon, Georgia, September 10, 1993

"Impact of Licensure on Practitioners" GSRC Annual Meeting, Savannah, Georgia, August 19, 1993

"GSRC Update" GSRC Mini-Meeting District 9 & 10, Gainesville, Georgia, July 30, 1993

"Role of the RCP in Building the Profession" GSRC Mini-Meeting District II, Albany, Georgia, June 18, 1993

"Role of the RCP in Caring for the General Floor Care Patient", GSRC Mini-Meeting District II, Albany, Georgia, June 18, 1993

"GSRC Update" GSRC Mini-Meeting District IV, Columbus, Georgia, June 4, 1993

“State Licensure” and Moderator, Ga.-S.C. Region VI Meeting, Jekyll Island, Georgia, May 20-21, 1993

"GSRC Update" GSRC District VII Mini-Meeting, Rome, Georgia, May 7, 1993

"GSRC Legislative Update" GSRC District IV, Mini-Meeting, Athens, Georgia, April 23, 1993.
SPECIAL RECOGNITION

2008  Named one of “Fab 40 Alumni” for 40th anniversary of School of Allied Health Sciences, Medical College of Georgia

2007  Lambda Beta National Honor Society - Life Member

2007  Elected Chair-elect to Education Section, American Association for Respiratory Care

2003  Inducted as an American Association for Respiratory Care Fellow (FAARC)

2002  AsthmaPal project highlighted in Discovery 2002: A report of Accountability, Georgia State University, p. 4-5. http://www.chhsweb.gsu.edu

2001  Glaxo Wellcome Fellowship for Asthma Management Education, American Respiratory Care Foundation

1997  Frederick H. Helmhotz, MD Award for Education/Dissertation Research, American Respiratory Care Foundation

1996  Distinguished Alumnus Award - Medical College of Georgia Alumni Association for the School of Allied Health Sciences

1996  Morton B. Duggan Distinguished Service Award - Georgia Society for Respiratory Care

1995  William F. Miller, MD Post Graduate Scholarship, American Respiratory Care Foundation

1994  University of Georgia chapter of Kappa Delta Pi International Honor Society in Education

1993  Lambda Beta Honor Society for Respiratory Care - Alumni member - Medical College of Georgia

1986  Named Outstanding Clinical Instructor for the Department of Cardiopulmonary Care, Sciences, College of Health Sciences, Georgia State University

1983, 1982  Named to Outstanding Young Women of America.

CURRICULUM VITAE

ROBERT HARWOOD MSA, RRT-NPS

1478 George Drive
Conyers, Georgia 30013-2034
770-363-4522

Current Employment

CLINICAL ASSISTANT PROFESSOR 2005-PRESENT
Division of Respiratory Therapy
School of Health Professions
College of Health and Human Sciences
Georgia State University
Atlanta, Georgia 30303-4019
Tel: 404-413-1271
Email: rharwood@gsu.edu

Past Employment

ACCOUNT MANAGER 1999-2005
Hill-Rom
ST. Paul, MN

Assistant professor 1987-1999
Georgia State University
CARDIOPULMONARY CARE SCIENCES DEPARTMENT
ATLANTA, GEORGIA
CHAIRMAN AND ASSOCIATE PROFESSOR
Kettering College of Medical Arts,
Kettering, Ohio, 1979-1987

INSTRUCTOR 1978-1979
Miami Valley Hospital Certification Program
Dayton, Ohio
STAFF THERAPIST/CLINICAL INSTRUCTOR 1979-1984
Children’s Medical Center
Dayton, Ohio
SUPERVISOR, INSTRUCTOR CERTIFICATION PROGRAM 1977-
1978
Victory Memorial Hospital
Waukegan, Illinois

EDUCATION

MASTER OF SCIENCE, ADMINISTRATION IN HEALTH SERVICES 1987
Central Michigan University Mt. Pleasant, Michigan

BACHELOR OF SCIENCE, EDUCATION 1983
University of Cincinnati Cincinnati, Ohio

CERTIFICATE, RESPIRATORY THERAPY 1977
Northwestern University Chicago, Illinois

GRANTS/AWARDS


Ross Laboratories Educational Grant to support a national seminar ACurrent Concepts in Newborn Intensive Care@. $400.00, October, 1988.

Educational Grant to support national seminar Perinatal/Pediatric Respiratory Care Atlanta, Georgia, February, 1991 from Bird Corporation, Sechrist Industries, Nellcor Industries, Bear Intermed, Pediatric Services of America. $1,000.

Georgia Society for Respiratory Care Educational Grant for summer forum meeting AAsthma Update@, Henrietta Egleston Children’s Hospital. $200.00, June, 1992.


Quality Improvement Funds for Instructional Equipment A VENTRAK Monitoring System for Mechanically Ventilated Patients@. $17,000.00. College of Health Sciences, Georgia State University, November 1994.


Harwood R, Rau JL, Thomas-Goodfellow L. Recipient of the 1993 Allen & Hanburys Award for the Best Paper Submitted by Open Forum Participants and the First Author Has Never Published in the Journal of Respiratory Care. AAn In vitro Comparison of 3 Methods of Metered Dose Bronchodilator Delivery to Intubated Adults Receiving Mechanical Ventilation@


PUBLICATIONS


**SERVICE TO PROFESSIONAL ORGANIZATIONS/COMMUNITY/AGENCIES AND UNIVERSITY**

Development and Management of the Neonate. Four day course presented to in-house nursery staff at Clayton General Hospital, November 1987.


Written Registry Review and Clinical Simulation Workshop lecturer. Sponsored by Georgia State University, Cardiopulmonary Care Sciences Dept., May, 1989.


NBRC Examination writer, Perinatal/Pediatric Respiratory Speciality Examination.

NBRC Examination writer, Certification Examination.

NBRC Examination writer, Advanced Practitioner Written Registry Examination.

Program Chairman: Perinatal/Pediatric Respiratory Care Program. Three day program sponsored by Georgia State University, Cardiopulmonary Care Sciences Dept., February, 1991.


Organized Perinatal/Pediatric Forum Summer meeting Asthma Update presented by Dr. Gerald Teague, Henrietta Egleston Children's Hospital, Atlanta, Georgia, 1992.

Representative to the American Lung Association for The Great American Smoke Out Interviewed by radio station 750 AM. April, 1991 and 1992.


Health Day presentation at Woodward Academy. Lectured to high school students on Respiratory Care and the program offered at Georgia State University, September, 1990.


Aerosol Delivery through a Neonatal Endotracheal Tube® Georgia Baptist Medical Center, Neonatal Seminar, October, 1997.


CERTIFICATION/LICENSURE

Registered Respiratory Therapist, # 6885.

Certified Respiratory Therapist, 1983.

Neonatal-Pediatric Specialist, 1990.

State of Georgia Respiratory Care Medical License # 001741
CURRICULUM VITA

Barbara Hopkins, MMSc, RD, LD

Assistant Professor, Clinical
College of Health and Human Sciences
Georgia State University
Atlanta, Georgia 30303

Personal Information

Date of Birth:    July 17, 1952
Place of Birth:    Detroit, Michigan
Home Address    565 Hardendorf Ave NE
Atlanta, Georgia 30307
Telephone:    404.377.6104 (home)
              404.413.1238 (office)
FAX:     404.413.1228
Email:     bhopkins@gsu.edu

Education

Master of Medical Science, Emory University, Atlanta, Georgia 1977
Emphasis: Clinical Nutrition

Dietetic Internship, Emory University, Atlanta, Georgia, 1976
Certificate

Bachelor of Science, Wayne State University, Detroit, Michigan, 1975
Major: Nutrition and Dietetics

Professional Experience

Present    Assistant Professor, Clinical Director, Dietetic Internship
Dirctor, Didactic Program in Dietetics
Clinical Preceptor
Division of Nutrition, School of Health Professions, College of Health and Human Sciences
Georgia State University, Atlanta, Georgia

2006-2008    Assistant Professor, Clinical and Director, Dietetic Internship
Clinical Preceptor
Division of Nutrition, School of Health Professions, College of Health and Human Sciences
Georgia State University, Atlanta, Georgia

1998- Present  Academic Professional and Director, Dietetic Internship, Department of Nutrition, College of Health and Human Sciences, Georgia State University, Atlanta, Georgia

2001-2004  Part-time Instructor, Georgia Baptist College of Nursing at Mercer University, Atlanta, Georgia

1993-1998  Instructor, Department of Nutrition and Laboratory Technologies, College of Health and Human Sciences, Georgia State University, Atlanta, Georgia

1992-1994  Part-time Instructor, Physician Assistant Program, Emory University School of Medicine, Atlanta, Georgia

1992-1995  Nutritionist, Closed Head Injury Unit, Emory University Center for Rehabilitation Medicine

1990-1991  Director, Dietetic Internship, Emory University Hospital, Atlanta, Georgia

1984-1990  Director, Dietetic Internship, Emory University; Senior Associate, Emory University School of Medicine, Department of Community Health, Atlanta, Georgia

1980-1984  Clinical Dietitian and Instructor, The Christ Hospital, Cincinnati, Ohio

1981-1982  Instructor, Department of Nutrition and Dietetics, University of Cincinnati, Cincinnati, Ohio

1979-1980  Instructor, Coordinated Undergraduate Program, Department of Nutrition and Dietetics, Mercy College of Detroit, Detroit, Michigan

1979-1980  Instructor, Department of Nutrition and Dietetics, Wayne State University, Detroit, Michigan

1978-1979  Clinical Dietitian, University of Kansas Medical Center, Kansas City, Kansas

Professional Certifications
Registered Dietitian (422705), Commission on Dietetic Registration, the American Dietetic Association, 1976-present
Licensed Dietitian, State of Georgia, 1995-present

Professional Affiliations and Offices/Positions Held
Georgia Chapter of the American Society for Parenteral and Enteral Nutrition
President-elect: 2007-2008

Affiliate Committee, House of Delegates, Chair, 1999-2001
Dietetic Practice Groups: Dietitians in Nutrition Support, Dietetic Educators of Practitioners

State Advisory Committee, Co-Chair, 1999
Delegate 1997 – 2002
Historian, 1995-1997
Annual Meeting Program Chair, 1994, 1996, 1997; member 2004
President 1994-1995,
President-elect 1993-1994
Chair, Education and Research 1987-1993
Legislative Network Coordinator 1985-1986
Awards Chair, 2007-2008

President 2000 - 2001
Nominating Committee 1988-89

Publications


Presentations
“Nutrition Care Process Workshop” Georgia Dietetic Association, April 2008
“Enteral Nutrition 101” Novartis Home Care Workshop, March 2008
“Nutrition Care Workshop” Georgia Dietetic Association, April 2007
“Nutrition Care Process” Coastal Empire Dietetic Association, June 2006
“Nutrition Care Process” Georgia Dietetic Association, April 2006
“Professional Development Portfolio” Greater Atlanta Dietetic Association, June 2005.
“Evidence-Based Practice: Predicting Energy Expenditure”, Greater Atlanta Dietetic Association, September 2003
“Professional Development Portfolio” presented for the Greater Atlanta Dietetic Association, 2002.
“Professional Development Portfolio” presented for the Georgia Dietetic Association and the Greater Atlanta Dietetic Association, 2002.
"Innovations in Dietetics Education" presented for the Annual Meeting of the American Dietetic Association, Atlanta, Georgia, 1999.
“Professional Development 2001” presented for the Nutrition Clinical Services at Northside Hospital, Atlanta, Georgia, 1998.
“Professional Development 2001” presented for the Nutrition Clinical Services at Parkview Hospital, Atlanta, Georgia, 1998.
“Fluid and Electrolytes” presented at the spring workshop for the Georgia Nurses Association, Atlanta, Georgia, 1998.
“Nutrition and Pulmonary Disease” presented at a Baptist Hospital, Miami, Florida, 1996.
“Nutrition Assessment” presented for the Atlanta Dietetic Association, Atlanta, Georgia, 1996.
“Nutrition and Cancer” presented to the Middle Georgia Dietetic Association, Macon,
“Calculations Recommended for Clinical Practice” presented at the Controversies in Clinical Practice Conference at Grady Memorial Hospital, Atlanta, Georgia, 1991.


“Nutrition Assessment: Clinical Evaluation and Biochemical Indices” presented at the Skills Assessment Workshop, Office of Nutrition, Department of Human Resources, Macon, G
“Current Issues in Enteral Nutrition” presented at Central State Hospital, Milledgeville, Georgia 1991.
“Enteral Nutrition Update” presented for an ASPEN Post-graduate Course, Atlanta, Georgia, 1990.

Funding

Restricted Educational Grant, Novartis Nutrition, $17,000 August 2006
Senior Connections, Dekalb County, GA 2004-present $11,000 (to date)

Current Courses

Nutrition and Metabolism (NUTR 3500)
Supervised Practice (NUTR 6003, NUTR 6004)
Medical Nutrition Therapy (NUTR 4200, NUTR 4250, NUTR 7200, NUTR 7250))

Courses Taught

Advanced Clinical Nutrition
Nutrition Assessment
Nutrition Support for Adults
Therapeutic Nutrition

Honors
Outstanding Dietitian, State of Georgia, 1998
CURRICULUM VITAE

Jana R. Kicklighter, PhD.,RD

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(404) 651-1106
jkicklighter@gsu.edu

Home
6221 Traymore Trace
Smyrna, GA 30082
(770) 433-8117

PROFESSIONAL CERTIFICATION AND LICENSURE:

1975-present  Registered Dietitian  R398395
1986-present  Licensed Dietitian  Ga. License #11

ACADEMIC EXPERIENCE:

1984-present  Georgia State University, College of Health and Human Sciences, Department of Nutrition, Atlanta, Ga.: Department Chair, 2002-2005; Graduate Program Director, 1999-2005; Associate Professor, 1990-present; Assistant Professor, 1984-1990.

1976-1983  Emory University, School of Medicine, Division of Nutrition, Atlanta, Ga.: Assistant Professor and Education Specialist, 1980-1983; Assistant Professor and Director of Competency-Based Instruction Project, 1979-1980; Instructor and Coordinator for the Dietetic Internship Program, 1976-1979.

OTHER PROFESSIONAL EXPERIENCE:


1984  Georgia Dietetic Association, Temporary Executive Director. Worked to gain passage of a licensure bill for dietitians.
**EDUCATION:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>Ph.D.</td>
<td>Emory University, Atlanta, Ga:</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>1976</td>
<td>M.M.Sc.</td>
<td>Emory University, Atlanta, Ga:</td>
<td>Dietetics</td>
</tr>
<tr>
<td>1975</td>
<td>Certificate</td>
<td>Emory University, Atlanta, Ga:</td>
<td>Dietetic Internship</td>
</tr>
<tr>
<td>1974</td>
<td>B.S.</td>
<td>Georgia Southern College, Statesboro, Ga.:</td>
<td>Home Economics with an emphasis in dietetics</td>
</tr>
</tbody>
</table>

**PUBLICATIONS (FORMERLY JANA K. ARGO):**

**Articles:**


Kicklighter, J, Broussard, M. African American adolescents’ food choices and perceptions of future health status. *The*


Kicklighter, J, Rosenbloom, C., Coles, M. Dietary practices of college students enrolled in a nutrition course: Compliance with dietary recommendations for healthy eating. The Journal of the National Association of College and University Food Services, 1999, 21, 40-55. (refereed)


Kicklighter, J., Stein, M. Factors influencing diabetic clients' abilities to read and comprehend a printed diabetic diet material. The Diabetes Educator, 1993, 19, 40-46. (refereed)


Books and Monographs:


Published Abstracts:


Singh, RH, Foley, KW, Kicklighter, JR. Methods of tracking dietary phenylalanine and compliance in adolescents with PKU. J Inherit Metab Dis. 2003; 26: 34. (Abstract)


Other Publications:

345


Kicklighter, J. Legislative issues: How you can make a difference. Advance for Medical Laboratory Professionals. Vol. 4; #20, 1992, p. 5.


Curricula/Materials:


"Developing Educational Materials for WIC Clients," in WIC Paraprofessionals Training: Nutrition Education Delivery Skills
Training Manual. Atlanta, Georgia: Department of Nutrition and Dietetics, Georgia State University, 1991.


Nutrition and Weight Control Program, which included nutrition concepts and behavior modification techniques, contract with Health Research Corporation, Atlanta, Georgia, 1984.

Four training packages for use in school food service personnel enrichment programs, contract with Georgia School Food Service Association, Atlanta, Georgia, 1984.


Fourteen training packages for use in training personnel in Child Care Centers and Family Day Care Homes, contract with Georgia State University and U.S.D.A. Food and Nutrition Services, Atlanta, Georgia, 1980-1981.

FUNDING:

Kicklighter, JR (PI), Carrillo, D (Co-investigator). “Project Healthy Grandparents Nutrition Intervention,” External Grant from the Department of Health and Human Services, Administration


Kicklighter, JR, Kee, CC. "Personal Data Assistants (PDAs) in Dietetic Practice," Internal Grant from Georgia State University FY 2004 Technology Fee Grant, $19,094, June, 2003.


Rosenbloom, CA (PI), Kicklighter, JR (Co-investigator). "Nutrition education at six congregate meal sites in Fulton, County, Georgia, External Grant from the Peanut Institute, $33,527, July, 2001–August, 2002.


Kicklighter, JR (PI) "Development of nutrition intervention courses based on new directions in teaching and learning," Internal Grant from Georgia State University Instructional Improvement, $2,000, April, 1996.

Kicklighter, JR (PI) "Implementation and evaluation of a school-based nutrition intervention: Lunchtime Allstars Go for the Gold," Internal Grant from Georgia State University, College of Health Sciences, $1,865, January, 1996.


Kicklighter, JR (PI), Rosenbloom, C (Co-investigator). "College students' dietary practices: How closely do they follow the Dietary Guidelines for Americans?" Internal Grant from Georgia State University, $2,940, July, 1992.

Kicklighter, JR (PI) "Factors which influence the Readability and Comprehension of Diabetic Diet Printed Materials," Internal Grant from Georgia State University, $3,000, June, 1990.


Kicklighter, JR (PI) "Integrating Clinical Research into the Work Life of Dietitians," Internal Grant from Georgia State University Continuing Education, $1,500, June, 1987.


Kicklighter, JR (PI), Singh, R (Co-investigator). "Diabetic Diet Management: Utilization of a Competency-based Approach in


SCHOLARLY ACTIVITIES WITH STUDENTS:

Dissertation Committee Member:


Thesis/Master’s Project Committee Chairperson:


Thesis/Master’s Project Committee Member:

Alejandra Valencia, Effectiveness of Tailored Health Messages as part of a Web-Based Weight Loss Intervention, January, 2006.

Sherry Shipskie, Establishing Outcome Measures for a Novel Medical Nutrition Therapy Intervention for Clients with Type 2 Diabetes, 2005.


Valarie Koonce, Use of Focus Groups to Evaluate and Improve a Nutrition Education Module designed for College Students, 2004.


Kelli O’Neil, Quality of Life and Diabetes Knowledge of Youths with type 1 Diabetes, 2003.

Dena Patacca, Using a Focus Group Approach to Determine Older Adults’ Opinions and Attitudes Toward a Nutrition Education Program, 2002.


PRESENTED PAPERS AND POSTERS:

"Encouraging wellness as a component of integrative, holistic education," March 26, 2004, Southern Regional Learning Communities Conference, Georgia State University, Atlanta, Georgia, (invited, panel, regional).

"Powerful presentations," a workshop presented at the Annual Meeting of the Georgia Dietetic Association, April 18, 2002, Clarion Resort Buccaneer, Jekyll Island, Georgia. (invited, podium, state)

"A look inside the teaching toolbox," presented at the 34th Annual Meeting of the Society for Nutrition Education, July 23, 2001, Oakland City Center, Oakland, California. (invited, podium, national)

"Nutrition for women: Caring for ourselves," presented at the 45th Annual Georgia School Food Service Conference and Exhibition, April 15, 2000, Augusta, Georgia. (invited, podium, state)


"Cross-cultural food habits: Southeast Asians," presented at the Competency Based Skills Nutrition Workshops for Public Health
Nutritionists and Nurses, Georgia Department of Human Resources, February 13, 1998, Macon, Georgia. (invited, podium, state)

"Gain the Advantage with Grants: The ABCs of Grant Writing," presented at the 1997 Annual Meeting of the Georgia Dietetic Association, May 2, 1997, Atlanta, Georgia. (invited, podium, state)


"Lunchtime Allstars Go for the Gold," presented at Promoting Partnerships for the Future of Our Youth, Second Annual Conference of the National Assembly on School-Based Health Care, Radisson Plaza Lord Baltimore Hotel, June 27, 1996, Baltimore, Maryland. (refereed, poster, national)


"Go for the gold school nutrition program for 1996," presented at the U.S. Foodservice, Inc. Atlanta Division Educational Seminars, Atlanta Marriott Northwest, September 12, 1995, Atlanta, Georgia. (invited, podium, local)

"Lunchtime All-Stars go for the gold," presented at the Annual Meeting of the Georgia Dietetic Association, Gwinnett Place
Marriott, June 20, 1995, Atlanta, Georgia. (invited, podium, state)


"Advanced level practice," presented at the Annual Meeting of the Georgia Dietetic Association, July 22, 1993, Atlanta, Georgia. (invited, poster, state)

"Teaching learning principles and innovative approaches to meal planning," presented at the Annual Meeting of The Greater Atlanta Association of Diabetes Educators, May 15, 1993, Dillard, Georgia. (invited, podium, local)

"Enhancing dietetic students' skills in public policy," presented at the Annual Meeting of The American Dietetic Association's Area III Dietetic Educators of Practitioners Practice Group, April 20, 1993, Atlanta, Georgia. (invited, podium, regional)

"Factors influencing diabetic clients' abilities to read and comprehend a printed diabetic diet material," presented at the Annual Meeting of the Georgia Dietetic Association, July 31, 1992, Atlanta, Georgia. (invited, poster, state)


"What is ADA's state government relations project?" presented at the 74th Annual Meeting of The American Dietetic Association, October 29, 1991, Dallas, Texas. (invited, podium, national)

"Congressional hearings on the diet industry," presented at the Annual Meeting of The Georgia Dietetic Association, August 1, 1991, Atlanta, Georgia. (invited, podium, state)

"Educational strategies for teaching illiterate patients" presented at the Renal Nutrition Symposium sponsored by the Georgia Council on Renal Nutrition, July 31, 1991, Atlanta, Georgia. (invited, podium, state)

"Legislative issues: How you can make a difference," presented at the Spring Meeting of The Georgia Society for Medical Technology, March 29, 1991, Macon, Georgia. (invited, podium, state)


"Teaching strategies for effective patient education," presented at Chronic Diseases: Motivating Clients to Live Well, sponsored by the Diabetes Association of Atlanta, Inc. and the Greater Atlanta Association of Diabetes Educators, April 9, 1987, Atlanta, Georgia. (invited, podium, local)

"Getting started in continuing education," presented at the College of Health Sciences Continuing Education Seminar, Georgia State University, December 2, 1987, Atlanta, Georgia. (invited, podium, local)

"Licensure and public relations," presented at the 68th Annual Meeting of The American Dietetic Association, October 7, 1985, New Orleans, Louisiana. (invited, podium, national)
"Licensure: What's next?" presented at the Annual Meeting of the Georgia Dietetic Association, November 30, 1984, Atlanta, Georgia. (invited, podium, state)


"Educational psychology" presented at the Georgia Council on Renal Nutrition Platform Meeting, September 28, 1984, Atlanta, Georgia. (invited, podium, state)

"Counseling techniques and education of the E.S.R.D. patient" presented at the Southeastern Dialysis and Transplantation Association Annual Meeting, August 7, 1983, Atlanta, Georgia. (invited, podium, regional)

"Educating the nutrition audience" presented at the Georgia Dietetic Association Council on Practice Meeting, May 12, 1983, Athens, Georgia. (invited, podium, state)


"Educating our nutrition audiences" presented at the Atlanta District Dietetic Association Meeting, March 9, 1982, Atlanta, Georgia. (invited, podium, local)


"Development of checklists and rating scales in clinical evaluation" presented at Programs in Dietetics VA Sponsored Workshop, Emory University, October 17-18, 1980, Atlanta, Georgia. (invited, podium, local)

"Utilization of a computer-managed instructional support system in dietetic education" presented at the 63rd Annual Meeting of The American Dietetic Association, October 6-10, 1980, Atlanta, Georgia. (refereed, podium, national)
"Developing instructional objectives and teaching concepts" presented at the Programs in Dietetics Faculty Workshop, Emory University, March 20, 1980, Atlanta, Georgia. (invited, podium, local)

"The homogeneity of items within item forms across different taxonomic levels" presented at the Annual Meeting of the Eastern Education Research Association, February, 1979, Kiawah Island, South Carolina. (refereed, podium, national)

EDITORIAL ACTIVITIES (LAST 10 YEARS):

Journals:


1998-present Reviewer, Journal of Nutrition Education and Behavior

1992-present Reviewer, Journal of the American Dietetic Association

Books:


HONORS, AWARDS:

2007 Named as a Faculty Associate of the National Center for Grandparents Raising Grandchildren, College
Recipient of the International Education Excellence Award, Georgia State University.

2002

Nominated by the Dean of the College of Health and Human Sciences as a faculty participant in the Georgia State University Advancement of Women Leadership and Professional Development Program.

1996

Nutrition Action Award for Lunchtime Allstars Go for the Gold, sponsored by the Society for Nutrition Education and the National Potato Promotion Board.

1996

Outstanding Dietetics Educator, Area III of The American Dietetic Association

1993

Honorary Member of Phi Kappa Phi

1992

Recipient of the Distinguished Service Award in Research sponsored by the Georgia Dietetic Association

1991

Recipient of the new Investigator Research Award, College of Health Sciences, Georgia State University

1991

Recipient of the Georgia Dietetic Association Distinguished Service Award for Outstanding Service to the Georgia Dietetic Association

1988

Recipient of the Alumnus of the Year Award from the School of Health and Professional Studies in the Area of Home Economics, Georgia Southern College

1988

Recipient of the Outstanding Dietitian Award sponsored by the Georgia Dietetic Association

1986

Recipient of the Georgia Dietetic Association Distinguished Service Award for Outstanding Service to the Atlanta District Dietetic Association

1983

Recipient of Georgia's Recognized Young Dietitian of the Year Award sponsored by the Georgia Dietetic Association
1983 Second Place Winner in the Carol Sinicki Manuscript Awards Program sponsored by the American Association of Diabetes Educators and the Ames Company

SERVICE TO THE UNIVERSITY, COLLEGE, AND ACADEMIC UNIT (LAST 10 YEARS):

Service to Georgia State University:

2007-2008 Ambassador for the Division of Nutrition to the University’s Critical Thinking through Writing (CTW) Initiative.

2007 Member, Search Committee, Academic Professional for Student Retention, Office of Undergraduate Studies

2005-2006 Member, Freshmen Learning Communities Advisory Committee

2003-2005 Member, Data Management Committee

2004-2005 Coordinated the development and implementation of a Lunch and Learn Series in celebration of National Nutrition Month for the Georgia State University Community, Spring Semesters, 2004 and 2005.

2003-2005 Coordinated the development and implementation of a nutrition module presented 37 and 44 sections of GSU 1010/Freshmen Learning Communities fall semester 2003 and 2004, respectively.

2004 Member, Faculty Search Committee, Institute of Public Health

1999-2005 Participant in Faculty Incept Panels

1998 Member, Search Committee for the Dean of the College of Health and Human Sciences

1996-1998 Representative to the Faculty/Staff Giving Campaign

1993 Member of the Board of Regents’ Advisory Committee on Home Economics

1991-1993 University Senate: Member of Planning and Development
Committee, Programs and Continuing Education Committee, and Graduate Council

Service to the College of Health and Human Sciences:

2007  Conducted a needs assessment for a BS in Health Sciences degree program

2007-2008 Alternate Member, Faculty Advisory Committee

2006-2008 Member, Bylaws Committee

2003-2004 Member, Ad Hoc Committee for Evaluation of the Dean

2002  Worked with the Dean’s Office on three projects: review and recommended revisions in the Student Appeals Policy; facilitation of the development of quality indicators for graduate programs; and facilitation of the development of guidelines for the recruitment of ethnic minority faculty

2001-2002 Liaison from the Dean’s Office to three standing college committees: Bylaws, Academic Affairs, and Faculty Appeals

2002  Member of two Pre-Tenure Review Committees and Chair of one Pre-Tenure Review Committee

1995-2002 Faculty Advisory Committee (formerly Executive Committee): Member; Chair of the Nominations Subcommittee (2002); Chair of the Committee (1998-2000)

2001  Member, Ad Hoc Committee for Evaluation of the Dean

2000  Member of one Pre-Tenure Review Committee

1999  Member of one Pre-Tenure Review Committee

1998-2002 Member, Faculty Promotion and Tenure Committee

1996-1998 Member of the Undergraduate Interdisciplinary Curriculum Subcommittees on the HHS courses in policy and education
1997  Chair of one Pre-Tenure Review Committee

1997  Faculty Representative to the Community Partnership with the NFL YET and the MLK Jr. Middle School

1992-1995  Member, Faculty Promotion and Tenure Committee; Chair of the Committee (1993-1994)

1993  Member, Building Committee

1993  Member, Strategic Thinking Group

1991-1992  Member, Continuing Education Committee

1991-1992  Chair, Search Committee for Faculty Position in Cardiopulmonary Care Sciences

Service to the School of Health Professions:

2007-2008  Member, Academic Program Review Committee representing the Division of Nutrition

2007-2009  Member, Faculty Promotion and Tenure Committee

Service to the Division/Department of Nutrition:

2006-2007  Chair, Faculty Search Committee for 2 faculty positions in the Division of Nutrition

2002-2005  Chair, Department of Nutrition

2002-2005  Chair of the Recruitment Team, Department of Nutrition

1999-2005  Director of the Graduate Program; Chair of the Graduate Team (2001-2005)

2001  Member of the Search Committee for Assistant/Associate Professor, Department of Nutrition

1999  Developed evaluation system and forms for the Dietetic Internship Program
1998 Developed promotion and tenure guidelines for department

1996-1997 Member, Research Committee

1993 Member, Committee for Evaluation of Department Chair

1993 Member, Admissions Committee for the Coordinated Program

1992-1993 Member, Search Committee for Chair Position

ACTIVITIES IN PROFESSIONAL ORGANIZATIONS:

American Dietetic Association/Commission on Dietetic Registration: Member, Certification Collaboration Task Force, 2008; Member, Task Force for the revision of the ADA/CDR Code of Ethics, 2008.

Commission on Dietetic Registration: Elected RD Member of the Commission, 2007-2010; Chair, Competency Assurance Panel, 2008-2009; Member, Examination Panel, 2008-2009; Member, Competency Assurance Panel, 2007-2008; Member, Dietetic Registration Joint Certification Collaboration Taskforce, 1994-1997; Consultant, Fellow of the American Dietetic Association Credentialing Program, 1993-1994.


Society for Nutrition Education, Member, 1979-present; Representative to the National Coordinating Committee on School Health, 1996-1999; Member, Advisory Committee on Partnerships, 1995-1997; Co-Chair, Annual Meeting Program Planning Committee, 1994-1995.
Georgia Dietetic Association: Chair, Nominating Committee, 2002-2003; Liaison to Georgia Board of Examiners of Licensed Dietitians and Georgia Dietetic Foundation, 1996-1997; Delegate, 1986-1996 (Chair, 1991-1996); Scholarship and Awards Committee Member, 1988-89; Ethics Committee Chairman, 1987-1991; Legislative Committee Member, 1984-1989; Professional Registration Chairman, 1984-1985; Secretary, 1982-1984.

Member, Georgia Board of Examiners of Licensed Dietitians, 1992-2002; Chair of Board, 1994-1995.

Member, Board of Directors, Georgia Dietetic Foundation, 1995-2001; Secretary, 2000-2001.

Member, Ad Hoc Curriculum Advisory Committee, Food Service Management Institute, University of Mississippi, Oxford, Mississippi, 1993.


Georgia Southern College: Member of the Alumni Advisory Council for the Division of Home Economics, 1989.

Georgia Nutrition Council, Member, 1990-present; Member, Nominating and Executive Committees, 1992-1993.

SERVICE TO THE COMMUNITY:

Presentations to Community/Student Groups:


"The Profession of Nutrition and Dietetics," presented to students enrolled in Seminar for Biology Majors, Georgia State University, April 15, 2005.

"The Quest for Peace and Harmony - The Essence of Centering your Soul: Nutrition," sponsored by Georgia State University Diversity Education Programs, Second Annual Diversity Week, Atlanta, Georgia, April 7, 2003.


"Weight control and dieting dilemmas" presented during the Summer Quarter Lunch and Learn Series on Every Woman's Guide to Nutrition and Health, Georgia State University, July 3, 1991.

"Nutrition News-Part II" presented at the Winter'90 Institute for Adult Enrichment, Atlanta Jewish Community Center, February 6, 1990.

Commencement address presented to the Georgia Baptist Medical Center Dietetic Internship class, July 21, 1989.
Panel moderator for "Focus on Success" sponsored by the Division of Home Economics, School of Health and Professional Studies, Georgia Southern College, Statesboro, Georgia, February 10, 1989.

"ADA/GDA: Who and what you want to know" presented to the Atlanta District Dietetic Association, Atlanta, Georgia, March 14, 1989.


"Dietary habits of Black, Asian and Hispanic Americans," presented to students in Mental Health 410/610: Ethnic and Cultural Awareness, Georgia State University, May 5, 1989.


"The legislative process and the licensure bill for dietitians" presented to students in the Georgia State University Department of Community Health Nutrition Programs, November 19, 1985 and October 9, 1984.

"Add starch and fiber to your diet, and shake the sodium habit," presented during the Spring Quarter Lunch and Learn Series on Eating Well for the Health of It, Department of Nutrition and Dietetics, Georgia State University, April 26, 1988.

"Outsmarting the cash register," presented during the Spring Quarter Lunch and Learn Series on Charting Your Course through
the Supermarket, Department of Nutrition and Dietetics, Georgia State University, April 16, 1986.

"Nutrition centerfold: For adults only," presented during the Winter Quarter Lunch and Learn Series on Nutrition Knows No Age, Department of Nutrition and Dietetics, Georgia State University, February 18, 1986.

"Nutrition centerfold: For adults only," presented to the U.S. Department of Labor Employees, Atlanta, Georgia, February 12, 1986.


"The grocery bag: How to have the most in it for the least money," presented to the North Atlanta Senior Services, Trinity Presbyterian Church, August 7, 1986.

"Ethnic restaurants," presented at the 1985 Institute for Adult Enrichment, Atlanta Jewish Community Center, Atlanta, Georgia, July 30, 1985.

"Diet and your heart," presented during the Summer Quarter Lunch and Learn Series on the Diet and Disease Debate, Department of Nutrition and Dietetics, Georgia State University, July 16, 1985.

"Working with the legislative process in Georgia," presented in HS 800: Trends Affecting Health Policies, Practices and Laws, College of Health Sciences Graduate Course, Georgia State University, 1985 -1996.

"Popular reducing diet potpourri," presented during the Winter Quarter Lunch and Learn Series on Solving the Nutrition Puzzle, Department of Nutrition and Dietetics, Georgia State University, February 19, 1985.

**Media Interviews:**


“Eating Healthy on Thanksgiving” published in the Georgia State University Villager, November 11, 2003 (Vol. 4, #6).

“The Obesity Epidemic, interview broadcast on WGST Radio, October 9, 2002.

“Olestra and its impact on nutrition and diet,” was broadcast on WXIA TV, January 25, 1996.

Cited in newspaper article on "What's cooking on campus?" published in the Chicago Tribune, February 24, 1995.


"Simplesse and its impact on diet and nutrition," was broadcast on WSB radio, August 15, 1991.


Continuing Education Program Development:

Program Director for "Every Woman's Guide to Nutrition and Health," a Lunch and Learn Series sponsored by the Department of Nutrition and Dietetics, Georgia State University, Summer Quarter, 1991.


Program Director for "Integrating Research into the Work Life of Dietitians," sponsored by the Department of Nutrition and Dietetics, Georgia State University, April 28-29, 1988.

Program Director for "Eating Well for the Health of It," a Lunch and Learn Series sponsored by the Department of Nutrition and Dietetics, Georgia State University, Spring Quarter, 1988.

Program Director for "Nutrition and Exercise: Gaining the Competitive Edge," a Lunch and Learn Series sponsored by the Department of Nutrition and Dietetics, Georgia State University, Spring Quarter, 1987.

Program Director for "Charting Your Course through the Supermarket," a Lunch and Learn Series sponsored by the Department of Nutrition and Dietetics, Georgia State University, Spring Quarter, 1986.

Program Director for "Nutrition Knows No Age," a Lunch and Learn Series sponsored by the Department of Nutrition and Dietetics, Georgia State University, Winter Quarter, 1986.

Participated in the preparation and implementation of "Sports Nutrition Conference," sponsored by the Department of Nutrition and Dietetics, Georgia State University, February 27 and 28, 1986.

Program Director for "Comprehensive Review Program for the Registration Examination for Dietitians," sponsored by the Department of Nutrition and Dietetics, Georgia State University, Summer Quarter, 1991.
Department of Nutrition and Dietetics, Georgia State University, September 1985 - September 1993.

Program Director for "Diet and Disease Debate," a Lunch and Learn Series sponsored by the Department of Nutrition and Dietetics, Georgia State University, Summer Quarter, 1985.

Program Director for "School Nutrition and Cancer Prevention," co-sponsored by the Department of Nutrition and Dietetics, Georgia State University, Georgia Department of Education, and Georgia Division of the American Cancer Society, April 18, 1985.

Participated in the preparation and implementation of "Computer Software Selection in Nutrition," sponsored by the Department of Nutrition and Dietetics, Georgia State University, March 15, 1985.
Program Director for "Solving the Nutrition Puzzle," a Lunch and Learn Series sponsored by the Department of Nutrition and Dietetics, Georgia State University, Winter Quarter, 1985.

TEACHING ACTIVITIES (LAST 10 YEARS):

Undergraduate Courses:

2005-2006  Nutr. 3000, Introduction to the Nutrition Profession
2007-2008
1999       Nutr. 4990, Entrepreneurial Nutrition
1992-1998  NTD. 326, Food and Culture

Graduate Courses:

2007       Nutr. 7990, Nutrition Portfolio Seminar
2000-2008  Nutr. 6102, Nutrition Intervention
CATHERINE S. MCCARROLL
3238 Chinquapin Court
Marietta, Georgia 30066
Registered, American Dietetic Association
Licensed, State of Georgia
Offering over 30 years experience in nutrition and community health

EDUCATION:
Undergraduate. Bachelor of Science in Food and Nutrition, Auburn University, Auburn, Alabama.

Dietetic Internship: Henry Ford Hospital, Detroit, Michigan. American Dietetic Association registration examination successfully passed. Registration # R344746 Georgia Licensure # 404

Graduate. Master of Public Health Nutrition, University of North Carolina, Chapel Hill, NC.

RELEVANT WORK EXPERIENCE:
2007 – Present. Research Coordinator, Emory University, Department of Pediatrics. Developed protocol for and implemented research focused on fatty liver disease in children.

2006 – Present. Instructor, Georgia State University. Coordinator of the Integrated Program, a combined graduate degree program and supervised practice. Responsibilities include placement for students in clinical rotations to map to the competencies set for by the American Dietetic Association. Instructor for one or more nutrition courses per semester.

2005 – 2006. Program Coordinator, The CDC Experience, Centers for Disease Control and Prevention. The CDC Experience fellowship is a competency-based program, providing medical students with an applied experience in epidemiology and public health. Responsibilities include managing all aspects of program: marketing, recruitment, fellow selection, budget, program evaluation, and coordinating didactic and experiential experiences.

11/98 - 2005. Program Coordinator, Community Health Development Department, and Children’s Healthcare of Atlanta. This position involved planning, developing, and evaluation of programs for the pediatric community in the metro-Atlanta area. Grant deliverables, reports and program evaluations were completed. Co-wrote the curriculum for the Kids on the Move program, an after-school program focusing on physical activity.
and reducing cardiovascular risk. Served as an instructor for the Fit Kids program, a Children’s program designed for above average weight children and their families. Managed the student intern program, including recruitment, supervision, and evaluation of undergraduate and master level students.

9/97 - 2006. Partner, Nutrition Solutions, Inc. Nutrition Solutions, Inc. was a professional corporation of dietitians. Nutrition Solutions offered support services for dietitians, including continuing education workshops. Contract services were provided for developing strategic plans, grant proposals, and grant request for proposals for the Chronic Disease Branch, Georgia Division of Public Health.

1999 – 2000. Culinary Arts Faculty, The Art Institute of Atlanta. Responsibilities include teaching a 10-week course for students enrolled in the Culinary Arts program. The nutrition course is required for certification and graduation from this accredited degree.

11/85 - 8/97. Nutrition Program Consultant, Office of Nutrition, Georgia Department of Human Resources. Responsibilities included program planning, training, and technical assistance to the health professionals within the State and Local Public Health Agencies in Georgia. Areas of responsibilities included developing, organizing, and evaluating the nutrition component of the Maternal and Child Health programs (with a focus on Healthy People 2000 Objectives). This included managing the dietetic internship program sponsored by the Office of Nutrition.

2/80 -5/85. Out-patient Dietitian, Flint, Michigan. Provided counseling to patients referred by local physicians. Developed materials for a population from varied socio-economic backgrounds. In-patient services included the pediatric and maternity floors. Breast-feeding and infant nutrition classes were developed and taught. Implemented and taught the Red Cross course,"Better Eating for Better Health" through the community education program.

1/76 - 10/78. Nutrition Consultant, Visiting Nurse Association of Metropolitan Detroit. Provided client focused nutrition counseling to nursing and paraprofessional staff; and provided direct service via home visits. Promoted continuity of care of clients by establishing and coordinating channels of communication with other agencies.


8/73 - 8/74. Graduate school at University of North Carolina at Chapel Hill, with a year of education leave with full pay from the State of Florida.

11/71 - 8/73. Public Health Nutritionist, Columbia County Health Department, Lake City, Florida. As the first public health nutritionist assigned to this four county area, I developed and implemented nutrition programs throughout the community. This resulted in the establishment of a permanent position.

CURRENT MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:
American Dietetic Association (ADA)
Annual Meeting '99 Planning Committee
Georgia Dietetic Association
  2003 – 2004 Co-Chairperson, Annual Meeting Committee
  2002 - 2003 President, Georgia Dietetic Association
  2001 - 2002 President-Elect Georgia Dietetic Association
  1998, 2001 - 2004 State annual meeting planning committee
  2003 – Present Georgia Dietetic Foundation, Trustee
  2007 – Present Treasurer, Greater Atlanta Dietetic Association
  2003 Winner of the Creative Nutrition Education award, Pediatric Practice Group,
  2006-2008 Vice-President, Georgia Coalition for Physical Activity and Nutrition
CURRICULUM VITA

1. Deborah M. Michael, PT, DPT, CPed

2. Business Address:       Home Address:
School of Health Profession   11 Colonial Drive
Georgia State University     Newnan, GA 30263
P.O. Box 4019                770.683.5674
Atlanta, Georgia 30302-4019  
Office: 404.413.1250  Fax: 404.413.1230
email: dmmichael@gsu.edu

3. Professional Certification, Licensure, and Credentials:
Licensed Physical Therapist, State of Georgia
License Number 005496

Certified Pedorthist
American Board for Certification in Orthotics, Prosthetics & Pedorthics, Inc.
CPed1150

Credentialed Clinical Instructor

Lower Extremity Amputation Prevention, Level I and II Certification

4. Education:

2003-2006: Post Professional Doctorate in Physical Therapy
Washington University School of Medicine Program in Physical Therapy, St. Louis, MO

2002: Coursework to allow sitting for Certification in Pedorthics
Northwestern University – Chicago, IL

1994-1996: Master of Science in Physical Therapy Degree
Washington University School of Medicine Program in Physical Therapy, St. Louis, MO

1990-1994: Bachelor of Science in Biology, Neuroscience Concentration
Duke University – Durham, NC

5. Academic Experience:

2007-present Clinical Assistant Professor, Division of Physical Therapy,
Georgia State University, Atlanta, Georgia
2004-2007  Academic Professional, Division of Physical Therapy, Georgia State University, Atlanta, Georgia

6.  Other Professional Experience:

2005-present  Georgia Rehabilitation Center—Newnan, GA
Staff Physical Therapist (PRN, patient care)

2004-2005  West Georgia Health System—LaGrange, GA
Staff Physical Therapist (PRN, patient care)

2003-2004  West Georgia Health System—LaGrange, GA
Supervising Physical Therapist

1997-2003  West Georgia Health System—LaGrange, GA
Staff Physical Therapist

2001-2004  West Georgia Health System—LaGrange, GA
Diabetes Foot Clinic Care Provider

7.  Publications:


8.  Funding

a.  External Research Funded

Michael, DM, Taylor, LF (2007).  Best Foot Forward Project.  Private Donor.  $15,000.00


b.  External Research Approved But Not Funded
9. Scholarly Activities with Students

a. Doctoral Dissertation Committee Member


b. Faculty Advisor for Physical Therapy Department Research Projects


Jaclyn Balmes, Lacey Bankston, Kate Benton, Lisa Carmichael, Maggie Gebhardt, Julie Grosso, Michelle Hardy, Laura Huey, Adrianna Nebedum, Casey O'Dell, Julia Sampson, Adrienne Thomas (2007-2008). Best Foot Forward.


10. Presentations

Poster Presentations


11. Honors and Awards

2006   Lorraine F. Lake Award, Washington University in St. Louis

2003   Clinical Instructor of the Year, Georgia State University, Atlanta, GA

12. Service to the University, College, and Academic Unit

2007   Advisor to Student Service Learning: Family Farm Worker Health Program, Moultrie, GA

2007   Chair, Search Committee, ACCE

2007   Chair, Search Committee, Clinical Assistant Professor

2006   Chair, Search Committee, ACCE

2006-present   Chair, Division Student Promotion and Retention Committee

2006   Department Coordinator, Charitable Giving Campaign

2005   Advisor to Student Service Learning: Family Farm Worker Health Program, Moultrie, GA

2004-present   Academic Advisor to students

13. Professional Organizations

American Physical Therapy Association
   Member: Orthopedics Section
   Education Section

Physical Therapy Association of Georgia

Pedorthic Footwear Association

Georgia Diabetes Coalition

14. Service to the Community

Camp Kudzu Volunteer (Camp for children with Type 1 Diabetes), August 2003.

Reviewer

2008  Physical Therapy Journal


15. Teaching

Course Development/Teaching:
The following courses were taught at the Division of Physical Therapy, College of Health and Human Science, Georgia State University.


Human Gross Anatomy I, Basic Skills portion; Fall 2005.


Scientific Inquiry II, Fall 2005.


Research Application, Spring 2007.


PT Interventions III (Modalities and therapeutic exercise), Fall 2006, Fall 2007.


PT Clinical Internship IV, Fall 2005, Summer 2006.

PT Clinical Internship III, Summer 2006.
Health Promotion and Wellness, Fall 2007.
Research II, Fall 2007.
PT Management: Neuromuscular VI (Aquatic & burn management), Spring 2008.
PT Interventions V (Advanced interventions), Spring 2008.
Clinical IV, Spring 2008.

Course Teaching Assistant:
The following courses were taught in the Department of Physical Therapy, College of Health and Human Science, Georgia State University.

PT Intervention: Therapeutic Exercise; Spring 2005.
Spine; Spring 2005.
Human Gross Anatomy II; Spring 2005.
Patient Management; Fall 2004.
Musculoskeletal Disorders—Extremities; Fall 2004, Fall 2005.
Patient Management of Rehab Disorders; Fall 2004, Fall 2005, Fall 2006.
Murugi Ndirangu
Assistant Professor, Division of Nutrition,
School of Health Professionals,
College of Health and Human Sciences,
Georgia State University,
P.O. Box 3995, Atlanta, GA, 30302-3995
Tel (Office): 404-413-1233
Tel (Cell): 646-275-7994
Fax: 404-413-1228
Email: mndirangu@gsu.edu

RESEARCH INTERESTS:
- Development and implementation of nutrition and food security interventions for people in resource limited settings
- Community based participatory research
- Monitoring and evaluation of food and nutrition interventions

COURSES TAUGHT
- Perspectives on Comparative Cultures: World Foods
- Nutrition Interventions

Research areas within the Millennium Villages Project
- Evaluating food security status of households impacted by HIV to develop targeting criteria for participation in food and nutrition supplementation programs
- Effects of nutritional support for individuals living with HIV and AIDS
- Development of school meals programs within the millennium villages project

EDUCATION:
- Doctor of Philosophy in Nutrition and Food Systems, University of Southern Mississippi, Hattiesburg Mississippi, August 2005
- Postgraduate diploma in Complementary Studies in International Food Science and Nutrition, International Course in Food Science and Nutrition, University of Gent, Belgium July 2001
- Master of Education (Psychology), Kenyatta University Nairobi Kenya, December 1996
- Bachelor of Education (Home Economics), Upper Second Class Honors, Kenyatta University Nairobi Kenya, December 1989

PROFESSIONAL EXPERIENCES:
- Assistant Professor, Division of Nutrition, School of Health Professionals, College of Health and Human Sciences, Georgia State University. Sept 2007 to present
- Post doctoral fellow at the Earth Institute, Columbia University in New York, working in the Millennium Villages Project (MVP) on research and
implementation of food, nutrition and HIV interventions. The MVP is a multi-disciplinary integrated project that is trying to implement the millennium development goals to address poverty in rural communities in 10 African countries. Sept 2005 to Aug 2007

- Adjunct Nutrition Faculty, Pearl River Community College, Forrest County Campus Hattiesburg, Mississippi Jan 2004 to May 2005
- Adjunct Instructor for Nutrition and Food Systems, University of Southern Mississippi Jan to May 2003
- Graduate research assistant in the Delta Nutrition Intervention Research Initiative (Delta NIRI) Project, University of Southern Mississippi. The Delta NIRI project is a USDA funded initiative that utilizes community participatory methodologies to develop and implement nutrition and physical activity interventions in the Lower Mississippi Delta communities of Mississippi, Arkansas and Louisiana. Jan 2002 to July 2005
- Curriculum Developer, Visually Handicapped Primary Education Section, Special Education Division, Kenya Institute of Education, Nov. 1997 to May 1998
- Assistant Lecturer (Home economics), Muranga Teachers College, P.O.Box 232 Makuyu, March. 1993 to Oct. 1997
- Graduate Teacher (Home economics), Kigari Teachers College, Embu, Kenya, Jan. 1991 to Sept. 1991
- Graduate Teacher (Home economics) Mogotio Secondary School, Baringo, Kenya, May to Sept. 1989

LIST OF PUBLICATIONS


In Press

Submitted
  o Okosun, I. S., Bhatt, D.V., Boltri, J. M., Ndirangu, M. Self reported and measured height and weight: Impact on racial/ethnic differences in hypertension. *Journal of Ethnicity and Disease*

In Preparation

Published Abstracts

Posters
  
  
Other Publications

- Millennium Villages Project -School Feeding Program Manual, April, 2007
- The Millennium Villages Project Nutrition Interventions Manual, 2006

Conference Presentations:

- Nutrition and health. The Earth Institute Fellows Symposium: Building Global Sustainability Through Interdisciplinary Scholarship May 7 2007
- Setting up nutrition support programmes for persons living with HIV/AIDS using locally produced foods. 4th Africa Conference on Social Aspects of HIV/AIDS Research April 29th – May 2nd 2007
- Nutrition Interventions for Obesity in the Lower Mississippi Delta: Perceptions on Academia-Community Partnerships’. Institute for Human Nutrition Retreat, Columbia University November 18 2005
- Effectiveness of the NIRI partnerships: Community members’ Perceptions’, The All Delta Conference, Tunica Mississippi, June 6-8 2005

GRANTS

- Part of a team awarded $200,000 grant from the Doris Duke Operations Research on AIDS Care and Treatment in Africa (ORACTA) program. The grant will be used to study the clinical and social effects of participating in a nutrition support program among HIV positive individuals who were initially food insecure.
- Awarded a $5000.00 grant by the Cross Cutting Initiative of the Earth Institute, Columbia University to conduct research comparing the food security status of households impacted by HIV to those not impacted. July to Sept 2006.
- Recipient of the 2004-2005 Committee on Services and Resources for Women (CSRW) Research Stipend Award, College of Health, University of Southern Mississippi.

OTHER AREAS OF TRAINING:


ACTIVITIES IN PROFESSIONAL/ SERVICE ORGANISATIONS:

- Member Urban Health Association
- Member Community-Campus Partnership for Health
Member Society for Nutrition Education
Member of the search committee for the Dean, College of Health University of Southern Mississippi, 2004
Initiated and coordinated the first meeting held at the Kenya Institute Of Education on the education of learners with emotional and behavior problems with came up with a blue-print of a relevant curriculum for these learners
Secretary to the Advisory Committee of the Special Needs Educational Support Project of Volunteer Services Overseas. This British charitable non-governmental organization placed volunteers to work in developing countries in the areas of education, health and agriculture.

AWARDS AND HONORS:
Outstanding doctoral student in Nutrition and Food Systems, University of Southern Mississippi, 2005
Member of Phi Kappa Phi Honor Society
Awarded the International Flemish Interuniversity Council Scholarship to study International Food Science and Nutrition at the University of Gent, Belgium Sept. 2000 to Aug.2001.

LANGUAGES SPOKEN:
Kikuyu
Kiswahili
English
Meera Penumetcha  
Curriculum Vitae

Georgia State University  
Division of Nutrition  
Urban Life Building  
140 Decatur St., Suite 862  
Atlanta GA 30303  
Phone: 404-413-1240  
FAX: 404-413-1228  
Email: mpenumetcha@gsu.edu

Current Position: Assistant Professor  
August 2005-Present  
Division of Nutrition  
Georgia State University

Education:

November 2001- July 2005  
Postdoctoral Fellow (FIRST)  
Emory University, Atlanta GA

1996-2001  
Ph. D. in Nutrition and Health Sciences  
Emory University, Atlanta GA

1989  
Professional Certification  
Registered Dietitian

1986-1988  
B. S. in Nutrition and Dietetics  
Georgia State University, Atlanta GA  
Summa cum laude

Teaching:

Georgia State University:

Fall 2005  
Nutrition Issues (NUTR 7101)

Spring 2005  
Research Methods (NUTR 6101)  
Nutrition and Metabolism (NUTR 3500); Co-Instructor  
Topics in Nutrition (NUTR 7950); Co-Instructor

Fall 2006  
Advanced Normal Nutrition I (NUTR 6104)  
Medical Biochemical Principles (HHS 3700)

Spring 2007  
Advanced Normal Nutrition II (NUTR 6106)  
Research Methods (NUTR 6101)

2001  
FIRST fellow, Emory University. Please visit the following WEB site for detailed information about this fellowship.  
http://www.emory.edu/WHSC/MED/PHYSIOLOGY/FIRST/
Briefly, this three year fellowship provides support to Post doctoral fellows and trains them in both research and teaching. Each fellow is guided by a research mentor and a teaching mentor. According to the guidelines of this fellowship the teaching has to commence at a local minority undergraduate school. After a needs assessment, another fellow and I developed a class on Bioinformatics at Clark Atlanta University, Atlanta. The development of this class involved the following:

- Application to the Curriculum Committee at Clark Atlanta University with supporting documentation for the need to introduce a class in Bioinformatics to Juniors and Seniors
- Development of Syllabus
- Formal Evaluation of the class
- Teaching the class in the Spring semester of 2003 and 2004

Contact: Sean Kimbro (skimbro@cau.edu)

2003
Staff instructor, Department of Nutrition and Health Sciences, Emory University
Taught two classes in Human nutrition (IBS-580) to graduate students
Contact: Wyle Nichols (wnichols@physio.emory.edu)

2002
Staff instructor, Department of Nutrition and Health Sciences, Emory University. Taught, organized and coordinated syllabus for IBS-580, a graduate class in human nutrition.
Emory University, Atlanta GA
Contact: Dean P Jones (dpjones@emory.edu)

1998
Graduate instructor, Department of Nutrition and Health Sciences, Emory University
Prepared and gave a lecture on “Enteral and Parenteral Nutrition”

1997
Teaching assistant, Department of Nutrition and Health Sciences, Emory University

Guest Lectures:

1992 and 1993: Coordinated undergraduate program in Nutrition, Georgia State University. Lecture on Nutritional principles for persons with gestational diabetes
1992 – 2002: Arbor Montessori school, 1st to 7th grades. Several lectures on Healthy eating by using the Food Pyramid as a guide
1998: Physicians assistant program, Emory University. Lecture on Nutritional principles for persons with Diabetes
Publications:

**Meera Penumetcha** and Sampath Parthasarathy. 2006. A diet rich in Polyunsaturated Fatty acids protects LDLr-/- mice from atherosclerotic lesions by inducing aortic catalase. Manuscript in preparation


Sampath Parthasarathy, Khan-Merchant N, **Penumetcha M** and Santanam N. 2001. Did the
antioxidant trials fail to validate the oxidation hypothesis? Current Atherosclerosis Topics. In print.


Presentations and Abstracts:


390


Professional Experience:

2005 Assistant Professor, Division of Nutrition, GSU

1993-1996: Diabetes diet educator, Diabetes and Endocrinology Associates, Atlanta, GA
Duties and accomplishments: Designed individualized meal plans for patients with Diabetes/Cardiovascular disease. Motivated and followed-up with patients to achieve and maintain personal goals. Consulted with a colleague and obtained certification for the practice from the American Diabetes Association.
Employer: David Jacobson, M. D. Phone: 404-299-2223

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1988-1993: **Diabetes diet educator**, Dekalb Medical Center, Atlanta, 
**Duties and accomplishments:** Evaluated the nutritional and educational needs of patients admitted to the Diabetes unit and made appropriate recommendations to physicians. Educated patients either in a group or on an individual basis. Community out-reach by giving public speeches about healthy eating. 
**Employer:** Nancy Ward, R. D. Phone: 404-501-5601

**Honors & Awards:**

- 2006  Mentored Research Grant, GSU
- 2001  FIRST Postdoctoral Fellowship, Emory University
- 2001  Donald McCormick Award for Outstanding Contributions in Nutrition Research, Department of Nutrition and Health Sciences, Emory University
- 1998 & 2000  NIH pre-doctoral training grant awardee
- 1988  Georgia State University President’s Plaque
- 1988  Golden key national honor society
- PHI KAPPA PHI
- The Alpha Eta Society
- 1987  Jacob’s Foundation Scholarship in Nutrition

**Professional Membership:**

- The American Dietetic Association
- The American Heart Association

**References:**

1. Sampath Parthasarathy, Ph. D., F. A. H. A.  
   Professor  
   Department of Pathology  
   533 Bolivar St  
   New Orleans, LA 70112  
   Phone: (504)568-2643  
   Fax: (504)568-6037  
   E-mail: sparth@lsuhsc.edu

2. Arri Eisen, Ph. D  
   Sr Lecturer  
   Department of Biology  
   Emory University, Atlanta, GA 30322
3. Niel Sidell, Ph. D
Professor
Department of Obstetrics & Gynecology
Emory University, Atlanta, GA 30322
Phone: (404)727-9155
Fax: (404)727-8615
Email: nsidell@emory.edu
CURRICULUM VITAE

Susan B. Roman

ADDRESS

2301 Anderson Mill Road
Austell, GA 30106-1809
(770) 944-6614
e-mail: medbsbr@langate.gsu.edu

EDUCATION

Georgia State University, Atlanta, Georgia
Completed course work and comprehensive examination for Ph.D.
College of Education in Curriculum and Instruction 1981-1990

Honorary Society: Kappa Delta Pi

Emory University, Atlanta, Georgia
Degree: Master of Medical Science in Clinical Microbiology, March, 1973

University of Florida, Gainesville, Florida
Degree: Bachelor of Science in Medical Technology cum laude June 1971

Honorary Societies:

Phi Kappa Phi Gamma Beta Phi
Eta Rho Phi Mortar Board
Alpha Lambda Delta Lambda Tau

PROFESSIONAL TRAINING

Clinical Practicum, Medical Technology, Shands Teaching Hospital at J. Hillis Miller Medical Center University of Florida, Gainesville, Florida, June 1970 to June 1971.

CERTIFICATION

Medical Technologist -- ASCP Registry #MT 78271
Specialist in Microbiology -- ASCP Registry #SM 00640

PROFESSIONAL EXPERIENCE

Georgia State University:
Division of Nutrition, Assistant Professor, July 2000 to present
Department of Biology, Assistant Professor, January 1999 to present
Department of Nutrition and Laboratory Technologies, Program Director for the Medical Technology Program, June 1997 to 2000
Department of Medical Technology, Assistant Professor, July 1981 to June 1996
Director of Laboratory Management Graduate Program, July 1988 to Spring 1993.
Department of Medical Technology, Instructor, Clinical Coordinator of MLT Program, May, 1978 to July 1981.


Parasite Diagnostics Laboratory, Inc., private contractor to read and evaluate fecal and blood specimens for the detection of parasites, June 1996 to June 1997.


Piedmont Hospital, Supervisor, Department of Clinical Microbiology, Clinical Laboratory, January, 1974 to January, 1978.

Emory University Hospital, Supervisor of Anaerobic Bacteriology Laboratory, March, 1973 to December, 1973.

**TEACHING**

**Courses Taught at Georgia State University**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 354</td>
<td>Clinical Microbiology I</td>
</tr>
<tr>
<td>MT 410</td>
<td>Applied Food Sanitation</td>
</tr>
<tr>
<td>MT 420</td>
<td>Clinical Microbiology II</td>
</tr>
<tr>
<td>MT 421</td>
<td>Clinical Parasitology</td>
</tr>
<tr>
<td>MT 422</td>
<td>Clinical Mycology, Virology, and Mycobacteriology</td>
</tr>
<tr>
<td>MT 423</td>
<td>Clinical Microbiology Practicum</td>
</tr>
<tr>
<td>MT 424</td>
<td>Serology Practicum</td>
</tr>
<tr>
<td>MT 441</td>
<td>Clinical Laboratory Practicum I</td>
</tr>
<tr>
<td>MT 443</td>
<td>Clinical laboratory Practicum III - provided the Clinical Practicum experience for the Crawford Long and Emory University Hospital Medical Technology Students</td>
</tr>
<tr>
<td>MT 486</td>
<td>Instructional Methods for Medical Technology</td>
</tr>
<tr>
<td>MT 441</td>
<td>Clinical Laboratory Practicum I</td>
</tr>
</tbody>
</table>
MT 442 Clinical Laboratory Practicum II
MT 444 Clinical Laboratory Practicum III
MT 850 Laboratory Administration I
MT 851 Laboratory Administration II
MT 890 Special Problems in Laboratory Administration
NUTR 6120 Food Safety
NUTR 3160 Food Science (taught laboratory)
NUTR 3170 Food Safety
BIOL 2300 Microbiology and Public Health
BIOL 2310 Fundamental Microbiology Laboratory
BIOL 3880 Microbiology
BIOL 3890 Microbiology Laboratory
BIOL 7802 Instructional Methods
HHS 4200/7200 GERO 4200/7200 Health and the Older Adult
PERS 2002W Microorganisms in Our World: The Good, the Bad, and the Ugly
PERS 2002 Health and Society
NUTR 3810/7810 Interpretation of Laboratory Values for Health Care Professionals
HHS 3810/7810 Interpretation of Laboratory Values for Health Care Professionals

Honors: Professor of Distinction, Mortar Board, Georgia State University, 1980.

Direction of Individual Student Work

Osorio-Navaro, R., “Development of an Inventory Control Model of Solvents and Compressed Gases for the Pesticide Residue Section of the Georgia Department of Agriculture,” Non-thesis Master’s Residency Project Paper, Student’s paper was awarded Student Paper of the Year from the Georgia Society for Allied Health Professions and received $200.00 award. (1993).


Baker-Wilkerson, C., “Implementation of Continuous Quality Improvement (CQI) and Total Quality Management (TQM) in the Clinical Laboratory at South Fulton Medical Center,” (1994).


Nagy, Maria, “Testing of Folklore Medicinal Plants for Antibacterial Properties,” Committee chair for M.S., committee member doctoral committee

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Program Development
Designed the Specialty Graduate Track in Clinical Microbiology to be offered as a cooperative program of GSU and Emory University. Approved by Academic Affairs Committee College of Health Sciences for Initiation in Fall 1994.

Recent Continuing Education Programs Presented
Sole faculty, “Parasitology Update,” Teleconference Network of Texas, The University of Texas Health Science Center at San Antonio, July 28, 1998.


Workshop Director and Primary Presenter, "Basic Parasitology for the Community Hospital," South Eastern Association for Clinical Microbiology," Richmond, VA, November 9-10, 1994.


Workshop Presenter, "Clinical Microbiology for the Small Community Hospital, South Eastern Association for Clinical Microbiology, Greensboro, NC, November 6 & 7, 1991


Workshop Coordinator for "Rapid Identification of Gram Positive Cocci" South Eastern Association for Clinical Microbiology, November 1988.

Workshop Coordinator and Co-Presenter for "Review of Intestinal Protozoa and Cryptosporidium," Georgia State University, October 1988.

Workshop Coordinator "Review of Common Saprophytic Fungi Seen in the Clinical Laboratory," South Eastern Association for Clinical Microbiology, Columbus College, March 1988.

Workshop Director and Co-Presenter "The Microbiology of Body Fluids, Georgia State University, September 1987.

Program Director for "Continuing Education Program for Medical Laboratory Sciences," GSU, December 17-18, 1985.

GRANT AWARDS


Cody, M. & Kunkel ME. American Distance Education Consortium, FSMOD: Internet-delivery of Context-specific Food Safety Modules, $60,000, August 2000-July 2001, $2,000 salary compensation to serve as microbiology/food safety content specialist.

Cody M, O’Leary V, Roman S. College of Health and Human Sciences, Food Safety Online, $1481 salary compensation, May 2001, development of course components to enhance online course (co-investigator.

Cody M, O’Leary V, Roman S. College of Health and Human Sciences, Food Safety Online, $2000 salary compensation, May 2000, development of course components to enhance online course (co-investigator.


“Recovery of Chlamydia pneumoniae from Throat Swabs and Detection of Antibodies in Serum of Alzheimer’s Patients,” S.B. Roman & R. Green, College of Health and Human Sciences Intramural Grant, funded for $4567.

“Using Portfolios and Peer Collaboration for Improving Teaching and Learning,” J. Weed, R. Mullis, M. Cody, S. Jonnalagadda, J. Kicklighter & S. Roman, Center for Teaching and Learning GSU, received $3,000 Scholarship of Teaching Award for continuation of project. 1998


“Surveillance of Reservoir Cross-Contamination with Multiple Patient MDI Use,” J. Rau, C. Dunlevy, & S. Roman, $10,000, HealthScan Products, Inc., December 1996.


"Routine Culture and Confirmation of *Escherichia coli* O157:H7," College of Health Sciences Small Grant Award, received $2,500, June 1994.

"Biological Safety Cabinet Grant for Instructional Equipment," S. Roman, Georgia State University Quality Improvement funds received $5,150.65, January 1993.


"The Microbiology of Body Fluids," Continuing Education Grant, Georgia State University 1987, $1,885.

"Review of Intestinal Protozoa and Cryptosporidium," D. Abbott Turner Mini-Grant for Continuing Education, Received with Jettie Lights for workshop granted $700 from Columbus College, 1986.

"Institute for Continuing Education in Clinical Laboratory Sciences," Continuing Education Grant, Georgia State University 1985, $2,000.

**PUBLICATIONS AND PRESENTATIONS**

**Abstracts**

Benardot D, Thompson WR, Hutchinson M, Roman SB, Hedrick TM, and Reynaud C. Urine Specific Gravity is Unrelated to BIA or Skin-fold-Derived Body Fat percent, But is Related to Weight in Professional Racehorse Jockeys. *Medicine and Science in Sports and Exercise.* 2008; 40(5):S4124


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**Papers**


**Poster Sessions**


Roman, SB. “Detection of Antibodies to *Chlamydia pneumoniae* in the Serum of Alzheimer’s Patients,” American Society for Microbiology General Meeting, Los Angeles, CA, May 2000. (refereed poster)


Roman, S.B., & Green, A., "Focus Surveillance of Ventilator Associated Nosocomial Pneumonias in a Community Hospital," American Society for Clinical Laboratory Science Annual Meeting, Chicago, IL, July 30, 1996. (refereed poster)


**Presented Papers**


**Invited Lectures**

"Top Ten Parasites in the Parasitology Hit Parade," South Eastern Association for Clinical Microbiology, Richmond, VA, November 11, 1994.


**Workshop and Course Manuals Written**


"Manual for Basic Parasitology for the Community Hospital," South Eastern Association for Clinical Microbiology, August 1994.


**Textbooks Reviewed**


Stevens, Christine D., *Clinical Immunology and Serology: A Laboratory Perspective*, Reviewed for F.A. Davis Company, Philadelphia, PA.

**PROFESSIONAL SOCIETIES**

South Eastern Association for Clinical Microbiology

**Offices Held:** Director at Large 1993-96.

  Workshop Chair - 1989 Annual Meeting.

  Director at Large 1986-1989.

  Registration chairperson 1986.

  Georgia Area Director 1985-86.
Finance Committee Chairperson 1983-86.
Past President 1984.
President 1982-83.
President-Elect 1982.
Registration Chairperson 1981.

Georgia Society for Clinical Laboratory Science (1971-present)
**Offices Held:** Faculty Advisor to Student GSCLS Association, 1989-90.
Microbiology Scientific Assembly Chair, 1989 to present.
Microbiology Shoppers Fair Chair, Annual Meeting, 1988.
Microbiology Program Moderator, Annual Meeting, 1988 to present.
Microbiology Program Chair, Annual Meeting, 1988 to 1999

**Honors:**
Omicron Sigma, President’s Honor Roll, April 18, 1997
Received Award for Contribution to the Profession in Microbiology, March 30, 1995 and April 18, 1997.

Atlanta Society for Medical Technology (1974-1986)
**Office Held:** Secretary 1977-1978.

Atlanta Area Clinical Microbiologists
**Office Held:** Member of the Board of Directors 1977-1982.

National Certification Agency for Medical Laboratory Personnel
**Office Held:** Member of Microbiology Examination Board, 1983-84.

American Society for Microbiology (1973 to present)
American Society for Clinical Laboratory Science (1971-present)
American Society for Clinical Pathology (Associate Member, 1971 to present)
Clinical Laboratory Management Association (1988-93)

**SERVICE**

**National:**
Testified at Grassroots Regulatory partnership Meeting for CLIA'88, Health Care Financing Administration, Atlanta, GA, April 27, 1995.
Member of work group to develop ideas for simplification of the Clinical Laboratory Improvements Amendments Regulations, Health Care Financing Administration, Atlanta, GA, June 8-9, 29, 1995.

**Community:** Clinical Laboratory, Blood Bank, and Tissue Bank Advisory Committee, Department of Human Resources, State of Georgia, Chair, 1996 to 1999.
Clinical Laboratory, Blood Bank, and Tissue Bank Advisory Committee, Department of Human Resources, State of Georgia, 1990 to present. Delegate for Clinical Microbiology.
Point of Care Ad Hoc Committee of the Clinical Laboratory, Blood Bank, and Tissue Bank Advisory Committee, Dept. of Human Resources, State of Georgia, 1992, Committee Member.
Sports Physicals, Did finger sticks and ran hematocrits on the GSU athletes, GSU Athletic Dept. and CHS, GSU, August 1994.

University:
Secretary, Health Assurance Committee, 1997 to present.
President, Phi Kappa Phi, Georgia State Univ. Chapter, May 1994 to May 1995
Vice-President, Phi Kappa Phi, Georgia State Univ. Chapter, May 1993 to May 1994
Secretary, Phi Kappa Phi, Georgia State Univ. Chapter, May 1992 to May 1993

College:
Academic Affairs Committee, 2002 to present
Student Appeals Committee, 2002 to present
Faculty/Staff Perspective team for Banner, 2001 to present
College Appeals Committee, 1995 to present
Health Assurance Committee, 1991 to 1997
Carter Project Committee, 1992 to 1996
Secretary, Ad Hoc Committee on Recruitment, Public Relations and Image, 1988 to 1990.
Chair, Student Services Committee, 1987 to 1992.
20th Anniversary Committee 1988 to 1990.
Promotions and Tenure Committee, 1986.
Continuing Education Committee, 1980-84.
Undergraduate Curriculum Committee, 1981-83.

School:
Secretary, Graduate Council, 1988 to 1991.

Department:
State Charitable Contributions Program, Dept. Coordinator 2002 to present
College of Health & Human Sciences, Annual Faculty/Staff Giving Campaign, Dept. Coordinator 2002 to present
Executive Co-Chair, CHHS Campus Giving Campaign 2006.
Director, Graduate Program in Laboratory Management, 1988 to Spring 1993.
CURRICULUM VITAE

NAME
Christine A. Rosenbloom

MAILING ADDRESSES
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Atlanta, GA 30302-3995
P.O. Box 2732 Royal Bluff
Decatur, GA 30030
(404) 289-4620
(404) 413-1081 (P)
(404) 413-1090 (F)
rcrosen@comcast.net
crosenbloom@gsu.edu

PROFESSIONAL LICENSURE

Registered Dietitian (385121), The American Dietetic Association, 1975-present
Licensed Dietitian (424), State Of Georgia, 1986-present

EDUCATION

1989 PhD Georgia State University, Atlanta, GA
Major: Sociology (Gerontology)

1985 Certificate Graduate Certificate in Gerontology
Georgia State University, Atlanta, GA

1980 MEd Georgia State University, Atlanta, GA
Education (Nutrition)

1974 Dietetic Internship University of Minnesota, Minneapolis, MN

1973 BS Kent State University, Kent, OH
Nutrition and Dietetics

ACADEMIC EXPERIENCE

2005-present Professor, Division of Nutrition, Georgia State University, Atlanta, GA

2002-present Associate Dean for Academic Affairs, College of Health
and Human Sciences, Georgia State University, Atlanta, GA

1999-2002  Chairperson, Department of Nutrition, Georgia State University, Atlanta, GA

1990-2005  Associate Professor (tenured), Department of Nutrition, Georgia State University, Atlanta, GA

1996-present  Fellow, Gerontology Institute, Georgia State University, Atlanta, GA

1985-1996  Member, Gerontology Faculty, Georgia State University, Atlanta, GA

1985-1990  Assistant Professor, Department of Nutrition and Dietetics, Georgia State University, Atlanta, GA

1980-1985  Instructor, Department of Nutrition and Dietetics, Georgia State University, Atlanta, GA

1990-present  Part-time instructor, School of Applied Physiology (formerly Department of Health and Performance Sciences) Georgia Institute of Technology, Atlanta, GA

OTHER PROFESSIONAL EXPERIENCE

2004-present  Sports Dietitian, Georgia State Athletic Association, Atlanta, GA

1989-2003  Nutrition consultant, Georgia Tech Athletic Association, Atlanta, GA

1977-1980  Clinical Nutrition Specialist, Georgia Baptist Medical Center, Atlanta, GA

1975-1977  Therapeutic Dietitian, St. Joseph's Infirmary, Atlanta, GA

PUBLICATIONS

JOURNAL ARTICLES

PUBLISHED ARTICLES  407


BOOK CHAPTERS


BOOKS AND MONOGRAPHS

CD Rom


BOOKS (Edited volumes)


ABSTRACTS


PUBLICATIONS IN PROFESSIONAL NEWSLETTERS

2004 Rosenbloom CA. Sports nutrition: applying the American Dietetic Association’s
Nutrition Care Process and Model to achieving quality care outcomes for athletes. *SCAN’s PULSE*. 24:10-17.


1997 Clark N, Rosenbloom CA. To Zone or not to Zone: people respond to The Zone diet plan. *SCAN’s Pulse*.1997;16:5-7.


BOOK REVIEWS


PUBLICATIONS IN COMMUNITY NEWSLETTERS


Funding

Extramural Research (funded)


2000 Whittington FJ (PI), Ball M, Rosenbloom CA, Taylor L, Diwan S, King

Intramural Research (funded)

1996 **Rosenbloom CA.** "Do Meals From Project Open Hand/Atlanta Maintain or Improve Nutritional and Dietary Indices in persons with AIDS? A Pilot Study." Grant from College of Health Sciences, Georgia State University, 1996-97 ($4,658 in two awards--$2,500 and $2,158).


**SCHOLARLY ACTIVITIES WITH STUDENTS**

a. **DISSERTATION COMMITTEES**

**DISSERTATION COMMITTEE MEMBER**


b. **THESIS/PROJECT/PORTFOLIO COMMITTEES**

**CHAIR**


Amanda Maucere (in progress). Division of Nutrition. “Master of Science Graduate Program Portfolio.

Sharon Rhodes (in progress). “Evaluation of a 10-week weight loss program at a university fitness center.”

Stephanie Wentzel (in progress). “Use of energy bar in golf matches.”


Sherry Shipskie (2005). Department of Nutrition. “Establishing outcome measures for a novel medical nutrition therapy intervention for clients with type 2 diabetes: Do diabetes educators differ in their opinions on appropriate outcome measures compared to published guidelines?”

Valarie Koonce. (2004). Department of Nutrition, “Assessing a nutrition education module in college freshman through use of focus groups.”

Phillip Nichols. (2004). Department of Nutrition, “Examining the knowledge, attitudes, and behaviors of athletes regarding hydration and fluid replacement at a Division I NCAA Institution.”

Michele Bahns. (2004). Department of Nutrition, “Dietary intakes and lifestyle characteristics of masters cyclists in Georgia.”

Dena L. Patacca. (2002). Department of Nutrition, “Using a focus group approach to determine older adult’s opinions and attitudes toward a nutrition education program.”

Holly Dobson. (2002). Department of Nutrition, “Dietary supplement use by Division I collegiate athletes.”


Raven Lopez. (2001). Department of Nutrition, “Use of the mini nutrition assessment (MNA) in elderly residents of assisted living centers in suburban Atlanta.”
Lilas Tomeh. (2001). Department of Nutrition, “Descriptive study of energy and nutrient intakes in elderly residing in four personal care homes in Georgia.”


THESIS/PROJECT COMMITTEE MEMBER

Jennifer C. Smith. (2002). Department of Nutrition, “Assessing participant satisfaction of congregate and home-delivered meals provided by the Elderly Nutrition Program in the ten county metropolitan Atlanta area.”


PRESENTATATIONS


2002 “Changing players’ attitudes toward supplements in football: approaches that work and those that don’t.” Strategies to Beat Heat Illness in Football Players, Park City, Utah. July 12, 2002


1999 “Nutritional concerns and supplement use among baseball players.” Major
League Baseball Team Physician’s Meeting at the Winter Baseball Meetings
Anaheim, California, December 11, 1999

1999 “Evaluating dietary supplements and ergogenic aids.” Florida Dietetic
Association Annual Meeting, Naples, Florida, July 12, 1999

1999 “Nutrition for high school athletes.” Florida Coaches Clinic. Daytona Beach
Florida, July 25, 1999

1998 “Managing media relations.” Annual meeting of The American Dietetic
Association, Kansas City, Missouri, October 19, 1998.

1998 “A health professional’s guide for evaluating supplements and ergogenic aids.”
Annual meeting of The American Dietetic Association, Kansas City, Missouri,
October 21, 1998 (with L. Bonci)

1997 “Communicating nutrition controversies to consumers: the dietary
supplement experience.” Annual meeting of The American Dietetic Association,
Boston, Massachusetts, October 28, 1997

1998 “Nutrition and performance.” Virginia Department of Education Coach’s Clinic,
Norfolk, Virginia, July 12, 1998

1997 “The dietitian’s guide for evaluating nutrient/food supplements.” Annual meeting
of The North Carolina Dietetic Association, Greensboro, North Carolina, June 27,
1997

1996 "How does the science apply to you?" International Pre-Olympic Scientific
Congress Satellite Symposium, Dallas, Texas, July 10, 1996

1994 “Simplifying the diet/health message through the media.” Annual meeting of the
Louisiana Dietetic Association, Bossier City, Louisiana, May 6, 1994

1994 "Vitamin/mineral supplementation: research, realities, and responsibilities."
SCAN Annual Symposium, Atlanta, Georgia, April 23, 1994

1993 "Health and nutrition: helping Sports Information Directors survive." Annual
meeting of College Sports Information Directors of America. Atlanta, Georgia,
July 5, 1993

1991 Healthy eating while dining out." New American Cuisine Workshop for the
American Cancer Society. Atlanta, Georgia, April 20, 1991
1990  "The effects of bereavement on eating behaviors and nutrient intakes in elderly, urban widowed persons." Annual meeting of The Gerontological Society of America, Boston, Massachusetts, November 17, 1990

INVITED NATIONAL WORKSHOPS


INVITED STATE AND LOCAL PODIUM PRESENTATION


2002  “From the NIH to the AHA: review of recent recommendations for adults with cardiovascular disease.” Georgia Dietetic Association annual meeting, Jekyll Island, Georgia. April 19, 2002


2001  "Media workshop in writing for the lay public." Georgia Dietetic Association Annual Meeting. Atlanta, Georgia, April 19, 2001

2000  "Health risks of low carbohydrate diets." Greater Atlanta Association of Diabetes Educators, Atlanta, Georgia, September 25, 2000


1999  “Nutrition workshop: nutrition and fitness for service providers.”  Georgia Department of Corrections, Columbus, Georgia, March 29, 1999


1997  “Confronting nutrition quackery.”  The Atlanta Dietetic Association, Atlanta, Georgia, October 14, 1997

1996  “Atlanta feeds the world: food and nutrition for Olympic athletes.”  Ninth Annual Nutrition Seminar, Coca Cola Health Management Department.  Atlanta, Georgia, May 5, 1996

1996  "Food and nutrition trends."  Annual meeting of the Georgia Dietetic Association, Savannah, Georgia, May 2, 1996

1995  "You're in the spotlight: a hands on workshop for more effective media presentations."  Annual meeting of the Georgia Dietetic Association, Savannah, Georgia, May 1, 1996  (with K Zelman, S Young)

1995  "Fad diets."  Practical Obesity Treatment for Family Practitioners.  Mercer University, Atlanta, Georgia, April 20, 1996

1995  "Effective use of the media."  The Columbus District Dietetic Association, Columbus, Georgia, September 14, 1995

1995  "Preparing for '96 Olympic Games: an insider's view."  Annual meeting of The Georgia Dietetic Association, Atlanta, Georgia, June 20, 1995

1995  "Sharing and discussion with GDA's media experts."  Annual meeting of The Georgia Dietetic Association, Atlanta, Georgia, June 20, 1995  (with K Zelman, S Young, J Ford-Stokes)

1995  "Eating on the run."  Georgia Department of Corrections Eastern Region Training, Dillard, Georgia, April 20, 1995


1994  "Sports nutrition: facts and fantasy."  Quarterly meeting of the Olympic Medical Support Group, Atlanta, Georgia, September 22, 1994
1994  "Help, hype, or hope? A review of popular ergogenic aids used by athletes." Annual meeting of the Georgia Dietetic Association, Atlanta, Georgia, June 28, 1994

1994  "Why are dietitians in the shadows and nutrition in the limelight? Working effectively with the media." Annual Meeting of the Georgia Dietetic Association, Atlanta, Georgia, June 25, 1994 (with K Zelman, S Young)

1993  "Simplifying the diet/health message through the media." Annual Area III meeting of Dietetic Educators of Practitioners. Atlanta, Georgia, April 20, 1993

1993  "Current nutrition trends in the media." The Atlanta Dietetic Association, Atlanta, Georgia, February 26, 1993


1991  "Recent developments in sports nutrition. Sports Injury Conference for Physicians." Piedmont Hospital, Atlanta, Georgia, May 18, 1991

HONORS AND AWARDS

2008  SCAN Achievement Award. Sports, Cardiovascular and Wellness Nutritionists. April 12, 2008, Boston, MA.

2006  Distinguished Service to Media. The Georgia Dietetic Association, Savannah, Georgia

2000  Outstanding Faculty Award. The Gerontology Center of Georgia State University, Atlanta, GA

1994  Outstanding Dietitian of the Year Award. Georgia Dietetic Association

1986  Continuing Education Programming Award, Georgia State University, Atlanta, GA

1976  Recognized Young Dietitian for State of Georgia, American Dietetic Association
EDITORIAL BOARDS

Assisted Living Success Magazine. 2002-2003

Associate Editor, Georgia Tech Sports Medicine and Performance Newsletter. 1998-2003

Co-Editor of Sports Nutrition for SCAN'S Pulse, 1996-2001

ADVISORY BOARDS


SERVICE TO THE UNIVERSITY, COLLEGE, ACADEMIC UNIT

SERVICE TO THE UNIVERSITY

Gerontology Center/Gerontology Institute
  • Member, Executive Committee 2007- present
  • Faculty Recruitment Committee, 2006-2007
  • Member, Program Review Committee, 2003-2004
  • Chair, Curriculum Committee, 1996-2002
  • Member, Curriculum Committee, 1996- present
  • Member, Nominations Committee, 1990-91
  • Member, Planning Committee, Barbara P. Payne Lectureship, 1994

Triennial Evaluation for Vice President for Academic Affairs, Chair 2007

Faculty Information Management System Advisory Committee, 2007

University Faculty Awards Selection Committee, Chair 2006, member 2007


Department Chair Advisory Group for Associate Provost, 2001-2002

Search Committee Member
  • University Registrar, 2002

University Senate, 1984-86
  • Chair, Nominations Committee, 1985-86
- Member, Nominations Committee, 1984-86
- Member, Faculty Affairs Committee, 1984-86

Lecturer
- American College of Sports Medicine Exercise Leader Workshop and Health and Fitness Exercise Instructor Workshop and Certification, GSU Fitness Center, 1989-1995 and 2001-present

SERVICE TO THE COLLEGE

- Chair, Search Committee for Associate Dean for Research, 2007-2008
- Chair, Promotion to Professor Committee, 2007-2009
- Chair, Post-tenure Review Committee, 2007-2008
- Member, Non-Tenure Track Promotion Committee, 2004-2006
- Member, Promotion to Professor Committee, 2006-2007
- Chair, Search Committee, CHSS Associate Dean for Research, 2006-2007
- Member, Search Committee, School of Social Work Director, 2005-2006
- Member, Search Committee, Byrdine F. Lewis School of Nursing Director, 2005
- Dean’s Office liaison to Academic Affairs Committee, Bylaws Committee, Faculty Appeals Committee, Promotion & Tenure Committee, Student Appeals Committee, Student Services Committee 2002-present
- Chair, Search Committee, Physical Therapy Department Chair, 2002-2003
- Member, Search Committee, School of Nursing Director, 2002
- Chair, Post-tenure Review Committee for Dr. Dea Baxter, 1998
- Chair, Pre-tenure Review Committee for Leslie Taylor, 1996
- Chair, Faculty Appeals Committee, 1999-2000.
- Vice-chair, Faculty Appeals Committee, 1993-94
- Secretary, Faculty Appeals Committee, 1990-91
- Member, Faculty Appeals Committee, 1986-95; 1997-2000
- Secretary, Executive Committee, 1994-95
- Member, Faculty Concerns Committee, 1989-91
- Chair, Faculty Concerns Committee, 1990-91
- Member, Academic Affairs Committee, 1989-90
- Member, Student Services Committee, 1988-89

SERVICE TO THE DEPARTMENT OF NUTRITION

- Member, Search Committee for Associate and Assistant Professor, 2004
- Member, Selection Committee for Dietetic Internship, 2002, 2003, 2004
- Chair, Search Committee, Assistant Professor, Department of Nutrition, 1999-2001
- Member, Executive Team, 2002
• Chair, Alumni Team, 2002-2005
• Member, Graduate Team, 2002-2005
• Member, Search Committee, Department Chair, 1999-2000
• Member, Department APACE Review Committee, 1998-2000
• Director, Didactic Program in Dietetics, 1990-1998

SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATION

The American Dietetic Association
• Sports, Cardiovascular, and Wellness Nutritionists (SCAN), Chair, 2005-2006
• Sports and Cardiovascular Nutritionists (SCAN), Continuing Education Director, 2003-2004
• Reviewer for The Journal of The American Dietetic Association, 2000-present
• National Media Spokesperson, 1992-2003
• Communications Liaison, Older Americans Expert Advisory Committee, 1996-2000
• Member, Management Planning Conference on Strategic Initiatives, 1995

The Georgia Dietetic Association
• Member, Public Affairs Committee, 1990-2003
• Chair, Scholarships and Awards Committee, 1994-96 and 1984-85
• State Media Spokesperson, 1990-93
• Chair, Nominations Committee, 1985-86
• Liaison, Georgia Heart Association, 1981-89
• Chair, Public Relations Committee, 1980-81
• Member, State Advisory Committee for American Dietetic Association Annual Meeting, 1979-80

The Atlanta Dietetic Association
• Chair, Nominations Committee, 1991-92
• Co-Chair, Community Committee, 1990-91

SERVICE TO THE COMMUNITY
• Volunteer Nutritionist, The Atlanta Beat, 2000-2003
• Volunteer Nutritionist, USA-Swimming, 2000-present
• Volunteer Nutritionist, United States Olympic Committee, 1993-present
• Volunteer Nutrition Consultant, Project Open Hand/Atlanta, 1991-present
• Nutritionist, Olympic Medical Support Group, 1994-96
• Assistant Medical Administrator for the Olympic Games, Georgia World Congress Center, July 19-August 4, 1996
• Nutrition Hostess, Olympic Village Dining Hall, July 5-August 6, 1996
• International Olympic Committee. Member, Organizing Committee for Third Annual Sports Science Congress, Atlanta, Georgia, September 16-22, 1995

Media Appearances
• Author of weekly column in The Atlanta Journal-Constitution, titled “Fit to Eat.” The column appears every Thursday in the Food and Drink section. July 1, 2004-present

• Media Activities. Completed over 1,000 media interviews on nutrition and health for newspapers, television, radio, national news services, magazines, and websites. Examples of the media outlets include:
  o Television: The Today Show, NBC Nightly News, CNN Headline News, CNN, PBS, MSNBC, WSB (ABC affiliate in Atlanta), WXIA (NBC affiliate in Atlanta), WAGA (Fox affiliate in Atlanta), WGCL (CBS affiliate in Atlanta), WGN (Chicago), TBS
  o Radio: NPR, CNN, WSB, Star-94. WGST
  o News Services: Reuters, Associated Press
  o Professional Newsletters: Nutrition Week, Tufts University Health and Nutrition Letter, Environmental Nutrition, Senior Care Management
  o Websites: WebMD, CBS-Healthwatch On-line, ABC News On-line, Scientific American (sciam.com)

ADDITIONAL SIGNIFICANT ACTIVITIES

• Journal Reviewer
  o International Journal of Sports Nutrition and Exercise Metabolism
  o American College of Sports Medicine Journals
  o Journal of Applied Gerontology

• Textbook Reviewer

- **Textbook Contributor**
  - Schlenker E. Nutrition and Aging, 2nd ed. St. Louis: Mosby Year Book. Wrote the pedagogical aids for 13 chapters, including chapter objectives, review questions, learning activities and key terms. 1992
CURRICULUM VITAE

NAME: Meryl Sheard, MS RPFT
Academic Professional

ADDRESS: Home:
4725 Old Highgate Entry
Stone Mountain Ga. 30083

Office: Division of Respiratory Therapy
College of Health and Human Sciences
Urban Life Room 1262
Georgia State University

TELEPHONE: Residence: (404) -294-4359
Office: (404) -413-1224

CITIZENSHIP: United States by Birth

EDUCATION: Master of Science (MS), August 1989
Georgia State University, Atlanta, Georgia
Major: Health Sciences, Education
Emphasis in Exercise Physiology

Bachelor of Science in Education (BSE), June 1978
State University of New York College at Cortland
Major: Physical Education
Emphasis in coaching and special education

PROFESSIONAL: July 1985 to Present
EXPERIENCE Academic Professional
Department of Cardiopulmonary Care Sciences,
College of Health Sciences Georgia State University
Atlanta, Georgia.

Responsibilities include teaching classes and coordination and management of the teaching and research laboratories, laboratory teaching, assisting in teaching specialty courses, and instruction of students in Pulmonary Function Class. Coordination and teaching of specialty labs and CPR classes. Coordinate and facilitate faculty in research projects, including and not limited to testing analysis and related activities, purchase of research and departmental equipment and supplies, along with maintaining and repairing and inventory of equipment and supplies, and implementing computer software programs. Design graphics and diagrams for presentations and papers. Facilitate faculty in the design and development of presentations and posters.
1987, Instructor, San Juan, Costa Rica
This was a 25 contact hour lecture laboratory course. Taught courses on Pulmonary Function Testing for Project Hope.

PROFESSIONAL: Certified Exercise Test Technologist, (ETT)
CREDENTIALS by American College of Sports Medicine, June 1986.
Registered Cardiopulmonary Technologist,(RPFT)
by National Board for Respiratory Care, December 1980.

Certified Cardiopulmonary Resuscitation Instructor, (CPR)
American Heart Association, Atlanta Georgia Chapter.
Certified Cardiopulmonary Technologist, (CCPT)
by National Society Of Cardiopulmonary Technologists,
December 1979.

PROFESSIONAL: Member, Georgia Society of for Respiratory Therapy
AFFILIATIONS: Member, American Association for Respiratory Care

LECTURES AND PRESENTATIONS:

Sheard, Meryl. "Quality Control and Infection Control in the Pulmonary Function Laboratory."
Georgia Society for Respiratory Care mini meeting Albany Georgia, October, 1988.

Sheard, Meryl. "Presentation on Methods in Metabolic Measurement." Georgia State University, Department of Nutrition and Dietetics, graduate and undergraduate students, 1987-1989

Sheard, Meryl. "Lecture and workshop on Exercise Stress Testing," Georgia State University, Department of Physical Therapy students, Spring 1989,(6 presentations)

RESEARCH PROJECTS:

2008 Research Assistant
Perform metabolic, exercise and pulmonary Function testing on Elite Ice skaters

1985-Present, Research assistant on United States Olympic Committee Elite Athlete Testing Project.
Perform exercise stress testing and pulmonary function testing on elite male and female middle and long distance runners, assist in organization and analysis of data, development of specialized ancillary equipment.

2006 Research Assistant
Perform metabolic, exercise and pulmonary Function testing on Elite Ice skater

1994-1996 Research Assistant Woman’s Rhythmic and Artistic Gymnastic Teams
Performed metabolic resting measurements and other testing on athletes preparing to make Olympic teams for the 19986 Olympics

1987, Research Assistant, Inspiratory muscle strength development on runners using PFLEX. Did all coordination of obtaining subjects, all testing and instruction of subjects, and complied data.

1985-86 Research Assistant, Predictions of Pulmonary Function Values of Blacks. Performed all testing of subjects and complied data.

1985 Research Assistant, Elite Women Runners Project, at Georgia Institute of Technology, Performed testing and assisted in data analysis.
CURRICULUM VITA

1. Leslie Faye Taylor, PT, PhD

2. Business Address: 
   Division of Physical Therapy
   School of Health Professions
   Georgia State University
   P.O. Box 4019
   Atlanta, Georgia  30302-4019
   Office: 404.413.1257  Fax: 404.4131230
   email: ltaylor@gsu.edu

   Home Address:
   5294 Lakesprings Drive
   Dunwoody, Georgia  30338
   770.986.9674

3. Professional Certification and Licensure:
   Registered Physical Therapist
   State of Georgia
   License Number 001620

4. Education:
   1994-1997: Doctor of Philosophy
       Sociology
       Specialization: Medical Sociology
       Graduate Certificate: Gerontology
       College of Arts and Sciences
       Georgia State University

   1987-1991: Master of Science
       Community Counseling
       College of Education
       Georgia State University

   1978-1982: Bachelor of Science
       Physical Therapy
       College of Health Sciences
       Georgia State University

5. Academic Experience:

   2005-present  Division Head, Division of Physical Therapy, Georgia State University, Atlanta, Georgia

   2003-present  Associate Professor, Division of Physical Therapy, Georgia State University, Atlanta, Georgia
1999-2003  Assistant Professor, Department of Physical Therapy,  
Georgia State University, Atlanta, Georgia  
1996-present Fellow, Gerontology Institute, Georgia State  
University  
1992-1999 Instructor, Department of Physical Therapy, Georgia  
State University, Atlanta, Georgia  
1993-1996 Faculty appointment, Gerontology Center, Georgia  
State University  

7. Other Professional Experience:  

2007 – present Azaria Consulting  
(Physical therapy consulting services, including patient care)  
2003 - present Weinstein Hospice  
Atlanta, Georgia  
Consultant (Provide physical therapy evaluation and  
services to hospice patients)  
1990-1992 Arthritis and Health Resource Center  
Wellesley, Massachusetts  
Director of Physical Therapy  
(staff and program development, implementation of  
workshops, client care and education)  
1990-1991 Arthritis and Health Resource Center  
Wellesley, Massachusetts  
Counseling Internship for Master of Science Degree  
(individual, couples and family counseling, support group  
facilitation)  
1990 Piedmont Hospital Arthritis Center  
Atlanta, Georgia  
Contract Physical Therapist  
1989-1990 ArthritisCare Centers of America  
Atlanta, Georgia  
Physical Therapy Coordinator  
(implementation of physical therapy programs for patients  
with multiple rheumatology diagnoses, development of in-
patient, out-patient programs, therapist orientation and education at ArthritisCare Centers throughout United States)

1985-1990  Therapy Care  
Atlanta, Georgia  
Owner/Director  
(physical therapy private practice, specializing in rheumatology, chronic illness)

1982-1985  West Paces Ferry Medical Center, Atlanta, Georgia  
1984-1985  Chief Physical Therapist  
(16 bed neuro rehab unit)  
1982-1984  Staff Physical Therapist  
(200 bed acute care hospital)

7. Publications:

a. Journal Articles Published

(Refereed, Data-based)

(Refereed, Data-based)

(Refereed, Data-based)

(Refereed, Data-based)


Submitted for Review

Lakatoo, N, Taylor, L.F. Older adults’ satisfaction with physical therapists’ communication and with physical therapy treatment. *Physical Therapy.* (Refereed, Data-based)


Taylor, L.F. & Gearing, J.M. Evaluation of a community-based physical activity program for arthritis: Lessons learned from ‘it’s your life – join the movement’ in Georgia. *American Journal of Health Promotion* (Refereed, Data-based)

b. Chapters in Edited Books


c. Books and Monographs:


d. Other Publications

Magazines Articles


Tapes/Records


Refereed Abstracts


A status report for the Georgia arthritis action plan (GAAP) physical activity pilot project, “it’s your life – join the movement.” Third Annual Arthritis Conference, Centers for Disease Control and Prevention.


8. Funding

b. External Research Funded

Wang, T, Taylor, LF, Wheelchair Tai Chi Training Program for People with Spinal Cord Injury. Paralyzed Veterans Association. $100,000

Michael, DM, Taylor, LF (2007). Best Foot Forward Project. Private Donor. $15,000.00

Snyder, T., Taylor, L.F. (2007). UPRIGHT Fall Prevention for DeKalb County. $16,574.00


(Taylor, L.F. Consultant: developed exercise program, supporting budget, to implement exercise program 2004-05).


(Taylor, L.F. Lead investigator for physical activity component).

Year 1: (development and pilot) $2,000
Year 2: (implementation) $3,000


External Research Approved But Not Funded

Wang, TY, Taylor, LF Wheerchair Tai Chi on Physical and mental Health for Individuals with SCI . PVA. Submitted 2007. $149,909.


Kee, C.C., Taylor, LF (Co PI and Project Manager), King, SV, Bakeman, R. Comparison of osteoarthritis in African Americans and whites. (2001). National Institute of Nursing Research. $858,000.


**External Research Pending Review**
Wang, T, Taylor, LF Wheel Chair Tai Chi Program for Individuals with Disability. $397,000

**b. Internal Research Funded**


Tovin, M. M. & Taylor, L. F. (1997). Improving perceptions and attitudes of physical therapy students toward working with geriatric clientele through curricular and pedagogical innovations, Part II." Georgia State University, Instructional Improvement Grant. $1,900.

Tovin, M. M., & Taylor, L. F. (1996). Improving perceptions and attitudes of physical therapy students toward working with geriatric clientele through curricular and pedagogical innovations. Georgia State University, Instructional Improvement Grant. $1,900.


**Internal Research Grants Approved But Not Funded**


**Internal Research Grants Pending**


9. **Scholarly Activities with Students**

b. **Doctoral Dissertation Committee Chair**


c. **Doctor of Philosophy Dissertation Committee Membership**


d. Master of Science Thesis Chair

Porsha Hall (2007-present). Gerontology Institute. Examining and identifying the exercise attitudes, beliefs, and support networks of older minority women participating in a fall prevention program.


e. Master of Science Thesis Committee Membership


Danyse Lichty (1997). Effects of wearing semi-rigid orthotics on peak plantar pressure over a 6-week period.


c. Faculty Advisor for Physical Therapy Honors Projects


d. Faculty Advisor for Graduate Gerontology Students Exit Projects

Pam Bruce (2002). Comprehensive home assessment for the frail community-dwelling older adult.

Stephanie Smith (1998). Activity directors' approaches to exercise for nursing home residents. (With Carolyn Kee, Ph.D., R.N.)

e. Faculty Advisor for Physical Therapy Department Research Projects
Anna Berry, Denise Boldea, Ashley Currie, Jennifer Doyle, Jaimi Foster, Jennifer Sarah Ayoola, Mari Jprgemson, Lindsay Staak. UPRIGHT!: Implementation and testing of a fall prevention program for older adults.

Sarah Ayoola, Mari Jprgemson, Lindsay Staak. UPRIGHT!: Development of a fall prevention program for older adults.


10. **Presentations**

a. **Podium Presentations**


Gearing, J.M. & Taylor, L.F. (2003). Evaluation of a community-based physical activity program for arthritis: Lessons learned from "it's your life – join the movement" in Georgia. 17th Annual CDC Chronic Disease and Prevention Conference, St. Louis, MO. (Referred, National)


Taylor, L.F. (2002). Physical activity for frail older adults. Rollins School of Public Health, Emory University, Atlanta, GA. (Invited, State)

New Frontiers in Aging Research: The 2002 Faculty Seed Grant Symposium. Athens, GA. (Refereed, Regional)


Taylor, L.F. (2001). Physical therapy evaluation and treatment of the client with rheumatic disease. Division of Physical Therapy, Emory University School of Medicine, Atlanta, GA. (Invited, Local)


Taylor, L.F. (2000). Maximizing the physical function of residents living in personal care homes. The University of Georgia Cooperative Extension Service, Marietta, GA. (Invited, Local)

Taylor, L.F. (2000). Physical therapy evaluation and treatment of the client with rheumatic disease, Division of Physical Therapy, Emory University School of Medicine, Atlanta, GA. (Invited, Local)


Taylor, L.F. (1999). Physical therapy evaluation and treatment of the client with rheumatic disease. Division of Physical Therapy, Emory University School of Medicine, Atlanta, GA. (Invited, Local)


Taylor, L.F. (1998) Physical therapy evaluation and treatment of the client with rheumatic disease. Division of Physical Therapy, Emory University School of Medicine, Atlanta, GA. (Invited, Local)


Taylor, L.F. (1991). How to effectively treat fibromyalgia. Lennard Morse Hospital, Department of Rehabilitation, Dedham, MA. (Invited, Local)


Taylor, L.F. (1988). Treatment of the rheumatically ill client. Emory University, Division of Physical Therapy, Atlanta, GA. (Invited, Local)

b. Poster Presentations


(Refereed, International)

(Refereed, State)

(Refereed, State)

(Refereed, National)

(Refereed, Regional)

(Refereed, State)

(Refereed, State)

(Refereed, State)
11. Honors and Awards

2003 Outstanding Faculty Member, Gerontology Institute, Georgia State University

2003 Abstract Award, First Place in Competition at Fourth Annual National Arthritis Conference, Centers for Disease Control and Prevention, Atlanta, GA

2002 Abstract Award, First Place in Competition at Third Annual National Arthritis Conference, Centers for Disease Control and Prevention, Atlanta, GA.

1997 Marylou R. Barnes Adopt-a-Doc Award for Faculty Development, $12,860.00.

1997 Anne Eaton Scholarship, Gerontology Center, Georgia State University.

1994 Georgia State University, College of Health Sciences, Gold Star Award (for exceptional service).

1991 Outstanding Student Recognition, College of Education, Georgia State University.

1982 Research Award, Department of Physical Therapy, Georgia State University.

1982 Leadership Award, Department of Physical Therapy, Georgia State University.

1982 Mortar Board Honor Society, Georgia State University.

1982 Blue Key Honor Society, Georgia State University.

13. Service to the University, College, and Academic Unit

a. University

2005- Senate
Cultural Diversity Committee
Commencement Committee

1998-1999 Charitable Giving Vice Chair for College of Health and Human Sciences for 1999

1994-to present Faculty Advisor/Mentor, Department of African American Studies

1993-1995 Specialized Classroom and Research Facilities Planning and Design Committee

b. College of Health and Human Sciences

2002-2004 Chair, Graduate Research Committee

2000-2004 Graduate Research Committee
1997-1998 Core Curriculum Committee
HHS 3000: Communication and Cultural Diversity

1994-1995 Chair, Academic Affairs Committee
1992-1995 Academic Affairs Committee
1993-1995 Student Services Committee
1994 Teen Volunteer Day, Physical Therapy Representative

c. Academic Unit: Department of Physical Therapy

2004-2005 Chair, Faculty Search Committee
2003 Chair, Faculty Search Committee
2003 Co-Chair, Department Space and Re-Design Task Force
2003 Department Coordinator, Charitable Giving Campaign
2002 Department Coordinator, Charitable Giving Campaign
2002-2004 Member, Search Committee for Department Chair
2001-2001 Member, Search Committee for Faculty position
2001 Department Coordinator, Charitable Giving Campaign
2000 Department Coordinator, Charitable Giving Campaign
1999-2000 Chair, Search Committee for two faculty positions
1998-2000 Member, Admissions Committee
1998-1999 Member, Search Committee for Department Chair
1997-1998 Member, Search Committee for Department Chair
1995-1996 Accreditation Committee. Surveyed Alumni and Employers, initial data used for Self-Study Narrative
1995-1999 Honor's Committee
1994 Member, Search Committee for Department Faculty
1993-1996 Student Services Committee
1994-1996 Chair
1994-1998 Practical Exam Task Force
1994 Department Coordinator, "We Give for Others" Campaign
1994 New Student Orientation Coordinator
1992-present Adviser to approximately 16 students per year
1992-1994 Admissions Committee
1993-1994 Secretary

13. **Service Activities in Professional Organizations**

American Physical Therapy Association
Member: Geriatrics Section
        Education Section

Physical Therapy Association of Georgia
Member: Ethics Committee
        Chair: Research Committee
        Member: Board of Directors

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Arthritis Foundation, Georgia Chapter
Member: Board of Directors
Member: Medical and Scientific Committee
Member: Georgia Arthritis Action Plan Steering Committee
Chair: Pediatric and Young Adult Task Force
Chair: Physical Activity Committee of Georgia Arthritis Action Plan

Association of Rheumatology Health Professionals

Georgia Association of Rheumatology Health Professionals
Member: Planning Committee. Current issues in arthritis health care, Atlanta, Georgia, Piedmont Hospital.

Alpha Kappa Delta: International Sociological Honor Society

Pro-Continence Task Force

14. Service to the Community

Lupus Walk for a Cure, Piedmont Park, September, 2006

Arthritis Walk, Georgia Chapter, Arthritis Foundation, Team Organizational Committee, Atlantic Station, April 29, 2006

Lupus Walk for a Cure, Piedmont Park November 2005

Lupus Walk for a Cure, November 2005

Arthritis Walk, Georgia Chapter, Arthritis Foundation, Team Organizational Committee, Stone Mountain Park, May 10, 2003,

Mayors’ Walk, (State-wide walk for older adults), Piedmont Park, April 24, 2001, Organizational Committee

Mayors’ Walk, (State-wide walk for older adults), Grant Park Zoo, April 18, 2000, Organizational Committee

Confidence-Control-Freedom: Understanding Urinary Incontinence and Overactive Bladder, March 24, 2000, Organizational Committee.

Mayors’ Walk, (State-wide walk for older adults), Piedmont Park, April 27, 1999, Organizational Committee
Mayors’ Walk, (State-wide walk for older adults), Piedmont Park, April 28, 1998, Chair, Welcome Committee

Arthritis Foundation, Wine Tasting, Grand Hyatt Hotel, March 9, 1998, Chair, Registration

**Reviewer**

2000-present Journal of Applied Gerontology


**Consultant and Advisory Positions**

2006 Stephan Chance, Case Review

2003- Hewitt, Katz, Stepp and Wright, Medical Consultant for Case review, Expert Testimony

2003- Hawkins and Parnell, Medical Consultant for Case Review, Expert Testimony

1999-2002 Watkins, Lourie and Roll, Medical Consultant for Case Review, Expert Testimony

1999-2001 Freeman and Hawkins, Medical Consultant for Case Review, Expert Testimony

1992-1995 Freeman and Hawkins, Medical Consultant for Case Review

1995 Freeman and Hawkins, Expert Witness


**Presentations to Clients/Community Groups**

**Invited Speeches**

2003 New advances in arthritis management. The Pavilion, Warner Robbins, GA
2002  Arthritis and Physical Activity: Ways to Safely Exercise. Cordele, GA

2001  Aging and health: The power of physical activity. Annual Meeting of Past Presidents of Buckhead Kiwanis Association, Atlanta, GA

2000  Body mechanics, transfers and positioning, Weinstein Hospice, Atlanta, GA

1998  Osteoporosis. Hillcrest Community Garden Club, Atlanta, GA.

1997  Living well with arthritis. Hillcrest Community Garden Club. Atlanta, GA.

1996  Osteoporosis. Hillcrest Community Garden Club, Atlanta, GA.

1994  Let's get moving: Teaching the importance of exercise to pre-kindergarten children. Infants of Dunwoody and Pre-Kindergarten, Dunwoody, GA.

1991  Relaxation as a way to manage stress. Pediatric Enteral Feeding Group, Newton, MA.

1991  How to begin safely exercising with chronic fatigue syndrome. Chronic Fatigue Support Group, Boston, MA.

1991  Living with arthritis in your prime. Arthritis Foundation of America, ARA/AHPA National Conference, Boston, MA.

1991  Facts on fibromyalgia: An educational experience and Fibromyalgia workshop (a follow-up 4 hour seminar), Arthritis and Health Resource Center, Wellesley, MA.

1990  Facts on fibromyalgia: An educational experience and Fibromyalgia workshop (a follow-up 4 hour seminar), Arthritis and Health Resource Center, Wellesley, MA.

1989-1990  Public Education Forums, DeKalb Medical Center, Atlanta, GA. Physical and Occupational Therapy Options for the Arthritis Patient Systemic Lupus Erythematosus Fibromyalgia Rheumatoid Arthritis Total Hip Replacement

Support Group Facilitation
1994-1997 Guest Facilitator, Lupus Support Group, Lupus Foundation of America, Greater Atlanta Chapter, Piedmont Hospital, Atlanta, GA.


1987-1989 Facilitator of Teen Support Groups, Rheumatology Camp for Kids, Egleston Children's Hospital, Atlanta, GA.

1986-1987 Facilitator of Monthly Support Group, Lupus Foundation of America, Greater Atlanta Chapter.

15. Additional Significant Activities

Teaching

Undergraduate Physical Therapy Curriculum

PT 300, Introduction to Patient Care, Co-Coordinator, 80 Contact Hours
PT 360, Communications, Primary faculty, 20 Contact Hours
PT 380, Life Cycle I, Geriatrics, Primary Faculty, 20 Contact Hours
PT 410, Life Cycle II, Geriatrics, Primary Faculty, 20 Contact Hours
PT 432, Rehab I, Course Coordinator, Rheumatology Lectures, 60 Contact Hrs
PT 428, Reaction to Disability and Disease, Primary faculty, 40 Contact Hours
PT 451, Management, 40 Contact Hours

Graduate Physical Therapy Curriculum (MPT)

PT 6300, Clinical Applications I
PT 6400, Integration Seminar I
PT 6210, Professional Socialization I (Communication Skills, Ethics, Psychomotor Skills)
PT 6111, Integration Seminar II
PT 6050, Scientific Methods for the Physical Therapist
PT 7200, Professional Socialization II (Management)
PT 7220, Professional Socialization III (Psychosocial Issues of Chronic Illness, Death and Dying)
PT 7061, Scientific Inquiry II
PT 7232, PT Patient Management of Neuromusculoskeletal Disorders Across the Life Span (Geriatrics Component, Rheumatology)
PT 7321, Patient Management of Neuromuscular Disorders
PT 7511, Integration Seminar VI
Advanced Masters in Allied Health Professions Curriculum

PT 8900, Special Problems in Physical Therapy
PT 7960, Directed Readings in Physical Therapy

College of Health and Human Sciences

HHS 6000, Research for the Health Care Professional

Guest Lectures Outside of Department


Undergraduate Course Development

Honors 386H Ethics of Euthanasia, 30 Contact Hours (Interdisciplinary Faculty: Tim Renick, Ph.D., Philosophy, Cecilia Cantrell, Ph.D., R.N., Sociology, Leslie Taylor, Ph.D., P.T.)

Graduate Course Development

PT 6050 Developed clinical scientific methods course for the first semester student.

PT 7060/PT 7061/7062 Research. Developed three-course series for the entry-level graduate physical therapy student.

PT 6210/PT 6220/PT 7220 Professional Socialization. Developed first and last course in series and responsible for teaching all three.
CURRICULUM VITA

1. A. Deon Lee Thompson

2. Business Address:          Home Address:
Division of Physical Therapy  4020 Union Springs Road
Georgia State University      Stockbridge, Georgia 30281
140 Decatur Street, Suite 1228 770.860.9945
Atlanta, Georgia 30303
Office: 404.413.1249 Fax: 404.413.1230
Email: dlthompson@gsu.edu

3. Professional Certification and Licensure:
American College of Sports Medicine Preventive and Rehabilitative Program
Director. Since October 1988.


4. Education:
1987-1989: Doctor of Philosophy
            Exercise Science
            University of Southern Mississippi

1977-1978: Master of Arts
            Exercise Physiology
            Wake Forest University

1972-1976: Bachelor of Science
            Physical Education
            Wake Forest University

5. Academic Experience:
1994 - present Assistant Professor. (0.38 FTE) Georgia State University,
Division of Physical Therapy Department, Atlanta, Georgia.

1994 - present Director, Human Anatomy Laboratory. Georgia State
University, Department of Physical Therapy. Atlanta, Georgia.

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1994-2007  Faculty. American College of Sports Medicine Health Fitness Instructor Workshops. (varying sites, national and international)

1994-2007  Faculty. American College of Sports Medicine Exercise Specialist Workshops. (varying sites, national and international)


1994  Faculty, Examiner. American College of Sports Medicine Exercise Leader and Health Fitness Instructor Workshop. Athens, Greece.


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1986-1990  Program Director, Pulmonary Rehabilitation. Center for Outpatient Rehabilitation, Hattiesburg, Mississippi.


6. **Other Professional Experience:**

1990-1994  Coordinator of Cardiopulmonary Rehabilitation. Forrest General Hospital Hattiesburg, Mississippi.

1986-1990  Program Director, Pulmonary Rehabilitation. Center for Outpatient Rehabilitation, Hattiesburg, Mississippi.


1978 Lecturer. American College of Sports Medicine Graded Exercise Test Technologist Workshop, Wake Forest University, Winston-Salem, NC.


7. **Courses Taught:**

   PT 6600 - Gross Human Anatomy I  
   Human Gross Anatomy I  Prerequisite: Entry into Physical Therapy program. Co-requisite: PT 6610 or consent of instructor 1 lecture hour per week and 4 lab hours per week. This is a combined-lecture-laboratory program designed to present an understanding of basic and clinical human anatomy. Detailed regional analyses of the upper and lower extremities will be performed.  
   4.000 Credit Hours

   PT 6800 - Gross Human Anatomy II  
   Human Gross Anatomy II. Prerequisite: Successful completion of all previous lower numbered PT courses. Co-requisite: PT 6810. This course is designed to present an understanding of basic human anatomy. Detailed regional analyses of head, neck, trunk and spine will be performed.  
   3.000 Credit Hours

   PT 6900 - Management of Patients with Cardiopulmonary Disorders  
   PT Management of Cardiopulmonary Disorders Prerequisite: Successful completion of all previous lower numbered PT
courses. Physical therapy examination, evaluation, diagnosis, prognosis, and intervention for patients with primary and secondary disorders of the cardiovascular/pulmonary systems.

3.000 Credit Hours

PT 8920 - Special Topics in Physical Therapy
Special Topics in Physical Therapy. Individual study of a selected topic under the direction of a faculty member.
1.000 TO 12.000 Credit Hours

PT 6001 - Pathophysiology
(No Longer Offered)

8. Publications:
a. Journal Articles Published


b. Book Reviews

d. Other Publications
Abstracts published


e. Scholarly proceedings

9. Funding

10. Scholarly Activities with Students

11. Presentations


Thompson, D.L. “Anatomy and Physiology of the Heart”. *PRESENTATION AT GEORGIA STATE UNIVERSITY*. Department of Kinesiology and Health. Atlanta, Georgia, September 12, 2005. (invited)


Thompson, D.L. “Exercise for Special Populations.” PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE EXERCISE SPECIALIST WORKSHOP. Georgia State University. Atlanta, Georgia. March 14, 2003 (invited)


Thompson, D.L.: “Interpretation of EKG.” PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE EXERCISE SPECIALIST WORKSHOP. Georgia State University. Atlanta, Georgia. August 31, 1999. (invited)

EXERCISE SPECIALIST WORKSHOP. Georgia State University. Atlanta, Georgia. August 31, 1999. (invited)


Thompson, D.L.: “Program Administration in Health Fitness Industry.” 
PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE HEALTH 
FITNESS INSTRUCTOR WORKSHOP. Georgia State University. Atlanta, 
Georgia. March 5, 1998. (invited)

Thompson, D.L.: "Exercise Considerations in Special Populations." 
PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE 
EXERCISE LEADER WORKSHOP. Georgia State University. 
Atlanta, Georgia. November 5, 1997. (invited)

Thompson, D.L.: "Continuous Quality Improvement in CardioPulmonary 
Rehabilitation." PRESENTATION AT AMERICAN COLLEGE OF SPORTS 
MEDICINE EXERCISE SPECIALIST WORKSHOP. Georgia State University. 
Atlanta, Georgia. August 7, 1997. (invited)

Thompson, D.L.: "Exercise Prescription for Special Populations." 
PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE HEALTH 
FITNESS WORKSHOP. Georgia State University. Atlanta, Georgia. March 6, 
1997. (invited)

Thompson, D.L.: "Program Administration and Legal Issues in Health Fitness 
Industry." PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE 
HEALTH FITNESS INSTRUCTOR WORKSHOP. 
Georgia State University. Atlanta, Georgia. March 4, 1997. (invited)

Thompson, D.L.: Special Considerations in Exercise Prescription. 
PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE 
EXERCISE SPECIALIST WORKSHOP. Georgia State University, Atlanta, 
Georgia, May 9, 1996. (invited)

PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE 
EXERCISE SPECIALIST WORKSHOP. Georgia State University, Atlanta, 
Georgia, May 7, 1996. (invited)

PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE 
EXERCISE LEADER WORKSHOP. Georgia State University, Atlanta, Georgia, 
March 6, 1996. (invited)

Thompson, D.L.: Exercise Prescription for Special Populations. PRESENTATION 
AT AMERICAN COLLEGE OF SPORTS MEDICINE EXERCISE LEADER
Thompson, D.L.: Clinical Practice of Pulmonary Rehabilitation. *PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE EXERCISE SPECIALIST WORKSHOP*. Georgia State University, Atlanta, Georgia, August 2, 1995. (invited)

Thompson, D.L.: Quality Assurance in the Practice of Inpatient and Outpatient Cardiopulmonary Rehabilitation. *PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE EXERCISE SPECIALIST WORKSHOP*. Georgia State University, Atlanta, Georgia, August 2, 1995. (invited)

Thompson, D.L.: Program Administration and Legal Issues in Health Fitness Industry. *PRESENTATION AT AMERICAN COLLEGE OF SPORTS MEDICINE HEALTH FITNESS INSTRUCTOR WORKSHOP*. Georgia State University, Atlanta, Georgia, March 8, 1995. (invited)


Thompson, D.L: Pulmonary Rehabilitation: Outcome Differences from Cardiac

Thompson, D.L.: Exercise Leadership. *PRESENTATION AT PREVENTIVE/REHABILITATIVE EXERCISE SPECIALIST WORKSHOP*, University of Southern Mississippi, Hattiesburg, Mississippi, August 10, 1993. (invited)

Thompson, D.L.: Exercise Leadership and compliance. *PRESENTATION AT PREVENTIVE/REHABILITATIVE EXERCISE SPECIALIST WORKSHOP*, University of Southern Mississippi, Hattiesburg, Mississippi, August 10, 1992. (invited)

Thompson, D.L: Pulmonary Rehabilitation: Evaluation and Treatment. *PRESENTATION AT THE MARYLAND ASSOCIATION OF CARDIOVASCULAR AND PULMONARY REHABILITATION*, Baltimore, Maryland, October 5, 1991. (invited)

12. **Honors and Awards**
Fellow, American Association of Cardiovascular and Pulmonary Rehabilitation

13. **Service to the University, College, and Academic Unit**
Member, Student Promotion and Retention Committee, Division of Physical Therapy (2005 – present)

Member, Admissions Committee, Division of Physical Therapy (2006 – present)

14. **Service Activities in Professional Organizations**
Member, Professional Liaison Committee, American Association of Cardiovascular and Pulmonary Rehabilitation. (1998 – 2001)

Member, Education Committee, American Association of Cardiovascular and Pulmonary Rehabilitation. (1997-2000)

15. **Service to the Community**
Meals on Wheels Volunteer (1996 – present)

Mentor, New Hope Elementary School, Henry County, GA (2005 – present)


Sunday School Teacher, Ebenezer United Methodist Church, Conyers, GA (1999 – present)
CURRICULUM VITA

Niamh Tunney, PT, DPT, MS

Business Address:  Home Address:
Division of Physical Therapy    2760 Preston Ridge Lane
Georgia State University    Dacula, Georgia 30019
24 Peachtree Center Avenue    770.237.3343
Atlanta, Georgia 30303
Office: 404.413-1254
Email:ntunney1@gsu.edu

Professional Certification and Licensure:
Licensed Physical Therapist, State of Georgia, 1997 – current
Licensed Physical Therapist, State of Wisconsin, 1988 – current

Education:
2002-2004:  Doctor of Physical Therapy
Massachusetts General Hospital, Institute of Health Professions

1998-2000:  Master of Science Allied Health
Georgia State University

Undergraduate Liberal Arts coursework (45 credits)
Georgia State University

1993: Diploma in Physiotherapy, University of Dublin,
Trinity College, Ireland.

Academic Experience:
2000-2006   Clinical Instructor
Department of Physical Therapy
Georgia State University

2006 – Present   Clinical Assistant Professor
Division of Physical Therapy
Georgia State University

1998-2000   Laboratory Coordinator
Georgia State University, Department of Physical Therapy

1989-1994   Center Coordinator of Clinical Education (CCCE)
1987-1994   Clinic-based Clinical Instructor
Waukesha Memorial Hospital

Other Professional Experience:
2005 – 2007 PRN Physical Therapist 
Eastside Emory Medical Center 
Snellville, Georgia

1998-2000 PRN Physical Therapist 
Gwinnett Medical Center 
Lawrenceville, Georgia

1995-1998 Staff Physical Therapist 
MedTeams Contract Agency 
Waukesha Health Systems

1987-1996 Staff Physical Therapist 
Waukesha Memorial Hospital

1989-1993 Coordinator PT Rehabilitation Services 
Waukesha Memorial Hospital

1986 Assistant Director, Physical Therapy 
Saginaw Community Hospital

1985-1987 Staff Physical Therapist 
Saginaw Community Hospital

1983-1984 Basic Grade Physiotherapist 
Mercy Hospital, Cork, Ireland

Courses Taught:
PT 6630 Evidence Based Practice: Summer 2007 and 2008
PT 7800 Evidence-based Practice II: Summer 2007 and 2008
PT 8700 Evidence-based Practice III Summer 2008
PT 6620 – Essential of Pharmacology Fall 2006 Summer 2007 and 2008
PT 6630 - Evidence-based Practice Summer 2007 and 2008
PT 7800 - Evidence-Based Practice II Summer 2007 and 2008
PT 7825 – Prosthetics and Orthotics Summer 2006 and 2007
PT 8700 - Evidence-Based Practice III Summer 2008
PT 7025 - PT Management of Medical and Surgical Conditions Spring 2006, 2007 and 2008
PT 7810 - PT Management of Neuromuscular Disorders II Spring 2007 and 2008
PT 7820 - PT Management of Neuromuscular Disorders III Spring 2007 and 2008
PT 7130 - PT Interventions III (co-instructor) Fall 2006 and 2007
PT 7630 – Life Span I (co-instructor) Fall 2006 and 2007
PT 8670 – Lifespan IV: PT Management of Geriatric Patients Fall 2006 and 2007
Courses taught 2002 - 2006
PT 6111 – Integration Seminar I
PT 7510 - Integration Seminar V
PT 7511 - Integration Seminar VI
PT 7320 - PT Management of rehab disorders
PT 7321 - PT Management of the Older Adult
PT 6300 - Introduction to Patient Care
PT 6310 - Therapeutic exercise
PT 7061 – Research

Publications:
Published:


Scholarly Activities with Students
Faculty Advisor for Physical Therapy Department Research Projects
Advised senior students in group research project completed as a requirement for graduation – Fall 2002, Fall 2003, Fall 2004, Fall 2005

Presentations
Podium Presentation
Memory and Motor Learning in the Older Adult. Georgia Gerontology Conference, October 2004, Atlanta, Georgia
Mental Practice and Motor Learning in the Older Adult. PTAG Nov 3-4 2005, Dahlonega, Georgia

Poster Presentation
Mental Practice and Motor Learning in the Older Adult. Combined Section Meeting (CSM), APTA, Feb 3rd 2006, San Diego, California

Poster Presentation
Use of Mental Practice to Facilitate Retention of a Fall Recovery Procedure in Older Adults when Physical Practice is Unsafe: A Pilot Study, PTAG, Augusta, Spring 2007
Physical Therapy Continuing Education Provided
Evidence Based Practice for the Busy Clinician
St. Joseph’s Hospital, Atlanta, GA, April 27th 2005

Service to the University, College, and Academic Unit
College of Health and Human Sciences
- Panther Preview Department Representative 2000-2004
- Academic Affairs Committee Member, 2002-2005
- Faculty Advisory committee Member: 2007- present

Academic Unit: Division of Physical Therapy
- Admissions Committee Member: 2002-2005
- Admissions Committee Chair: 2006 – present
- Curriculum committee Member: 2006-present
- Faculty Search Committee Member, 2002/2003.
- Chair: Faculty Search Committee Fall 2004
- Represented Division of Physical Therapy at the AASIG (Academic Administrators Special Interest Group) Annual Conference, Pasadena, California, Sept 29-Oct 2nd, 2005.

Service to the Community
- Advisory Positions
  Member: Advisory Board for Gwinnett Technical College, Physical Therapy Assistant Program 2004-2005
  Annual participation in Huntington’s Disease Camp. Fort Yargo State Park, October 2001-2007

  Supervised student-led general exercise class (10 sessions) for older adults in low-income housing, Buckhead, GA, Sept – Nov, 2006

Additional Significant Activities

Continuing Education Attended
2008    Combined Sections APTA, Nashville Tennessee
2007    Introduction to NDT. DeKalb Medical Center, Atlanta, GA
2006    Combined Sections APTA, San Diego, CA
2002    Cardiopulmonary Physiology: GSU, Atlanta, GA
2002    The Future of Prosthetics: Atlanta, GA

2002    Strength and Flexibility in the Frail Elderly: Atlanta, GA
1999    Wound Care: GSU, Atlanta, Georgia
1999    Psychology of Aging: GSU, Atlanta, Georgia

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<tr>
<th>Year</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1995</td>
<td>Kin- Com, Use and Applications, Chattanooga, Tennessee</td>
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<td>1993</td>
<td>The Feldenkrais Approach, Milwaukee, Wisconsin</td>
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<td>1991</td>
<td>Balance Assessment and Treatment, Milwaukee, Wisconsin</td>
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<td>1989</td>
<td>Institute of Physical Art – Trunk PNF, Indianapolis, Indiana</td>
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<td>1987</td>
<td>Handling Intensive, Milwaukee, Wisconsin</td>
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<td>1987-1988</td>
<td>NDT certification in Adult Hemiplegia, Rehabilitation</td>
</tr>
<tr>
<td>1986</td>
<td>Management of the Patient with Closed Head Injury, Detroit, Michigan</td>
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<tr>
<td>1985</td>
<td>Introduction to NDT, Saginaw, Michigan</td>
</tr>
<tr>
<td>1984</td>
<td>PNF Applications, Dublin Ireland</td>
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CURRICULUM VITA
of
Yong “Tai” Wang

1. Name: Yong “Tai” Wang

2. Office and Home Mailing Address

Office Address

Division of Physical Therapy, Georgia State University (GSU)
140 Decatur Street, Urban Life Building: Room 1279, Atlanta, GA 30303, USA
Phone: (404)413-1253, Fax: (404)413-1230, E-mail: ywang2@gsu.edu

Home Address

3050 Ramsey Place
Marietta, GA 30062, USA
Phone: (770)321-8862(Home), (404)578-2869(Cellular)

3. Professional Certificate(s) and Licensure


Certificate of SPSS Applications in 2008

4. Education

University of Illinois at Urbana-Champaign, Illinois
Dissertation Title: Relationship between kinematical factors and muscle
activity during wheelchair propulsion.

Ball State University at Muncie, Indiana

M.S. (1/1985)  Major: Exercise Science
Wuhan Institute of Physical Education, Wuhan, China
B.S. (1/1982)  Major: Exercise Science
Wuhan Institute of Physical Education, Wuhan, China

5. Academic Experiences

1/2003-present  Associate Professor (Tenured in 2003), Division of Physical Therapy, GSU
8/1998-1/2003  Associate Professor (Tenure-Track), Department of Physical Therapy, GSU
9/1991-9/1996  Assistant Professor (Tenure-Track) Department of Health and Human Performance, Auburn University, Auburn, Alabama.
9/1988-8/1991  Instructor, Department of Kinesiology, University of Illinois
Taught Biomechanics: Analysis of Human Movement at both graduate and undergraduate levels.

Responsibilities included statistical analysis, computer application of computer in learning and teaching, computer simulation and modeling of human movements.

9/1985-9/1987  Research assistant in Biomechanics Laboratory, Ball State University.
Responsibilities included biomechanical measurement and evaluation of human movements, data analysis in terms of mechanics and statistics, computer programming.

Taught Basic Computer Language and Application of Statistics in Exercise Science and Sport at graduate level.

6. Other Professional Experience

Areas of Specialization

Biomechanics of Rehabilitation: including three dimensional kinematical and kinetic analyses of wheelchair locomotion, neuromuscular function in wheelchair locomotion and rehabilitation; biomechanical analyses of gait with load, types of shoes and orthotics, and the analyses of gait, balance and muscle strength for the elderly.

Personal Invention

Designed and developed an EZ Push Wheelchair patented by Georgia State University in 2007 (US Utility patent docket number: 220702-1020), this designed wheelchair has more anatomical and mechanical advantages with comparison to the conventional wheelchair, is operated by one hand or two hands and is suitable for stroke patients and/or elderly wheelchair users.
7. Courses Taught (at both graduate and undergraduate levels)
a. At Georgia State University
   Graduate level:
   **HHS 6000 Research Methods in Health Professions** *(newly modified)*
   **HHS 7000 Clinical Application of Statistical Methods** *(newly modified)*
   PT 6010 Mechanical Kinesiology *(newly modified)*
   PT 6310 Clinical Application II
   PT 7140/4130 Tai Chi As A Therapeutic Exercise *(newly developed)*
   PT 7660/3660 Complementary & Alternative Therapies *(newly developed)*
   PT 7481 Rehabilitative Biomechanics *(newly developed)*
   PT 7482 Rehabilitative Biomechanics Laboratory *(newly developed)*
   PT 7950 Applied Kinesiology & Biomechanics *(newly developed)*
   PT 8900 Modeling & Simulation of Human Movement *(newly developed)*
   PT 7990 Research Seminar

b. At Auburn University
   Undergraduate level:
   HHP 100 Fundamentals of Movements
   HHP 315 Kinesiology --- Biomechanical Analysis of Human Movement
   Graduate level:
   HHP 614 Principles of Biomechanics
   HHP 616 Biomechanics of Injury and Rehabilitation
   HHP 617 Laboratory Techniques in Biomechanics
   HHP 650 Biomechanics Seminar (Applications of Computer in Kinesiology)
   HHP 715 Three-dimensional Analysis of Human Movement
   HHP 750 Biomechanics Seminar (with different topics)

8. Publications
   **Refereed Journal Full Length Articles Published**


   **Chen, S., Wang, Y. T.,** & **Liu, J.** (2006). Introduce a stationary Tai Chi program to the elderly


**Refereed Journal Articles Accepted**


**Book Chapters**


**Journal Articles Submitted**


**Peer Reviewed Proceedings (Full Length)**

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**Abstracts in Refereed Journals**


9. Funding (Including External and Internal Funding)

a. External

**Research Grants Funded**

Wang, Y. T., Taylor, L., Hall, C., & Chen, S. (2008). Wheelchair Tai Chi Program for People with Spinal Cord Injury (two years) for $100,000.00, Paralyzed Veterans of America Educational Foundation.

Wang, Y. T., & Limroongreungrat, W. (2007). Improving transfer mobility using real-time animation training, from National Institute on Disability and Rehabilitation Research through
contract grant (two years) with the Center of Assistive Technology & Environmental Access, Georgia Institute of Technology for $113,070.00

Wang, Y. T., & Chang, L. S. (2007). Seated Tai Chi Intervention Program for Elderly, Program Intervention Grant for $6,000.00 from the A. G. Rhodes Homes, Atlanta, Georgia.


Wang, Y. T. (2006). Effects of Arm Wheeling and Leg Wheeling on Wheelchair Propulsion among Older Adults, from National Institute on Disability and Rehabilitation Research through contract grant with the Center of Assistive Technology & Environmental Access, Georgia Institute of Technology for $20,350.00.

Xu, T., Wang, Y. T., & Wells, R. (2006). Developing a Tai Chi Rehab Model for Older Adults in the A. G. Rhodes Homes, Program Development Grant for $13,000.00 from the A. G. Rhodes Homes.

Wang, Y. T. (2004). Effects of Arm Wheeling and Leg Wheeling on Wheelchair Propulsion among Older Adults, from National Institute on Disability and Rehabilitation through contract grant with the Center of Assistive Technology & Environmental Access, Georgia Institute of Technology for $10,497.36.


Wang, Y. T. (1995). Relationship between energy expenditure and kinematical factors during wheelchair propulsion, for $40,000.00 from National Institute on Disability and Rehabilitation Research Service, Research (NIDRR) Fellowship.

Research Grants Not Funded


Wang, Y., T., Taylor, L., Xu, T., & Yong, Y. (2006). Effects of seated and standing Tai Chi on older adults with osteoarthritis, (three years) for $327,375.00, submitted to The National Center for Complementary and Alternative Medicine in NIH.


Wang, Y., T., Cummings, G., Higbie, E., J., Tunney, N., & Prather, E. (2001). Kinematical movement patterns, joint reaction forces and muscle efforts during wheelchair transfer for $400,067.00, re-submitted to The National Institute on Disability and Rehabilitation Research.

Research Grants Being Reviewed

Wang, Y., T., Taylor, L., Limroongreungrat, W., & Ren, J. S. (2008). Wheelchair Tai Chi Intervention and Darfish Wheelchair Skill Training, (five years) for $397,150.00, submitted to National Institute on Disability and Rehabilitation Research for RERC for Wheeled Mobility Center renewal grant with CATEA of Georgia Institute of Technology for $4,750,000.00.

b. Internal (Including Research and Development)


Wang, Y. T. (2001). Measurement of joint reaction forces and muscle moments during two speeds of wheelchair propulsion --- a pilot study from Georgia State University Research Initiation Grant for $9,000.00.


Wang, Y. T., & Higbie, E. (1998). Joint reaction forces, muscle moments and movement patterns in wheelchair transfer from College of Health & Human Science, Georgia State University for $5,000.00.

Wang, Y. T. (1992). Relationship between mechanical features and muscle activity during wheelchair transferring, for $3,000.00 from Research Grant-in-Aid, Auburn University.

Wang, Y. T., & Deutsch, H. (1988). A computer learning module --- Vector program, for $600.00 from College ALS Dean's Set-Aside Fund, University of Illinois at Urbana-Champaign.

10. Scholar Activities with Students

a. Student Research Funding (faculty sponsored/directed)


Wang, Y. T., & Chang, L. S. (2007). Seated Tai Chi Intervention Program for Elderly, Program Intervention Grant for $6,000.00 from the A. G. Rhodes Homes, Atlanta, Georgia.


b. Student Awards (faculty sponsored/directed activity)

Wendi Weimar received Outstanding Graduate Students Award in the Department of Health & Human Performance, Auburn University in 1998

Dino Vrongistinos received Outstanding Ph.D. Student Award in the College of Education, Auburn University in 1997.

Chris Williams received Auburn University President Award in 1996.

c. Dissertation Committees (list chaired committees first, followed by membership in committees)

**Chaired dissertation committees for the following (11) Ph.D. students:**

- Li-Shan Chang, Ph.D. 2008
- Brad Hodgson, Ph.D. 2006
- Cindy LaPorte, Ph.D. 2001
Dino Vrongistinos, Ph.D. 2001
Charlie Shin, Ph.D. 2000
Wendi Weimar, Ph.D. 2000
Chris Williams, Ph.D. 2000
Hemshan El Gushey, Ph.D. 1999
Tom Ford III, Ph.D. 1999
Rafael Escamilla, Ph.D. 1995
Bill Barfield, Ph.D. 1993

Committee member of dissertation committees for the following (11) Ph.D. & DHS Students:

Kim Lee, DHS 2007
Weerawat Limroongreugrat, Ph.D. 2006
Steve Cobb, Ph.D. 2004
Mile Hales, Ph.D. 2003
Rodney Imamura, PhD. 2002
Wei-wen Gong, Ph.D. 1999
Craig Evers, Ph.D. 1998
Wan Xiang Yao, Ph.D. 1997
Michael Butler, Ph.D. 1996
Timothy Loomis, Ph.D. 1996
Rodney Rutland, Ph.D. 1995

d. Thesis Committees (list chaired committees first, followed by membership in committees)

Chaired thesis committees for the following (8) MS students:

Li-shan Zhang, MS 2004
Amisha Gudibanda, MS 2003
Genevieve Abi-Sarki, MS 2001
Noah Wasielewski, MS 1997
Stephanie Jasper, MS 1997
Bill Bullock, MS 1996
Jill Martin, MS 1995
Casey Carter, MS 1994

Committee member of thesis committees for the following (14) MS Students

Kevin Wasco, MS 2008
Zhen Guo, MS 2008
Huali Qin, MS 2007
Meghana Patil, MS 2004
Kari Beard, MS 2003
e. Other Student Exit or Honors Projects

Gwenyth Johnson, Master Project, 2008
Stephanie Leake, Master Project, 2006
Ann Dunaway, Master Project, 2006

f. Other Contributions to Student Accomplishments

I always help the students outside of the department for some data collection in our biomechanics research laboratory and for their data analysis in statistics since I teach Biostatistics for the College of Health & Human Science.

11. Presented Papers and Posters


Wang, Y. T. (2004). Seated Tai Chi Quan, The 2004 Clinical Educator’s Institute, April, 30th at North Georgia College & State University and Georgia State University, Dahlonega, Georgia.


Liu, Y., & Wang, Y. T. (2002). Reliability of the kinetic measures under different heel conditions during normal walking, The 2002 Annual Meeting of the American College of Sports Medicine, May 28-June 1, St. Louis, Missouri.


Wang, Y. T., Microcomputer software presentation: Instructional support, The 111th Annual AAHPERD Convention, April 16 - 20, 1996, Atlanta, Georgia.


12. Honors and Awards


Awarded for the Outstanding Faculty Contribution to the Undergraduate Program in the College of Education of Auburn University in 1994.

Governor’s Awarded for the Outstanding Teaching Professor for the Undergraduate Program in the State of Alabama in 1994.


Honorable Professor of Wuhan Institute of Physical Education, P. R. China 1993.

Excellent Ph.D. student of 1990-1991 academic year for The Laura J. Hulster Scholarship Award from the Department of Kinesiology, the University of Illinois at Urbana-Champaign.

13. Service to the University, College, and Academic Unit

**At University Level**

Program Director of “Agreement between Wuhan Institute of Physical Education, China and Georgia State University” since 2005.

Member of University Institutional Review Board (IRB) since 2004.

Member of University Intellectual Property Committee since 2007.

Member of University Unrepresentative Faculty Committee (2005-2007).

Member of University International Abroad Study Committee since 2004.

**At College Level**

Member of Faculty Advisory Committee (2002-2006).

Member of Non-Tenure Track Promotion Committee (2005).

Member of Gerontology Institute, Executive Committee (2004, 2007).

Member of Research Committee (2001).

Member of Faculty Appeals Committee (2001)

Member of Graduate Faculty Committee (1999-2000)

**At Academic Unit Level**

Chair of Tenure and Promotion Committee of the School of Health Professions since 2007.

Member of Student Retention & Promotion Committee of the Division of Physical Therapy since 2005.
Member of Student Admission Committee of the Division of Physical Therapy since 2007.

Member of Chair and Faculty Search Committee of the Department of Physical Therapy (2004).

Member of Faculty Search Committee of the Department of Physical Therapy (2000).

Member of Chair Search Committee of the Department of Physical Therapy (1998).

14. Service Activities in Professional Organizations


Chair of International Relations Council (1996-1998) of American Association of Active Lifestyle and Fitness, American Alliance of Health, Physical Education, Recreation and Dance

A frequent professional journal reviewer for the following peer reviewed journals:

6) Journal of Applied Biomechanics since 2000
7) Journal of Archives of Physical Medicine and Rehabilitation since 1999
8) British Journal of Sports Medicine since 2005

15. Service to the Community

Presenting Tai Chi and Wheelchair Tai Chi Workshops to Georgia Arthritis Foundation, Georgia Physical Therapy Association, Cobb County School System, Georgia Nursing Homes, Assisted Living Homes, Senior Centers and Georgia Gerontology Society.

16. Additional Significant Activities

1) I designed and developed the EZ Push Wheelchair which has more anatomical and mechanical advantages with comparison to the conventional wheelchair, and is operated by one hand or two hands and is suitable for stroke patients and/or elderly wheelchair users. Georgia State University has filed a patent application for this EZ Push Wheelchair
in US and is going to file the international patent for this wheelchair. Now, some wheelchair companies are showing their interests in this EZ Push Wheelchair.

2) I have established good research collaborations with Georgia Institute of Technology, the Center for Assistive Technology & Environmental Access, Shepherd Center, Emory University, and Atlanta VA Rehabilitation Research & Development Center. We have worked together on several joint research projects and research grant proposals as well (see the currently being reviewed research proposals in the Funding section).

3) I have helped the graduate students and faculty members in our College for their research projects and data analyses in SPSS since I am very familiar with the applications of SPSS and have taught HHS 7000 Statistics for Health Professions and HHS 6000 Research Methods for Health Professions for the College.
Curriculum Vitae (July, 2008)

Gordon L. Warren III, Ph.D.
Professor

Office Mailing Address: Division of Physical Therapy
P.O. Box 4019
Georgia State University
Atlanta, GA 30302–4019

Education: 1976-1980 Georgia Institute of Technology
Atlanta, Georgia
B.S. (Nuclear Engineering)
GPA: 3.7

1984-1986 Massachusetts Institute of Technology
Cambridge, Massachusetts
M.S. (Radiological Sciences/Biomedical Engineering )
GPA: 5.0 (out of 5)
Thesis: Gated blood flow measurement in the canine myocardium using positron-computed tomography

1986-1989 University of Georgia
Athens, Georgia
Ph.D. (Exercise Physiology)
GPA: 4.0
Dissertation: The role of diffusion limitation in exercise-induced hypoxemia

Academic Experience:
2005-present Professor (tenured)
Division of Physical Therapy
School of Health Professions
Georgia State University
Atlanta, GA

2005-present Adjunct Professor
School of Applied Physiology
Georgia Institute of Technology
Atlanta, Georgia

1998-2005 Associate Professor
Department of Physical Therapy
Georgia State University
Atlanta, GA

Responsible for teaching the research methodology sequence of courses in the doctor of physical therapy (DPT) curriculum in addition to teaching exercise physiology and musculoskeletal pathophysiology to the 1st year DPT students. Also teach advanced masters level courses in muscle, bone, and connective tissue physiology. As of Fall 2004, responsible for directing the MS in Health Sciences (PT option) program. Research focus is a continuation of that described below for 1990-1998. More recent research efforts have focused on how cellular- and molecular-level inflammatory processes modulate the functional recovery following traumatic and exercise/work-induced skeletal muscle injuries.

Other Professional Experience:

1993-1998 Research Scientist and Assistant Director, Muscle Biology Laboratory Texas A&M University College Station, TX

Supervised daily operations of the laboratory as well as planned and executed the laboratory's long-term research plan. Co-taught a senior-level exercise physiology course for one semester as well as graduate-level muscle mechanics and histochemistry labs for three years. Supervised two post-doctoral fellows, one graduate student, one undergraduate student, and one research technician. Research focus was a continuation of that described below for the years 1990-1992. Directed studies concerned with determining: 1) muscle:bone mechanical inter-relationships and how specific muscle training and estrogen affect those relationships, 2) the structural sites of failure associated with the loss of excitation-contraction coupling resulting from eccentric muscle contractions, 3) the effect of eccentric contractions on localized and whole fiber free cytosolic calcium concentrations while at rest and during tetanic contractions, 4) the effect of protein metabolism on muscle function following the initiation of eccentric contraction-induced injury and the relationship of phagocytic cells to the protein metabolism, 5) the effect of injurious eccentric contractions on muscle basal metabolic rate and contractile energetic costs and how mitochondria respond to the insult, and 6) the neural contribution to the adaptation that occurs following a bout of injurious eccentric contractions.

1992-1993 Assistant Director Muscle Biology Laboratory University of Georgia Athens, Georgia

Taught two doctoral-level courses in exercise biochemistry and muscle physiology. Supervised daily operations of the laboratory as well as planned and executed the laboratory's long-term research plan. Research focus was a continuation of that described below for the years 1990-1992. Directed studies concerned with: 1) determining the influence of fiber type and chronic activity on a muscle’s susceptibility to eccentric contraction-induced injury and 2) the effect of contractile activity on plasmalemma and T-tubular membranes as determined using confocal laser scanning microscopy.
1990-1992 Post-Doctoral Research Associate
Muscle Biology Laboratory
University of Georgia
Athens, Georgia

Directed studies investigating work/exercise-induced muscle fiber injury; these studies focused on the
initiating event(s) and the early degenerative processes. Emphasis was placed on the contribution of
mechanical factors and the calcium-mediated processes. Specific aims included: 1) to test the hypothesis that
muscle fiber injury occurs in skeletal muscles as a function of the specific tension imposed on the fibers; 2)
to test the hypothesis that these high mechanical forces cause disruption of the normal permeability barrier
provided by the sarcolemma; 3) to test the hypothesis that an elevation in intracellular calcium concentration
resulting from the disruption to sarcolemma is a critical step in the exercise-induced muscle fiber pathology;
and 4) to test the hypothesis that activation of the phospholipase A₂ pathway in the muscle fibers by elevated
intracellular calcium, with associated production of arachidonic acid and its metabolites, plays a central role
in the etiology of work/exercise-induced muscle fiber injury.

1987-1989 Research Assistant
Exercise Physiology Laboratory  
University of Georgia  
Athens, Georgia

Carried out studies concerned with determining: 1) gender differences in peak oxygen consumption during arm and leg exercise; 2) the impairment of lung function during a 24-hour ultramarathon; and 3) the contribution of pulmonary diffusion limitation to the exercise-induced arterial hypoxemia observed in elite endurance athletes.

1985-1986  
Research Associate  
Physics Research Laboratory  
Massachusetts General Hospital  
Boston, Massachusetts

Developed a myocardial blood flow measurement technique utilizing positron emission tomography. Technique was utilized in cardiac allograft rejection detection and characterization studies at Massachusetts General Hospital.

1984-1985  
Teaching Assistant  
Nuclear Engineering Department  
Massachusetts Institute of Technology  
Cambridge, Massachusetts

Assisted in instruction of graduate level courses in nuclear physics and engineering thermodynamics.

1982-1984  
Captain; Assistant Brigade Logistics Officer  
Corps of Engineers  
U.S. Army  
Fort Bragg, North Carolina

Managed the $5.3 million (2004 $) budget of the 18th Airborne Corps’ engineer brigade. Responsible for fielding of all new tactical systems to the brigade and automation of the budget and supply activities at the brigade and subordinate unit levels. Oversaw and conducted deployment to Grenada.

1980-1982  
Lieutenant; Platoon Leader  
Corps of Engineers  
U.S. Army  
Fort Bragg, North Carolina

Responsible for the training and welfare of an 82nd Airborne Division 34-man airborne (parachute) combat engineer platoon in support of worldwide, no-notice, 18-hour deployment requirements. Selected for
special staff position as battalion engineer for an airborne infantry battalion. Oversaw and conducted deployments to Panama and El Salvador.

Publications:
Journal Articles (published; all refereed) (As of the June 2008 ISI Citation Index, these 55 articles have been cited 1698 times in the peer-reviewed literature)


**Journal Articles (submitted)**


**Book Chapters**


**Scholarly Proceedings/Conference Abstracts**


Funding:
External (research; funded proposals)


Fellowships from CDC/NIOSH and the Oak Ridge Institute for Science and Education supporting summer research at NIOSH, 2001-2007, $96,000.


“Increasing the Efficiency of Exercise Countermeasures for Bone Loss” grant, National Space Biomedical Research Institute, 2004-2008, Consultant, $1,788,905.


“Bone and Muscle Recovery from Simulated Microgravity” grant, National Space Biomedical Research Institute, 2001-2003, Consultant, $630,913.


“Kinematical Analysis of Wheelchair Propulsive Technique and Wheelchair Tennis Stroke Technique in the 1999 International Roosevelt Cup” grant, Roosevelt-Warm Springs Institute for Rehabilitation, 1999, Co-PI, $3,800.


External (research; applied for but not funded)


“Countermeasures Against Muscle Injury after Unloading”, National Space Biomedical Research Institute grant proposal submitted Summer 2000, Co-PI, requested $716,087.
“Molecular Physiology of Recovery from Muscle Atrophy”, NIH R01 grant proposal submitted Spring 2000, Co-PI, requested $740,435.

“Satellite Cell Role in Contraction-Induced Muscle Injury”, NIH R01 grant proposal submitted Fall 1999, PI, requested $707,222.


Internal (research; funded proposals)
“Physical Therapy Enhanced Student Learning Labs”, GSU Student Technology Fee Funds, 2006, PI, $42,118.


Scholarly Activities With Students:
Student awards
Supervised the conduct of a research study that was presented by Melinda Heringer (3rd year MPT student) at an international conference on spinal cord injury (XXIIIrd International Symposium of the Center for Research in Neurological Sciences at Université de Montréal, May 6-8, 2001); Melinda Heringer was awarded a $1000 travel grant by the conference organizers.

Supervised the conduct of a research study that was presented by Amy Long (3rd year MPT student) at the 2001 annual meeting of the Physical Therapy Association of Georgia; the presentation won the best “student presentation” award along with a $325 check.

Dissertation committees
Herb Silver, Rocky Mountain University of Health Professions, 2007-present.
Jill Rahnert, School of Applied Physiology, Georgia Tech, Committee Member, 2007 - present
Amy L. Moran, Department of Kinesiology, University of Minnesota, Reader, 2004 - 2006.

Talal Nofal, Department of Kinesiology and Health, Committee Member, 2001 - 2005.

Wan Chen, School of Exercise & Sport Science at the University of Sydney, Dissertation title: Functional, Morphological, and Biochemical Responses to Eccentric Exercise. Committee Member, 2004 - 2005.


Thesis committees


Other student honors projects
Karen Rogers and Kelly Billings, MPT students in Department of Physical Therapy, Project title: CK-MM autoantibodies after skeletal muscle injury. Supervised this research project that was presented at a national-level conference (American College of Sports Medicine annual meeting). Completed Fall, 2003.

Ruth Maher, Jenny Crute, Kim Green Beth Taylor, Alicia Tudor, and Tami Yudis, 3rd year MPT students in Department of Physical Therapy, Project title: Plantar pressures and muscle activation patterns during treadmill walking in able-bodied men. Supervised this research project that was presented by the students at a state-level conference (Physical Therapy Association of Georgia annual meeting). The data from this project went on to be published as an article in the journal Gait & Posture. Completed Fall, 2002.

Other contributions to student accomplishments
Coordinated the first seven Annual MPT Student Research Conferences (2000-2006), which are held the first week in December each year in the Speakers Auditorium; these conferences represent the culmination of research projects done by 3rd year MPT students in PT 7061.

Organized and ran the Physical Therapy department's weekly faculty and student seminar series during 1999 and 2000.

*Presented Papers and Posters (partial listing; does not include presentations associated with items listed above under Scholarly Proceedings/Conference Abstracts):*

“Does increased muscular strength explain the ergogenic effect of caffeine during endurance exercise?”. Presented at the annual meeting of the American College of Sports Medicine, May 31, 2008 (Refereed Tutorial).


“Does increased muscular strength explain the ergogenic effect of caffeine during endurance exercise?”. Presented at the annual meeting of the Southeast Chapter of the American College of Sports Medicine, February 16, 2008 (Refereed Tutorial).


“Basic science of inflammation after acute skeletal muscle injury”. Presented at the Medical College of Georgia in Augusta, GA, April 12, 2007 (Invited Seminar).


“Cytokine and chemokine modulation of the recovery from acute muscle injury”. Presented at the U.S. Army Institute of Surgical Research in San Antonio, TX, March 8, 2006 (Invited Seminar).

“Cytokine and chemokine modulation of the recovery from acute muscle injury”. Presented at the 5th Annual Dr. S. Mouchly Small Muscle Symposium at the University at Buffalo, NY, June 23, 2005 (Invited Seminar).
“How do macrophages modulate satellite cell activity (and vice versa) during the recovery from skeletal muscle injury”. Presented at the School of Applied Physiology at Georgia Tech, February 24, 2005 (Invited Seminar).

“Inflammatory mediators: friend or foe following muscle injury”. Presented at the Department of Exercise Science at the University of Georgia, April 21, 2004 (Invited Seminar).

“Does inflammation help or hurt in the recovery from muscle injury?”. Presented at the annual meeting of the Southeast Chapter of the American College of Sports Medicine, January 31, 2003 (Refereed Tutorial).

“Does inflammation help or hurt in the recovery from muscle injury?”. Presented at the Department of Exercise Science at the University of Massachusetts at Amherst, September 27, 2002 (Invited Seminar).

“Satellite cell activation and commitment to differentiation: comparison of contraction-induced and traumatic muscle injuries”. Presented at the Department of Health & Kinesiology at Texas A&M University, March 2, 2001 (Invited Seminar).

“Satellite cell activation and commitment to differentiation: comparison of contraction-induced and traumatic muscle injuries”. Presented at the National Institute for Occupational Safety and Health in Morgantown, WV, February 8, 2001 (Invited Seminar).

“Strength loss from work- and exercise-induced muscle injury: contributing factors and their relative importance”. Presented at the Department of Cellular Biology & Anatomy at the Medical College of Georgia, January 9, 2001 (Invited Seminar).


“What exactly is exercise-induced muscle injury and how do we measure it?”. Presented by G.L. Warren and C.P. Ingalls at the annual meeting of the Southeast Chapter of the American College of Sports Medicine, January 29, 2000 (Refereed Tutorial).

“Eccentric contraction-induced strength loss: contributing factors and their relative importance”. Presented by G.L. Warren, C.P. Ingalls, and R.B. Armstrong at the annual meeting of the
Southeast Chapter of the American College of Sports Medicine, January 30, 1999 (Refereed Tutorial).

“Strength loss in contraction-induced muscle injury”. Presented at the Department of Biology at Georgia State University, April 30, 1999 (Invited Seminar).

“Mechanisms underlying the strength deficit following work- and exercise-induced muscle injury”. Presented at the Department of Cell Biology at Emory University, March 17, 1999 (Invited Seminar).

Honors and Awards:

Selected as Fellow of the American College of Sports Medicine, 2005

Selected as Principal Investigator for the National Space Biomedical Research Institute, 1997

Selected for Who’s Who in American Science, 1993

Recipient of University-wide Graduate Research Assistantship at the University of Georgia (1987-1989)

Elected member of Phi Kappa Phi, Tau Beta Pi, and Sigma Xi Honor Societies, 1986

U.S. Army Achievement Medal, 1984

Top Graduate at the U.S. Army Nuclear, Biological, and Chemical Course, 1982


Honor Graduate of the U.S. Army Engineer Officer Basic School, 1980

Engineer-In-Training, State of Georgia, 1980

Graduate with Highest Honors, Georgia Institute of Technology, 1980

Distinguished Military Graduate, Georgia Institute of Technology, 1980

Awarded U.S. Army ROTC 4-Year Scholarship, 1976-1980

Service to the University, College, and Academic Unit:

University’s Laboratory Safety Committee, Committee member, 2008-present.

Division of Physical Therapy, Triennial Faculty Evaluation of Division Director, Committee chair, 2008.
School of Health Professions, Promotion and/or Tenure Committee, 2007-present.

School of Health Professions, Academic Program Review Committee, Committee member, 2007-present.

College of Health and Human Sciences, Research Committee; Committee chair, 2004-present.

Division of Physical Therapy, Research Committee; Committee chair, 2005-present.

College of Health and Human Sciences, Promotion and/or Tenure Committee for Professors, 2005-2006.

Department of Physical Therapy, Director of the MS in Health Sciences (PT option) program, 2004-2006.

Department of Physical Therapy, Search Committee for Faculty Vacancy; Committee member, 2003-2004.

University’s Internal Research Grant Review Committee; Committee member, 2001-2003 and 2004-2006.

Department of Physical Therapy, Committee formed to generate and conduct a survey soliciting opinions on the proposed Doctor of Physical Therapy program; Committee member, 2001.

University’s federally-mandated Institutional Animal Care and Use Committee; Committee member, 2000-2002.

Service Activities in Professional Organizations and Service to the Profession:

Regular Member, American Physiological Society

Fellow, American College of Sport Medicine

American College of Sport Medicine Research Review Committee, Committee member, 2008-present.

Assistant Editor, Exercise and Sport Sciences Reviews, 2005-present.

Served on grant proposal review panels for the American Federation for Aging Research, the National Institute for Occupational Safety and Health, the United Kingdom Government/Wellcome Trust, and the U.S. Army Medical Research and Materiel Command.

*Service to the Community:*

Prepared and conducted a 4-hour experience on laboratory techniques and procedures for the 3rd grade class from Heritage Preparatory School in Atlanta (May 18, 2001).

Volunteer worker for Hosea Williams' Feed the Hungry and Homeless program (Christmas, 2000).
Curriculum Vitae
Ralph David Zimmerman, Jr., M.S.M., RRT-NPS
807 Richmond Circle, Peachtree City, GA 30269
Phone: 678-364-8751(Home)/404-273-5403(Cell)
Email: chip@gsu.edu

Academic Preparation
Troy State University
Master of Science in Management (’03)
Concentration: Healthcare Management

Georgia State University
Bachelor of Science (’01)
Major: Cardiopulmonary Care Science

The University of Georgia
Bachelor of Arts (’93)
Major: Political Science

Work Experience
2006-Present
Full-Time Faculty Member
School of Health Professions, Division of Respiratory Therapy
Georgia State University
• Provide classroom instruction to students during their junior and senior year with regard to cardiopulmonary care. Provide guidance to graduate students during their teaching practicum.
• Monitor the progress of students during their clinical rotations at area hospitals and discuss any issues they may have in understanding the information they were being presented with at the clinical site.

2004-2006
Part-Time Clinical Instructor
School of Health Professions, Division of Respiratory Therapy
Georgia State University
• Oriented junior students to the hospital setting by covering such topics as oxygen therapy, patient assessment, and introduction to the patient chart.
• Monitored the progress of senior students during their clinical rotations at area hospitals and discussed any issues they may have in understanding the information they were being presented with at the clinical site.

2002-Present
Team Therapist
GA-1 PEDS Disaster Medical Assistance Team
United States Department of Homeland Security/ FEMA
- Attended annual cold and hot weather encampments in preparation for deployment to disaster areas both nationally and abroad.
- Gained a basic knowledge of field medicine with regard to such tasks as mass casualty triage, suturing, intraosseous needle insertion, and chest needleing.
- Instructed adult teams (TN-1, GA-3) on pediatric respiratory care by lecturing on topics such as assessment of respiratory distress in the pediatric patient and by teaching pediatric/neonatal intubation skills.

2001-2006
Level III Respiratory Care Practitioner
Pediatric Intensive Care Unit & Children’s Response Transport Team
Children’s Healthcare of Atlanta @ Egleston
- Responsible for initiating and monitoring a variety of therapies including conventional mechanical ventilation, high frequency oscillatory ventilation, non-invasive ventilation, and nitric oxide to a wide range of pediatric patients.
- Assisted attending physicians and critical care fellows with their research endeavors by engaging in clinical data gathering.
- Managed the ventilatory status of critically ill patients during transport into and out of the CHOA healthcare system via rotor-wing, fixed-wing, and ground modalities.
- Worked as a preceptor, orienting students and new hires to both the transport team and the acute care setting.

2000-2001
Student Respiratory Care Technician
General Care Areas
Children’s Healthcare of Atlanta @ Egleston
- Provided basic respiratory care (i.e. nebulized medication, oxygen therapy, and pulmonary hygiene) to patients with such disease processes as cystic fibrosis, respiratory syncytial virus, and neuromuscular degeneration.

1994-1999
Produce Broker
C.H. Robinson Worldwide
Atlanta, GA
- Responsible for the procurement, transport, and timely delivery of product out of Mexico and the American Northwest via all modes of transportation.

**Professional Memberships & Certifications**

Registered Respiratory Therapist
Neonatal/Pediatric Specialist
American Association of Respiratory Care (member since 1999)
Certified Critical Incident Stress Management Team Member
Basic Life Support for the Healthcare Professional
Advanced Cardiac Life Support
Pediatric Advanced Life Support
Neonatal Resuscitation Program

**Scholarly Work**

Multidisciplinary Research Involving Amateur Endurance Athletes Registered for the 1st Annual ING/GA Marathon Team Research Grant Co-investigator $10,000

Instructors Manual to Accompany Rau's Respiratory Care Pharmacology Elsevier St. Louis, MO (electronic publication)

Persistent Pulmonary Hypertension of the Newborn
Georgia State University Department of Respiratory Therapy Annual Clinical Preceptor Update

Alternative Treatments for Asthma The American Association for Respiratory Care 2007 International Respiratory Congress Orlando, Florida

**Refereed Journal Articles-Submitted:**

Measured Compared to Self-Reported BMI and Component Measures among Recreational Athletes in an Endurance Running/Walking Event: Implications for health-related surveys has been submitted to Preventing Chronic Disease

Socio-demographic and Participation Characteristics of Recreational Athletes in a National Endurance Running/Walking Event: Implications for Promoting Physical Activity and Related Health Surveys (JPAH-2008-0044) has been submitted by Dr. Derek Shendell to the Journal of Physical Activity & Health.

**Honors & Awards**

Graduated Magna Cum Laude from Georgia State University

Member of The Lambda Beta Society

Voted by coworkers as the therapist they would most like to care for their child
Physician

Pediatric Intensive Care Unit
Appendix F4: A Description of how the unit’s faculty members were involved in the process of developing and approving this self study

**Nutrition**
The two members of the School of Health Professions’ Academic Program Review (APR) Committee from the Division of Nutrition have shared all information from the APR process with nutrition faculty members on an ongoing basis. Information has been discussed at faculty meetings and suggested revisions have been incorporated into the materials. Also, faculty members have been involved in analyzing, summarizing and interpreting the current student, alumni and faculty survey results and making recommendations for changes based on the results.

**Physical Therapy**
Three of the unit’s faculty members were directly involved in developing this self-study. All members were requested to provide updated information regarding their CV or committee information for the study.

**Respiratory Therapy**
Two of the unit’s faculty members were directly involved in developing this self-study. All faculty members were requested to provide updated information regarding their CV or committee information for the study. Faculty members were updated at each of the unit’s faculty meeting. After gathering all of the information for the self-study it was then made available to each of the school’s faculty for final input.
Appendix G-1: School of Health Professions Student/Faculty Ratios, FY 2006-2008

### Nutrition

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<th></th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
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<tr>
<td># TT Faculty</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td>146</td>
<td>169</td>
<td>170</td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>41</td>
<td>52</td>
<td>66</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>20.9</td>
<td>28.2</td>
<td>21.3</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>5.9</td>
<td>8.7</td>
<td>8.3</td>
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### Physical Therapy

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<th></th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
</tr>
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<tbody>
<tr>
<td># TT Faculty</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td>98</td>
<td>104</td>
<td>105</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>19.6</td>
<td>20.8</td>
<td>26.3</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Revised: 4/6/05
### Respiratory Therapy

<table>
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<tr>
<th></th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
</tr>
</thead>
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<tr>
<td><strong># TT Faculty</strong></td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong># Undergraduate Majors</strong></td>
<td>184</td>
<td>213</td>
<td>203</td>
</tr>
<tr>
<td><strong># Graduate Majors (All)</strong></td>
<td>2</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td><strong>UG/TT Ratio</strong></td>
<td>61.3</td>
<td>106.5</td>
<td>101.5</td>
</tr>
<tr>
<td><strong>Grad/TT Ratio</strong></td>
<td>0.7</td>
<td>3.0</td>
<td>6.5</td>
</tr>
</tbody>
</table>

- Revised: 4/6/05
Appendix G2: Library Resources

SCHOOL OF HEALTH PROFESSIONS REVIEW
LIBRARY RESOURCES

Summary: Strengths and Weaknesses of the University Library Collection and Services

Currently, the University Library’s health professions holdings adequately support the research areas of the faculty and undergraduate/graduate/doctoral degree candidates in the three health professions divisions: Nutrition, Physical Therapy, and Respiratory Therapy. Collection development for related departments, including Kinesiology and Health Education, Nursing, and Public Health, also supports the health professions collection. Notable strengths in the health professions monographs collection include physiology, internal medicine, therapeutics, diet therapy, and sports medicine. Some possible gaps in the monograph collection include physiological aspects of nutrition-related processes such as appetite and thirst, pediatric respiratory care, and general respiratory therapy. However, very few monographs were published in these areas during the previous fiscal year, which may explain why no books were purchased in these call number ranges during the review period. The librarian for the School of Health Professions has noted this weakness and will make a concerted effort to add appropriate books in these areas, as they become available.

In addition to monographs, the University Library has a strong collection of electronic databases and journals to support the needs of Health Professions faculty and students. The electronic databases used by the department are made available via GSU Library subscription and GALILEO, a state-wide initiative to provide access to electronic resources. The University Library provides access to the major databases in the field (see chart below showing electronic resources accessible to GSU students and faculty via the University Library website).

Journals are available in both print and online formats, with increasing emphasis on electronic access as many databases increase their full-text content. Only one (1) journal was canceled during the last three fiscal years while three (3) electronic journals were added. Several titles in nutrition and physical therapy ceased publication, but overall, the library continues to maintain its solid health professions journal collection. One title that has been requested in electronic format by physical therapy faculty is Spine (ISSN 0362-2436). The Library was unable to purchase this title at the time it was requested due to budget constraints and timing issues. However, if funding becomes available the Library will make an effort to add this electronic journal to the collection.

In terms of library service to the department in the form of instruction and individual consultations, there is moderate usage of services provided by the librarian for the School of Health Professions. Nutrition Division students and faculty have especially taken advantage of these library services. This year, the librarian established regular office hours within the School, and, as a result, the number of research consultations among health professions students and faculty has increased. With continued outreach to each Division, usage of these services should continue to increase.
## Relevant Library Statistics

<table>
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<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
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<tbody>
<tr>
<td><strong>Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>Nutrition – 62; Physical Therapy – 89; Respiratory Therapy – 41</td>
<td></td>
</tr>
</tbody>
</table>
| Number of related journal titles added in last three fiscal years | Nutrition – 1; Physical Therapy – 2; Respiratory Therapy – 0 | Nutrition:  
  • *Nutrition research reviews* (electronic version instead of print)  
  Physical Therapy:  
  • *Journal of neurology* (electronic version)  
  • *Clinical neuropsychologist* (electronic version) |
| Number of related journal titles cancelled in last three fiscal years | Nutrition – 0; Physical Therapy – 1; Respiratory Therapy – 0 | Nutrition:  
  • 6 Ceased:  
    o *Nutrition in clinical care*  
    o *Sports medicine reports*  
    o *Advances in lipid research*  
    o *Nutrition legislation & regulatory news*  
    o *Annual Report, National Institutes of Health program in biomedical and behavioral nutrition*  
    o *Report on USDA human nutrition research and education activities: a report to Congress*  
  Physical Therapy: |
<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
</table>
| Resources   |           | • 1 Canceled:  
|             |           |   o Rehabilitation psychology  
|             |           | • 2 Ceased:    
|             |           |   o Sports medicine reports  
|             |           |   o Sports medicine digest |
| Number of related databases added in last three years | Nutrition – 0; Physical Therapy – 0; Respiratory Therapy – 0 |
| Number of related databases cancelled in last three years | Nutrition – 0; Physical Therapy – 0; Respiratory Therapy – 0 |
| Number of monograph titles supporting program | Nutrition – 5,522; Physical Therapy – 6,488; Respiratory Therapy – 1,142 |
| Number of monograph titles in key call number ranges added in last two years (01/2005-01/2007) | Nutrition – 158; Physical Therapy - 325; Respiratory Therapy - 35 |
**Physical Therapy:**  
GV452-545.4 [Recreation. Leisure, Exercise,
<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>gymastics] (25%); GV545.5-550 [Recreation.</td>
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</tr>
<tr>
<td></td>
<td>Leisure, Weight training] (100%); [Physiology,</td>
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<tr>
<td></td>
<td>Movements, Kinesiology, Voice and speech]</td>
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<td></td>
<td>QP286-350 (28%); QP350-459 [Neurophysiology.</td>
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<tr>
<td></td>
<td>Neuropsychology] (61%); RC321-345 [Internal</td>
<td></td>
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<tr>
<td></td>
<td>medicine, Neurosciences] (16%); RC346-371</td>
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<tr>
<td></td>
<td><strong>Respiratory Therapy:</strong></td>
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<tr>
<td></td>
<td>QP91-114 [Physiology, Cardiovascular system.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heart, Tissues] (10%); QP115-135 [Physiology,</td>
<td></td>
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<tr>
<td></td>
<td>Lymphatics, Respiration, Thermoregulation] (75%);</td>
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<tr>
<td></td>
<td>RC306-320 [Internal medicine, Tuberculosis] (17%);</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>Number of library instruction courses taught for department during previous fiscal year.</td>
<td>Nutrition – 2; Physical Therapy – 0; Respiratory Therapy - 1</td>
</tr>
<tr>
<td></td>
<td>Number of library consultations held with students from department during previous fiscal year.</td>
<td>Nutrition – 17; Physical Therapy – 1; Respiratory Therapy – 3</td>
</tr>
</tbody>
</table>
**Electronic Resources**
Students and faculty in the School of Health Professions rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for School of Health Professions research.

<table>
<thead>
<tr>
<th>GSU Library Subscription Databases</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ageline</td>
<td>Indexes and summarizes publications - including books and chapters, journal and magazine articles, research reports, dissertations, gray literature, and educational videos - about older adults and aging in relation to health care,</td>
</tr>
<tr>
<td>CINAHL Plus with Full Text: Nursing and Allied Health</td>
<td>Indexes 3,001 journals from the fields of nursing and allied health back to 1937. Covers consumer health, health promotion/education, nutrition, pain and pain management, sports medicine and 17 allied health disciplines. Offers access to selected conference proceedings, educational software, audiovisuals, and book chapters.</td>
</tr>
<tr>
<td>Cochrane Library</td>
<td>Unique source of reliable and up-to-date systematic reviews on the effects of interventions in health care. Published on a quarterly basis, it is designed to provide information and evidence to support decisions taken in health care and to inform those receiving care.</td>
</tr>
<tr>
<td>Global Health</td>
<td>Public health database that provides information on international health, biomedical life sciences, non-communicable diseases, public health nutrition, food safety and hygiene, and</td>
</tr>
<tr>
<td>Database</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>GSU Library Subscription Databases</td>
<td></td>
</tr>
<tr>
<td>much more. Contains information from more than 3,500 journals, books, and conference proceedings. Contains material from Nutrition Abstracts and Reviews. Covers 1973 to present.</td>
<td></td>
</tr>
<tr>
<td>Health and Psychosocial Instruments (HAPI)</td>
<td>Features material on unpublished information-gathering tools that are discussed in journal articles, such as questionnaires, interview schedules, tests, checklists, rating and other scales, coding schemes, and projective techniques. Presents tests used in health related disciplines.</td>
</tr>
<tr>
<td>SPORTDiscus</td>
<td>Contains citations to over 250,000 journal articles, books, theses, conference papers and other published research from around the world. Covers topics such as physical therapy, sport medicine, exercise physiology, and biomechanics.</td>
</tr>
<tr>
<td>Web of Science</td>
<td>Includes Social Sciences Citation Index and the Science Citation Index. Indexes more than 8,000 high quality, peer-reviewed journals. Covers all aspects of science and social science, including physical therapy, respiratory therapy, and nutrition. Also effective for faculty to use in obtaining times cited statistics for tenure review preparation.</td>
</tr>
<tr>
<td>Database</td>
<td>Description</td>
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<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Academic Search Complete (at EBSCOhost)</td>
<td>Multi-disciplinary database that offers indexing and abstracts for more than 9,300 journals and a total of 9,810 publications including monographs, reports, conference proceedings, etc. many of which are provided in full text. Subjects include food science and technology, physical therapy, mechanical ventilation, etc.</td>
</tr>
<tr>
<td>ALT - Healthwatch</td>
<td>Full-text database of periodicals, peer-reviewed journals, academic and professional publications, magazines, consumer newsletters and newspapers, research reports and association newsletters focused on complementary, alternative and integrated approaches to health care and wellness.</td>
</tr>
<tr>
<td>AGRICOLA</td>
<td>Covers topics relevant to nutrition students and faculty. Topics include agricultural engineering and marketing, farm management, foods, pesticides, social sciences, and water resources. The citations consist of journal articles, book chapters, monographs, conference proceedings, serials, technical reports, and other materials on a broad range of agricultural topics.</td>
</tr>
<tr>
<td>Books @ Ovid (Doody's Core Titles in the Health Sciences)</td>
<td>Electronic access to Doody's Core Titles in the Health Sciences. Offers 33 in-demand, full-text e-books in the fields of nursing and medicine, including allied health.</td>
</tr>
<tr>
<td>Database</td>
<td>Description</td>
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<tr>
<td>-----------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Health and Safety Sciences Abstracts</td>
<td>Indexes journal articles, government reports, conference proceedings, and books Covers food safety and microbiology.</td>
</tr>
<tr>
<td>Health Source: Nursing/Academic Edition (at EBSCOhost)</td>
<td>Provides abstracts and indexing for over 550 journals and full text of 520 scholarly journals focusing on nursing, allied health and medical-related disciplines.</td>
</tr>
<tr>
<td>MEDLINE with Fulltext (at EBSCOhost)</td>
<td>Combines the National Library of Medicine's bibliographic database (MEDLINE) with the complete text of articles from nearly 90 leading medical journals. Covers all aspects of biomedicine, allied health fields, and biological and physical sciences, including sports medicine, physiology, biomechanics, etc.</td>
</tr>
<tr>
<td>PsycINFO (at EBSCOhost)</td>
<td>Contains citations and abstracts of journal articles, book chapters, books, and technical reports, as well as citations to dissertations, in the field of psychology and psychological aspects of related fields, including health and medicine.</td>
</tr>
</tbody>
</table>
## School of Health Professions APR Checklist

<table>
<thead>
<tr>
<th>Section</th>
<th>Complete?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A: Str &amp; Weaknesses</strong></td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>A1 (quality)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>A2 (centrality)</td>
<td>Complete</td>
<td></td>
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<tr>
<td>A3 (viability)</td>
<td>Complete</td>
<td></td>
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<tr>
<td>A4 (strategic focus)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>A5 (fin. res. analysis)</td>
<td>Complete</td>
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</tr>
<tr>
<td><strong>B: Context</strong></td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>B1 (history)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>B2 (3 yr prior)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>Table B-1</td>
<td>Complete</td>
<td></td>
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<tr>
<td>Table B-2</td>
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<tr>
<td>Table B-3</td>
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<tr>
<td>Table B-4</td>
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<tr>
<td>Table B-5</td>
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<tr>
<td>B (relevance &amp; need)</td>
<td>Complete</td>
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<tr>
<td>B (comp. prgms)</td>
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<tr>
<td>App. B1</td>
<td>Complete</td>
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<tr>
<td>App. B2</td>
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<tr>
<td>App. B3</td>
<td>Complete</td>
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<tr>
<td>App. B4</td>
<td>Complete</td>
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</tr>
<tr>
<td>App. B5</td>
<td>NA</td>
<td>There are no center reports to provide.</td>
</tr>
<tr>
<td><strong>C: Progress Toward Goals &amp; Objectives</strong></td>
<td>Complete</td>
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<tr>
<td>C (progress)</td>
<td>Complete</td>
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<tr>
<td>App. C1</td>
<td>Complete</td>
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<tr>
<td><strong>D: Curriculum</strong></td>
<td>Complete</td>
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<tr>
<td>D1 (outcomes)</td>
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<tr>
<td>D2 (survey info)</td>
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<tr>
<td>App. D1</td>
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<tr>
<td>App. D2</td>
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<td>App. D3</td>
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<tr>
<td><strong>E: Student</strong></td>
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<tr>
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<tr>
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<tr>
<td><strong>E2</strong> (output)</td>
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<tr>
<td><strong>F: Faculty</strong></td>
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<tr>
<td>F</td>
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</tr>
<tr>
<td>App. F1</td>
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<tr>
<td>App. F2</td>
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<tr>
<td>App. F3</td>
<td>Complete</td>
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</tr>
<tr>
<td>App. F4</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td><strong>G: Resources</strong></td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>G1 (fac. res)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>G2 (admin res)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>G3 (tech res)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>G4 (space res)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>G5 (lab res)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>G6 (gsuf res)</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>G7 (lib res)</td>
<td>Complete</td>
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</tr>
<tr>
<td>App. G1</td>
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<td></td>
</tr>
<tr>
<td>App. G2</td>
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<td></td>
</tr>
<tr>
<td><strong>H: Goals &amp; Objectives</strong></td>
<td>Complete</td>
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<tr>
<td>H</td>
<td>Complete</td>
<td></td>
</tr>
</tbody>
</table>

**Format:**

- ✓ length, 40 pages or fewer
- ✓ 1” margins, headers, footers
- ✓ 12 point, Times New Roman
- ✓ Single-spaced
- ✓ pdf file
- ✓ Microsoft Word file