Appendix B1
Selection Criteria for Benchmarking Institutions

Several criteria were used for the selection of the benchmarking institutions:

- Comparable size of the nursing program
- Similar diversity in the student body
- Location
  - We wanted to have the South represented
  - An urban location was desired
- Number of faculty
- Types of nursing programs offered
  - We wanted to have a school with similar programs (BS, MS, PhD).
  - We also wanted to include a school(s) with accelerated programs and RN-BS completion and RN-MS programs, if possible.
- Comparable or better faculty productivity in research and publication
- A representative sample from Georgia State’s peer institutions

We considered ten schools of nursing and identified six schools that met most of the criteria mentioned above; see below. Table A-1 presents a summary of the data available for selection of the institutions listed below.

- University of Tennessee at Knoxville
- University of Cincinnati
- University of South Carolina
- Louisiana State University Medical Center in New Orleans
- University of South Florida
- University of Missouri at St. Louis

The Deans/Directors of the schools of nursing were contacted to obtain an agreement regarding their willingness to complete our survey. Five deans/directors agreed to complete the survey. Data was received from three schools; three did not respond with data. The respondents included:

- University of Tennessee at Knoxville
- University of North Carolina
- University of South Florida
Georgia State University
Byrdine F. Lewis School of Nursing Bylaws
College of Health and Human Sciences

(As revised March 17, 1998; May 19, 1998; December 8, 1998; September 2002; November, 2002; May, 2003; September, 2004; October 19, 2004; November 14, 2005)

ARTICLE I
PURPOSE

Section 1. To provide the essential framework governing the composition, organization and procedures of the faculty of the School of Nursing as authorized in Article VI, Section 3 of the College of Health and Human Sciences Bylaws as approved and adopted by the faculty through the amendments of March 17, 1998.

Section 2. To enable the faculty of the School of Nursing to implement effectively the authority granted to it in Article VI, Section 3 as contained in the College of Health and Human Sciences Bylaws.

ARTICLE II
MEMBERSHIP

Section 1. The School of Nursing is composed of a Director, a Associate Graduate Director and an Associate Undergraduate Director. Faculty are those persons who have been designated as such by the Board of Regents of the University System of Georgia. Voting members are defined as personnel of Georgia State University in the School of Nursing who have been appointed to faculty rank at 0.375 EFT or greater by the Board of Regents and who are either on a tenure track or non-tenure track. Instructional personnel holding faculty rank, who are adjunct to the faculty, shall be entitled to be present at faculty meetings and shall have the right to be heard but not have voting privileges.

ARTICLE III
GENERAL FACULTY MEETINGS

Section 1. The faculty of the School of Nursing shall hold at least one regular meeting during each semester of the academic year as required by Article VI, Section 3 B of the College of Health and Human Sciences bylaws. The regular meeting dates shall be determined by a published list of meeting dates voted on by the faculty and approved by the Director. A reminder of the meeting with the agenda will be published and distributed five (5) days prior to the meeting through either electronic mail or hard copy.

Special meetings may be called by the Director on her initiative or when at least 20 percent of the voting members shall petition the Director to call a special meeting.

All members shall be informed by the Secretary of the faculty of special meetings by either electronic mail or hard copy communication, at least 24 hours prior to the scheduled meeting time. Notification of these meetings shall specify the time, date and place of these meetings. The purpose of special meetings shall be stated in the notice. Items to be placed on the agenda of a special meeting shall be submitted to the Secretary at least 24 hours before the meeting. All items
for the agenda of regular faculty meetings should be submitted to the secretary of the faculty seven (7) working days prior to the meeting.

Section 2. The presiding officer of all General Faculty Meetings shall be the Director of the School. In the absence of the Director, her designate shall preside.

Section 3. A quorum is defined as two-thirds of the voting members of the faculty present for the current semester excluding those on leave.

Section 4. All meetings, including committee meetings, shall be conducted according to the latest edition of Roberts' Rules of Order, revised.

Presentation for faculty meetings shall follow this set format:

A. Presentation of the recommendation about specific items;
B. Presentation of pros and cons;
C. Discussion;
D. Vote.

If the issue cannot be resolved, the issue may be debated. The format for debated items will be:

A. Pro presentation;
B. Con presentation;
C. Rebuttal for each;
D. Five minute general faculty discussion;
E. Vote.

ARTICLE IV
OFFICERS OF THE GENERAL FACULTY

Section 1. The Chairperson shall be the Director of the School of Nursing. It is the duty of the Chairperson to:

A. Preside over all meetings of the faculty in accordance with these Bylaws.
B. Appoint a Parliamentarian to serve in an advisory capacity for the maintenance of parliamentary procedure.
C. Relate to the faculty information about the University, College and School.
D. Present to the faculty for its consideration all agenda items and any other matters within faculty jurisdiction.

Section 2. The Secretary of the faculty will serve for one (1) year and keep minutes of all business meetings. Minutes of the preceding meeting will be circulated for faculty approval no later than ten (10) days after the meeting. The Secretary of the faculty will be elected at a meeting of the faculty of the School of Nursing in the spring semester. The Secretary will distribute a list of all newly elected committee members to the faculty.

Section 3. All persons elected as officers and to committees will assume their responsibilities at the beginning of the fall semester.

ARTICLE V
AUTHORITY OF THE FACULTY
Section 1. The faculty, subject to the University Statutes, the Bylaws of the Faculty of the College of Health and Human Sciences, and the Bylaws of the School of Nursing, shall exercise legislative functions dealing with the educational policies of the School of Nursing and its internal affairs.

Section 2. The faculty of the School shall function through Committees. Issues relating to functions of committees as outlined in these bylaws shall be referred directly to the chair of that committee. Issues not covered by these bylaws under committee functions shall be sent to the Director of the School of Nursing. It is the responsibility of the standing committees to prepare recommendations for submission to the faculty on those issues which reside under faculty authority e.g.: admission, progression and retention of students and curriculum. Other issues for which the committee serves in an advisory capacity to the Director of the School shall be referred to the Director in advisory memoranda. Complex policy changes and/or complex issues should have hearings in committee with faculty invited to attend at posted times.

Section 3. The faculty may:

A. Adopt and amend the Bylaws regarding matters within its jurisdiction and governing its procedures;

B. Nominate and elect the:
   1. Secretary to the faculty;
   2. Membership for standing committees;

C. Act on matters in accordance with committee referrals as designated in Article VI, Section 2.;

D. Present pertinent issues at the faculty meeting.

Section 4. Any voting member has the right to make nominations from the floor for any position provided for in these Bylaws. All nominees must indicate acceptance of the nomination.

Section 5. In any election a majority of the votes cast, provided a quorum is present, shall be required for election. If no one candidate receives a majority of votes, an additional ballot will be taken involving the two candidates receiving the largest number of votes in the first ballot.

ARTICLE VI
STANDING COMMITTEES

Section 1. The Standing Committees shall be:

   - Bylaws, Policies, and Procedures Committee
   - Student Affairs Committee
   - Promotion and Tenure Committee
   - Pre-Tenure Review Committee
   - Non-Tenure Track Promotion Committee
   - Undergraduate Program Committee
   - Graduate Program Committee
   - Nominating Committee
   - Executive Committee
Section 2. Membership

Election of members to the standing committees shall be in the spring semester. The exception to this requirement is the Promotion and Tenure Committee and the Non-Tenure Track Promotion Committee for which members will be elected in the fall semester. It is mandated that the Nominations Committee shall be elected at the first faculty meeting of the Spring Semester. Elected members on all standing committees except the Undergraduate Program Committee and Graduate Program Committee, shall serve two-year terms and members shall serve no more than two consecutive terms (four years). There are no term limits for the Undergraduate Program and Graduate Program Committees. However, committee members are nominated and elected annually.

In the event that faculty meeting membership criteria are not available, this requirement shall be waived. The Executive Committee is the exception to the term of office requirement. Members shall serve on the Executive Committee in accordance with Section 10.A. of these bylaws. The Undergraduate and Graduate Curriculum Committees and other committees of five or more members shall have representatives from all specialty areas. Specialty areas are determined by masters preparation/area of major responsibility and are hereinafter defined as Community Health, Pediatrics, Obstetrics, Adult Health and Psychiatric-Mental Health. An at-large member may be elected from the general faculty, for those committees that require representation from all specialty areas, if such representation is unavailable. If only one faculty member meets the eligibility requirements, an additional faculty member should be added to the roster to allow an election by vote rather than appointment. Vacancies on committees that occur during two-year terms will be filled by the vote of the faculty.

The Director, the Associate Graduate Director and Associate Undergraduate Director may serve as ex-officio members on all standing committees as outlined in these bylaws. The Associate Graduate and Undergraduate Directors may be elected to serve as representatives of their specialty/master’s track areas and in such cases will be voting members. Additionally, the Associate Graduate and Undergraduate Directors will be voting members on the Curriculum Committee of their programs whatever their status on that committee. The initial meeting of the academic year is to be called by the person whose name appears first on each committee listed. At the first meeting of the academic year, each committee shall elect a Chair and a Secretary from its membership.

Each committee will determine the frequency and schedule of its meetings. Committees shall meet at least once per semester. The minutes of all standing committees shall be distributed to each committee member and be kept on permanent file in the Business Manager’s office within the School. All faculty members of the School shall have access to such minutes. Notification of all meetings should be posted in the faculty workroom and on the current interoffice electronic mail system.

Section 4. Bylaws, Policies, and Procedure Committee

A. Composition and Selection of Members

1. The Bylaws, Policies, and Procedure Committee shall be composed of three (3) members.
2. The three (3) faculty members shall be elected by a ballot prepared by the Nominating Committee.

B. Duties and Functions

The Bylaws, Policies, and Procedure Committee shall:

1. Review bylaws annually and make recommendations for amendments to the faculty.

2. Review requests for bylaw amendments and make recommendations to the faculty.

3. Distribute electronic copies annually to faculty.

Section 5. Student Affairs Committee

A. Composition

The Student Affairs Committee shall be composed of

1. Five (5) faculty members, one (1) of whom shall be the major advisor to the Georgia State University Chapter of the Georgia Association of Nursing Students (GSUNS), and one (1) of whom shall be a member of the College Student Services Committee if such a member exists from the SON.

2. Three (3) students, one (1) of whom shall be a baccalaureate student, one (1) of whom shall be a master's student, and one (1) of whom shall be a doctoral student.

B. Selection of Members

1. A faculty member from each of the five specialty areas shall be elected to the committee. The GSUNS major advisor and College Student Services Committee member may serve as their specialty area representative.

2. Students shall be selected from a pool of volunteers and/or nominees by students and faculty in each of the three programs, i.e. baccalaureate, masters, and doctoral.

C. Duties and Functions

The Student Affairs Committee shall:

1. Identify and notify students eligible for honors, awards and scholarships.

2. Make recommendations for changes in criteria for honors/awards.

3. Develop and revise, as necessary, ethics and/or standards of behavior for nursing students to be presented for faculty approval.
4. Hear all cases of suspected violation of student ethics and/or standards of behavior upon referral from the Director.

5. Review applicants for honors/scholarships and make recommendations for recipients to appropriate parties.

6. Coordinate the activities of the pinning ceremonies. This includes consultation with student representatives and appointment of a faculty liaison to work with administration in order to ensure smooth implementation of all pinning ceremonies.

Section 6a. Promotion and Tenure Committee

A. Composition and Selection of Members

1. The Promotion and Tenure Committee shall be composed of five (5) faculty members. All members must hold the rank of Associate Professor or above and must be tenured. The Director of the School of Nursing is not eligible for this Committee. Members of the School of Nursing Promotion and Tenure Committee may not serve simultaneously on the College Promotion and Tenure Committee.

2. In accordance with Article VI, Section 2. of these bylaws, faculty members shall be elected to the School Promotion and Tenure Committee in the fall semester by a ballot prepared by the Nominations Committee.

B. Duties and Functions

1. The Promotion and Tenure Committee shall function in accordance with the Promotion and Tenure Policy of the School of Nursing.

2. As a guide for faculty seeking promotion and/or tenure, the Promotion and Tenure committee shall be responsible for recommending additions/corrections/updates to the criteria for each faculty rank located in the SON Policy and Procedure Manual (former Organizational Manual) to reflect the Promotion and Tenure requirements of the college/university

Section 6b. Non-Tenure Track Promotion Committee

A. Composition and Selection of Members

1. The Non-Tenure Track Promotion Committee shall be composed of three (3) faculty members, consisting of one tenured and two non-tenured faculty members. All members must hold the rank of Associate Professor or above. The Director of the School of Nursing is not eligible for this Committee. Members of the School of Nursing Non-Tenure Track Promotion Committee may not serve simultaneously on the College Special Non-Tenure Promotion Committee.
2. In accordance with Article VI, Section 2. of these bylaws, faculty members shall be elected to the School of Nursing Non-Tenure Track Promotion Committee in the fall semester by a ballot prepared by the Nominations Committee.

B. Duties and Functions

1. The Non-Tenure Track Promotion Committee shall function in accordance with the College of Health and Human Sciences Non-Tenure Track Promotion Policies and Procedures Handbook.

2. As a guide for faculty seeking promotion, the Non-Tenure Track Promotion Committee shall be responsible for recommending additions/corrections/updates to the criteria for each faculty rank located in the SON Policy and Procedure Manual (former Organizational Manual) for promotion of Non-Tenure faculty to reflect the promotion requirements of the college/university.

Section 6c. Pre-Tenure Review Committee

A. Composition and Selection of Members

1. The faculty Pre-Tenure Review Committee will consist of at least three tenured faculty members (excluding the faculty member’s immediate supervisor). Members of the Pre-Tenure Review Committee must hold academic rank at or above that of the faculty member being reviewed. Although Pre-Tenure Review Committee members are normally elected from the unit, eligible faculty also may be elected from the general CHHS faculty. It is recommended that one member also be a member of the CHHS Promotion and Tenure Committee. The Pre-Tenure Review Committee will select a chair from the elected members.

2. In accordance with Article VI, Section 2 of these bylaws, faculty members shall be elected to the School Pre-Tenure Review Committee annually during the fall semester by a ballot prepared by the Nominations Committee.

B. Duties and Functions

1. The Pre-Tenure Review Committee shall function in accordance with the Pre-Tenure Review policy of the CHHS.

2. As a guide for faculty seeking promotion and/or tenure, the Pre-Tenure Review Committee shall be responsible for making recommendations to assist the faculty member’s continued intellectual and professional growth, especially toward meeting criteria for promotion and tenure.
Section 7. Undergraduate Program Committee

A. Composition

The Undergraduate Program Committee shall be composed of:

1. Ten (10) faculty members, one (1) of whom shall be the Associate Undergraduate Director, one (1) of whom shall be elected at large from the general faculty and a representative from each of the seven undergraduate clinical courses. (Leadership/Management, Senior Practicum, Maternal Infant, Pediatrics, Basic Skills, Psychiatric Mental Health, Adult Health, and Community Health). Faculty assigned as course administrators for fall semester shall serve as the undergraduate clinical course representatives for one academic year. In the event there is more than one course administrator for a clinical course, an election will be held by the nursing faculty at large to determine the representative. The clinical resources liaison, and the laboratory resource coordinator, and the administrative coordinator for the Undergraduate program shall be ex-officio members. In the event of a tie vote within the Undergraduate Program Committee, the clinical resources liaison will cast the tie-breaking vote.

2. Four (4) students, one (1) sophomore student, one (1) junior student, and one (1) senior student, and one (1) student from the accelerated track.

B. Selection of Members

1. The Undergraduate Program Committee shall be composed of ten (10) voting members, including representatives from the seven undergraduate clinical courses (Leadership/Management, Senior Practicum, Maternal Infant, Pediatrics, Basic Skills, Psychiatric Mental Health, Adult Health, and Community Health) and the Associate Director for the Undergraduate Program, as well as one at-large member elected from the general faculty. The clinical resources liaison, the administrative coordinator for the undergraduate program, and the lab resource coordinator will be ex-officio members but may have voting privileges if they are the designated representative of their clinical specialty.

2. Students shall be elected by their peers to represent each of the three classes, sophomore, junior and senior. Students will be excused from participation in meetings or portions of meetings designated for discussion of confidential information related to the admission, progression or retention of students.

C. Duties and Functions

The Undergraduate Program Committee shall:
1. Establish and implement procedures for development, review and evaluation of all courses and curricula for undergraduate programs in the School of Nursing.

2. Receive and review recommendations from faculty for revision of existing undergraduate courses and curricula and addition of new undergraduate courses or curricula.

3. Evaluate all curricula and courses for the undergraduate program and make recommendations to the School of Nursing faculty for revisions of existing undergraduate courses or curricula and addition of new undergraduate courses or curricula.

4. Make recommendations to the School of Nursing faculty regarding changes and/or additions to the resources of the school that may be used to strengthen the undergraduate program.

5. Guide the implementation of undergraduate course and/or curriculum revisions.

6. Assure that faculty-approved revisions for undergraduate courses or curricula are incorporated into the course outlines for the courses or curricula.

7. Make recommendations to the School of Nursing faculty to assure congruency between the philosophies of all the School of Nursing programs, undergraduate and graduate.

8. Review and recommend revisions in the criteria, policies, and procedures for admission, progression, retention, and graduation of students in the undergraduate program to the faculty of the School of Nursing.

9. Make recommendations regarding admission, progression, and retention of undergraduate students to the School of Nursing administration.

10. Meet with the Graduate Program Committee annually to assure continuity in curriculum and compliance with accreditation agency requirements and the strategic plans of the school, college and university.

Section 8. Graduate Program Committee

A. Composition

The Graduate Program Committee shall be composed of:

1. Up to six (6) faculty members, one (1) of whom shall be the Associate Graduate Director.

2. Two (2) students, i.e. one (1) master's student, and one (1) doctoral student.
B. Selection of Members

1. One member from each of the program tracks who has experience at the graduate level shall be elected to serve on the Graduate Program Committee. At least two members of this committee should also teach on the doctoral level. The Associate Graduate Director may serve as a track/doctoral faculty representative.

2. One Masters student and one doctoral student shall be nominated and elected for membership by the faculty members of the Graduate Program Committee. Students will be excused from participation in meetings or portions of meetings designated for discussion of confidential information related to the admission, progression or retention of students.

C. Duties and Functions

The Graduate Program Committee shall:

1. Establish and implement procedures for development, review and evaluation of all courses and curricula for graduate programs in the School of Nursing.

2. Receive and review recommendations from faculty for revision of existing graduate courses and curricula and addition of new graduate courses or curricula.

3. Evaluate all curricula and courses for the graduate program and make recommendations to the School of Nursing faculty for revisions of existing graduate courses or curricula and addition of new graduate courses or curricula.

4. Make recommendations to the School of Nursing faculty regarding changes and/or additions to the resources of the school that may be used to strengthen the graduate program.

5. Guide the implementation of graduate course and/or curriculum revisions.

6. Assure that faculty approved revisions for graduate courses or curricula are incorporated into the course outlines for the courses or curricula.

7. Make recommendations to the School of Nursing faculty to assure congruency between the philosophies of all the School of Nursing programs, undergraduate and graduate.

8. Review and recommend revisions in the criteria, policies, and procedures for admission, progression, retention, and graduation of students in the graduate program to the faculty of the School of Nursing.

9. Recommend the admission and monitor the progression and retention of graduate students to the School of Nursing administration.
10. Meet with the Undergraduate Program Committee annually to assure continuity in curriculum and compliance with accreditation agency requirements and the strategic plans of the school, college and university.

Section 9. Nominating Committee

A. Composition and Selection of Members

1. The Nominating Committee shall be composed of five (5) members.

2. A member of each specialty area shall be elected to the Nominating Committee during the first faculty meeting of the Spring Semester.

B. Duties and Functions

The Nominating Committee shall:

1. Present a slate of proposed committee members and the name of a faculty member to coordinate School of Nursing IRB proposal reviews in accordance with the current bylaws of the School of Nursing for election by faculty members during the Spring Semester.

2. Fill vacancies in accordance with current bylaws.

Section 10. Executive Committee

A. Composition and Selection of Members

1. The Executive Committee shall be composed of the Director, the Associate Program Directors and the elected chairs of each of the standing committees with the exception of the Nominating Committee and the Promotion and Tenure Committee. The clinical laboratory coordinator and the clinical resources liaison shall serve as ex officio members.

2. Elected chairs of each of the standing committees shall serve one-year terms on the executive committee.

B. Duties and Functions

The Executive Committee shall:

1. Assess need(s) pertaining to faculty development and appoint Ad Hoc committees to plan the appropriate programs to meet these needs.

2. Consider matters that affect faculty. Any member may bring issues to the committee. The committee will review concerns which affect faculty and make recommendations to the Director or refer the concern to the appropriate body.
3. Act as an advisory board to the Director on any matter brought to the committee.

4. Review the SON Budget and make recommendations regarding allocation of funds to the Director.

ARTICLE VII
RATIFICATION AND AMENDMENTS

Section 1. These Bylaws shall be in effect upon approval by a two-thirds vote of the faculty of the School of Nursing.

Section 2. Any voting member or committee may propose amendments to the Bylaws, Policies and Procedure Committee for its consideration. The Bylaws, Policies and Procedure Committee will study the proposed amendments. The proposed amendments will be distributed at least five (5) working days prior to the next General Faculty Meeting.

Section 3. Amendments shall be adopted by a two-thirds vote of the voting faculty, when proposed amendments are circulated as stated in Section 2.
### Credit Hours Taught by Nursing Faculty by Level and Faculty Type

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### Appendix B4-b

**AY 2004: Fall 2003 – Summer 2004**

**Credit Hours Taught by Nursing Faculty by Level and Faculty Type**

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<td>August 15, 2005</td>
<td>Clinical Instructor</td>
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<td>August 15, 2005</td>
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<td>BS, MS, PostMasters PNP, CPNP</td>
<td>September 15, 1997</td>
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<tr>
<td>Clark</td>
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<td>May 4, 2005</td>
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<td>August 16, 2004</td>
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<td>BSN, MS</td>
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<td>August 16, 2000</td>
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<td>Gordon</td>
<td>Paula M.</td>
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<td>August 16, 2004</td>
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<tr>
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<td>Carol Alice Hall</td>
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<td>January 8, 2001</td>
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<td>January 4, 1999</td>
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<tr>
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<td>August 16, 2004</td>
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<td>Hewell</td>
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<td>BSN, MN, PhD</td>
<td>January 31, 1990</td>
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<tr>
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<td>Eva</td>
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<td>September 1, 1977</td>
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<td>Anne C.</td>
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<td>August 12, 2002</td>
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<td>Ptlene Mary</td>
<td>BS, MN, PhD</td>
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<td>Margaret</td>
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### Appendix B4

**Faculty Roster, Full Time**

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### Appendix B6-a
Benchmarking Summary Data

#### Undergraduate Programs Data

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<th>University of Tennessee Knoxville</th>
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<td>Black</td>
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<td>Latino/Hispanic</td>
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<td>Average Total:</td>
<td>None of the benchmarking schools of nursing required other standardized testing for admission</td>
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<td>Credit hours required for graduation:</td>
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#### UNDERGRADUATE PROGRAM INFORMATION

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<td>Percent of students with a previous degree (Bachelor’s degree or above): Trational Track</td>
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<td>Data not tracked</td>
<td>Traditional Track = 12%</td>
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### General Nursing Program Information Survey

**From: Georgia State University, Byrdine F. Lewis School of Nursing**

**To: Alice Demi, RN, DNS, FAAN, PO Box 4019, Atlanta, GA 30302**

### Exit Exam (if applicable):

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<td>Name of test:</td>
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**NCLEX first time pass rate:**

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**Percent of students employed in nursing one year after graduation:**

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<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>98%</td>
<td>Not reported</td>
</tr>
</tbody>
</table>

### Master's Programs Data

**Variables**

<table>
<thead>
<tr>
<th>University of South Carolina</th>
<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students:</td>
<td>68</td>
<td>172</td>
</tr>
<tr>
<td>Age / Gender:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average age:</td>
<td>34</td>
<td>N/A</td>
</tr>
<tr>
<td>Age range:</td>
<td>23-61</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of male students:</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Ethnicity by percent:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>79.42%</td>
<td>84</td>
</tr>
<tr>
<td>Black</td>
<td>13.24%</td>
<td>6</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>5.89%</td>
<td>5</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.47%</td>
<td>0</td>
</tr>
<tr>
<td>Other (unknown)</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Admission data (yearly #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants:</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Number of admissions:</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>Number of graduates:</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Failures/dropouts per year:</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Standardized tests for admitted students:**

<table>
<thead>
<tr>
<th>University of South Carolina</th>
<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE Average Total:</td>
<td>1059.65</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Total Range:</td>
<td>900-1310</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Verbal Average:</td>
<td>501.07</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Verbal Range:</td>
<td>380-710</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Quantitative Average:</td>
<td>558.57</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Quantitative Range:</td>
<td>430-690</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**GRE Average Total:**

- 1059.65
- 900-1310
- 501.07
- 380-710
- 558.57
- 430-690

**GRE Average Total:**

- N/A

**GRE Quantitative Average:**

- N/A

**GRE Quantitative Range:**

- N/A

**GRE Quantitative Range:**

- N/A
<table>
<thead>
<tr>
<th>Variables</th>
<th>University of South Carolina</th>
<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Average Scaled Score:</td>
<td>61</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MAT Average Scaled range:</td>
<td>52-79</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Do you have more students eligible for Sigma Theta Tau Honor Society than you can induct? (mark with X)</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit hours required for graduation:</td>
<td>37-54</td>
<td>33.48</td>
<td>36-42 for most specialties; 95 for anesthesia</td>
</tr>
</tbody>
</table>

**MASTER’S PROGRAM INFORMATION**

<table>
<thead>
<tr>
<th>Variable</th>
<th>University of South Carolina</th>
<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td>List different tracks in your Master’s program: (e.g. Family Nurse Practitioner, Pediatric Nurse Practitioner, Clinical Nurse Specialist, Women’s Health Nurse Practitioner, Psychiatric Mental Health Nurse)</td>
<td>FNP, ANP, PNP, Acute Care NP, Acute Care Clinical Specialist, WHNP, P/MHNP, Community/Public Health CNS, MSN/MPH dual degrees.</td>
<td>Adult, Family, Oncology, Pediatric, Gerontology, Acute CA, Psychiatric/Mental Health, NP; MSN/MDH</td>
<td>FNP, GNP, Psyche, PNP, NNP, WHNP, CRNA, Administration, Adult Health</td>
</tr>
<tr>
<td>Number of RN to MS/MSN students, if applicable:</td>
<td>N/A</td>
<td>Oncology, Psychiatric/Mental Health Clinical—Nonspecialist 169</td>
<td>5</td>
</tr>
<tr>
<td>Number of Full-Time Students:</td>
<td>21</td>
<td>99</td>
<td>102</td>
</tr>
<tr>
<td>Number of Part-Time Students:</td>
<td>47</td>
<td>70</td>
<td>26 (includes RN-MSN)</td>
</tr>
<tr>
<td>Certification rate of graduates:</td>
<td>95%</td>
<td>Not reported</td>
<td>95%</td>
</tr>
</tbody>
</table>

**PhD Program Data**

<table>
<thead>
<tr>
<th>Variables</th>
<th>University of South Carolina</th>
<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students:</td>
<td>16/30</td>
<td>37</td>
<td>21</td>
</tr>
<tr>
<td>Age / Gender:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average age:</td>
<td>50/35</td>
<td>N/A</td>
<td>~ 50 years</td>
</tr>
<tr>
<td>Age range:</td>
<td>32-67/23-54</td>
<td>N/A</td>
<td>&lt; 30 years = 1; &gt; 50 years = 5</td>
</tr>
<tr>
<td>Number of male students:</td>
<td>0/3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ethnicity by percent:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>75%/70%</td>
<td>81</td>
<td>90% (19)</td>
</tr>
<tr>
<td>Black</td>
<td>12.50%/10%</td>
<td>5</td>
<td>5% (1)</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>0/3.34%</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0/0</td>
<td>3</td>
<td>5% (1)</td>
</tr>
<tr>
<td>American Indian</td>
<td>0/0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (unknown)</td>
<td>12.50%/16.67%</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Admission data (yearly #)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants:</td>
<td>6/24</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Number of admissions:</td>
<td>5/20</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Number of graduates:</td>
<td>2/1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Failures/dropouts per year:</td>
<td>2</td>
<td>N/A</td>
<td>?</td>
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</table>
### General Nursing Program Information Survey

#### Variables

<table>
<thead>
<tr>
<th>University of South Carolina</th>
<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>3.720/3.722</td>
<td>Mean: N/A</td>
</tr>
<tr>
<td>Range:</td>
<td>3.405-3.965</td>
<td>Range: N/A</td>
</tr>
<tr>
<td><strong>Standardized tests for admitted students:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Complete all that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRE Average Total:</strong></td>
<td>1015/1115.39</td>
<td>GRE Average Total: N/A</td>
</tr>
<tr>
<td><strong>GRE Total Range:</strong></td>
<td>830-1140 980-1410</td>
<td>GRE Total Range: N/A</td>
</tr>
<tr>
<td><strong>GRE Verbal Average:</strong></td>
<td>505/543.85</td>
<td>GRE Verbal Average: N/A</td>
</tr>
<tr>
<td><strong>GRE Verbal Range:</strong></td>
<td>370-630 430-620</td>
<td>GRE Verbal Range: N/A</td>
</tr>
<tr>
<td><strong>GRE Quantitative Average:</strong></td>
<td>510/573.85</td>
<td>GRE Quantitative Average: N/A</td>
</tr>
<tr>
<td><strong>GRE Quantitative Range:</strong></td>
<td>400-620 490-800</td>
<td>GRE Quantitative Range: N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you have more students eligible for Sigma Theta Tau Honor Society than you can induct? (mark with X)</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

| Credit hours required for graduation: | 61/83 | 75 | 67 |

#### PHD PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>University of South Carolina</th>
<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students:</strong></td>
<td>PhD: 16</td>
<td>PhD = 19</td>
<td>PhD = 21</td>
</tr>
<tr>
<td></td>
<td>DNP: 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Full-Time Students:</strong></td>
<td>PhD: 4</td>
<td>PhD = 10</td>
<td>PhD = 10</td>
</tr>
<tr>
<td></td>
<td>DNP: 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Part-Time Students:</strong></td>
<td>PhD: 12</td>
<td>PhD = 9</td>
<td>PhD = 11</td>
</tr>
<tr>
<td></td>
<td>DNP: 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average number of years to completion of dissertation:</strong></td>
<td>PhD: 5 years</td>
<td>PhD = 4 years (average)</td>
<td>PhD = 5 years</td>
</tr>
<tr>
<td></td>
<td>DNP: New program</td>
<td></td>
<td></td>
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</table>
**FACULTY INFORMATION**

<table>
<thead>
<tr>
<th>Variable</th>
<th>University of South Carolina</th>
<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Total Faculty:</td>
<td>64</td>
<td>63 + 21 = 84</td>
<td>44</td>
</tr>
<tr>
<td>Number of Tenured Faculty:</td>
<td>11</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Number of Tenure Track Faculty:</td>
<td>1</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Number of Non-tenure Track Faculty:</td>
<td>24</td>
<td>45</td>
<td>22</td>
</tr>
<tr>
<td>Number of Part-time Instructors:</td>
<td>16</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Other (list): Teaching Assistants</td>
<td>12</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>Number of Male Faculty:</td>
<td>4</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Number of minority (ethnically diverse) faculty</td>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Average number of courses taught per year by:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty:</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Tenure Track Faculty:</td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Non-tenure Track Faculty:</td>
<td>5-6</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Part-time Instructors:</td>
<td>2</td>
<td>6</td>
<td>Depends on % FTE</td>
</tr>
<tr>
<td>Other (list): Teaching Assistants</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Average number of credit hours taught per year by:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty:</td>
<td>9</td>
<td>Not reported</td>
<td>16</td>
</tr>
<tr>
<td>Tenure Track Faculty:</td>
<td>12</td>
<td>Not reported</td>
<td>12-16</td>
</tr>
<tr>
<td>Non-tenure Track Faculty:</td>
<td>15-18</td>
<td>Not reported</td>
<td>24</td>
</tr>
<tr>
<td>Part-time Instructors:</td>
<td>6</td>
<td>Not reported</td>
<td>6-12 (depends on % FTE)</td>
</tr>
<tr>
<td>Other (list): Teaching Assistants</td>
<td>6</td>
<td>Not reported</td>
<td>--</td>
</tr>
<tr>
<td>Classroom:</td>
<td>UG: 1:25</td>
<td>UG: 1:40</td>
<td>UG: 2 faculty = 60-120 students MS: 1 faculty = 20-25 students</td>
</tr>
<tr>
<td>Clinical:</td>
<td>UG: 1:8</td>
<td>MS: 1:15</td>
<td>UG: 1 faculty: 8 students MS: 1 faculty: 6 students</td>
</tr>
<tr>
<td>Scholarly Work of Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of refereed publications per year by faculty track:</td>
<td>TT: 25</td>
<td>TT: 20</td>
<td>TT: 20</td>
</tr>
<tr>
<td>Number of scholarly works per year: (e.g. book chapters monographs)</td>
<td>TT: 25</td>
<td>TT: 10</td>
<td>TT: 2</td>
</tr>
<tr>
<td>Number of national presentations:</td>
<td>TT: 32</td>
<td>TT: 39</td>
<td>TT: 39</td>
</tr>
<tr>
<td>Externally funded grants:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Federally funded:</td>
<td>TT: 8</td>
<td>TT: 8</td>
<td>TT: 2</td>
</tr>
<tr>
<td>Number of Foundation grants:</td>
<td>TT: 1</td>
<td>TT: 2</td>
<td>TT: 1</td>
</tr>
<tr>
<td>Number of Small research grants:</td>
<td>TT: 7</td>
<td>TT: 2</td>
<td>TT: 2</td>
</tr>
</tbody>
</table>
**Variable** | **University of South Carolina** | **University of South Florida** | **University of Tennessee Knoxville**
--- | --- | --- | ---
Number of Other (list) AHEC Community Based Education Award | TT: 0  NTT: 1 | 0 | TT: 2  NTT: 2
Number of internally funded grants: | TT: 1 | TT: 2  NTT: 2 | TT: 4  NTT: 1

**SUPPORT STAFF INFORMATION**

| **Variable** | **University of South Carolina** | **University of South Florida** | **University of Tennessee Knoxville** |
--- | --- | --- | ---
Number of full time administrative staff: | 31 | 20 | 8 (includes 6 secretaries, 1 tech support and 1 student advisor)
Number of part time administrative staff: | 0 | 2 | 0
Number of GRA/GTA per year: | 24 | 30 | 4
Number of student assistants per year: | 15-20 | 5 | 2

**RESOURCES AND TECHNOLOGY SUPPORT**

| **Variable** | **University Of South Carolina** | **University of South Florida** | **University of Tennessee Knoxville** |
--- | --- | --- | ---
Do you use a patient simulator or other type of simulation in your nursing lab? If yes, please describe types of simulation. (below) | UG: Yes  MS: Yes | UG: Yes  MS: Yes | UG: Yes  MS: Yes
Is PDA technology required for clinical experiences? | UG: No  MS: Selected courses | UG: Np  MS: No | UG: Np  MS: No
Are students supplied with PDA/software by the school? | UG: No | UG: Np  MS: No | UG: Np  MS: No
Are laptop computers required? | UG: No | UG: Np  MS: No | UG: Np  MS: No
Are laptop computers provided? | UG: No | UG: Np  MS: No | UG: Yes  MS: Yes
Average number of hours per week the nursing lab is open for student practice: | 8 Hours x 3 days | 40 | 45-50
Average number of hours per week the lab is supervised by faculty (excluding class hours): | 8 Hours x 3 days | 40 | 4
Average number of hours per week the lab is supervised by GRA/GTA/Student assistant (excluding class hours): | 0 | 30 | 0
Average number of hours per week the lab is supervised by non-faculty nursing staff? (RN, LPN) | 0 | 25 | 20
Other than nursing skills lab, is the nursing lab used for other classes? | Not at present (see below) | No | No

**Types of Simulation Used by Students**

**University of South Carolina**
At present our simulation experience is for students in our Physical Assessment and Fundamentals class. We simulate procedures using manikins and procedural models. We do not have computerized manikins but project purchase during 2005-2006 academic year. The CSL Coordinator sets up the lab and works with students on a one-to-one basis. She conducts study sessions as needed for clinical courses.

**University of Tennessee at Knoxville**
Sim Man; CD ROM case studies; infant and geriatric mannequins; electronic IV arm
ADMISSIONS PROCESSING

Please indicate if the school of nursing faculty and/or staff handles the following admission processes.
(circle answer)

<table>
<thead>
<tr>
<th></th>
<th>University Of South Carolina</th>
<th>University of South Florida</th>
<th>University of Tennessee Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BSN</td>
<td>MSN</td>
<td>PhD</td>
</tr>
<tr>
<td>Pre-admission counseling for prospective students</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Overseeing applicant files for completeness</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Assessment of applicants</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Arranging interviews, (if applicable)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Notification of admission/denial</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Registration counseling</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Orientation to nursing program</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Other information you feel might help us with our assessment:

**University of Tennessee at Knoxville:**
We do not collect much of this data in the form requested. The ACT is used for admission to the University but not to the upper division nursing major. We also do not obtain average ages—only age ranges. GREs are required for admission to the graduate program but we use only the V&Q scores for admission decisions. Ours is an upper division undergraduate nursing major so the dropout rate is based only on the junior and senior years.
### Fall 2004 data only.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Undergraduate</th>
<th>Masters</th>
<th>PhD/DNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students:</td>
<td>809</td>
<td>68</td>
<td>16/30</td>
</tr>
<tr>
<td>Age / Gender:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average age:</td>
<td>22</td>
<td>34</td>
<td>50/35</td>
</tr>
<tr>
<td>Age range:</td>
<td>19-56</td>
<td>23-61</td>
<td>32-67/23-54</td>
</tr>
<tr>
<td>Number of male students:</td>
<td>56</td>
<td>3</td>
<td>0/3</td>
</tr>
<tr>
<td>Ethnicity by percent:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>67%</td>
<td>79.42%</td>
<td>75%/70%</td>
</tr>
<tr>
<td>Black</td>
<td>21.88%</td>
<td>13.24%</td>
<td>12.50%/10%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>1.73%</td>
<td>0</td>
<td>0/3.34%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.11%</td>
<td>5.89%</td>
<td>0/0</td>
</tr>
<tr>
<td>American Indian</td>
<td>.37%</td>
<td>1.47%</td>
<td>0/0</td>
</tr>
<tr>
<td>Other (unknown)</td>
<td>6.93%</td>
<td>0</td>
<td>12.50%/16.67%</td>
</tr>
<tr>
<td>Admission data (yearly #)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants:</td>
<td>370</td>
<td>40</td>
<td>6/24</td>
</tr>
<tr>
<td>Number of admissions:</td>
<td>205</td>
<td>24</td>
<td>5/20</td>
</tr>
<tr>
<td>Number of graduates:</td>
<td>88</td>
<td>20</td>
<td>2/1</td>
</tr>
<tr>
<td>Failures/dropouts per year:</td>
<td>12</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

#### GPA

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Masters</th>
<th>PhD/DNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean:</td>
<td>3.262</td>
<td>3.762</td>
<td>3.720/3.722</td>
</tr>
<tr>
<td>Range:</td>
<td>1.617-4.000</td>
<td>2.929-4.000</td>
<td>3.405-3.965</td>
</tr>
</tbody>
</table>

#### Standardized tests for admitted students: (Complete all that apply)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Masters</th>
<th>PhD/DNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Average:</td>
<td>1064</td>
<td>1059.65</td>
<td>1015/1115.39</td>
</tr>
<tr>
<td>SAT Range:</td>
<td>630-1490</td>
<td>900-1310</td>
<td>830-1140</td>
</tr>
<tr>
<td>ACT Average:</td>
<td>23</td>
<td>501.07</td>
<td>505/543.85</td>
</tr>
<tr>
<td>ACT Range:</td>
<td>13-32</td>
<td>380-710</td>
<td>370-630</td>
</tr>
<tr>
<td>GRE Average Total:</td>
<td>558.57</td>
<td>510/573.85</td>
<td></td>
</tr>
<tr>
<td>GRE Total Range:</td>
<td>430-690</td>
<td>400-620</td>
<td></td>
</tr>
<tr>
<td>GRE Quantitative Average:</td>
<td>558.57</td>
<td>510/573.85</td>
<td></td>
</tr>
<tr>
<td>GRE Quantitative Range:</td>
<td>430-690</td>
<td>400-620</td>
<td></td>
</tr>
<tr>
<td>MAT Average Scaled Score:</td>
<td>61</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MAT Average Scaled range:</td>
<td>52-79</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Other standardized test, if applicable. (e.g. Nursing Entrance Exam). List below.
**Georgia State University**  
**Byrdine F. Lewis School of Nursing**  
**General Nursing Program Information Survey**

---

### UNDERGRADUATE PROGRAM INFORMATION

#### Math Range:
- Undergraduate: Yes
- Masters: No
- PhD/DNP: Yes

#### Do you have more students eligible for Sigma Theta Tau Honor Society than you can induct? (mark with X)
- Undergraduate: X
- Masters: X
- PhD/DNP: X

#### Credit hours required for graduation:
- Undergraduate: 128
- Masters: 37-54
- PhD/DNP: 61/83

---

### UNDERGRADUATE PROGRAM INFORMATION

**Please fill in all information for all your current programs**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Traditional Track</th>
<th>Accelerated Track</th>
<th>RN to BS/BSN</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students with a previous degree (Bachelor's degree or above):</td>
<td>Data not tracked</td>
<td>Data not tracked</td>
<td>Data not tracked</td>
<td>Data not tracked</td>
</tr>
<tr>
<td>Exit Exam (if applicable): N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of test:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage passing first time:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLEX first time pass rate:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-2004 1/01/04-12/31/04</td>
<td>ALL UNDERGRADUATE STUDENTS</td>
<td>80.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-2003 1/01/03-12/31/04</td>
<td></td>
<td>90.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-2002 1/01/02-12/31/02</td>
<td></td>
<td>85.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students employed in nursing one year after graduation:</td>
<td></td>
<td>98%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### MASTER'S PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>List different tracks in your Master’s program: (e.g. Family Nurse Practitioner, Pediatric Nurse Practitioner, Clinical Nurse Specialist, Women’s Health Nurse Practitioner, Psychiatric Mental Health Nurse)</td>
<td>FNP, ANP, PNP, Acute Care NP, Acute Care Clinical Specialist, WHNP, P/MHNP, Community/Public Health CNS, MSN/MPH dual degrees.</td>
</tr>
<tr>
<td>Number of RN to MS/MSN students, if applicable:</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of Full-Time Students:</td>
<td>21</td>
</tr>
<tr>
<td>Number of Part-Time Students:</td>
<td>47</td>
</tr>
<tr>
<td>Certification rate of graduates:</td>
<td>95%</td>
</tr>
</tbody>
</table>

---

### PHD PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response (PhD)</th>
<th>Response (DNP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students:</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Number of Full-Time Students:</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Number of Part-Time Students:</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Average number of years to completion of dissertation:</td>
<td>5 years</td>
<td>New program</td>
</tr>
</tbody>
</table>
### FACULTY INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Total Faculty:</td>
<td>64</td>
</tr>
<tr>
<td>Number of Tenured Faculty:</td>
<td>11</td>
</tr>
<tr>
<td>Number of Tenure Track Faculty:</td>
<td>1</td>
</tr>
<tr>
<td>Number of Non-tenure Track Faculty:</td>
<td>24</td>
</tr>
<tr>
<td>Number of Part-time Instructors:</td>
<td>16</td>
</tr>
<tr>
<td>Other (list): Teaching Assistants</td>
<td>12</td>
</tr>
<tr>
<td>Number of Male Faculty:</td>
<td>4</td>
</tr>
<tr>
<td>Number of minority (ethnically diverse) faculty</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Average number of courses taught per year by:

<table>
<thead>
<tr>
<th></th>
<th>Tenured Faculty</th>
<th>Tenure Track Faculty</th>
<th>Non-tenure Track Faculty</th>
<th>Part-time Instructors</th>
<th>Other (list): Teaching Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of courses taught</td>
<td>3</td>
<td>4</td>
<td>5-6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>per year by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Average number of credit hours taught per year by:

<table>
<thead>
<tr>
<th></th>
<th>Tenured Faculty</th>
<th>Tenure Track Faculty</th>
<th>Non-tenure Track Faculty</th>
<th>Part-time Instructors</th>
<th>Other (list): Teaching Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of credit hours</td>
<td>9</td>
<td>12</td>
<td>15-18</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>taught per year by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Faculty / Student ratio

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Program</th>
<th>Master’s Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom:</td>
<td>1:25</td>
<td>1:15</td>
</tr>
<tr>
<td>Clinical:</td>
<td>1:8</td>
<td>1:5</td>
</tr>
</tbody>
</table>

#### Scholarly Work of Faculty

<table>
<thead>
<tr>
<th></th>
<th>Tenure Track</th>
<th>Non-tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of refereed publications per year by faculty track:</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Number of scholarly works per year: (e.g. book chapters monographs)</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Number of national presentations:</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Externally funded grants:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Federally funded:</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Number of Foundation grants:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of Small research grants:</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Number of Other (list) AHEC Community Based Education Award</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of internally funded grants:</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### SUPPORT STAFF INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full time administrative staff:</td>
<td>31</td>
</tr>
<tr>
<td>Number of part time administrative staff:</td>
<td>0</td>
</tr>
<tr>
<td>Number of GRA/GTA per year:</td>
<td>24</td>
</tr>
<tr>
<td>Number of student assistants per year:</td>
<td>15-20</td>
</tr>
</tbody>
</table>

### RESOURCES AND TECHNOLOGY SUPPORT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Undergraduate</th>
<th>Master’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>(place an x under your response)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you use a patient simulator or other type of simulation in your nursing lab? If yes, please describe types of simulation. (below)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Is PDA technology required for clinical experiences?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are students supplied with PDA/software by the school?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are laptop computers required?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are laptop computers provided?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the nursing lab is open for student practice:</td>
<td>8 Hours x 3 days</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the lab is supervised by faculty (excluding class hours):</td>
<td>8 Hours x 3 days</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the lab is supervised by GRA/GTA/Student assistant (excluding class hours):</td>
<td>0 Hours</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the lab is supervised by non-faculty nursing staff? (RN, LPN)</td>
<td>0 Hours</td>
<td></td>
</tr>
<tr>
<td>Other than nursing skills lab, is the nursing lab used for other classes?</td>
<td>Not at present (see below)</td>
<td></td>
</tr>
</tbody>
</table>

**Please describe the types of simulation used by students, if applicable:**

At present our simulation experience is for students in our Physical Assessment and Fundamentals class. We simulate procedures using manikins and procedural models. We do not have computerized manikins but project purchase during 2005-2006 academic year. The CSL Coordinator sets up the lab and works with students on a one-to-one basis. She conducts study sessions as needed for clinical courses.
### ADMISSIONS PROCESSING

Please indicate if the school of nursing faculty and/or staff handles the following admission processes. (circle answer)

<table>
<thead>
<tr>
<th>(place an x under your response)</th>
<th>Undergraduate</th>
<th>Master’s</th>
<th>PhD/DNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-admission counseling for prospective students</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Overseeing applicant files for completeness</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment of applicants</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Arranging interviews, (if applicable)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Notification of admission/denial</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Registration counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Orientation to nursing program</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Is there any other information you feel might help us with our assessment?

---

**We appreciate the time and effort you have taken to help us with our Academic Program Review.**
<table>
<thead>
<tr>
<th>Variables</th>
<th>Undergraduate</th>
<th>Masters</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students:</td>
<td>537</td>
<td>172</td>
<td>37</td>
</tr>
<tr>
<td>Age / Gender:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average age:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Age range:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of male students:</td>
<td>57</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Ethnicity by percent:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>68</td>
<td>84</td>
<td>81</td>
</tr>
<tr>
<td>Black</td>
<td>15</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Latino/Hispano</td>
<td>9</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>American Indian</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (please list)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of applicants:</td>
<td>1717</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>Number of admissions:</td>
<td>802</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>Number of graduates:</td>
<td>23</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Failures/dropouts per year:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GPA:</td>
<td>Mean: 3.29</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SAT Average:</td>
<td>1008.04</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SAT Range:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ACT Average:</td>
<td>23.26</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ACT Range:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Quantitative Average:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Quantitative Range:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Verbal Average:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Verbal Range:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Average Total:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Average Total:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE Total Range:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other standardized test, if applicable: (e.g. Nursing Entrance Exam), List below:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Total:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Range:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Average:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Range:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Average:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Range:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Georgia State University**  
**Byrdine F. Lewis School of Nursing**  
**General Nursing Program Information Survey**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Undergraduate</th>
<th>Masters</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have more students eligible for Sigma Theta Tau Honor Society than you can induct? (mark with X)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit hours required for graduation</td>
<td>120</td>
<td>33.48</td>
<td>75</td>
</tr>
</tbody>
</table>

**UNDERGRADUATE PROGRAM INFORMATION**

Please fill in all information for all your current programs

<table>
<thead>
<tr>
<th>Variable</th>
<th>Traditional Track</th>
<th>Accelerated Track</th>
<th>RN to BSN/MSN</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of test:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students passing first time:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage passing first time:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLEX first time pass rate:</td>
<td>ALL UNDERGRADUATE STUDENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td>95.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-2003</td>
<td>96.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>93.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students employed in nursing one year after graduation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MASTER'S PROGRAM INFORMATION**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>List different tracks in your Master's program: (e.g., Family Nurse Practitioner, Pediatric Nurse Practitioner, Clinical Nurse Specialist, Women's Health Nurse Practitioner, Psychiatric Mental Health Nurse)</td>
<td>Adult, Family, Oncology, Pediatric, Gero, Acute Care, Psychiatric/Mental Health, NP; and MSN/MDN</td>
</tr>
<tr>
<td>Number of RN to MSN/MSN students, if applicable:</td>
<td>Oncology, Psychiatric/Mental Health Clinical-Nurse Specialist 169</td>
</tr>
<tr>
<td>Number of Full-Time Students:</td>
<td>99</td>
</tr>
<tr>
<td>Number of Part-Time Students:</td>
<td>70</td>
</tr>
<tr>
<td>Certification rate of graduates:</td>
<td></td>
</tr>
</tbody>
</table>

**PHD PROGRAM INFORMATION**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students:</td>
<td>19 (est.)</td>
</tr>
<tr>
<td>Number of Full-Time Students:</td>
<td>10 (est.)</td>
</tr>
<tr>
<td>Number of Part-Time Students:</td>
<td>9 (est.)</td>
</tr>
<tr>
<td>Average number of years to completion of dissertation:</td>
<td>4 years on average</td>
</tr>
</tbody>
</table>
### FACULTY INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Total Faculty:</td>
<td></td>
</tr>
<tr>
<td>Number of Tenured Faculty:</td>
<td>63 + 21 = 84</td>
</tr>
<tr>
<td>Number of Tenure Track Faculty:</td>
<td>13</td>
</tr>
<tr>
<td>Number of Non-tenure Track Faculty:</td>
<td>5</td>
</tr>
<tr>
<td>Number of Non-tenure Track Faculty:</td>
<td>45</td>
</tr>
<tr>
<td>Number of Part-time Instructions:</td>
<td>21</td>
</tr>
<tr>
<td>Other (list):</td>
<td>-</td>
</tr>
<tr>
<td>Number of Male Faculty:</td>
<td>8</td>
</tr>
<tr>
<td>Number of minority (ethnically diverse) faculty:</td>
<td>10</td>
</tr>
<tr>
<td>Average number of courses taught per year by:</td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty:</td>
<td>5</td>
</tr>
<tr>
<td>Tenure Track Faculty:</td>
<td>7</td>
</tr>
<tr>
<td>Non-tenure Track Faculty:</td>
<td>10</td>
</tr>
<tr>
<td>Part-time Instructors:</td>
<td>6</td>
</tr>
<tr>
<td>Other (list):</td>
<td>-</td>
</tr>
<tr>
<td>Average number of credit hours taught per year by:</td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty:</td>
<td>5</td>
</tr>
<tr>
<td>Tenure Track Faculty:</td>
<td>7</td>
</tr>
<tr>
<td>Non-tenure Track Faculty:</td>
<td>10</td>
</tr>
<tr>
<td>Part-time Instructors:</td>
<td>6</td>
</tr>
<tr>
<td>Other (list):</td>
<td>-</td>
</tr>
<tr>
<td>Faculty/Student ratio</td>
<td></td>
</tr>
<tr>
<td>Classroom:</td>
<td>1:40</td>
</tr>
<tr>
<td>Clinical:</td>
<td>1:12</td>
</tr>
<tr>
<td>Scholarly Work of Faculty</td>
<td></td>
</tr>
<tr>
<td>Number of refereed publications per year by faculty track:</td>
<td></td>
</tr>
<tr>
<td>Number of scholarly works per year: (e.g. book chapters monograph)</td>
<td>10</td>
</tr>
<tr>
<td>Number of national presentations:</td>
<td>20</td>
</tr>
<tr>
<td>Externally funded grants:</td>
<td></td>
</tr>
<tr>
<td>Number of Federally funded:</td>
<td>8</td>
</tr>
<tr>
<td>Number of Foundation grants:</td>
<td>2</td>
</tr>
<tr>
<td>Number of Small research grants:</td>
<td>2</td>
</tr>
<tr>
<td>Number of Other (list):</td>
<td></td>
</tr>
<tr>
<td>Number of internally funded grants:</td>
<td>2</td>
</tr>
</tbody>
</table>
### SUPPORT STAFF INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full time administrative staff.</td>
<td>20</td>
</tr>
<tr>
<td>Number of part time administrative staff.</td>
<td>2</td>
</tr>
<tr>
<td>Number of GRA/GTA per year.</td>
<td>30</td>
</tr>
<tr>
<td>Number of student assistants per year.</td>
<td>5</td>
</tr>
</tbody>
</table>

### RESOURCES AND TECHNOLOGY SUPPORT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Undergraduate</th>
<th>Master's</th>
</tr>
</thead>
<tbody>
<tr>
<td>(place an x under your response)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you use a patient simulator or other type of simulation in your nursing lab? if yes, please describe types of simulation. (below)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Is PDA technology required for clinical experiences?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Are students supplied with PDA/Software by the school?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Are laptop computers required?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Are laptop computers provided?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Average number of hours per week the nursing lab is open for student practice.</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the lab is supervised by faculty (excluding class hours):</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the lab is supervised by GRA/GTA/Student assistant (excluding class hours):</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the lab is supervised by non-faculty nursing staff? (RN, LPN)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Other than nursing skills lab, is the nursing lab used for other classes?</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Please describe the types of simulation used by students, if applicable:
# ADMISSIONS PROCESSING

Please indicate if the school of nursing faculty and/or staff handles the following admission processes. (Circle answer)

<table>
<thead>
<tr>
<th>(place an x under your response)</th>
<th>Undergraduate</th>
<th>Master's</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-admission counseling for prospective students</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Overseeing applicant files for completeness</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment of applicants</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Arranging interviews, (if applicable)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Notification of admission/denial</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Registration counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Orientation to nursing program</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Is there any other information you feel might help us with our assessment?

---

We appreciate the time and effort you have taken to help us with our Academic Program Review.
<table>
<thead>
<tr>
<th>Variables</th>
<th>Undergraduate</th>
<th>Masters</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students:</td>
<td>249</td>
<td>128</td>
<td>21</td>
</tr>
<tr>
<td>Age / Gender:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average age:</td>
<td>Approximately 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age range:</td>
<td>&lt;25=191 students; &gt;50=3 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of male students:</td>
<td>25</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>Ethnicity by percent:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>91% (227)</td>
<td>98% (125)</td>
<td>90% (19)</td>
</tr>
<tr>
<td>Black</td>
<td>6% (14)</td>
<td>1% (1)</td>
<td>5% (1)</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>0.8% (2)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>2% (5)</td>
<td>1.5% (2)</td>
<td>5% (1)</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.4% (1)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (please list)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Admission data (yearly #)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants:</td>
<td>263</td>
<td>112</td>
<td>12</td>
</tr>
<tr>
<td>Number of admissions:</td>
<td>112</td>
<td>63</td>
<td>7</td>
</tr>
<tr>
<td>Number of graduates:</td>
<td>106 basic; 9 RNs</td>
<td>48</td>
<td>3</td>
</tr>
<tr>
<td>Failures/dropouts per year:</td>
<td>Upper division major - 5% over 2 years</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT Average:</td>
<td>NA</td>
<td>GRE Average Total:</td>
<td>?</td>
</tr>
<tr>
<td>ACT Average:</td>
<td>NA</td>
<td>GRE Total Range:</td>
<td>?</td>
</tr>
<tr>
<td>ACT Range:</td>
<td>NA</td>
<td>GRE Verbal Average:</td>
<td>?</td>
</tr>
<tr>
<td>GRE Verbal Range:</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>GRE Quantitative Average:</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>GRE Quantitative Range:</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>MAT Average Scaled Score:</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other standardized test, if applicable. (e.g. Nursing Entrance Exam). List below.</td>
<td>Average Total:</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Average Range:</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Average:</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Range:</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Average:</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Range:</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### UNDERGRADUATE PROGRAM INFORMATION

Please fill in all information for all your current programs

<table>
<thead>
<tr>
<th>Variable</th>
<th>Traditional Track</th>
<th>Accelerated Track</th>
<th>RN to BS/BSN</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students with a previous degree (Bachelor's degree or above):</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Exam (if applicable):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of test:</td>
<td>HESI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students passing first time:</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage passing first time:</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLEX first time pass rate:</td>
<td>ALL UNDERGRADUATE STUDENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-2003</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students employed in nursing one year after graduation:</td>
<td>Don't know</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MASTER'S PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>List different tracks in your Master’s program: (e.g. Family Nurse Practitioner, Pediatric Nurse Practitioner, Clinical Nurse Specialist, Women’s Health Nurse Practitioner, Psychiatric Mental Health Nurse)</td>
<td>FNP, GNP, Psych, PNP, NNP, WHNP, CRNA, Admin, Adult Health,</td>
</tr>
<tr>
<td>Number of RN to MS/MSN students, if applicable:</td>
<td>5</td>
</tr>
<tr>
<td>Number of Full-Time Students:</td>
<td>102</td>
</tr>
<tr>
<td>Number of Part-Time Students:</td>
<td>26 (includes RN-MSN)</td>
</tr>
<tr>
<td>Certification rate of graduates:</td>
<td>95%</td>
</tr>
</tbody>
</table>

### PHD PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students:</td>
<td>21</td>
</tr>
<tr>
<td>Number of Full-Time Students:</td>
<td>10</td>
</tr>
<tr>
<td>Number of Part-Time Students:</td>
<td>11</td>
</tr>
<tr>
<td>Average number of years to completion of dissertation:</td>
<td>5</td>
</tr>
</tbody>
</table>
### FACULTY INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Total Faculty:</td>
<td></td>
</tr>
<tr>
<td>Number of Tenured Faculty:</td>
<td>9</td>
</tr>
<tr>
<td>Number of Tenure Track Faculty:</td>
<td>13</td>
</tr>
<tr>
<td>Number of Non-tenure Track Faculty:</td>
<td>22 (full time)</td>
</tr>
<tr>
<td>Number of Part-time Instructors:</td>
<td>16</td>
</tr>
<tr>
<td>Other (list): Non-nurse part-time faculty</td>
<td>2</td>
</tr>
<tr>
<td>Number of Male Faculty:</td>
<td>5</td>
</tr>
<tr>
<td>Number of minority (ethnically diverse) faculty</td>
<td>2</td>
</tr>
<tr>
<td>Average number of courses taught per year by:</td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty:</td>
<td>4</td>
</tr>
<tr>
<td>Tenure Track Faculty:</td>
<td>4</td>
</tr>
<tr>
<td>Non-tenure Track Faculty:</td>
<td>8</td>
</tr>
<tr>
<td>Part-time Instructors:</td>
<td>Depends on % FTE</td>
</tr>
<tr>
<td>Average number of credit hours taught per year by:</td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty:</td>
<td>16</td>
</tr>
<tr>
<td>Tenure Track Faculty:</td>
<td>12-16</td>
</tr>
<tr>
<td>Non-tenure Track Faculty:</td>
<td>24</td>
</tr>
<tr>
<td>Part-time Instructors:</td>
<td>6-12 (depends on % FTE)</td>
</tr>
<tr>
<td>Faculty / Student ratio</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Program</td>
<td>Master’s Program</td>
</tr>
<tr>
<td>Classroom:</td>
<td></td>
</tr>
<tr>
<td>2 faculty: 60-120 students</td>
<td>1 faculty:20-25 students</td>
</tr>
<tr>
<td>Clinical:</td>
<td></td>
</tr>
<tr>
<td>1 faculty:8 students</td>
<td>1 faculty:6 students</td>
</tr>
</tbody>
</table>

### Scholarly Work of Faculty

<table>
<thead>
<tr>
<th>Scholarly Work of Faculty</th>
<th>Tenured/Tenure Track</th>
<th>Non-tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of refereed publications per year by faculty track:</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Number of scholarly works per year: (e.g. book chapters monographs)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Number of national/international presentations:</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>Externally funded grants:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Federally funded:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Number of Foundation grants:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of Small research grants:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Number of Other (list) – Training grants</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Number of internally funded grants:</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
### SUPPORT STAFF INFORMATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full time administrative staff:</td>
<td>8 (includes 6 secretaries, 1 tech support and 1 student advisor)</td>
</tr>
<tr>
<td>Number of part time administrative staff:</td>
<td>0</td>
</tr>
<tr>
<td>Number of GRA/GTA per year:</td>
<td>4</td>
</tr>
<tr>
<td>Number of student assistants per year:</td>
<td>2</td>
</tr>
</tbody>
</table>

### RESOURCES AND TECHNOLOGY SUPPORT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Undergraduate</th>
<th>Master’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you use a patient simulator or other type of simulation in your nursing lab?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Is PDA technology required for clinical experiences?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Are students supplied with PDA/software by the school?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Are laptop computers required?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Are laptop computers provided?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Average number of hours per week the nursing lab is open for student practice:</td>
<td>45-50</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the lab is supervised by faculty (excluding class hours):</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the lab is supervised by GRA/GTA/Student assistant (excluding class hours):</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Average number of hours per week the lab is supervised by non-faculty nursing staff? (RN, LPN):</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Other than nursing skills lab, is the nursing lab used for other classes?</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Please describe the types of simulation used by students, if applicable:

Sim Man; CD ROM case studies; infant and geri mannekins; electronic IV arm;
Georgia State University  
Byrdine F. Lewis School of Nursing  
General Nursing Program Information Survey

ADMISSIONS PROCESSING

Please indicate if the school of nursing faculty and/or staff handles the following admission processes.  
(circle answer)

<table>
<thead>
<tr>
<th>(place an x under your response)</th>
<th>Undergraduate</th>
<th>Master’s</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-admission counseling for prospective students</td>
<td>Staff</td>
<td>Faculty</td>
<td>Faculty</td>
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Is there any other information you feel might help us with our assessment?

We do not collect much of this data in the form requested. The ACT is used for admission to the University but not to the upper division nursing major. We also don’t obtain average ages – only age ranges. GREs are required for admission to the graduate program but we use only the V & Q scores for admission decisions. Ours is an upper division undergraduate nursing major so the dropout rate is based only on the junior and senior years.

We appreciate the time and effort you have taken to help us with our Academic Program Review.
# Appendix B7
## Faculty Productivity for AY 2003-2005—Individuals

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SELF-EVALUATION REPORT

(Draft)

Doctor of Philosophy in Nursing

School of Nursing

College of Health Sciences

Prepared by

PhD Self-Study Committee

Alice S. Demi DNSc, Chair

Patricia Cotanch PhD
John DeCastro PhD
Dorothy Huenecke PhD
Cecilia Owens MS

Robert Croom PhD
Patty Gray PhD
Jo Jones PhD
Carol Winkler

June 28, 1993
SELF-EVALUATION REPORT

Evaluation of achievement of criteria

The members of the PhD Self-Evaluation Committee individually reviewed all data (Program Description, faculty curriculum vitae, course syllabi, qualitative and quantitative data from faculty and student questionnaires) to evaluate whether the self-evaluation criteria were met; then the members of the PhD Self-Evaluation Committee met together and collectively assessed achievement of the criteria. Following are the criteria, judgement of the whether each criterion was met, summary of the data related to each criterion, and, when criteria were not met, recommendations.

I. Curriculum

A. Philosophy

1. The SON philosophy is an accurate reflection of the faculty’s beliefs, values, and practices. Met. 75% or more of the students and 81% or more of the faculty are totally or mostly satisfied with the enactment/translation of the SON’s philosophy into program goals, teaching approaches, and policies.

2. The SON philosophy is congruent with other documents, (i.e., CHS strategic plan, University mission). Met. The University goals (to increase the quality and quantity of scholarship; to improve the quality of academic programs; to develop the University’s student resources; to develop the University’s faculty and staff resources; improve the University’s physical resources; and to improve the University’s partnership with the community) are highly congruent with the goals of the doctoral program in nursing. The doctoral program has particular relevance to goal VI improving the University’s partnership with the community. By providing well prepared nurse-researchers and nurse-educators-researchers, the University is contributing to the overall well-being of the community through improvement of health care and improvement of nursing education in the state.

3. The stated philosophy is translated into practice. Met. 70% of the students and 88% of the faculty are totally or mostly satisfied with enactment/translation of the philosophy into faculty-student relationships. 88% of faculty and 83% of students were mostly to totally satisfied that the SON philosophy is translated into program goals. 82% of faculty and 76% of students were satisfied that the philosophy is translated into teaching approaches. 82% of faculty and 78% of students were mostly to totally satisfied that the philosophy is reflected in policies related to the doctoral program.
B. Program goals and objectives

1. Program goals are relevant. Met. 80% of students/alumni and 89% of faculty were totally or mostly satisfied with the program goals.

2. Program goals are internally consistent and consistent with the philosophy. Met. No discrepancies between goals and philosophy were noted.

3. Program goals are comprehensive. Met. No additional program goals were suggested. Furthermore the program goals are congruent with the goals identified by the National Doctoral Forum and subsequently adopted by the American Association of Colleges of Nursing (see Guidelines for Doctoral Programs, revised draft, February, 1993). Thus existing goals appear to be comprehensive.

4. The goals address the needs of all participants. Met. 98% of students/alumni were satisfied that program goals supported and enhanced their learning experience, with 80% being totally or mostly satisfied; 96% were satisfied that the program is comprehensive and addresses areas important to nursing, with 87% being totally or mostly satisfied. Furthermore all were satisfied that the program goals address their learning needs.

5. The program achieves the program goals. Met. The overall program goal is to prepare nurse scholars and researchers who make tangible and socially relevant contributions to both the profession and the larger society. The ten graduates (as of 9/93) are all employed in positions of scholarship and or research; 5 are nurse educators, 3 of whom are employed in major universities, and one of whom is an associate dean; one is a hospital administrator; 3 are employed in practice/research positions; and one is in post-doctoral study. All graduates are active in nursing organizations, and have presented or are in the process of presenting their research at national conferences. Furthermore, 6 alumni reported 22 publications since graduation.

95% or more of the students/alumni and 75% or more of the faculty reported that the program was adequate in helping students achieve all of the program goals.

C. Teaching approaches

1. Teaching approaches are consistent with program goals and objectives. Met. 82% of faculty and 76% of students/alumni were totally or mostly satisfied that
the philosophy and goals of the program are translated/enacted in the teaching approaches used.

2. Teaching approaches are effective. Met. 83% of student/alumni were totally or mostly satisfied with teaching approaches.
77% of faculty were totally or mostly satisfied with the teaching abilities of faculty who teach in the program.

3. Teaching approaches are systematically varied. Met. 100% of students/alumni reported that they were satisfied with the extent to which teaching approaches were varied, with 87% being totally or mostly satisfied.

D. Evaluation

1. Evaluation is comprehensive. Evaluation includes: faculty and student qualifications; the curriculum; the learning environment; resources (inter- and inter-institutional); student and alumni accomplishments; and program operation. Met. The current program evaluation is addressing all these areas. 95% of student/alumni and 80% of faculty are satisfied that program evaluation is comprehensive.

2. Evaluation is on-going. Met. All courses are evaluated at the conclusion of the quarter in which they are taught. Doctoral student/faculty forums have been held twice each year to obtain additional evaluative comments. The program, which is now in its seventh year, is undertaking an extensive evaluation. During this extensive evaluation, anonymous data were collected from students and issues surfaced which had not been identified through course evaluations or evaluation forums.

Recommendation: In addition to the faculty-doctoral student evaluation forums which are held annually, that students have an opportunity to provide anonymous evaluation comments basis either through annual questionnaires or a student suggestion box.

3. Evaluation identifies faculty, student and program strengths and areas needing further development. Mostly met. Course evaluations, forums, and the current program evaluation identify strengths and areas needing improvement. 76% of student/alumni were totally or mostly satisfied with evaluation strategies used in courses; 64% were totally or mostly satisfied with evaluation strategies used in comprehensive exams and dissertations; 76% were totally or mostly satisfied with the extent to which evaluations identified their strengths and weaknesses; and 74% were totally or
mostly satisfied that evaluations were used to improve courses/program.

88% of faculty were somewhat to totally satisfied with evaluation strategies used in courses, with 77% mostly to totally satisfied. 81% were satisfied that evaluation of the program and courses is comprehensive, while 12% were dissatisfied. 87% were satisfied that evaluation is used to improve courses and the overall program. 87% were satisfied that assessment of students' performance was comprehensive, while 8% were unsatisfied.

Recommendation: In the next annual evaluation include questions to identify specific areas of student dissatisfaction with comprehensive examinations and dissertations.

4. Evaluation is congruent with program goals and objectives. Met.
   *The evaluation plan is built upon program goals and objectives.*

5. Evaluation provides information from a variety of perspectives, including students, and alumni. Met.
   *Ongoing evaluation utilizes input from faculty and students. The current evaluation has obtained information from more diverse perspectives, including students, alumni, SON faculty teaching in the program, SON faculty not teaching in the program, and GSU faculty outside the SON who serve on doctoral committees or teach courses in which the SON PhD students are enrolled.*

   *Data from course evaluations, and student/faculty evaluation formats have been used to revise courses and policies and procedures. Courses and policies and procedures have been revised periodically based on input from course evaluations and evaluation forums (see Program Description pp. 16-22 for specific course revisions). 74% of students/alumni and 75% of the faculty are totally or mostly satisfied that evaluations are used to improve courses/program.*

E. Learning environment

1. The learning environment facilitates student learning and faculty development.
   *The learning environment assessed in this section includes intangible aspects of the program such as the curriculum, faculty, and interpersonal relationships. The physical environment is assessed in a separate section. Mostly met.*

   Faculty and students/alumni reported high levels of satisfaction with the intellectual environment. Faculty expressed greatest satisfaction with program goals, faculty-student relationships, advisement of students, productivity of
students and graduates, abilities of students, admission procedures, applicants, and faculty's experience in nursing and in teaching at doctoral level. Students/alumni expressed greatest satisfaction with program goals, relevance to the discipline of nursing, addressing their learning needs, SON faculty who taught nursing courses, scholarly dialogue with peers and nursing faculty, faculty's competence in theory and in areas of specialization, concern for the student as an individual, their involvement in the learning community, teaching approaches, faculty-student and student-student interaction, academic advisement by major advisor, research advisement by dissertation committee, and overall satisfaction with the program.

Faculty expressed dissatisfaction with human resources to support faculty research, University level support for the PhD program, and CHS administrative support for the PhD program. Students/alumni expressed dissatisfaction with availability of non-nursing faculty with similar research interests, scholarly dialogue with faculty in fields related to their area of study, and availability of elective courses outside of nursing.

While the quantitative data reflect high satisfaction with the learning environment, student/alumni qualitative data indicate several areas where there is room for improvement of the learning environment including: availability of faculty with more research expertise, reduction of faculty divisiveness, and, for some students, less emphasis on feminism. Faculty qualitative data reflect similar concerns, and in addition concerns about faculty workload, and faculty's research expertise. A major concern from some students was faculty divisiveness regarding philosophical issues particularly in regard to feminism. Faculty data indicate that some faculty are opposed to the inclusion of feminist perspectives in the program. This divisiveness has the potential to interfere with students' progress and functioning of the program, but also provides an opportunity to explore strategies to deal with differing philosophical perspectives.

Recommendation: That the Graduate Program Committee explore ways of helping faculty be more accepting of diverse philosophical perspectives, such as sponsoring a faculty workshop led by the University Ombudsman, or by the organizational consultant that has already been hired. Plans for addressing students' discomfort with faculty's diverse perspectives should also be developed.

2. Goals, teaching approaches, and evaluation strategies support and enhance the learning environment. Met.
   Faculty and students/alumni report satisfaction with goals, teaching approaches, and evaluation strategies.

3. Faculty and students are invested in participating in the learning community.
98% of students/alumni expressed satisfaction with opportunities for investment in the learning community, with 73% being totally or mostly satisfied. 87% of the faculty are somewhat to totally satisfied with their involvement in the doctoral program; 13% were dissatisfied with their involvement in the program (one faculty member who is involved in the program and one who is not).

4. Faculty and students have opportunities for investment in the learning environment. Met.
Faculty-student activities such as the MCG-GSU Doctoral Student Forum, evaluation forums and social events are scheduled at least annually. Faculty invite students to collaborate on presentations and publications. 83% of the faculty are satisfied with their opportunities for involvement in the program.

F. Program of Study

1. The program of study is determined by the faculty's conceptualizations of the phenomena of nursing. Met.
As stated in the philosophy, the phenomenon of concern for nursing is the care of human beings from the perspective of health. The program of study was designed based on this conceptualization.

2. The program of study includes: History, philosophy, and future directions of nursing science; Comparative research designs, methods, and techniques of analysis; Theory construction; Critical analysis of social, ethical, and political issues of importance to the discipline; Data management, tools, and technology; Student research opportunities. Mostly met.
The program of study contains all the above recommended components (see course descriptions in Program Description and Appendix). Some faculty and students/alumni have suggested some revisions in the curriculum including decreasing the feminist theory content (although some faculty and students/alumni express satisfaction with the current amount of feminist theory in the program), and increasing and strengthening the research content. Specific suggestions include: add a research issues course that covers the full spectrum of research issues; add research electives in nursing based on faculty expertise; strengthen research design and methods, more emphasis on quantitative research; add courses in ethics, epidemiology, quantitative methods, legal issues, health policy, advanced qualitative, and phenomenology.

Recommendation: Request the Graduate Program Committee: look at the research content and in the program and make recommendations for revisions of content; consider adding a seminar early in the program that focuses on the development of students' dissertation topics.
3. Cognate courses outside of nursing supplement core courses in the area of concentration and assist in the development of the research focus. Most. A variety of courses are available in other colleges within the University; many courses in psychology, sociology, anthropology and education enhance students' research expertise and knowledge of their areas of concentration. (See Program Description for courses taken in other departments.)

Student/alumni qualitative data indicate that students perceive that there are an insufficient number of electives available outside the SON, particularly during the summer quarter.

Recommendation: A more systematic method of notifying students of potential electives be developed. The Graduate Program Coordinator or the Graduate Program Committee should identify desired electives and negotiate with other departments to offer these courses at times when doctoral students are available to take them, especially during the summer quarter.

II. Students

82% of faculty within the School of Nursing rank the overall quality of students as excellent to very good while 91% of faculty outside the School of Nursing rank nursing doctoral students as similar to or stronger than doctoral students in other programs within the University (similar 42%, slightly stronger 42%, much stronger 8.3%).

A. Student Recruitment

1. Recruitment resources and activities are effectively used to recruit highly qualified students. Partially met.

There is no formal recruitment plan for the doctoral program. Recruitment resources are used to promote visibility of the doctoral program at major general national nursing conferences such as the National League for Nursing and the American Nurses' Association conventions and at local and regional conferences such as the Southern Region Nursing Research Society Annual meeting, Southern Council for Collegiate Education Nursing meetings, and the Georgia Nurses Association annual meeting. Students and faculty were not surveyed about their opinions concerning recruitment. They did report, however, on their interactions with the administrative offices responsible for recruitment. 77% of the faculty reported that they were satisfied with the responsiveness of the CHS Office of Academic Assistance in regard to PhD applicants and students, and 82.5% of students reported satisfaction with their interactions with the SON Office of Admissions and Advisement (which has since been replaced by a college level office), 82% were somewhat to totally satisfied with the College Office of Academic Assistance.

The pool of applicants includes a high proportion of students from the
to graduation is 4.8, the mode is 5, and the range is 3-5.

Students are progressing in a satisfactory manner. Three students have withdrawn due to academic failure; 2 have transferred to another program; 6 have withdrawn for personal reasons. The remainder of the students are progressing as planned in their approved program plans.

8. Students are successful in passing comprehensive examinations. Met. Students are allowed two opportunities to pass comprehensive examinations. Most students pass their comprehensive examination on their first attempt. Three students have been required to re-take some or all portions of their comprehensive examinations, passing on their second attempts. None have failed their comprehensive examination.

9. Students who graduate from the program are productive. Met. Graduates' vita indicate achievement of positions appropriate for their education, and continuing research and scholarship: 4 hold faculty positions (2 at Emory, 1 at Oregon Health Sciences Center, and one at Georgia Baptist School of Nursing. One at Emory has been promoted to Associate Professor and has received tenure. Two hold administrative positions, one a colonel (who was promoted from Lt. Colonel while in the program) in the Air Force, one an Associate Dean. Three hold clinical practice/research positions. One is in post-doctoral study with ARB Associates, Cambridge, Mass. 88% of faculty indicate that the productivity of graduates is mostly to totally adequate and 81% indicate that the research and scholarship of graduates is mostly to totally adequate.

Since graduation 6 alumni have made 59 presentations, and produced 22 publications. Since only one student graduated in 1988, 3 in 1990, 2 in 1991, 4 in 1992, and 5 in 1993, this is an impressive accomplishment.

B. Students' satisfaction with Quality of Life in the Program.
95% of the students/alumni expressed some degree of satisfaction with their overall quality of life as a doctoral student. Of these students/alumni, 76% were totally to mostly satisfied with their overall quality of life as a doctoral student, while 5% were somewhat to totally unsatisfied.

1. Students are satisfied with relationships with peers. Met. 100% of students/alumni reported at least some satisfaction with student-student interactions, with 80% being totally or mostly satisfied. 93% of students/alumni indicated that they were satisfied that student-student relationships supported and enhanced their learning experiences, and 96% indicated that collaboration with peers had a moderate to great contribution to their being able to meet program goals.

2. Students are satisfied with relationships with faculty. Met.
93% of students/alumni are somewhat to totally satisfied that faculty-student interactions support and enhance their learning experiences, and 89% indicated that collaboration with faculty had a moderate to great contribution to helping them meet program goals. 100% of students/alumni expressed some degree of satisfaction regarding the quality of relationships with faculty who taught nursing courses, with 80% totally to mostly satisfied. 85% of students/alumni were somewhat to totally satisfied with the quality of relationships with SON faculty who provided academic or research advisement. 85% of students/alumni were somewhat to totally satisfied with academic advisement by the temporary adviser and 89% of students/alumni were somewhat to totally satisfied with academic advisement by their major adviser. 92% of students/alumni were somewhat to totally satisfied with research advisement they received from the dissertation advisory committee and 96% of students/alumni were somewhat to totally satisfied with the quality of relationships with faculty outside the SON.

In terms of faculty competence in various areas, students/alumni reported the following levels of satisfaction: 93% somewhat to totally satisfied with faculty's competence in nursing theory; 98% somewhat to totally satisfied with faculty's competence in areas of specialization; 85% somewhat to totally satisfied with faculty's competence in research and scholarship.

100% of students/alumni expressed at least some satisfaction with faculty's concern for them as an individual and 78% were mostly to totally satisfied with this area. 89% of students/alumni were somewhat to totally satisfied with SON faculty's availability to them. 87% expressed some degree of satisfaction with the availability of SON faculty who have common research interests to them, while 78% expressed some degree of satisfaction with faculty outside the SON who have common research interests.

3. Students perceive that they are active and valued participants within the learning environment. Met.

98% of students/alumni were somewhat to totally satisfied with their level of involvement in the learning environment, and 95% were similarly satisfied with the opportunities for developing or encouraging their involvement in the learning environment. 98% of students/alumni were somewhat to totally satisfied that teaching approaches facilitated their involvement in the learning environment. 89% were somewhat to totally satisfied with the amount of input they had into their own program while 86% were similarly satisfied with the availability of alternatives to meeting course objectives. 98% expressed some degree of satisfaction with the degree to which their special learning needs were met, and 70% were mostly to totally satisfied with this area.

4. Students are satisfied with opportunities for scholarly dialogue (with peers, faculty inside and outside the discipline). Partially met.

96% of students/alumni were somewhat to totally satisfied with their scholarly
Recommendation: Poll students to identify whether they have additional concerns about the residency process (include with questionnaire re dissertation and comprehensive exams). Review and consider revising residency process. Identify specific areas of student dissatisfaction with comprehensive exams and dissertations.

2. Coursework is effectively sequenced. Met.
82% of students/alumni reported being somewhat to totally satisfied with course sequencing and 78% of students/alumni were somewhat to totally satisfied with course scheduling.

3. Planned learning activities (coursework, collaboration with peers and faculty) contribute to meeting program goals. Met.
89% of students/alumni were somewhat to totally satisfied that course content reflects current knowledge and concepts and that course content anticipates future trends and directions. 96% were somewhat to totally satisfied that course content is related to program goals.

Students/alumni evaluated each of the following planned learning activities with regards to its contribution to meeting program goals. Each of the following were reported to make a moderate to great contribution to meeting program goals:

- Self-reflection: 98%
- Collaboration with peers: 97%
- Collaboration with faculty: 89%
- Content of nursing courses: 89%
- Dissertation process: 85%
- Content of non-nursing courses: 84%
- Comprehensive examinations: 64%
- Collaboration with non-academic associates: 64%

4. The socialization process is viewed as essential to the program, and program activities encourage socialization. Met.
The purpose of the doctoral residency is to provide a focused opportunity for socialization. In addition to full-time study during residency, students are required to engage in activities which support their socialization as scholars and researchers. 77% of students/alumni were somewhat to totally satisfied that residency activities supported and enhanced their learning experience. Students enrolled in summers-only study are required to maintain contact with their faculty advisor during the academic year and are required to prepare an annual report outlining the ways in which they maintained contact.

5. Students are satisfied with the personal and professional outcomes of participating in the program. Met.
98% of students/alumni expressed some degree of satisfaction with the extent to
which the program prepares them to function as researchers, scholars and leaders; of these, 78% were mostly to totally satisfied.

In the open-ended questions, students/alumni indicated that personal and professional outcomes of their participation in the doctoral program have included personal and professional growth, new job opportunities including the ability to secure a faculty position at well-recognized universities, the ability to get research funding, the development of a research career, success in publishing, a new and broader world view, increased self-confidence, self-awareness, and an increased respect for others and their diversity.

6. The sequence of requirements for progress in the program is clear and evaluation milestones (comprehensive examinations, admission to candidacy, and the final defense) are set forth. Met. The doctoral handbook and the College of Health Science’s Graduate Bulletin clearly delineate the progression policies and evaluation milestones. The Doctoral handbook is updated annually and the Graduate Bulletin is revised every other year.

D. Student Application of Learning in Program to Professional Practice.

1. Students bring new perspectives to their professional practice. Met. In the open-ended questions, students/alumni indicated a number of valuable, new, and broader perspectives that they had brought to the professional practice. New perspectives included understandings of caring, feminism, gender and cultural issues, multiple ways of viewing situations, and research. These new perspectives resulted in changes in teaching practices, changes in approaches to patients and patient care situations, new views about health and increased commitments to both nursing and nursing research. Several students have reported that they have completely revised the curriculum in the programs in which they are teaching based on the new perspectives they gained from the doctoral program. Others reported incorporating feminist concepts and caring concepts into their existing curricula.

2. Students perceive that there are positive consequences of bringing new perspectives to professional practice. Met. Students report tremendous growth while in the program, development of their critical thinking skills, and increase in their political skills. These consequences have made it possible for them to effect change in their work environments.

E. Student Satisfaction with Results of Program.

Alumni and student data were combined in the data analysis, therefore levels of alumni satisfaction are not available.

1. Graduates are able to function effectively in jobs obtained after employment. Met.
Graduates have obtained and retained jobs appropriate to their level of education. One has received promotion and tenure in her institution, another was appointed to an associate dean position, and another has been appointed Chief Nurse of one of the 7 districts in the U.S. Air Force.

2. Graduates perceive long term benefits of having participated in the program. Not assessed. 

Data not yet available since the majority of the students have graduated recently.

III. Material Resources

A. Material resources are adequate to meet program goals and to support participants in the learning community.

1. Financial resources are sufficient to support both program and student needs. Minimally met. Students/alumni and faculty perceive that financial resources are limited. Faculty reported dissatisfaction with research funding for faculty and doctoral students, research support services, library resources, research and teaching assistantships, faculty workload, and support services for students. Students/alumni reported dissatisfaction with resources to support their attendance at professional meetings, availability of financial support, computer center, and resources to support research.

Potential sources of financial support for students include predoctoral fellowships (approximately $8,000/year), minority fellowships, GRA and GTA positions (approximately $2,000/quarter), Mamie Chandler Walker Scholarship (one scholarship that provides $3,100/year) and professional nurse trainee/ship funds (for up to 36 months of support including master's education; full funding provides approximately $2,000/quarter for students engaged in full-time study and due to changes in federal guidelines, trainee/ship money may soon be unavailable to doctoral students). Most doctoral students have family obligations requiring them to earn at least $20,000/year, and many can, through part-time work, earn substantially more than they could be paid through these other avenues. This makes obtaining research funding or doing a GRA or GTA position much less financially desirable, given the low financial rewards in comparison to working part or full-time. Developing strategies for providing financial support to students so that full-time study is a real possibility for the population in our program is an issue that requires attention.

Recommendation: That strategies be developed to increase funding for support of doctoral students. Allocation of University resources, as well as procurement of private funds, need to be considered.

2. Political resources are sufficient to support both program and student needs. Not
B. Existing material resources are used effectively to meet program goals and to support participants in the learning community.

1. Students have use of computer services, and new advanced technology to meet the goals of the program. Partly met. Computer services are available at the University level and these are generally adequate for students' needs; however, some students who are doing complex statistical analyses have had difficulty in obtaining statistical consultation in a timely manner. Furthermore some students have limited help with development of audio-visual materials and graphics for presentations. Twenty microcomputers are available for student use in the Learning Resource Laboratory in Kell Hall; these computers are hooked to the network and thus students have access to diverse computer programs. Consultation regarding statistical analysis and development of programs on the mainframe is urgently needed and not readily available. 26% of students/alumni were dissatisfied with computer services; this number may not adequately reflect the extent of the problem, since many students do not experience the problems with the lack of computer resources and statistical resources until late in their program. The emerging area of nursing informatics has not been developed in the program, nor is there faculty expertise in this area.

Recommendation: That the SON or the CHS develop resources, such as computer and statistical consultation services, to support doctoral student research and that the Graduate Program Committee explore the potential of including nursing informatics in the program.

2. Library resources are sufficient to assure acquisition of materials for advanced nursing science development. Partially met. Pullen Library does not have an adequate selection of journals and current texts to support a PhD program in nursing. Pullen Library does have a good inter-library loan system, however, this is time consuming to utilize. Many students consistently utilize Emory Library for its wider selection, and availability of materials. A major problem in Pullen Library is the many journals that are on microfilm/microfiche, which are often difficult to read and always expensive to copy ($3.25 per page). 65% of students/alumni were totally to mostly satisfied with library holdings; this relatively high satisfaction is due to their obtaining materials from many other sources. Some changes in Pullen library are planned and some have already been implemented; these changes may address some of the concerns regarding microfiche/microfilm.

Recommendation: If Pullen library has not already done so, to decrease the number of journals on microfiche/microfilm, or to make the quality of the readers more satisfactory and the cost of copying less expensive.
3. Laboratories support and are appropriate to the educational program. Not Met. There are no dedicated laboratory facilities for graduate nursing students. This has influenced the types of research undertaken by students. Many nursing studies utilize observational methods, other studies utilize focus groups; for these types of studies and for training interviewers, there is a need for an interviewing and observation room set up with a two-way mirror, videotaping and audio-taping equipment. In addition, there are no clinical laboratories (i.e. nurse run clinics) within the CHS for clinical intervention studies with out-patient populations.

Recommendation: That funds be allocated to set up an interviewing/observation room in the College of Health Sciences, or that arrangements be made with other colleges that have such resources to share them with SON faculty and doctoral students. The University should develop plans for creation of a clinical faculty nurse-run clinic for out-patient services/clinical intervention studies.

4. Students have access to clinical research sites. Partially Met. Student access to research sites is generally determined by their own ingenuity, perseverance, and connections. Students often conduct their research in the institution in which they are employed, thus facilitating, but not ensuring access. Access to Grady Memorial Hospital is particularly problematic: if either the physician or the nurse in charge of a unit decides that (s)he doesn’t want the research done on the unit, then the research study is rejected at that level and cannot be sent on to the IRB; this is particularly problematic on units such as obstetrics and some pediatric units; this problem disproportionately affects GSU students and faculty since Emory University physicians make many of these decisions. Furthermore multiple approvals must be obtained prior to a proposal’s being submitted to the Emory IRB.

Recommendation: That the SON initiate efforts to establish a more collaborative relationship with the research sites to which students most frequently request access to. That there be administrative negotiations between CHS and Grady Memorial Hospital specifically addressing GSU faculty and student access to research sites and populations.

IV. Faculty

A. There are enough faculty with sufficient depth and breadth of backgrounds to achieve doctoral program goals.

1. The number of faculty is adequate. Met. 18 School of Nursing faculty are actively involved in teaching, advising, and directing research in the PhD program. (see Program Description, Appendix V for names of these faculty; their vita are available in the School of Nursing Records Room.) Eight additional faculty are doctoralally prepared and may, in the future, be involved in teaching or advising doctoral students, but are not currently
involved because of heavy undergraduate or masters teaching demands, or limited experience teaching at the graduate level, or the need for additional research and scholarship experience.

There are three areas of concentration in the doctoral program, nursing education, family nursing, and community nursing. 11 faculty are prepared in the area of nursing education (Baldwin, Cotanche, Gaines, Hauber, Jackson, J. Johnson, Jones, Lane, Mistrutio, Nelms, and Styres); 9 faculty are prepared in the area of family nursing (Cotanche, Demi, Gaines, Jackson, P. Johnson, Keet, Rice, Warren, and Yorke); and 4 faculty are prepared in the area of community nursing (Demi, Jones, Mistrutio, and Styres). Note that some faculty have expertise in more than one area. Note also that some faculty are prepared in methodological areas such as statistics/research (Rice) and qualitative methods (Gray, Nelms), Heideggerian hermeneutics (Nelms, Baldwin and Minick), and nursing theory development (Demi, Gray, Mielck, and P. Johnson).

83% of the faculty indicated that they were somewhat to totally satisfied with the number of faculty with sufficient backgrounds to achieve PhD program goals; however, only 28% of the faculty believed the adequacy of faculty to meet SON nursing needs was good to excellent. 50% believed the adequacy of faculty to meet SON needs was fair and 27% believed it was poor to unacceptable. This area of concern relates, in large part, to faculty workload (see Section 8.2 that follows).

2. Faculty members are actively engaged in continuing research related to the program of study in which doctoral students participate. Partially met.

Seven faculty are involved in continuing research in the area of nursing education (Baldwin, Gray, Nelms, J. Johnson, Jones, Keet, Lane) and some are involved in family nursing research (Demi, Gaines, P. Johnson, Rice), and some faculty (Gaines, Baldwin, Mistrutio) have on-going community related research. Other faculty are involved in research programs not directly related to the areas of concentration, such as research methodologies (Gray, Jones, Minick, Rice).

76% of faculty indicated they were somewhat to totally satisfied with SON faculty’s involvement in continuing research related to doctoral student’s program of study, and 73% believed that faculty who are actively engaged in research related to the program of study in which the doctoral students are enrolled was somewhat to totally adequate.

Recommendation: That (1) the faculty as a whole review the areas of concentration and faculty expertise and evaluate the areas of concentration based on faculty expertise; (2) develop faculty recruitment plans based on needed areas of research expertise; (3) develop specific support for development of faculty research programs in targeted areas of research.
3. Faculty have experience in nursing and in teaching at the graduate level. Met. The faculty who are involved in the doctoral program have a mean of 10 years experience in nursing (range 3 to 20), a mean of 16 years teaching experience (range 10-21), and a mean of 9 years graduate teaching experience (range 5-17). 88% of faculty believed that faculty with experience in teaching at the graduate level was mostly to totally adequate, and 83% believed that faculty with expertise in nursing was mostly to totally adequate.

4. Faculty are educationally prepared in the areas in which they teach and supervise research. Partially met. Doctoral Preparation: 15 faculty hold PhD degrees (10 in education, 2 in nursing, 1 in sociology, 1 in counseling, and 1 in statistics/research); one holds a Doctor of Nursing Science; one holds a JD, and one holds an EdD. Masters Preparation: Fifteen of the faculty hold either an M.N. or an M.S.N. in Nursing; three faculty hold masters degrees outside of nursing (2 hold a Master of Public Health and 1 holds a Master of Education).

Faculty who teach or guide research in the education track are primarily those with doctorates in education; faculty who teach or guide research in the family track are primarily those with doctorates in nursing or a doctorate in another area plus a masters with a clinical focus on families; faculty who teach or advise research in the community track are primarily those who have a doctorate in a related field and a masters degree in public health or masters degree in nursing with a community focus.

77% of faculty reported that faculty’s preparation was somewhat to totally adequate, while 18% reported it was inadequate. 74% of students indicated that they were somewhat to totally satisfied with the availability of nursing faculty with common research interests.

In evaluating these data, one must consider the fact that doctorates in nursing have been available for only a relatively short time, and few of these doctoral programs have been located in the southeast US, thus, until recently, nurses have traditionally obtained doctoral degrees in other fields. Additionally, the National League for Nursing requires faculty with diverse academic preparation for accreditation of the undergraduate and masters programs in nursing.

Recommendation: After the faculty have reviewed the areas of concentration in the doctoral program and either reaffirmed these areas or revised them, that faculty needs related to the doctoral program be identified, that a recruitment and reimbursement plan be developed to recruit such faculty; that related time/sabbatical plans be developed to support the on-going research of existing faculty.
5. Faculty are involved in relevant scholarly and professional activities. Met. All faculty involved in teaching in the program are actively involved in research activities. SON faculty scholarly and professional activities are summarized in the program description and faculty vita indicate relevant activities. See Appendix A of this report for specific publications and grants. 82% of the faculty were somewhat to totally satisfied with the productivity of the SON faculty.

Recommendation: Faculty scholarship could be greatly increased if teaching undergraduate clinical courses was limited and if there were additional resources to support faculty's scholarly efforts.

6. Faculty presentations and publications disseminate new knowledge that is relevant to nursing. Met.

Number of Publications in Past Five Years: Faculty reported the following publications within the past five years: journal articles 96; books 4; book chapters 20; book reviews 13; other 12.

Number of Scholarly Presentations Past Five Years: Faculty reported that they had made 247 scholarly/professional presentations within the past five years, a mean of 13.7 per faculty member in the five year period, or 2.7 presentations per faculty each year. See Appendix G of Program Description for Summary of Faculty Education and Scholarly Activities.

These publications and presentations focused on topics such as: nursing education, health care reform, disadvantaged students, recruitment and retention of minority students (Baldwin); self-efficacy and oncology clinical trial outcomes; non-pharmacological techniques to prevent chemotherapy related nausea and vomiting (Collen); prenatal grief, sibling grief, coping with suicide in the family, stressors and resources of HIV positive mothers and infants (Demi); Health care delivery in day care; measurement of child temperament (Gaines & Rice); Effectiveness of role modeling as a means of teaching caring, doing well with AIDS, feminist critique of Watson’s theory of caring (Gray); facilitating faculty development, health promotion and screening/implication for school nurses, factors affecting blood pressure in children (Habber); curriculum trends in BSN programs (J. Johnson); adolescent sexuality, pregnancy, and parenthood, health care reform, legal issues in commitment of emancipated minors (P. Johnson); teaching caring in nursing education, protocols for practice in occupational health care, nurse practitioners as healers (Jones); perioperative nursing care, services for homeless veterans (Kee); needs and expectations of family members with a critically ill patient, caring (Lame); early recognition of patient problems in critical care (Minkin); curriculum revolution, family support during the inpatient period (Nelson); closed head injury in pediatric patients, health heart project (Rice); pharmacology for nurse practitioners, perinatal AIDS (Skynes); coping resources of women with pre-menstrual syndrome, coping resources of depressed patients, empowerment (Warren); family law, ritualistic child abuse, understanding Munchausen’s syndrome, legal parameters of nursing.
practice (Yorker).

The topics listed above are just examples and are not meant to be comprehensive; furthermore more than one faculty member may have published or presented on the same topic, but the topic is listed just once.

82% of faculty were somewhat to totally satisfied with the theoretical and philosophical relevance of faculty's research and scholarship to the discipline of nursing.

Note: The topics of these presentations and publications, while diverse, are all highly relevant to nursing and reflect the broad scope of nursing practice and research.

7. Faculty mentors socialize students into careers of stimulating and satisfying excellence of inquiry and service. Mot.

When a student is admitted to the program, a faculty advisor is assigned based on the student's research interest. The student is encouraged to meet with other faculty to identify whether another faculty member might be a better fit for the student. The residency requirements foster this socialization with other faculty both within the SON and in the broader GSU community. Faculty also encourage students to co-present and co-publish with faculty. However, there is less emphasis in co-publishing than in some other disciplines because faculty perceive that when the student(s) does do the majority of the work on a publication that the student(s) has/has had the right to be the only author(s) of the publication. Several articles have resulted from class projects in which the faculty member had a major role in guiding and critiquing the work but did not expect to be listed as a co-author.

Examples of co-publishing are:


marriage of strangers. *Nursing and Health Care.*

Examples of publications that have developed from course work are:


Faculty have also served as consultants on students' grant applications that have subsequently been funded (e.g., Demi & Gray are consultants on Ferryman's grant which was funded for $38,000 by USPHS).

87% of faculty were somewhat to mostly satisfied with faculty's socialization of students to their research and scholarship roles. 47% of students/alumni reported that collaboration with faculty made a great contribution to achievement of their program goals, and an additional 42% reported faculty made a moderate contribution to their achievement of program goals.

8. Faculty includes a core of nurse faculty holding earned doctoral degrees in nursing. Partially met.

Three faculty who are involved in the doctoral program hold earned doctoral

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degrees in nursing (2 hold PhDs and one holds a DNS). This number reflects the relative inaccessibility of doctoral education in nursing until recently. The current restriction on hiring graduates of this program may perpetuate this problem.

Recommendation: That faculty recruitment efforts be directed toward hiring more faculty with doctorates in nursing.

B. Faculty are used to achieve program goals.

1. Faculty are utilized appropriately. Mostly met.

Faculty with the strongest research programs and expertise related to the core courses and the areas of concentration courses are assigned to teach doctoral level courses. One well qualified faculty member has opted to have minimal involvement in the doctoral program, and this is not assigned to teach doctoral level courses. A second faculty member would like greater involvement in teaching in the doctoral program, however, this faculty member's research program and content expertise is not congruent with the core content and the areas of concentration in the program, thus there is just one course this faculty member feels qualified to teach and this course has been assigned to another faculty member. All doctorally prepared faculty are eligible to be involved in the doctoral program through serving on Doctoral Advisory Committees or Dissertation Committees, if they have relevant expertise. Less experienced faculty are encouraged to serve on doctoral advisory and dissertation committees with more experienced faculty.

76% of the faculty mildly to strongly agreed that faculty were utilized appropriately.

2. Faculty workload is reasonable. Not met.

While there is an adequate number of faculty to meet the needs of the doctoral program, the competing needs of the undergraduate and masters program lead to unreasonable workload. All of the 18 faculty who teach doctoral courses and/or guide doctoral student research, also teach and guide student research in the masters program, and in addition, 15 of the 18 faculty also teach undergraduate students. When faculty are assigned to teach undergraduate courses this often involves 16 - 20 hours of student contact hours per week, plus many hours of preparation for clinical, for grading papers, and for counseling students. Some faculty teach undergraduate clinical courses 3 quarters per year, thus they have little time for research or other scholarly activities, or for continuing guidance of doctoral students. Furthermore, there are no provisions for a quarter of released time to do research.

33% of the faculty disagreed with the statement that the faculty workload was reasonable, and additional 17% reported they neither agreed nor disagreed. Only 28% agreed that faculty workload was reasonable.
Recommendation: Develop specific plans for systematically allocating faculty release time; limit the number of quarters of undergraduate clinical supervision assigned to faculty who also teaching the doctoral program; explore other strategies to (i.e. limiting/altering undergraduate program) to reduce faculty workload.

3. Faculty and students well matched. Mostly met.
In the nursing education area of concentration, faculty and the 26 students are well-matched because of the large number of faculty prepared in nursing education. In the area of family nursing there are fewer faculty but there are also fewer students (13), thus students can still be well matched. In the area of community there are also fewer students (13), but there is a smaller pool of faculty, which creates some problem with matching students and faculty.

78% of faculty mildly to strongly agreed that faculty and doctoral students are well-matched.

Recommendation: If the areas of concentration remain unchanged, faculty recruitment should be directed to hiring faculty with expertise and research programs related to community nursing; additional support/effort should be directed to developing family and community based research programs among existing faculty with particular attention being given to released time for research.

C. Professional quality of life for faculty is satisfactory.

1. Faculty are involved in the teaching assignment process. Met.
Teaching assignments are made by the Assignment Group which includes department chairs, program coordinators, Associate Dean, and a representative of the Executive Committee. Faculty are involved in the process through their chairs. 80% of the faculty were somewhat to totally satisfied with the teaching assignment process for doctoral courses.

2. Faculty are satisfied with their teaching assignments. Met.
82% of the faculty were somewhat to totally satisfied with teaching assignments for doctoral courses.

3. The academic environment facilitates research. Not met.
While research is perceived as being highly valued within the college and on the University campus, the heavy workload of faculty and the limited resources for research produce an environment that is not conducive to conducting research. A high percentage of faculty teaching across all SON programs, including heavy undergraduate teaching assignments, is not supportive to faculty research efforts.

41% of faculty were somewhat to mostly satisfied with the research support services available to faculty, with 53% reporting some degree of dissatisfaction.
33% of faculty were somewhat to mostly satisfied with the adequacy of the academic environment for encouragement of research activities, and 23% reported that human resources to support faculty research activities were somewhat to mostly adequate.

Recommendation: Develop a strong Research Office at the School or College level. Develop a released time policy that allows faculty to have one quarter per year to devote to research. Explore ways to relieve faculty from heavy undergraduate clinical teaching assignments. Explore ways that the University research office could be more helpful in facilitating the grant application process and the administration of grants.

4. The academic environment facilitates professional growth. Not met.
While there are sporadic faculty development activities, there is no overall plan to identify faculty development needs, nor to allocate resources to programs that address faculty or program needs. There is limited interaction between colleges; many faculty development activities in other colleges would be relevant to SON faculty; sharing of these resources would be cost effective and would help develop faculty relationships.

47% of faculty indicated that they were somewhat to mostly satisfied that the academic environment facilitated faculty’s professional growth.

Recommendation: That faculty be surveyed to identify their faculty development needs. Faculty and administration plan and implement a faculty development program that addresses the needs of the program and the expressed needs of faculty. Intercollege and research interest groups be established.

5. Collegial relationships are of a high quality. Mostly met.
Faculty-faculty within SON: 76% of faculty were somewhat to mostly satisfied with the availability of SON faculty to other SON faculty. Faculty within the school of nursing frequently write grants together and co-publish.

Faculty-faculty within University: 75% of faculty were somewhat to totally satisfied with the availability of GSU faculty (outside the SON) to SON faculty and 76% were somewhat to totally satisfied with the SON faculty’s interactions with other faculty. However, there is little intercollege research; the exceptions are Dr. Josephine Brown (Psychology) and Dr. Roger Bakeman (Psychology) who have worked closely with SON faculty on several research projects; furthermore Dr. Brown has facilitated placement of faculty on key committees in the community and has provided opportunities for faculty and doctoral students to present at meetings of the Parent-Infant Resource Network. Faculty in anthropology and women’s studies have also demonstrated collegial relationships by sharing resources and consulting with faculty on diverse topics.
Faculty-student relationships: 88% of faculty were mostly to totally satisfied with faculty-doctoral-student relationships and a similar percentage were somewhat to totally satisfied with the interactions of SON faculty and doctoral students (49). 82% were somewhat to totally satisfied with their opportunities for scholarly dialogue with students and 76% were somewhat to totally satisfied with student-faculty activities. Student-faculty qualitative data reflect high satisfaction with faculty-student relationships within the SON, but also reflect difficulty in establishing relationships with faculty outside the SON.

Recommendation: Efforts should be made to develop more inter-college relationships particularly in the area of research interests. Recommend to the Senate curriculum Committee that they encourage other departments to require a faculty member outside the department to serve on dissertation committees, and thus foster greater intercollege and interdepartmental understanding and cooperation.

6. Student-faculty activities are sponsored by the University, College, and School. Mostly met.
75% of faculty were somewhat to totally satisfied that student-faculty activities were sponsored by the University, College and School. Examples of SON student-faculty activities include new student orientation, an annual social event, the annual MCG-OSU Doctoral student forum, and the SON Alumni Day program.

Recommendation: Efforts be directed toward including doctoral students in the CTS Honors day, and other CHS activities; and that the University be encouraged to develop a University-wide doctoral student research day.

V. Structure and Governance

A. The organization's structure, governance and administration facilitate achievement of program goals and provide support for participants in the learning community.

1. The organization is structured effectively. Not assessed. Faculty concerns about the organizational structure are reflected in faculty minutes of the past year, and have led to the hiring of an organizational consultant to examine specific issues and make recommendations related to the organizational structure. Some faculty expressed the concern that the problems with in the school are not necessarily the result of organizational structure, and that simply changing organizational structure may not address the underlying problems.

Recommendation: Continue with plans for organizational consultant to address organizational structure.

2. Faculty and students are involved in governance. Met.
Faculty are extensively involved in governance at the school, college, and university levels through service on standing committees, task forces, and other ad hoc committees; however, there is some concern that the decisions will be made regardless of faculty input. Students are involved through participation in curriculum committee and CHS Academic Affairs Committee, and have the opportunity to serve on other committees within the School, College, and University.

4. Administration fosters achievement of program goals. Not met. 71% of faculty were totally or mostly satisfied with the SON administrative support for the doctoral program; 47% were totally or mostly satisfied with CHS administrative support; and only 6% were totally or mostly satisfied with University level support for the program.

Recommendation: That administration meet with faculty to discuss concerns about the program and provide documentation for concerns.

**Fiscal Resources**

A. Fiscal resources are adequate to meet program goals and support participants in the learning community. Partially met. Fiscal resources are adequate to support the program but are not adequate to support an enhanced research mission, as required for continued development of the program. Faculty reported that they were dissatisfied with resources available for faculty and student research, for financial support for students, and for library resources. Students/alumni reported dissatisfaction with resources to support attendance at conferences, financial support, computer center, and research support.

Recommendation: That additional fiscal resources be secured to enhance the research mission of the School/College and to recruit faculty with established research programs.

B. The faculty are involved in the budget process and know who is responsible for administering the budget. Partially met. Faculty are not involved directly in the budget process; they are aware that the Associate Dean is responsible for administering the budget.

Recommendation: That a process be developed for faculty input into the SON budget.

**VII, Research**

A. Faculty, students, and the University as a whole demonstrate commitment to research.

1. The University and the School of Nursing consider research a priority. **The administration of the University the College and the School**
have all expressed the belief that research is a priority in the University. Promotion and tenure criteria within the CHS indicate that research is given a high priority when evaluating faculty for promotion and tenure. The resources allocated to research are not sufficient to carry out this expressed commitment; however, he support for research has been gradually increased (i.e. small grants program at the University and College levels). 35% of the faculty are mostly satisfied, and 25% somewhat satisfied with the adequacy of the academic environment for the encouragement of research activities. The faculty's dissatisfaction with resources for research indicates that they also consider research a priority.

2. The University and the School of Nursing provide opportunities for funding of research. Met.
The CHS and the University provide research grant funding opportunities for faculty, and the University provides opportunities for research funding for students.

3. Faculty and students avail themselves of opportunities for research funding. Met. Students have submitted numerous grants and have received 15 grants, fellowships, and scholarships (see Appendix 3 of Program Description). Faculty have submitted grants to numerous sources of funding and have been moderately successful in obtaining funding from CHS, GSTU, Sigma Theta Tau, the Georgia Nurses Foundation, and CDC. (See Program Description pp. 42-43 and faculty vita.)

During the past five years faculty have received 5 federal grants, 10 extra-mural grants and 29 intra-mural grants.

4. The School of Nursing facilitates research through administrative organization, support services, faculty appointments, promotion and tenure criteria, faculty assignments and salaries. Partially met.
The CHS has a faculty member appointed as Research Director for the College. The College level office was developed to replace the School level Research Office; however, the College level office is not yet fully functional. The research resources at the School of Nursing level are less now than they were three years ago; the SON previously had a staff person who ran the Research Office 40 hours per week and was available to assist faculty and students; in addition, the office housed a number of fully functioning computers, which are now inadequate and not functioning properly.

Promotion and tenure criteria indicate valuing of research productivity. During the past two years some faculty salaries have been adjusted to achieve equity. However, the School has been unable to attract faculty with well-developed research programs.
Faculty and student qualitative data indicate need and desire for increased support for faculty and student research.

Recommendation: Faculty research time be increased, that more emphasis be given to research, and that the SON hire more faculty with research expertise.

5. The faculty is expected to conduct continuing research and disseminate its knowledge, assist students through development programs, and socialize students into the research arena. Met.

Promotion and tenure criteria indicate that faculty are expected to conduct and disseminate research, and that developing and socializing students are expected components of the faculty role. 62% of faculty are mostly satisfied, and 25% are somewhat satisfied with faculty’s socialization of students. Faculty evidence dissemination of research through their presentations and publications (see Program Description pp. 42-43).

6. The areas on which research will concentrate are identified. Met.

The areas on which research will concentrate have been identified as community nursing, family nursing, and nursing education. Due to broad conceptualization and interpretation of these general areas, dissertation research generally addresses one or more of these areas. Flexibility in terms of interpretation of these areas has been viewed as important to supporting faculty’s and students’ research interests.

7. Student research is supported through assistantships, joint publications, and support for presentations or publications. Partially met.

R.A. and T.A. positions are available every quarter; during the summer more students request RA or TA positions than are available. Limited funding is available each year for students to attend conferences and present papers. Faculty co-publish and co-present with students, however, heavy undergraduate and masters’ teaching assignments prevent faculty from being more heavily involved in co-publishing and co-presenting with students.

B. Faculty and students demonstrate competence in research and other scholarly activities.

1. Program graduates publish papers and dissertations within three years of course or program completion. Partially met.

A alumna reported 22 publications since graduation; some of these publications resulted directly from their dissertation. The majority of the graduates are actively pursuing publication of their dissertations, however, since most have graduated within the past 2 years, and it takes at approximately two years to get an article published in a nursing journal, they haven’t all published yet.

Following is the status of students’ efforts at publishing their research.

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Scott has an article accepted for publication in *Western Journal of Nursing Research*. Parker has submitted an article to *Nursing Research*. Grabbe has published in *Long Term Care and Gerontology* and has submitted an article to *Journal for Aging and Health*. Chally has published an article in *Nursing and Health Care*. Kendall has published in *Journal of Professional Nursing*.

2. Faculty consistently publish papers relevant to the discipline of nursing. Met. Faculty reported the following publications within the past five years: Journal articles 96, books 4, book chapters 29, book reviews 13, other 12.

3. Faculty, students, and alumni present scholarly papers at regional and national meetings. Met. 5 alumni reported 59 presentations since graduation from the program. 35 students reported 144 presentations while enrolled in the PhD program. Faculty reported making 247 presentations in the past 5 years, a mean of 13.7 for the 5 year period, or 2.7 presentations per faculty per year.

4. Dissertation research enhances the body of nursing knowledge. Met. Students have studied diverse topics, but all topics studied are highly relevant to nursing or nursing education. Dissertation topics included:

- The relationship between the phenomenon of traumatic injury and the patterns of power, human field motion, esteem, and risk taking (Alice Davis);
- Sleep and dream patterns in patients experiencing dialysis (Kathy Parker);
- The meaning of adult daycare within the context of the caregiving relationship: Perspectives of older adults and their female caregivers (Cecelia Scat);
- Moral decision making by neonatal intensive care nurses (Pamela Chally);
- Human association and wellness in homosexual men with HIV infection: A grounded theory (Judy Kendall);
- A phenomenological study of women with AIDS who contracted HIV through heterosexual transmission (Peggy Keen);
- The influence of a health care organization’s pain management policy on nurses’ pain management practices (Linda Alley);
- Formal home care in the last year of life (Linda Grabbe);
- Barriers to respite use: Factors influencing use and non-use (Maureen Lobb);

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The lived experience of women military nurses in Vietnam during the Vietnam War (Elizabeth Scannell).

4. Faculty research enhances the body of nursing knowledge. Met.

Faculty research includes the following topics: disadvantaged students and recruitment and retention of minority students; cancer screening of low income African-American women; needs of family members in the ICU (Baldwin); child abuse, legal principles of practice (Yorker); Grief, bereavement, survivors of suicide; effect of AIDS/HIV on women and families (Dennis); oncologic nursing, non-pharmacologic techniques to prevent side effects of chemotherapy (Cotanch); faculty development (J. Johnson); doing well with AIDS, role modeling to teach caring (Gray); coping of depressed patients (Warren); closed head injuries in pediatric patients, factors influencing blood pressure in children (Rice & Hauber); geriatric nursing, factors influencing academic success in a BSN program (Rice); needs of family members in critical care setting (Lane); Caring and curriculum development (Nelms); perioperative nursing care (Rice & Gray); child safety (Gaines & Rice).

4. Research goals include solving clinical problems and validating clinical nursing interventions. Partially met.

Faculty and student research is relevant to clinical problems, but has not validated nursing interventions; this is partially because of the stage of development of nursing research; exploratory, descriptive, and correlational studies are necessary before clinical interventions can be tested.
VIII. Overall Evaluation

Achievement of criteria:
Of the 23 criteria related to the curriculum, 20 were met, and 3 were mostly met. Of the 24 criteria related to students, 18 were met, 1 was mostly met, 3 were partially met, 1 was not met and 1 was not assessed. Of the 6 criteria related to material resources, none were met or mostly met, 3 were partially met, 1 was minimally met, 1 was not met and 1 was not assessed. Of the 17 criteria related to faculty, 7 were met, 4 were mostly met, 3 were partly met, and 3 were not met. Of the 3 criteria related to structure and governance, 1 was met, 1 was not met, and 1 was not assessed. Of the 13 criteria related to research, 9 were met, and 4 were partially met.

Quality of faculty

Quality of students

Programmatic strengths
SCHOOL OF NURSING RESPONSE TO PH.D. IN NURSING PROGRAM REVIEW REPORT PREPARED BY THE GRADUATE COUNCIL, SENATE COMMITTEE ON ACADEMIC PROGRAMS AND CONTINUING EDUCATION (APACHE)

The faculty members and administrators of the School of Nursing have reviewed the initial draft of the Graduate Council, APACHE report on the Ph.D. in Nursing program review, and offer the following response as a clarification and an update.

A number of changes have occurred in the College of Health Sciences (CHS) and the School of Nursing (SON) since the initiation of the Ph.D. in Nursing program review. Of the changes, the most significant to the academic programs were the appointments of a new Dean in the CHS, a new Associate Dean for the SON, and a new Graduate Program Coordinator for the SON. Furthermore, the School of Nursing reorganized, disbanding departments and establishing a structure that eliminates division of faculty members by specialties (i.e., adult, community, parent-child, and psychiatric-mental health nursing). These changes have contributed to the achievement of some recommendations offered by the Graduate Council.

Quality of the Program Review

The SON agrees with the Graduate Council that the external site reviewers attended to rigor as much as possible. However, the reviewers noted a lack of sufficient time allowed for the review. A one and half day review resulted in limited contact with faculty members and students, a hurried review of program materials, and a perusal of dissertation abstracts rather than a review of a sample of dissertations. The reviewers commented during the exit interview that they concentrated on research and consequently could not address the quality of teaching.

Faculty members questioned the choice of one reviewer from a program similar to the SON Ph.D. in Nursing program and within close geographical proximity (e.g., University of Tennessee-Knoxville [UT]). Moreover, the UT Ph.D. in Nursing program is in a similar stage of development as the Georgia State University program. It is conceivable that the two schools compete for the same applicant pool.

Selected Characteristics of the Program

A select group of faculty members are identified as leaders in the Ph.D. program (i.e., developing and teaching courses and chairing program and dissertation committees). Other faculty members support the program by serving on
committees. Based on this differentiation, we ask the Graduate Council to consider incorporating this information in their report of the number of faculty members who teach in the Ph.D. in Nursing program. Currently twelve (12) faculty members develop and teach courses and chair program or dissertation committees. Four (4) additional faculty members serve as members of program or dissertation committees. Of the twelve faculty members who have a leadership role in the Ph.D. program, two (2) hold the rank of professor, six (6) associate professor, and three (3) assistant professor; ten (10) are tenured. Of the four additional faculty members who serve on committees, three (3) are associate professors and one (1) is an assistant professor; all are tenured.

Of the twelve (12) faculty members, six (6) hold a Ph.D. in Education, four (4) in Nursing, one (1) in Psychology, and one (1) in Sociology. Two of the twelve also teach in the undergraduate clinical courses (the courses that are most burdensome in the SON). Of the four (4) additional faculty members, three (3) hold a Ph.D. in Education, and one (1) in Counseling; three (3) also teach in the undergraduate clinical courses.

Regarding the number of GSU students enrolled in the Ph.D. in Nursing program, there are 55 students currently enrolled, 16 of whom have completed courses and are conducting their dissertations. Of these 55 students, 18 are part-time students and 27 attend full-time. The number of degrees awarded annually has increased with the maturity of the program. One student graduated in 1989, three (3) in 1990, one (1) in 1991, five (5) in 1992, eleven (11) in 1993, 4 in 1994.

Georgia State University and Medical College of Georgia maintain the cooperative agreement approved by the Board of Regents at the time of the request to establish a joint Ph.D. in Nursing program. That is, each institution offers areas of concentration to take advantage of the strengths of their faculties, admission policies remain similar, and students from both institutions have access to faculty members and courses in the institution other than the one in which they are enrolled. Initially, a committee of faculty members from both institutions provided oversight of the cooperation; however, this is now the responsibility of the Graduate Program Coordinator at GSU and her counterpart, the Associate Dean of Graduate Studies and Research at MCG.

Major Concerns and Recommendations

Recommendation 1. This recommendation appears to emanate from a concern about the research/scholarship productivity of faculty members and a perceived lack of graduate faculty criteria. The SON concurs that the size of the program (number of students) should be reduced. Currently, this is occurring through attrition (i.e., admissions have been reduced [this year, 5 admissions] at the same
time graduations from the program are increasing). Furthermore, the School views the conversion to semesters as a prime time to examine this issue.

As the program evolved, the labeling of a program as "summers-only" became an inaccurate descriptor. Initially, students enrolled in the "summers-only" program were not allowed to enroll in courses during fall, winter, and spring quarters. As an increasing number of students asked to enroll in courses throughout the year, the requirement of taking courses only during the summers was eliminated. Currently, over fifty percent (50%) of the students enrolled in the nursing education area of concentration (the "summers-only" program) enroll in courses throughout the year. Additionally, all students complete a residency requirement and students who do not enroll throughout the year maintain contact with faculty members and participate in joint presentations and publications. All faculty who are leaders in the program annually publish at least one or two articles in refereed journals and present at least one time yearly at national and international refereed professional conferences.

The SON has followed the lead of the University in establishing a graduate faculty. Now that the University Strategic Plan addresses such faculty status, the CHS Executive Committee has adopted this as an agenda item. The SON has always had criteria for selecting faculty members who are assigned to teach in the Ph.D. program. Specifically, faculty members who teach in the program must be conducting research, must have experience teaching in a masters or doctoral program, and must have shown quality teaching performance.

We are uncertain as to the criteria used to judge faculty and student research as lacking rigor. Benchmarks used to evaluate scholarship/research are funding and awards received, publications in refereed journals, and presentations at national and international refereed conferences. Faculty teaching in the Ph.D. program have received intramural or extramural funding and publish/present as indicated previously. Likewise, six (6) of the students who have graduated from the program received funding for their dissertations. This year, one (1) recent graduate received the Dissertation of the Year Award from Sigma Theta Tau International, the honor society of nursing and one (1) student received the Student Poster Award from the Southern Nursing Research Society. Most students publish in refereed journals and present at refereed conferences during their programs of study; this scholarship being an indicator of the quality of the program.

Furthermore, the research of faculty members in the School reflects current nursing science. As noted from the National Institute of Nursing Research (NINR) priorities, nursing science has recently evolved from exploratory and descriptive research to experimental and intervention research. Faculty and student research continues to reflect the NINR priorities (see Attachment).
Recommendation 2. We are unsure of the origins of this recommendation and need clarification before being able to respond. We can add that in the exit interview, reviewers did not find the labeling of the areas of concentration (i.e., Family, Community, and Nursing Education) to reflect content they believed should be incorporated in the Ph.D. in Nursing program. However, the content that they identified is currently taught and researched by faculty and students within the SON. Topics such as high risk populations, community organization, health care delivery, and epidemiology are concepts found in the existing curriculum. The SON will reconsider the descriptors of the programs to accurately reflect what is taught.

Recommendation 3. We concur with the recommendation. In Spring 1995, five (5) faculty members are being released from a course and will be given additional support to develop NIH proposals, specifically three (3) AREA grants, one (1) FIRST Award, and one (1) RO1. The aforementioned faculty members were selected for support because their research has positioned them for NIH funding. Also, several American Nurses Foundation proposals will be submitted in the same time frame and support is being offered to faculty members who are developing those proposals.

Recommendation 4. Although the cooperative agreement between MCG and GSU is maintained, the SON would like more collaboration between the two institutions. Currently, the Associate Dean for Graduate Studies and Research (MCG) and the Graduate Program Coordinator (GSU) are meeting on a regular basis and discussing faculty exchanges, sharing of expertise through distance learning and e-mail, summer institutes, and doctoral colloquia.

Recommendation 5. Currently, the SON does evaluate the fit between an applicant's research interests and the research programs of faculty members in making the admission decision. Dissertations must be in the area of concentration; although the dissertation abstracts have not always suggested this fit. More attention has been given to insuring that abstracts accurately reflect the content of the dissertations.

Recommendation 6. We concur with the recommendation.

Recommendation 7. We concur with the recommendation.
GRADUATE COUNCIL RESPONSE TO PROGRAM REVIEW:
DOCTOR OF PHILOSOPHY IN NURSING

The Graduate Council has studied the program review dossier of the Doctor of Philosophy in Nursing program and presents the following report and recommendations. A draft of this report was given to the Acting Associate Dean of the School of Nursing, who subsequently met with the Graduate Council to correct potential inaccuracies in the draft.

Quality of the Program Review

The program's self-study report provides a detailed picture of many program characteristics and aids in the formulation of a number of questions with regard to the program. However, some information requested by the APACE self-study process was not forwarded to the Council, including:

* number of credit hours taught; listing of the courses taught according to enrollment.
* comparison of program with similar programs at peer institutions (a comparison of average credit hours required in the program compared to the national average was offered).
* mission statement of the college, and the program fit with that mission.

Some Council members noted the considerable rigor employed by the external review team in developing their report. Unfortunately, the program Review Questionnaire results were of little assistance as presented in the self-study, with data homogenized (e.g. "83% of faculty responded totally or somewhat satisfied"); the existing ETS instrument for evaluating doctoral programs in nursing was not employed.

Selected Characteristics of the Program

The following data, current as of August 1994, were noted as particularly relevant to the Graduate Council's deliberations.

* Doctorate of Philosophy with a Major in Nursing established in 1986 as a joint program between GSU and Medical College of Georgia. Primary areas of focus for the GSU program consist of nursing education, family nursing and community nursing.
* 18 GSU faculty members teach in the Ph.D. program (3 hold the rank of
professor, 9 associate professor, and 6 assistant; 13 are tenured).
* 10 of the 18 faculty hold a Ph.D. in Education, 2 in Nursing, 1 an Ed.D., 1 J.D., and one each Ph.D.'s in the fields of Sociology, Counseling, Nursing Science & Statistics/Research; 15 of the 18 also teach in the undergraduate program.
* Approximately 55 GSU students enrolled (a majority part-time) with an average of 3 degrees awarded annually over the past five years (1989-1993).
* Little cooperation at present between the GSU and Medical College of Georgia programs, but the GSU program effectively utilizes "cognate" faculty from GSU.

Major Concerns

* The low number of what the external team judged to be active researchers (approximately six) among the number of faculty who are designated to teach in the doctoral program (18).
* The relative homogeneity of the educational backgrounds of the faculty (11 of 18 have their degrees from Georgia State; 10 have Ph.D.'s in Education; only 1 in Nursing Science). (It is pertinent to note that the Ph.D. in Nursing is a relatively new degree and many who teach in the field have their master's in Nursing and doctorates in other areas.)
* Both the high ratio of doctoral students (55) to active researchers and the reported ill-fit of the dissertations proposed by doctoral students to the research expertise of the faculty.
* The high percentage of part-time and especially summer-only students in a Ph.D.-level program.
  * Questions about the rigor and content of the curriculum.
  * What the external team terms a "plethora" of research studies conducted by both students and faculty that are insufficiently "rigorous," are "descriptive" rather than "explanatory," and allegedly do not reflect "the state of the science."
  * A need to balance faculty research, graduate and undergraduate teaching, and practical pursuits amid a workload which many faculty judge to be extreme (only 28% of nursing faculty agreed that their workload is "reasonable").
  * Low levels of external funding for a program in the field.
  * Seemingly weak graduate faculty criteria.
  * Under-utilization of the program's Regents-declared status as a joint Ph.D. program with Medical College of Georgia.
  * Relatively low percentage of minority students.

Recommendations

1. The Council is concerned that, in light of the uneven research productivity of the faculty and the lack of external funding for research, there may be insufficient generation and publication of new knowledge to warrant a Ph.D. program with well over fifty students enrolled. We also are concerned about the resulting quality of the degree conferred in some
instances. Hence, the Council joins the external review team and the Dean of the College of Health Sciences in recommending that:

✓ a. the size of the program be examined; in light of the faculty’s multiple teaching responsibilities (including undergraduate, master’s and doctoral) and the uneven research output, a downsizing of the total number of students enrolled in the program may be advisable.

✓ b. the admittance of summer-only students be reconsidered; the Council has serious concerns about both the appropriateness of pursuing the Ph.D. on such a part-time basis and the impact the prevalence of such students has upon the overall quality of the program.

✓ c. steps be taken to review, upgrade and enforce graduate faculty criteria, and standards be established and enforced for supervision of doctoral dissertations. Only researchers regularly and actively contributing to scholarship in their fields should be directing Ph.D.-level research.

The Council believes that a situation in which a smaller cadre of active scholars are directing a smaller number of the most committed students would alleviate many of the concerns of the Dean and the external team—and would serve the interests of students and faculty alike.

2. The Council joins the external team and Dean in advising the program to undertake a serious and comprehensive examination of the present curriculum, devoting specific attention to its comparison with the content, breadth and rigor of the curricula of respected peer nursing programs nationally.

3. The Council recommends that faculty members intensify efforts to secure NIH and other external funding, thus providing release time for research pursuits.

4. The Council supports efforts to re-examine the connection between the program and that at Medical College of Georgia in hopes that students and faculty at each school might find ways of benefitting from each other’s strengths. We believe that by utilizing the GSU/MCG connection, the GSU program will be able to achieve a better fit between topic and faculty expertise on dissertation committees. Such efforts also might serve to promote collaborative research undertakings between members of the two faculties and supplement the methodological expertise found in the GSU program.

5. The Council concurs with the external review team’s recommendation that diversity of institutional educational background and research expertise, on the one hand, and increased fit between faculty research expertise and the stated concentrations of the program, on the other, both be priorities in any future hirings.

6. In the absence of new hirings, the program may need to re-evaluate the advisability and viability of its stated areas of concentration.
7. The Council joins the Dean in recommending that the program develop a plan for attracting a student body that is both diverse and of a quality befitting a nationally respected doctoral program in nursing. The program should aspire to attract and place students on a national basis.
SCHOOL OF NURSING RESPONSE TO
THE REVIEW OF THE BACCALAUREATE AND MASTER'S NURSING PROGRAMS
SELF-STUDY BY THE SENATE COMMITTEE ON ACADEMIC PROGRAMS AND
CONTINUING EDUCATION, ACADEMIC PROGRAM REVIEW COMMITTEE

The School of Nursing faculty and administration has reviewed the initial report of the Baccalaureate and Master's Nursing Programs from the APACE Academic Program Review Committee and offer the following response for clarification and update.

In October of 1996, Georgia State University School of Nursing (SON) was awarded maximum accreditation (eight years) for its baccalaureate and master's programs by its accrediting body, the National League for Nursing. Legally, the School of Nursing must follow strict guidelines for our baccalaureate and master's programs set forth in the Georgia Board of Nursing Guidelines for Nursing Education Programs and is reviewed annually for adherence to these guidelines. These guidelines specify, among other things, curricular criteria and student to faculty clinical ratios. Adherence to the guidelines is prerequisite to our baccalaureate students eligibility to sit for the licensure examination.

The Program Review

Attached are the specific questions given to the external reviewers (Appendix A). Review of the PhD program in the SON occurred in 1994 with a response from the school given in February of 1995 (Appendix B) and final report issued by the graduate council later that year. In 1996 the SON was asked by APACE to prepare only for the baccalaureate and master's program reviews. While the SON views all of its programs through the same vision and mission lens and examines and evaluates its curriculum and faculty on an ongoing basis, the PhD program was not expected to be an integral part of this review. Additionally, the short time allotted for the external reviewers visit and their difficulty with interpreting the new computerized NLN accreditation document did not lend itself to in-depth program analysis. Although we were pleased that the report of the external reviewers corroborated areas of need already identified by the SON, some of the suggestions made had already been planned or implemented by the school prior to their visit and were presented to them as in progress or planned.

Key Observations Response

Health promotion, protection and restoration has long been the core of nursing and thus the SON. These three concepts are incorporated in our "umbrella" research focus on vulnerable populations and are visible throughout the undergraduate, master's and doctoral curricula. The National Institute for Nursing Research (NINR) specifically defines as "vulnerable" those subsets of the population who have specific health problems and needs, such as older people, women, minorities, and residents of rural areas. The SON, with the assistance of the College Office of Research, is directing much effort toward: 1) assisting faculty who are engaged in research to obtain external funding and; 2) attracting senior researchers to the faculty who have established and funded
programs in the arena of vulnerable populations. Our focus on vulnerable populations will make it possible to integrate teaching, research and service and to concentrate efforts on community partnerships where we can make the most difference. Our funded Healthy Grandparents Project, Teenage Pregnancy Project, Project Breast Health, Families Coping with HIV, Cardiovascular Health in Rural Occupational Sites, and the Migrant Farm Project represent a strong foundation for our identified research concentration. Additionally our federally funded Nursing collaborative is working with medically underserved populations to improve health. Our focus on vulnerable populations is congruent with the goal of the university to make a difference in the lives of the people of our community, our state and beyond. Additionally, as the strategic plan of our college emerges to focus on advancement of well-being in communities, the SON is poised to play a vital role in interdisciplinary education and research.

We have not ranked the importance of goals among our programs at this point in time. We intend to take a closer look at the data as we construct the strategic plan. Our strategic plan will follow that of the college with the college following that of the university. Programs have been and continue to be, fine tuned to maintain our tradition of excellence. Through a cooperative agreement GSU-SON and the Medical College of Georgia have a joint PhD program. GSU-SON is the only program with a focus of health promotion, protection and restoration with vulnerable populations. Initially we began with three foci but will move toward one focus.

Our master’s program is well established with seasoned faculty and is respected as a quality program in the state. Two of the lesser subscribed master’s tracks (gerontology and child psychiatric mental health clinical nurse specialist tracks) have been eliminated. Content from these areas have been subsumed in more heavily subscribed programs. With semester conversion all master’s programs will take a 19 hour common core in the school with at least one course as part of the interdisciplinary core at the college level.

The undergraduate program, well ahead of other schools in the area, has offered a forward thinking community-focused curriculum since 1991. While the basic community focused curriculum will not change appreciably, with semester conversion a greater emphasis on interdisciplinary teaching will occur through courses at the college level. Admissions for all programs have been critically reviewed and stabilized with current faculty resources in mind.

The SON has historically attracted a non-traditional undergraduate student population. While, ideally, all students would benefit from a program of full-time study and are counseled regarding this, the reality and the appeal of our school is that we allow career advancement by permitting our students to be enrolled on a part-time basis. Many of our undergraduate students, whose average age is 29, are entering a second career and have one college degree. These students take a full nursing course load but are part-time by virtue of previous college credit. Master’s students are established in their careers and most must support families while pursuing an advanced degree. Admission standards for all programs are high and competition is great for the undergraduate and the graduate programs, especially the nurse practitioner tracks.

In a practice based profession, much faculty energy must be directed toward maintaining clinical competency while achieving excellence in teaching. With the present advancement of the
university towards Carnegie II status, the work of faculty must also be more attuned to the research mission. While some tenured members of the faculty are continuing to focus on a teaching/service role, non-tenured, tenure track and newly hired tenure track faculty members are "invited to excellence in teaching" and research and are encouraged to continually integrate those aspects of their careers. Resignation of three tenured faculty members last year and the retirement of two tenured faculty this year give the SON a rare opportunity to redirect positions which will complement the new direction of the college and school. Several of these positions have already been redirected to our interdisciplinary program coordinator and to replace the undergraduate director, and the clinical lab coordinator. At least one of these positions has been earmarked for a senior level researcher and a national search is underway.

While most faculty workloads include some clinical teaching at the masters level, historically they also have included the very labor intensive role of undergraduate clinical supervision. Beginning in the Fall of 1996, a pilot project was launched to give faculty more concentrated time to pursue their research programs. The Clinical Faculty Coordinator Program is a part-time approach instituted to establish a permanent cadre of clinically competent part time faculty to supervise undergraduate clinical site experiences. Full time faculty teach the didactic portion of the undergraduate clinical courses and act as coordinators of the clinical courses. In this coordinator's role, full time faculty mentor expert clinical faculty who have been hired on a part-time basis. The clinical course coordinator assures that the clinical faculty in each specialty course are properly oriented and monitored and that the conduct of the clinical course meets the curricular guidelines agreed upon by the full faculty.

As our school changed to a team structure in 1994, overall benchmarks were established for the areas of teaching, research, and service (Appendix C). These benchmarks were further refined for each faculty rank, for staff and for teams (Appendix D). The structure of the school will be reevaluated this year and benchmarks reviewed for their appropriateness.

Recommendations

1. We agree that a strategic plan needs to be developed for the School of Nursing. The strategic plan for the college is now in the developmental stages and will be completed by the summer of 1997. A strategic plan for the SON addressing strengths, weaknesses, opportunities and threats in relationship to internal and external environments will be developed as soon as the college plan is in place. The plan will be congruent with both the college and university's mission and goals.

2. This recommendation apparently stems from the NLN document which reports the number of students pursuing our programs on a part-time basis. Nationally, in 227 university based master's programs, percentages of part-time student attendance in 1995-96 and 1996-97 were 71% and 69% respectively (AACC, 1997). Our fall 1995-96 and 1996-97 percentages of part-time students were 47.5% and 58% respectively.

Of 64 doctoral programs reporting nationally, 60% of students in 1995-96 and 63% of students in 1996-97 were reported as part-time (AACN, 1997). This compares favorably with our part-time students in our doctoral program of 65% in fall of 1995-96 and 58% in 1996-97. The
number of part-time students enrolled in doctoral study will most likely decrease with the
cancellation of our summers only nursing education track. We already see a downward trend in
number of PhD applicants for the Fall of 1997. More full time doctoral participation will allow
greater socialization into the research culture that is vital to a successful doctoral program.

As previously mentioned, GSU has historically been a commuter school which allows people to
pursue career goals through part-time education. Our undergraduates are predominately non-
traditional students who have returned for a second degree and who have accumulated ancillary
course credits. Many have waited for several years to be admitted to our program and have
completed virtually all of their course work except for the nursing sequence. For most quarters
the nursing sequence alone does not equal the 12 hours necessary considered to be full time, thus
the part-time designation.

In Fall 1995-96, and 1996-97, 69% and 72% of GSU-SON undergraduate students respectively
were enrolled in some part of the nursing sequence (sophomore, junior or senior level) and were
listed as part-time. This compares with a national university based baccalaureate part-time rate of
29% for 1995-96 and 1996-97 (AACN, 1997). At GSU, clinical courses in the nursing sequence
are difficult and time consuming making the recorded part-time status of these students more
positive than negative.

At this time admissions have been stabilized across all programs. For the past three years, the
baccalaureate program has admitted only 48 generic students (average GPA of 3.0) into the
sophomore class and a maximum of 15 RN-B.S. students into the senior class. The Master’s and
doctoral program admissions are regulated by guidelines and now admit only once per year. An
ad hoc committee has been appointed by our curriculum team to look at admission, progression
and retention across all programs to review policies and procedures for these vital programmatic
components.

3. We agree in principle that strategic planning is necessary in goal attainment. However, three of
our faculty in the medical-surgical specialty have left or will be leaving this spring. Dr. Dee
Baldwin, also in the medical-surgical specialty is administratively released to direct the graduate
program. Other full-time faculty in this specialty area are carrying full course loads across
programs or are involved heavily in research. It would be beneficial to add an additional adult
nurse practitioner in a non-tenure track academic position to allow the awarding of an
adult nurse practitioner specialty in the master’s practitioner tracks and to teach in the
undergraduate medical-surgical specialty course/s.

4. When the team structure was initiated in 1994, assessment was scheduled in three years. We
will hire an outside organizational consultant this year to assess the effectiveness of the team
structure. Organizational literature on teams suggests that it takes from three to seven years for
team structures to mature and become fully functional.

5 & 6. We see recommendations 5 & 6 as one. A substantive improvement in research in a
practice profession cannot be accomplished without a plan and time to accomplish that plan. A
plan has been implemented to improve the research agenda of the school. The research of faculty
members in the School reflects current nursing science. As stated in the Key Observations Response, an “umbrella” research focus on vulnerable populations has been identified and adopted and we are actively recruiting an additional senior level researcher. Experimental and intervention research with vulnerable populations is currently an National Institute for Nursing Research priority. For the past two years faculty have been granted release time, GRAF assistance, editorial and statistical support through The College Office of Research led by Dr: Susan Kelly. In 1996, faculty produced over 60 publications including data based articles, monographs and book chapters. In 1996 faculty applied for Federal funding in the amount of $8,268,956 (direct and indirect) and secured $2,448,774 (reflects funds for multiple years). Total direct and indirect funding for 1996 totaled $1,225,850. This amount represents a definitive increase over the 1994 and 1995 external funding totals of $296,770 and $346,847 respectively. Undoubtedly, the faculty will continue to increase their grant productivity. Additionally the College Office of Research provides timely updates on funding opportunities and inservice education for all faculty on research methods and techniques.

Over the past year both pre and post tenure review have been implemented to mentor faculty on both sides of the tenure process. Additionally, with last year’s annual review, each faculty member designed a development plan with the Associate Dean. Those plans were geared either toward the teaching/service role or the teaching/research role. This type of planning gives all faculty a clear vision of the goals they must accomplish which are congruent with the vision mission and goals of the school. Further, as mentioned in the Key Observations Response section, beginning in the Fall of 1996, a pilot project was launched to give faculty more concentrated time to pursue their research programs. The Clinical Faculty Coordinator Program is a significant approach instituted to establish a permanent cadre of clinically competent part-time faculty to supervise undergraduate clinical site experiences. On a rotating basis for each specialty area, full time faculty teach the didactic portion of the undergraduate clinical courses and act as coordinators of the clinical courses. In this coordinator’s role, full time faculty mentor expert clinical faculty who have been hired on a part-time basis. The coordinator assures that the clinical faculty are properly oriented and monitored and that the conduct of the clinical course meets the curricular guidelines agreed upon by the full faculty.

7. We agree with this recommendation and have already discontinued two tracks. The child and adult psych mental health clinical nurse specialist tracks have been joined and students will have the opportunity to take courses in both areas if enough students elect to take courses. The Gerontology track has been discontinued although some content is offered in the Family Nurse Practitioner and the Adult Health CNS tracks. The master’s semester conversion committee has designed a 19 (of 48 total semester hours) core curriculum for all Master’s students. Additionally, work is progressing on developing a menu approach to the Masters tracks which should be more responsive to student demand.

8. This recommendation seems to emanate from one of our goals which is to “develop coalitions in collaboration with the community designed for the purpose of transforming health and health care at the rate of one per year for the next five years” and the tremendous amount of service recorded in the NLN self-study which has been done by our faculty. Although faculty feel that
the service role has been diminished by our move toward Research II status, Boyer sees scholarship as embodying research, teaching and service. Much community involvement has resulted from our involvement with Morehouse School of Medicine and Clark-Atlanta University in the Kellogg Interdisciplinary Teaching Project. Developing true community partnerships will become the norm in the School and College. New community partnerships will be interdisciplinary in nature and will involve members of that community who will assist in educating our students and who will provide the agenda for any interventions undertaken. All Community Partnerships will be entered into with the express goal of making a lasting positive difference in the lives of its citizens. A more focused approach is anticipated with the community partnerships model.

9. The School of Nursing agrees with recommendation number nine. The Instructional lab, which provides a place for learning experiences for both undergraduate and master’s students, has presented problems since it was moved from the portion of the Urban Life building which now houses the law library. While we realize that the space is not adequate for the needs of our students, and presents hazards not only to expensive equipment but human health as well, we also realize that space in the University is at a premium. We will continue to have Physical plant assess the problems associated with this lab and continue to request alternative space for this most important learning laboratory.
Appendix C5

Progress Related to Recommendations by the Graduate Council of APACE Regarding the School of Nursing’s Doctoral Program (Spring, 1995)

The following is the BFLSON’s response to the progress that has been made regarding the recommendations of the Graduate Council of APACE regarding the School of Nursing’s Doctoral Program (Spring, 1995).

1. Recommendation: The Council is concerned that, in light of the uneven research productivity of the faculty and the lack of external funding for research, there may be insufficient generation and publication of new knowledge to warrant a PhD program with well over fifty students enrolled. We are also concerned about the resulting quality of the degree conferred in some instances. Hence the Council joins the external review team and the Dean of the College of Health Sciences in recommending that:

   a. the size of the program be examined; in light of the faculty’s multiple teaching responsibilities (including undergraduate, master’s, and doctoral) and the uneven research output, a downsizing of the total number of students enrolled in the program may be advisable.

      Action: The total number of doctoral students enrolled over the last three years averaged ** students, about half the number enrolled at the time of the self-study.

      b. the admittance of summer-only students be reconsidered; the Council has serious concerns about both the appropriateness of pursuing the PhD on such a part-time basis and the impact of the prevalence of such students has upon the overall quality of the program.

      Action: The summer PhD program was deactivated.
c. Steps be taken to review, upgrade and enforce graduate faculty criteria and standards be established and enforced for the supervision of doctoral dissertations. Only researchers regularly and actively contributing to scholarship in their fields should be directing PhD-level research.

Action: The BFLSON faculty members meet the criteria for graduate faculty status as established by the CHHS. Currently 13 faculty members in the BFLSON have graduate status. Only faculty members with graduate status and good track records in research and scholarship chair dissertation committees.

2. The Council joins the external team and Dean in advising the program to undertake a serious and comprehensive examination of the present curriculum, devoting specific attention to its comparison with content, breadth and rigors of the curricula of respected peer nursing programs nationally.

Action: A review of the doctoral curriculum was conducted in 1999 and modifications to the curriculum were made. The most recent review of the doctoral curriculum was held in Spring 2005. The current doctoral curriculum was compared with that of the University of Maryland School, University of Pennsylvania, and Emory University schools of nursing. Revision of three courses is underway and two graduate statistics courses have been added effective Fall 2005.

3. The Council recommends that faculty members intensify efforts to secure NIH and other external funding, thus providing release time for research pursuits.

Dr. Alice Demi has been a co-principal investigator on a National Institute of Mental Health funded study. One new faculty member has NIH funding through a center grant from Emory University. Three faculty members submitted two proposals for NIH
funding in Spring 2005. Dr. Colleen Dilorio, Emory University, has served as a research facilitator during the past academic year. As a result several small studies have been developed and several manuscripts have been submitted for publication.

4. The Council supports efforts to re-examine the connection between the program and that at Medical College of Georgia (MCG) in hopes that students and faculty at each school might find ways of benefiting from each other’s strengths.

   Action: No movement has occurred on this recommendation as the MCG School of Nursing has had administrative and faculty changes and has changed their focus to developing a practice doctorate rather than a research doctorate. During the interim of these changes three MCG doctoral students have transferred to the BFLSON.

5. The Council concurs with the external review team’s recommendation that diversity of institutional education background and research expertise, on the one hand, and increased fit between faculty research expertise and the stated concentrations of the program on the other, both be priorities in any future hirings.

   Action: Since the APRC review, several new tenured/tenure track faculty members with diverse educational backgrounds (Dr. Ptlene Minick, Dr. Cecelia Gatson Grindel, Dr. Margaret Moloney, Dr. Anne Koci, Dr. Christina Quinn, Dr. Kathleen Patusky) have been hired. These faculty members were selected based on their actual and potential for research development and implementation in light of the stated program concentrations.

Since the deactivation of the summer PhD program with a focus in community and family and education, the focus of the PhD program has changed to a focus of health promotion and vulnerable populations. This focus is a good fit for faculty
expertise as is demonstrated in the faculty profiles (http://chhs.gsu.edu/nursing/fac_prof.asp).

6. In the absence of new hirings, the program may need to re-evaluate the advisability and viability of its stated area of concentration.

   Action: During Spring 2005 PhD curriculum review, faculty consensus was reached to support the current concentrations of the doctoral program. Recent faculty hirings support this decision as do new hirings for Fall 2005.

7. The Council joins the Dean in recommending that the program develop a plan for attracting a student body that is both diverse and of a quality befitting a nationally respected doctoral program in nursing. The program should aspire to attract and place students on a national basis.

   Action: To date we have not focused on attracting doctoral students from across the nation. We currently have two out-of-state students (Alabama). Most of our inquiries come from Georgia, Alabama, and Florida. We do have some diversity within the program with three African American students and two Asian students. A national recruitment plan needs to be developed. Considering the dire need for PhD prepared faculty in the State of Georgia, it seems appropriate at this time to concentrate on educating PhD students who will meet the needs in Georgia, while at the same time accepting students with diverse educational backgrounds and experiences.
Appendix C6
Progress Toward Recommendations of the Academic Program Review Committee for the School of Nursing’s Baccalaureate and Master’s Programs (February, 1997)

The following is the BFLSON’s response to the progress that has been made regarding the recommendations of the Academic Program Review Committee (February, 1997).

1. The School of Nursing should develop a strategic plan. The following should be addressed in the plan: (a) the hierarchy of importance of the goals of the School of Nursing between the PhD, masters, and undergraduate programs; (b) the relation of the goals to the strengths/weaknesses of other nursing programs in the area; and, (c) development of measurable outcomes for assessment purposes.

   Action: The School of Nursing did develop a strategic plan upon the direction of the APRC as noted in the School of Nursing Action Report, December, 1998, Executive Summary (Appendix C7). Since that time the strategic plan was updated (2002-2003). During a faculty retreat the groundwork was set for the development of a new strategic plan (Appendix H2), which was completed in September, 2005.

2. The relationship between admission goals and standards relative to part-time versus full-time students should be clearly related to the overall quality of the educational program.

   Action: In the December 1998 Action Plan summary (Appendix C-7), the admission goals of the School of Nursing are presented. Since that time there has been some change in the admissions goals. In the BS program, 112 students (56 traditional; 56 accelerated) are admitted annually. This number has been determined based on student demand and faculty and clinical site availability. Full-time enrollment is best for
the undergraduate student. An immersion in the content over time is key to success on the nursing exit examination and NCLEX.

The majority of the master’s students attend part-time initially but often request full-time enrollment once their clinical courses begin. The demand for the FNP program has caused us to temporarily cap that program to about 32 admissions per year. The main concern is the limited number of faculty and expert clinical preceptors. Part-time enrollment is suitable to the master’s students who tend to work full-time until clinical practice courses begin. Continuous enrollment, however, is essential to assuring continuity in learning and application of new knowledge. Student success in completion of the program, on certification examinations and employment at the advanced practice level indicate that part-time enrollment is not detrimental to student success. In Fall 2004 the faculty approved the inclusion of the Graduate Record Examination for admission to the master’s program. Add data regarding PT versus FT enrollment; AACN

3. Additional faculty resources should not be considered until the strategic plan has been completed.

Action: Over the past three years the number of full-time faculty has averaged ***, *** positions less than reported in the 1997 report. At the same time, student enrollment in the BFLSON has increased significantly beyond that noted in the 1997 report. As a result we have seen credit hour production double.

4. The team approach should be reviewed in a timely manner to ensure that it is not detracting from the School’s substantive research agenda.
Action: The team approach is no longer in place. A committee structure has been put into place. The committee structure has been very effective in managing the work of the faculty in curriculum development, management, and evaluation.

5. The School should continue with plans for achieving substantial improvement in the research productivity of the faculty.

In the 1997 report it was noted that in the previous three years, the faculty had published over 69 articles refereed journals and 78 other types of publications. They had presented at 138 regional, national, and international meetings. In addition they had received internal and small grant external funding.

6. The School should continue with its effort to provide an opportunity for additional time to be allocated to productive researchers and additional teaching/service responsibilities to the faculty that do not establish themselves in the research arena.

Non-tenured track faculty members are expected to teach 3-4 courses per semester, including participation as clinical instructors in practice settings. Tenured/tenure-track faculty members are expected to teach 3 courses in one semester and two in another during the academic year. New tenure track faculty are assigned two courses each semester for the first two years of their employment. Direct supervision of UG students in clinical courses is very time consuming, therefore, tenure and tenure track faculty members do not serve as clinical instructors in practice settings. The Director works with individual faculty members to adjust their workload to support her/his goals for scholarly productivity. In addition, a research consultant has been employed for the last two years to mentor faculty in research and publication development.
7. The School should continue to review possible elimination or consolidation of the masters tracks that have low student demand and deploy faculty resources elsewhere.

   Action: Since the 1997 report two low enrollment tracks were eliminated: the Child Psychiatric Mental Health Nursing track and the Gerontology Nursing track. The Adult Psychiatric Mental Health Nursing program was revamped to include psychiatric care of both the adult and the child. Five tracks remain: the Family Nurse Practitioner, the Child Health Clinical Nurse Specialist/Pediatric Nurse Practitioner, the Women’s Health Clinical Nurse Specialist/Nurse Practitioner, the Psychiatric Mental Health Clinical Nurse Specialist, and the Adult Health Clinical Nurse Specialist. Enrollment in the Psychiatric Mental Health Clinical Nurse Specialist track remains low, however, the BLFSON is one of two state schools that offer this educational option. To manage this low enrollment, the PMH advanced practice nursing courses are only offered every other year. While enrollment is still low in the Adult Health Clinical Nurse Specialist track, there has been some increase in enrollment. Based on student interest, a graduate faculty task force is preparing a proposal for a change in this track to offer the Adult Health Clinical Nurse Specialist/Nurse Practitioner track; this proposal is to go to the faculty in Fall 2005.

8. We agree with the external reviews that criteria for the addition and deletion of community projects need to exist to ensure the mutual benefit of the University and the community groups.

   Action: Due to increased student enrollment, relevance to students’ learning needs, cost of community projects, and a decrease in the number of full-time faculty in the BFLSON since 1997, some community projects have been deleted. The Migrant
Workers Summer Program cost the School about $25,000 per year and did not meet the curricular educational needs of the students. In addition, faculty members were not available to lead this very complex community service project. The BFLSON continues to support the Health and Wellness Nursing Collaborative which provides numerous community service activities such as student health examinations for underserved students, flu vaccine sessions for faculty and students, and health screening for State of Georgia employees at the Sloppy Floyd building. In addition, our collaborative initiative with the Martin Luther King Middle School remains very active.

9. The maintenance/repair issues for the Instructional Lab need to be looked into by Physical Plant in the immediate future. A determination needs to be made regarding whether the space is adequate for instructional purposes and whether repair can prevent future flooding. If not, additional space should be found.

   Action: Major renovation of the Instructional Lab was completed in 2002. Since that time flooding has not occurred.
The School of Nursing (SON) was one of the first programs established in the College of Health and Human Sciences (CHHS) in 1969. Beginning as both an associate degree and RN completion program, it has grown to include the generic and RN-BS baccalaureate, master’s and doctoral degrees. Currently the School has 29 faculty members, 21 of whom are tenure track. In the university conversion to the semester system in August, 1998, the SON did not experience a drop in its credit hour production. The Fall, 1998 enrollment included 151 undergraduate nursing majors (sophomores, juniors, and seniors), 202 master’s students and 36 doctoral students. Activity to attract extramural funding is steadily growing with an increase in the grants submitted over the last three years. Grants received naturally reflect this enhanced activity, i.e. in FY 1998 the SON secured $633,489 in extramural funding. SON faculty efforts have also been directed to helping the college attract interdisciplinary research monies with many faculty being involved in this effort.

This report addresses the actions taken in response to recommendations made regarding the BS and MS programs by the APACHE Academic Program Review Committee (APRC) in 1996. Additionally, this report provides an update on the PhD program review which took place in 1994 prior to the review of the BS and MS programs. Recommendations resulting from APACHE’s review centered around faculty research productivity, program size and concentration, and socialization of students. The SON has addressed each of these issues. Specific implementation actions are described within the broader discussion in this report.

The SON already has implemented many internal improvements, with additional innovations underway as we enter the semester system. Still outstanding is APACHE-APRC, BS-MS recommendation nine. This recommendation addresses the physical condition of the SON Learning Laboratory which needs extensive renovation. Needed improvements cannot be initiated without further resources. Other than this outstanding item, all APRC recommendations have been addressed. Improvements which have either been initiated or totally implemented are as follows:

i) A strategic plan congruent with the CHHS and University has been devised and is being implemented.
ii) Admissions goals relative to part-time and full time students have been clarified in light of the educational goals of our programs.
iii) The curriculum has been revised, under-subscribed programs dropped, and faculty resources have been redirected according to area of need.
iv) The structure of the SON has been reorganized from team management to committees to accomplish the work of the school.
v) Clinical teaching assignments have been designed to use faculty more efficiently in order to maximize their ability to be productive scholars.
vi) Existing academic-community partnerships are being strengthened.
The SON is encouraging participation in SON academic-community partnerships from other units in the university to further interdisciplinary education called for by the Pew Commission.

Action Report

I. Background and History

The School of Nursing (SON) at Georgia State University (GSU) which has been in existence since 1969, is one of six units of the College of Health and Human Sciences. Initially offering an associate degree (2 year) and an RN completion program, it has grown to include the baccalaureate (generic and RN-BS), master’s and doctoral degrees. The generic program accepts students who are non-nurses as sophomores and prepares them to become registered professional nurses. The RN-BS program admits registered nurses without a baccalaureate degree who wish to obtain a baccalaureate degree. The RN-MS program admits registered nurses with a diploma or associate’s degree who wish to obtain a masters degree. The RN-MS students must meet more stringent admission requirements than RN-BS students. The following time-line summarizes the growth of these programs from 1969 to the present day.

As of Fall semester 1998 the faculty consists of 20 members, 25 full-time and 4 partial contract (.75). Thirteen faculty are tenured, eight are on a tenure track and the remaining eight on a non-tenure track. In the Fall of 1998, the number of sophomore, junior and senior students enrolled was 151 (73 FT and 78 PT). In 1997 the SON requested and was granted a tuition increase of $10 per quarter hour for our graduate students resulting in increased revenue for the university. The number of masters students in Fall of 1998 was 202 (157 FT and 45 PT) while doctoral students numbered 36 (20 FT and 16 PT). Extramural funding is steadily increasing. In 1995-96 it was $346,847 and rose to $620,404 for 1996-97. In FY 1998, the SON submitted grant proposals in the amount of $3,986,596 and received $633,489 in extramural funding. Funding received by the SON in 1997-98 does not include that of Dr. Susan Kelley. Although Dr. Kelley is technically a faculty member of the SON, her funding was reported from the Dean’s office. Interdisciplinary research has been fostered at the college level. The SON contributes to this interdisciplinary research in many roles, e.g. advisory, liaison for agencies, principal investigator.
The history of the School of Nursing reflects the value it places on the advancement of scholarship in nursing while responding to societal needs and the changing complex health care delivery system. The School of Nursing's values are outlined in its vision and mission statements developed in 1994.

**Vision:** Building on a base of outstanding teaching, excellent teacher-student relationships, connections with alumni and the community and increasing research productivity, the SON strives toward a vision of collective effort to continually enhancing teaching, research and service. The SON aspires to be recognized internationally as a coalition of students, alumni, faculty, staff and concerned members of the community who work together to produce positive health outcomes. While we recognize our obligation to improve the health and well being of the communities in which we live and work, we also understand our global interconnectedness and the need to share knowledge that will decrease health disparities worldwide.

**Mission:** Faculty in the school recognize that to attain their vision, they must have a clearly defined mission with goals that have benchmarks of attainment. The mission of the SON is to be an acknowledged leader in improving health and health care through 1) developing emancipatory and innovative programs that facilitate the development of practitioners, scholars and educators who are committed to the improvement of health and health care; 2) developing community coalitions; 3) engaging in research and other forms of scholarship.

II. APRC 1996 Recommendations and Provost's 1994 PhD Review Request

1. The SON should develop a strategic plan. The following should be addressed in the strategic plan: (a) the hierarchy of the importance of the goals of the SON among the PhD, masters and undergraduate programs; (b) the relation of the goals to the strengths and weaknesses of other nursing programs in the area; (c) development of measurable outcomes for assessment purposes (see Section A).

2. The relationship between admission goals and standards relative to part-time vs full time students should be clearly related to the overall quality of the educational programs (see Section B).

3. The team approach should be reviewed in a timely manner to ensure that it is not detracting from the schools substantive research agenda (see Section C).

4. A definitive plan should be developed for achieving substantial improvement in the research productivity of the faculty (see Section D).

5. The School should consider providing an opportunity for additional time to be allotted to productive researchers and additional teaching/service responsibilities given to faculty that do not establish themselves in the research arena (see Section D).

6. The School should consider elimination of masters tracks that have low student demand and deploy faculty resources elsewhere (see Section E).

7. APRC agrees with external reviewers that criteria for addition and deletion of community projects need to exist to ensure the mutual benefit of GSU and the community groups (see Section F).

11
8. The maintenance issues for the Instructional lab need to be looked into by Physical plant in the immediate future. A determination needs to be made regarding whether the space is adequate for instructional purposes and whether repair can prevent future flooding. If not, different space should be found (see Section G).

1994 Doctoral Program Recommendations:
1. Examine program size in light of resources (see Section B).
2. Reconsider admittance of summers only students (see Section E).
3. Take steps to upgrade and enforce graduate faculty criteria (see Section E).
4. Examine present curriculum in light of curricula of respected peer nursing programs nationally (see Section E).
5. Intensify efforts to secure NIH and other external funding (see Sections D & E).
6. Re-examine the connection between the SON program and the Medical College of Georgia program to enhance benefits to both programs (see Section E).
7. Diversify institutional educational background and increase fit of research expertise to stated program concentrations (see Section B).
8. Re-evaluate areas of concentration (see Section E).
9. Develop a recruitment plan to attract students befitting a nationally respected doctoral program in nursing (see Section D).

These recommendations were the result of an academic program review of the BS and MS programs conducted by the APRC sub-committee of APACHE in 1996 and the review of the PhD program conducted in 1994. According to the procedures of the Academic Program Review Committee, the unit under review, with its Dean, shall formulate an action plan to implement recommendations from the review. The unit head and Dean will meet with the Provost to finalize the action plan. In response to our external and internal reviews, the school has committed itself to internal changes and improvements that are either completed or presently in process.

III. Implementation Actions in Response to APRC Reviews
A. Strategic Planning
The faculty of the School of Nursing have developed a strategic plan to guide actions for the next decade. Major progress and improvements in the school have included:
1) curricula revisions reflecting career relevant employment
2) increased research productivity
3) strengthening of academic-community relationships
4) improved faculty resources
5) improved space resources
6) examination of our existing organizational structure.

Goals of the School of Nursing include an incremental improvement in program quality within the constraints of accreditation bodies, present faculty, monetary and physical resources. Goals also take into account strengths, weaknesses and opportunities.

The SON has long enjoyed an excellent reputation in the state for preparing well-educated graduates and we strive to continue that reputation. Many of our undergraduate students choose
to continue their education in our graduate programs. Employers seek our graduates for positions in their organizations. Our students are exposed to a wide variety of practice settings allowing them the opportunity of observing structure and operations of health care organization in many contexts. The American Association of Colleges of Nurses (AACN, 1998) speaks to a coming “atypical” shortage of registered nurses. A severe shortage beginning around 2010 is anticipated both nationally and in the state of Georgia. Factors which AACN has identified as contributing to the shortage are: a) smaller bachelor’s degree classes stemming from too few faculty and/or a shortage of clinical training sites; b) the advancing average age of practicing nurses; and c) the increased number of elderly from the post war baby boom population needing health care. Moreover, according to AACN, by the year 2000, there will be 392,000 jobs available in the US for nurses with master’s and doctoral preparation, but only 185,000 such nurses in the workforce. At present, in the State of Georgia, over 60% of practicing full-time RN’s are over the age of 40 (Georgia’s Nursing Workforce, June 1998). Indeed, Chancellor Portch cited a need for more allied health professionals in Georgia in his September, 1998, visit to GSU. In order to be accountable to the citizens of Georgia, the SON must continue to produce competent graduates in all programs.

The SON holds a unique place in the Georgia community in offering the baccalaureate, the masters and the doctoral degrees. As one of two public institutions in the state granting a PhD in Nursing, GSU plays a major role with doctoral education and preparation of nursing faculty and researchers. With the average age of nursing faculty increasing (approximately 51 years nationwide) present faculty will retire at a rate faster that they can be replaced if the present trend continues in Georgia. Our program assures renewal of the professoriate in nursing by requiring our graduates to possess both strong teaching skills and research capabilities. Our master’s program is distinctive in providing both nurse practitioners and clinical nurse specialists for the metropolitan area and beyond. Our undergraduate program will continue to graduate excellent nurses who not only help to stem the nursing shortage but are prepared to assume leadership roles and to go on to advanced practice programs. To insure our graduates are at the forefront competitively, we have initiated activities to assure our goal of 100% employment for our students. The School of Nursing curriculum focuses on the development of skills and knowledge that help graduates become change agents and problem solvers. Our success is demonstrated by the fact that many of our undergraduates have been elected to leadership positions on a state and national level in their pre-professional organization. The SON has established an Advisory Committee of outside healthcare administrators and practitioners to consult with us on the delivery of a career relevant curriculum. An employer survey conducted in AY 1997-98 revealed a profile of the graduate who will best fit employers’ needs for the coming decade. Information from this survey is being used to enhance relevant ongoing curriculum development.

One of the many benefits of accreditation is the focus on educational outcomes. A critical outcome measure for undergraduate programs of professional schools is the pass rate for board examinations which establish entry into practice. For our masters graduates certification as an advanced practice nurse is required. While certification agencies do not report scores directly to schools, our nurse practitioner programs survey all students regarding success on certification exams. Our certification rates for all students are greater than 95%. Board pass rates, with
the exception of 1996, remain in the high 80's, a score congruent with the national average. In the SON we are continuing to refine our data collection methods to assess outcomes. In addition to our on-going critical thinking evaluations of undergraduate students (pre/post-tests), in AY 97-98, the undergraduate program director implemented an across-the-curriculum testing program which allows both formative and summative evaluation of student learning. To facilitate early identification of learning problems, students entering the nursing program are assessed in the areas of mathematics, reading comprehension, critical thinking and learning styles and are referred for assistance if necessary. Our undergraduate program committee is currently discussing using this test as part of the pre-admission requirements for all students. Additionally, we have added standardized testing and remediation throughout the program and we consistently analyze factors which contribute to student success and use this information to improve our programs.

B. Admission Goals
In AY 98-99, the SON increased its generic undergraduate admissions from 48 to 60 students. For the past five years, the SON has had more applicants for its undergraduate program than available spaces. Thus, the experience of our SON is different from a five year national trend which showed a decrease in first time enrollments in baccalaureate programs. The faculty has set annual admissions goals at 100 master’s and 5-7 doctoral students with plans to increase master’s enrollment to 120. The enrollment of master’s students nationwide remains positive, especially in practitioner programs (AACN, 1998) and there is no reason to think that our applicant pool will not follow this trend.

As noted in AP/CE’s review part-time students represent a significant number of nursing enrollees. Reasons for this vary, but they relate primarily to the way the university defines a full-time load. Many of our undergraduate students have previous degrees and return to school with only nursing courses to take. The nursing undergraduate clinical hour/credit hour ratio is 2:1 and the masters is 3:1, making the courses more intensive for the students and faculty than they appear in terms of credit hour production. This means, for instance, that a master’s student taking a 3 credit hour clinical course has nine hours of work. Additionally, the norm for our master’s students is to continue to work in their chosen field while pursuing their degree. Nationally, in 227 university-based nursing master’s programs, percentages of part-time student attendance in 1995-96 and 1996-97 were 71% and 69% respectively (AACN, 1997). Our Fall 1995-96 and 1996-97 percentages of part-time masters students were 47.5% and 58% respectively.

Of 64 doctoral programs reporting nationally, 60% of students in 1995-96 and 63% of students in 1996-97 were reported as part-time (AACN, 1997). These percentages are comparable to the percentages of part-time students in our doctoral program which were 65% in the fall of 1995-96 and 58% in 1996-97. The number of part-time students enrolled in doctoral study has decreased with the closing of our “summers-only” nursing education track. We have experienced a downward trend in the number of PhD applicants as a result of this change. Our goal of more full-time participation will allow greater socialization into the research culture which is vital to a successful doctoral program. As part of our recruitment strategy to attract more full time students, we are offering support through GRA/GTA awards.
C. Organizational Structure
A recent review of our vision and mission statement, developed in 1994, indicates it is appropriate as we move into the 21st century. This vision and mission along with our research focus on vulnerable populations represents a change for faculty from an emphasis on individual accomplishment to one that focuses on collective effort. The collective effort fosters collaborative teaching and professional outreach, cooperative curriculum planning and evaluation and interdisciplinary research while staying attuned to the requirements for tenure of individual faculty members. In response to an outside assessment of our organizational structure in 1997, the School of Nursing has reinstated its bylaws. It has also returned to an organizational structure consisting of a director and two program directors operating with a committee framework. This committee structure allows the faculty to spend less time in meetings than did the previous team structure.

D. Increased Research Productivity
Scholarship pursued within the SON reflects the college’s goal to conduct applied interdisciplinary research which acts as a catalyst for change in our communities. To this end the SON must manage faculty time in order to achieve a balance in meeting program, College and University teaching/research/service needs. SON faculty publish in highly regarded nursing journals and publications in refereed journals have increased approximately 20% over the past two years. Several faculty are becoming nationally and internationally known in areas such as child abuse and violence.

A major priority in realizing our vision is increased research productivity, resulting in extramurally funded programs of research. Such research programs are critical to the SON in maintaining an excellent doctoral program. Faculty have set up defined development plans aimed at continuing to build programs of research. Last year the SON submitted funding requests to the National Institute of Nursing Research, Health Resources and Services Administration (HRSA), the Office of Population Affairs and the Centers for Disease Control and Prevention as well as other. We are reallocating internal funds to support research. At present the School has redirected a faculty position and a search is underway for a senior level researcher with an established program of scholarship focused on vulnerable populations. We are also targeting further enhancement of our research capabilities by hiring doctorally prepared faculty with established research programs for presently vacant positions. An additional strategy instituted in AY 1996-97 to provide faculty time for research is our Clinical Faculty Coordinator Program (CFC). This is a redirected use of resources that has been used to hire expert part-time clinical faculty to supervise undergraduate clinical experiences. The outcome of the CFC redirection has resulted not only in increased research productivity and external funding, but a better clinical experience for undergraduate students.

Funds for graduate research assistants (GRA) in the regular budget have remained unchanged in the SON since 1986. The SON requested and received an increase in tuition for graduate hours which began in the Fall of 1997. The money from this increase returned to the SON from the university has been used both as an enhancement for the PhD recruitment program and to provide additional GRA support for research productive faculty.
To further enhance the building of a scholarly community among graduate students, an area within the School of Nursing has been renovated and equipped technologically for these students to pursue their scholarship and to increase socialization and interaction. This area, proximal to faculty offices, increases the opportunity for student-faculty interaction. Computer-equipped, networked study carrels, meeting space and GRA office space also with networked computers will enhance the ability of our students to advance their education. Also, for the first time in academic year 1997-98 the school helped to underwrite four (4) undergraduate students (who have declared nursing as a major) in "presidential assistantships." These assistantships allow students to gain knowledge of the research process while assisting selected SON faculty.

A new avenue for enhanced research productivity opened last year with the inclusion of the Memory Assessment Center (MAC) in the College of Health and Human Sciences. The SON is already linked to MAC through a shared nursing faculty member and preceptor activities for students. With these contact points already in existence it has become obvious that the Center provides a rich resource for students and faculty alike. Expanding further on our relationship, researchers from the center were invited to present their programs of research at the first SON faculty meeting 1998-99 AY. The researchers encouraged both faculty and student participation with their programs.

A positive change at the college level is having the Associate Dean for Research coordinate research activities for the college to assure a more interdisciplinary effort that is focused on making a difference in the community. The Associate Dean's office will make available to faculty a spectrum of services to enhance research productivity. Outcome indicators for increased scholarly production are increasing external funding and refereed, data-based publications.

E. Curriculum revision/faculty resources
The School of Nursing has critically examined all programs for needed changes that are: a) more in tune with futuristic forecasts for health care delivery; b) more responsive to the financial constraints of the university; and c) more suitable for a university that has recently reached Carnegie Research II status (Fall, 1997). To provide the richness of interdisciplinary education for our students, we have worked closely with the College of Health and Human Sciences in revising our curricula. Bringing all players from the college to the table to discuss curricular issues has resulted in suggestions for sharing resources across programs. Interdisciplinary collaboration within our college gives our graduates the competitive edge they will need in a changing health care system. The school has played a leading role in assisting with the development of the college interdisciplinary curriculum and is already teaching many of these courses in the semester system.

Master's programs in nursing build on the baccalaureate base of critical thinking to advance the depth and competence of clinical specialists and nurse practitioners. The SON has a Masters program that is well regarded in the Metro-Atlanta Community and the state. Our nurse practitioner (NP) programs supply practitioners to rural areas of the state and faculty to other newly developed NP programs. Our nurse practitioner programs have a waiting list despite the
presence of other practitioner programs at public and private institutions in the metropolitan area (public being represented by Clayton, Kanseav, and North Georgia and private by Emory and Brenau). While all programs in nursing require various labor-intensive activities mandated by accrediting agencies, we are able to offer our master’s program tracks to a larger number of students than either our baccalaureate or doctoral programs. The master’s degree offerings consist of several tracks: Family Nurse Practitioner; Pediatric Nurse Practitioner/Clinical Nurse Specialist (CNS); Women’s Health Nurse Practitioner/CNS; Adult Health CNS; and, Psychiatric CNS. Two under-subscribed tracks—the child psychiatric nursing and geriatric nursing—have been discontinued. It is important to note that geriatric content has been incorporated into the family nurse practitioner and the adult health clinical nurse specialist tracks. Another effort of the SON sememter conversion task force to reduce duplication of effort resulted in our offering core courses for all master’s students.

The SON doctoral program provides the strong research preparation required to generate knowledge relevant to nursing practice and will advance the profession’s contribution to enhancing the health and health care of individuals, families, and communities. One of two public institutions in the state granting a PhD in Nursing, GSU has a major role to play in providing doctoral education required of nursing faculty and researchers. We are presently recruiting for a senior faculty researcher to enhance our ability to mentor both faculty and students and to bring in needed research funding. An ongoing dialogue between the Medical College of Georgia SON and GSU-SON allows cooperation in both PhD programs.

A recommendation of the APRC, after the 1994 review of the PhD program, was to reconsider the nursing education doctoral track offered only in the summers. This program was subsequently discontinued by the SON, and admission quotas for the newly focused concentration on vulnerable populations were decreased. No doctoral students were accepted for nursing courses for AY 1997-98 to reduce student numbers and because of the curriculum conversion to vulnerable populations that began in AY 1998-99. Five students were accepted for 1998-99. In fall of 1998 there are 36 doctoral students. The goal of the SON of having no more than 40 doctoral students enrolled at any one time has been met. Additionally, the College of Health and Human Sciences has developed graduate faculty criteria and recently an ad hoc committee reviewed applicants and recommended appointments to the graduate faculty. The newly appointed graduate faculty will devise a process for screening and selecting additional members.

Informatics is being integrated into the curriculum at all program levels. While we presently offer a well subscribed graduate course in pharmacology that is partially web based, other wholly and partially web-based distance learning programs are being planned and implemented. With QIP funding in AY 1997-98, the SON was able to establish a beginning tele-health effort with the purchase of video equipment. This enables faculty, physically located in the SON, to view clients being assessed by students at sites off campus. This advance further maximizes effective utilization of our faculty resources while enhancing the teaching/learning process for our students. However, maintaining cutting-edge technology in this area will take increased resources. Credit hour issues still are unresolved with distance education in the state. Since this is the future of professional education and telecommunication is such a vital part of the
healthcare delivery system, it would be beneficial for the university to move more rapidly on establishing a policy for distance education.

Due to requirements of our professional accreditation bodies and the credit hour restrictions imposed by the Board of Regents, students are allowed few electives in our programs. Health-based courses for the university-at-large are being developed by our faculty to help increase credit hour production. Increased credit hours production in the SON will come from both the college interdisciplinary courses now being taught and the distance learning and university-wide course offerings under development.

Our experiences in developing interdisciplinary course work has given additional credence to the Pew Commission statement that an overriding theme for attaining success in the next century will be interdisciplinary cooperation which requires both faculty and student development. Six years of experience with the Kellogg Foundation funded Community Partners Education Project has shown that (a) faculty and students merely placed in groups, rather than developed as interdisciplinary teams, struggle to find their role on interdisciplinary teams and (b) without built-in development programs addressing interdisciplinary team building skills, successful team functioning is problematic. The School of Nursing leads the way in the college in this interdisciplinary faculty and student development. Faculty are now translating the Kellogg experience into research activities on interdisciplinary education and are seeking funding for this research. With this concerted effort we are becoming a national leader in interdisciplinary health education.

F. Strengthening of Academic-Community Relationships

The faculty has made the decision to focus its energies on existing community partnerships. Criteria for existing partnerships are: 1) opportunity for interdisciplinary collaboration; 2) ability to make significant positive changes in the health of the community; and 3) available resources. With possible resource reduction in the university and the public call for schools to be creative in finding cost-effective ways to carry out curricula, our partnership activities must dovetail with the need for collaboration and heightened community visibility and responsiveness. The school is managing its partnerships to maximize benefits for the external community, its own programs and the College and University communities.

The use of alternative settings and a community service learning model coupled with a broadened definition of health care are central to the innovative educational approaches proposed by the Pew Health Commission and other health education experts. The SON considers itself a pioneer in its community-focused undergraduate curriculum, and will continue its practice of offering community-focused programs. Community partnerships are integral to these programs. We are enriching our existing community partnerships by enhancing the following local, state and regional entities:

1) the Health and Wellness Collaborative, a group of nurse practitioner faculty who provide services to vulnerable populations at risk for inadequate health care;
2) the Migrant Farm Programs, a partnership with Colquitt County to provide health care to the population of migrant farm workers;
The Adult Health Advanced Practice option focuses on the preparation of clinical nurse specialists with advanced competencies. The Program emphasizes excellence in practice, research, critical thinking, inquiry, and leadership. The curriculum consists of a minimum of 48 semester hours of study. Full-time and part-time study may be selected, and the program may be combined with a Graduate Certificate in Gerontology. Each student’s program of study will be planned at the time of admission. Students will be advised of any curricular changes at that time.

Graduates of the Adult Health Advanced Practice option are employed in a variety of acute and tertiary settings and are eligible for certification by the American Nurses Credentialing Center. Required Coursework includes:

**Core Courses**

- Nurs 7320: Advanced Pathophysiological Concepts in Nursing, Part 2 3
- Nurs 7500: Advanced Health Assessment 3
- Nurs 7550: Pharmacology for the Advanced Practice Nurse 3
- Nurs 7600: The Culture of Health Care 2
- Nurs 7000: Research for Advanced Practice Nurses or
  - HHS 6000: Research Methods for Health and Human Science Professionals 3
- Nurs 7900: Theoretical Foundations for Advanced Practice Nursing 3
- Nurs 7920: Scholarly Inquiry Clinical Application 2
- Nurs 7940: Advanced Professional Nurse Practice Issues 1

**Specialty Courses**

- Nurs/AHN 7010: Gerontological Nursing 3
- Nurs/AHN 7020: Role Functions and Competencies in Advance Practice Adult Health Nursing 2
- Nurs/AHN 7030: Clinical Practicum in Adult Health Nursing I 7
- Nurs/AHN 7040: Clinical Practicum in Adult Health Nursing II 7

Limited Electives 6

**TOTAL SEMESTER HOUR REQUIREMENT** 48

For further information and application materials, contact:

Barbara Smith or Cecelia Grindel, Ph.D., RN
Office of Academic Assistance Assoc. Dir. for Graduate Nursing Programs
College of Health & Human Sciences Georgia State University
Georgia State University Byrdine F. Lewis School of Nursing
P.O. Box 3995 P.O. Box 4019
Atlanta, GA 30302-3995 Atlanta, GA 30302-4019
404-651-3834 404-651-3212

(March 2005)
PhD Program

The Byrdine F. Lewis School of Nursing, one of the oldest doctoral programs in the state, has prepared nurse scholars for the areas of teaching and research since 1986. Because the doctoral program is academic, research-based program there is no clinical practice requirement in the course of study. All students enrolled in the Ph.D. program are assumed to be licensed registered nurses and hold a master's degree, preferably in nursing. The Ph.D. program focuses on health promotion, protection and restoration with an emphasis on vulnerable populations.

The Ph.D. program prepares nurse scholars and researchers to make tangible and socially relevant contributions both to the profession and to the larger society. It is centered around developing and maintaining an active, dialogical learning community, one in which faculty and students are viewed as co-learners and which embraces communities of professionals and the larger society. For more detailed information concerning the Ph.D. program in nursing, please contact the Office of Academic Assistance.

Ph.D. Program Curriculum

- Admissions information
- Application Deadlines
- FAQ
- Accreditation and Approval
Appendix D3-a
Degree Requirements for Undergraduate Programs

Traditional Program

The traditional program is for undergraduate students who are seeking a B.S. with a major in nursing. This program is to be completed in three years, after completion of all prerequisite coursework.

### How to Apply

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<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>STEP 1</strong>:</td>
<td>Contact the Office of Undergraduate Admissions to determine how to apply to the university as a degree-seeking undergraduate student. Do not apply as a postbaccalaureate student.</td>
</tr>
<tr>
<td><strong>STEP 2</strong>:</td>
<td>View pre-requisite information and the suggested curriculum for the semester in which you are applying. Fall, Spring</td>
</tr>
<tr>
<td><strong>STEP 3</strong>:</td>
<td>Submit your complete nursing application to the Office of Academic Assistance. Click here for an application to the traditional program</td>
</tr>
<tr>
<td><strong>STEP 4</strong>:</td>
<td>Register for and take the Nursing Entrance Exam.</td>
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### Application Updates

If you applied to the Byrdine F. Lewis School of Nursing last semester, you may be eligible for an application update. Update forms may only be used to reactivate a complete nursing application for one additional semester. Please be aware that pre-requisites may have changed from the previous semester. This form may be submitted once per completed full application, and can only be used to apply to the next available semester. Applications completed one year prior or more cannot be reactivated. A new entrance exam cannot be applied to an Application Update. Those applicants who wish to retake the entrance exam should submit a new nursing application with the supporting materials.

**Download update form**

### Important Links

- Entrance Exam
- Nursing Academic Advisement
- FAQ
- Tuition and Fees
- Scholarships and Financial Aid
- Accreditation and Approval
- Nursing Education & Career Options

**NOTE**: You must be accepted by Georgia State University as a degree-seeking undergraduate student before your nursing application will be reviewed. Nursing applicants that have not been accepted by Georgia State by our nursing application deadline will not be considered for admission for the semester in which you are applying. Please contact Georgia State’s Undergraduate Admissions Office regarding processing time for your university application.
All applicants to the Traditional Program must have a minimum program GPA of 2.5 to be considered for admission.

**FRESHMAN YEAR**

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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 1101* (3 hrs)</td>
<td>Engl 1102* (3 hrs)</td>
<td>Biol 2300* (3 hrs)</td>
</tr>
<tr>
<td>Biol 1110* (4 hrs)</td>
<td>Biol 1120* (4 hrs)</td>
<td>Biol 2310* (1 hr)</td>
</tr>
<tr>
<td>Chem 1151K* (4 hrs)</td>
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</tr>
<tr>
<td>Math 1111* (3 hrs)</td>
<td>Nurs 2010* (3 hrs)</td>
<td>Psyc 1101* (3 hrs)</td>
</tr>
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**PREREQUISITES:** Nursing applications for fall admissions must be submitted by March 1st of the freshman year. Early applications are recommended. All courses in the freshman year with the exception of Psyc 1101, Nurs 2010, and Phil 1010 MUST be taken prior to beginning the nursing sequence. Anatomy and Physiology I and II (Biol 1110K and 1120K) and Abnormal Psychology (Psyc 3140) must be completed within five years prior to beginning the nursing sequence.

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<th>Fall Semester (T3)</th>
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GEORGIA STATE UNIVERSITY CORE CURRICULUM

A. **Essential Skills:**

Engl 1101 (Composition I)
Engl 1102 (Composition II)
Math 1101 (Math Modeling) or Math 1111 (College Algebra)

B. **Institutional Options:**

Select 2 courses from:
Phil 1010 (Critical Thinking)
Spch 1000 (Human Communication)
Pers 2001 (Perspective in Comparative Culture)
Pers 2002 (Scientific Perspectives on Global Problems)

C. **Humanities and Fine Arts:**

Select one course from two of the three categories below:

**Humanities:**
Engl 2110 (World Literature)
Engl 2120 (British Literature)
Engl 2130 (American Literature)
Phil 2010 (Great Questions of Philosophy)
Spch 2050 (Media, Culture and Society)

**Fine Arts:**
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MuA 1500 (Jazz: Its Origins, Styles and influence)
MuA 1900 (Dramatic Music from the Renaissance through the 20th Century)
MuA 1930 (Survey of Music from Bach to Bernstein)
Thea 2040 (Introduction to the Theatre)

**Foreign Language:**
Any foreign language course numbered 1002 or higher.

D. **Science, Mathematics and Technology:**

Chem 1151K (General Chemistry I)
Chem 1152K (General Chemistry II)
Math 1070 (Elementary Statistics)

E. **Social Sciences:**

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Select one course from:
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Econ 2100 (The Global Economy)
Psyc 1101 (Introduction to General Psychology)

F. **Courses Related to Program of Study:**

Biol 1110K (Human Anatomy and Physiology I)
Biol 1120K (Human Anatomy and Physiology II)
Biol 2300/2310 (Microbiology and Public Health/Lab)
Nurs 2010 Health and Human Development
Suggested Curriculum Plan – B.S. Degree with a Major in Nursing

TRADITIONAL Option, SPRING Admission

All applicants to the Traditional Program must have a minimum program GPA of 2.5 to be considered for admission.

FRESHMAN YEAR

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PREREQUISITES: Nursing applications for spring admissions must be submitted by October 1st of the freshman year. Early applications are recommended. All courses in the freshman year with the exception of Psyc 1101, Nurs 2010, and Phil 1010 MUST be taken prior to beginning the nursing sequence. Anatomy and Physiology I and II (Biol 1110K and 1120K) and Abnormal Psychology (Psyc 3140) must be completed within five years prior to beginning the nursing sequence.

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### Georgia State University Core Curriculum

#### A. Essential Skills:
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- Engl 1102 (Composition II)
- Math 1101 (Math Modeling) or Math 1111 (College Algebra)

#### B. Institutional Options:
- Select 2 courses from:
  - Phil 1010 (Critical Thinking)
  - Spch 1000 (Human Communication)
  - Pers 2001 (Perspective in Comparative Culture)
  - Pers 2002 (Scientific Perspectives on Global Problems)

#### C. Humanities and Fine Arts:
- Select one course from two of the three categories below:
  - **Humanities:**
    - Engl 2110 (World Literature)
    - Engl 2120 (British Literature)
    - Engl 2130 (American Literature)
    - Phil 2010 (Great Questions of Philosophy)
  - **Fine Arts:**
    - Art 1700 (Survey of Art I)
    - Art 1750 (Survey of Art II)
    - Art 1850 (Survey of Art III)
  - **Film:**
    - Film 2700 (History of the Motion Picture)
  - **Music:**
    - MuA 1500 (Jazz: Its Origins, Styles and influence)
    - MuA 1900 (Dramatic Music from the Renaissance through the 20th Century)
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    - Thea 2040 (Introduction to the Theatre)

  - **Foreign Language:**
    - Any foreign language course numbered 1002 or higher.

#### D. Science, Mathematics and Technology:
- Chem 1151K (General Chemistry I)
- Chem 1152K (General Chemistry II)
- Math 1070 (Elementary Statistics)

#### E. Social Sciences:
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- Psyc 1101 (Introduction to General Psychology)

F. Courses Related to Program of Study:

  - Biol 1110K (Human Anatomy and Physiology I)
  - Biol 1120K (Human Anatomy and Physiology II)
  - Biol 2300/2310 (Microbiology and Public Health/Lab)
  - Nurs 2010 Health and Human Development
Accelerated Program

The accelerated program is for students who have already completed all undergraduate core course work, who want a fast-paced, rigorous course of study. This program is to be completed in 16 months.

How to Apply

**STEP 1:** Contact the Office of Undergraduate Admissions to determine how to apply to the university as a degree-seeking undergraduate student. *Do not apply as a postbaccalaureate student.*

If you have attended or been accepted to Georgia State for a previous semester, but have not taken courses for the past academic year or have taken courses as a transient student, you will need to apply to the university as a re-entry, degree-seeking undergraduate student. *Do not apply as a postbaccalaureate student.*

**STEP 2:** View pre-requisite information and the suggested curriculum for the semester in which you are applying. *Fall, Spring*

**STEP 3:** Submit your complete nursing application to the Office of Academic Assistance. [click here for an application to the accelerated program]

**STEP 4:** Register for and take the Nursing Entrance Exam.

Application Updates

If you applied to the Byrdine F. Lewis School of Nursing last semester, you may be eligible for an application update. Update forms may only be used to reactivate a complete nursing application for one additional semester. Please be aware that pre-requisites may have changed from the previous semester. This form may be submitted once per completed full application, and can only be used to apply to the next available semester. Applications completed one year prior or more cannot be reactivated. A new entrance exam cannot be applied to an application update. Those applicants who wish to retake the entrance exam should submit a new nursing application with the supporting materials.

[Download update form]

Important Links

- [Entrance Exam](#)
- [Nursing Academic Advisement](#)
- [FAQ](#)
- [Tuition and Fees](#)
- [Scholarships and Financial Aid](#)
- [Accreditation and Approval](#)
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All applicants to the Accelerated Program with a bachelor’s degree must have a minimum program GPA of 2.8 to be considered for admission.
All applicants to the Accelerated Program without a bachelor’s degree must have a minimum program GPA of 3.0 to be considered for admission.

**PREREQUISITE COURSES**

Chem 1151K-1152K (Survey of Chemistry I and II) OR Biol 1107K-1108K (Principles of Biology I and II, if already taken)
Biol 1110K-1120K (Human Anatomy and Physiology I and II) must be completed within 5 years prior to beginning the nursing sequence
Biol 2300 (Microbiology and Public Health)
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Psyc 3140 (Abnormal Psychology) must be completed within 5 years prior to beginning the nursing sequence
Math 1070 (Statistics)
HHS 3000 (Communication/Cultural Diversity) must be taken at Georgia State
Nurs 2010 (Health and Human Development) must be taken at Georgia State

**All core course requirements must be satisfied before entering into the nursing program by way of…**
A. Completion of a previous bachelor’s degree
   OR
B. Completion of core course requirements for a Bachelor of Science with a major in Nursing degree as outlined in the current Georgia State University Undergraduate Catalog. (see Core Curriculum below)

**All Georgia legislative requirements must be satisfied before entering into the nursing program. These include…**
A. A reading and writing competency examination (Regents’ Test) AND
B. Examinations or comparable courses in United State history, Georgia history, the United States Constitution and the Georgia Constitution.

Information on the legislative requirements is available from the Georgia State University Counseling Center, located on the web at www.gsu.edu/counseling.

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**Humanities:**
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Any foreign language course numbered 1002 or higher.

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Chem 1151K (General Chemistry I)
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Nurs 2010 Health and Human Development
Transfer Program

The transfer program allows for students who have already begun nursing courses at one school, to apply for transfer into the traditional or accelerated program at Georgia State University to complete their studies. **DO NOT USE THIS APPLICATION IF YOU HAVE NOT YET TAKEN NURSING COURSES.**

How to Apply

**STEP 1:** Contact the [Office of Undergraduate Admissions](#) to determine how to apply to the university as a degree-seeking undergraduate student. **Do not apply as a postbaccalaureate student.**

If you have attended or been accepted to Georgia State for a previous semester, but have not taken courses for the past academic year or have taken courses as a transient student, you will need to apply to the University as a re-entry, degree-seeking undergraduate student. **Do not apply as a postbaccalaureate student.**

**STEP 2:** Submit your complete nursing application to the Office of Academic Assistance. [click here for an application to the transfer program](#)

**STEP 3:** Register for and take the [Nursing Entrance Exam](#).

Important Links

- Entrance Exam
- Nursing Academic Advisement
- FAQ
- Tuition and Fees
- Scholarships and Financial Aid
- Accreditation and Approval
- Nursing Education & Career Options

**NOTE:** You must be accepted by Georgia State University as a degree-seeking undergraduate student before your nursing application will be reviewed. Nursing applicants that have not been accepted by Georgia State by our nursing application deadline will not be considered for admission for the semester in which you are applying. Please contact Georgia State’s Undergraduate Admissions Office regarding processing time for your university application.
R.N. to B.S. Bridge Program

The R.N. to B.S. bridge program allows experienced registered nurses who are graduates of accredited associate degree and diploma nursing programs to earn a bachelor's degree in a streamlined format. After completion of core and support course requirements, this program can be completed in slightly more than a year of study. This program admits for the fall semester only.

How to Apply

<table>
<thead>
<tr>
<th><strong>How to Apply</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1</strong>: Contact the <a href="#">Office of Undergraduate Admissions</a> to determine how to apply to the university as a degree-seeking undergraduate student. <strong>Do not apply as a postbaccalaureate student.</strong></td>
</tr>
</tbody>
</table>

If you have attended or been accepted to Georgia State for a previous semester, but have not taken courses for the past academic year or have taken courses as a transient student, you will need to apply to the University as a re-entry, degree-seeking undergraduate student. **Do not apply as a postbaccalaureate student.**

| **STEP 2**: View pre-requisite information and the suggested curriculum [here](#). |
| **STEP 3**: Submit your complete nursing application to the Office of Academic Assistance. [click here for an application](#) to the RN-BS Bridge program |

| **STEP 4**: Register for and take the Nursing Entrance Exam. |

Important Links

- Entrance Exam
- Nursing Academic Advisement
- FAQ
- Tuition and Fees
- Scholarships and Financial Aid
- Accreditation and Approval

**NOTE**: You must be [accepted](#) by Georgia State University as a degree-seeking undergraduate student before your nursing application will be reviewed. Nursing applicants that have not been accepted by Georgia State by our nursing application deadline will not be considered for admission for the semester in which you are applying. Please contact Georgia State’s Undergraduate Admissions Office regarding processing time for your university application.
Byrdine F. Lewis School of Nursing

Child Health Program in Nursing The Child Health CNS/PNP option focuses in the preparation of clinical experts with advanced competencies and emphasizes excellence in practice, critical thinking, inquiry, leadership, self-awareness and empowerment. The curriculum consists of a minimum of 48 semester hours of study. Full-time and part-time study may be selected. Each student’s program of study will be planned at the time of admission. Students will be advised of any curricular changes at that time.

Graduates of the Child Health CNS/PNP option are employed in a variety of clinical and ambulatory settings are eligible for certification by the American Nurses Credentialing Center and the National Certification Board of Pediatric Nurse Practitioners & Nurses (NCPNP/N).

Core Courses
Nurs 7310: Advanced Pathophysiological Concepts in Nursing –Part 1 3
Nurs 7320: Advanced Pathophysiological Concepts in Nursing –Part 2 3
Nurs 7500: Advanced Health Assessment 3
Nurs 7550: Pharmacology for the Advanced Practice Nurse 3
Nurs 7600: The Culture of Health Care 2
Nurs 7940: Advance Professional Nurse Practice Issues 2
Nurs 7000: Research for Advanced Practice Nurses 3

OR
HHS 6000: Research Methods for Health and Human Science Professional 3
Nurs 7900: Theoretical Foundation for Advance Practice Nursing 3

Specialty Courses
Nurs/PCN 7420: Common Health Problems and Issues Pertinent to Children and Adolescents 9
Nurs/PCN 7430: Chronic Health Problems in Children and Adolescents 7
Nurs/PCN 7440: Advanced Practicum in Child Health 10

TOTAL SEMESTER HOUR REQUIREMENT 48

For further information and application materials, contact:

Barbara Smith or
Office of Academic Assistance
College of Health & Human Sciences
Georgia State University
P.O. Box 3995
Atlanta, GA 30302-3995
404-651-3834

or

Cecelia Grindel, Ph.D., RN
Assoc. Dir. for Graduate Nursing Programs
Georgia State University
Byrdine F. Lewis School of Nursing
P.O. Box 4019
Atlanta, GA 30302-4019
404-651-3212

(March 2005)
Byrdine F. Lewis School of Nursing

Family Nurse Practitioner Program in Nursing option focuses in the preparation of clinical experts with advanced competencies and emphasizes excellence in practice, critical thinking, inquiry, leadership, self-awareness and empowerment. The curriculum consists of a minimum of 48 semester hours of study. Full-time and part-time study may be selected. Each student’s program of study will be planned at the time of admission. Students will be advised of any curricular changes at that time.

Graduates of the Family Nurse Practitioner option are employed in a variety of clinical and ambulatory settings are eligible for certification by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

Core Courses
Nurs 7310: Advanced Pathophysiological Concepts in Nursing – Part 1 3
Nurs 7320: Advanced Pathophysiological Concepts in Nursing – Part 2 3
Nurs 7500: Advanced Health Assessment 3
Nurs 7550: Pharmacology for the Advanced Practice Nurse 3
Nurs 7600: The Culture of Health Care 2
Nurs 7940: Advance Professional Nurse Practice Issues 2
Nurs 7000: Research for Advanced Practice Nurses 3

OR
HHS 6000: Research Methods for Health and Human Science Professionals
Nurs 7900: Theoretical Foundations for Advance Practice Nursing 3

Specialty Courses
Nurs/Cohn 7340: Common Health Problems of Adults 10
Nurs/Cohn 7342: Common Health Problems of Children and Adolescents 6
Nurs/Cohn 7350: Common Health Problems in Women 6
Nurs/Cohn 7360: Advanced Family Nurse Practicum 4

TOTAL SEMESTER HOUR REQUIREMENT 48

For further information and application materials, contact:
Barbara Smith
or
Cecelia Grindel, Ph.D., RN
Office of Academic Assistance
Assoc. Dir. for Graduate Nursing Programs
College of Health & Human Sciences
Georgia State University
P.O. Box 3995
Georgia State University
Atlanta, GA 30302-3995
P.O. Box 4019
Atlanta, GA 30302-4019
404-651-3834
404-651-3212

(March 2005)
Byrdine F. Lewis School of Nursing

Perinatal Women’s Health Program in Nursing  

The Perinatal/Women’s Health CNS/NP option focuses in the preparation of clinical experts with advanced competencies and emphasizes excellence in practice, critical thinking, inquiry, leadership, self-awareness and empowerment. The curriculum consists of a minimum of 48 semester hours of study. Full-time and part-time study may be selected. Each student’s program of study will be planned at the time of admission. Students will be advised of any curricular changes at that time.

Graduates of the Perinatal/Women’s Health CNS/NP option are employed in a variety of clinical and ambulatory settings are eligible for certification by the National Certification Corporation (NCC).

Core Courses

- Nurs 7310: Advanced Pathophysiological Concepts in Nursing –Part 1 3
- Nurs 7320: Advanced Pathophysiological Concepts in Nursing –Part 2 3
- Nurs 7500: Advanced Health Assessment 3
- Nurs 7550: Pharmacology for the Advanced Practice Nurse 3
- Nurs 7600: The Culture of Health Care 2
- Nurs 7940: Advance Professional Nurse Practice Issues 2
- Nurs 7000: Research for Advanced Practice Nurses 3

OR

- HHS 6000: Research Methods for Health and Human Science Professional 3
- Nurs 7900: Theoretical Foundations for Advance Practice Nursing 3

Specialty Courses

- NURS/Cohn 7340: Common Health Problems of Adults 10
- NURS/PWH 7080: Advanced Practice in Ambulatory Health Care of Women 7
- NURS/PWH 7090: Advanced Practice with the Childbearing Family 9

TOTAL SEMESTER HOUR REQUIREMENT 48

For further information and application materials, contact:

Barbara Smith  
Office of Academic Assistance  
College of Health & Human Sciences  
Georgia State University  
P.O. Box 3995  
Atlanta, GA 30302-3995  
404-651-3834

or

Cecelia Grindel, Ph.D., RN  
Assoc. Dir. for Graduate Nursing Programs  
Georgia State University  
Byrdine F. Lewis School of Nursing  
University Plaza  
Atlanta, GA 30302-4019  
404-651-3212

(March 2005)
College of Health and Human Sciences
School of Nursing

PhD Curriculum

Nurs 8035: Theoretical and Philosophical Foundations of Nursing (3)
Nurs 8040: Theory Construction (3)
Nurs 8000: Human-Environment Interactions (3)
Nurs 8100: Health in Vulnerable Populations (3)
Nurs 8205: Ethics for Research Scientists (3)
Nurs 8045: Introduction to Adv. Nursing Research (3)
Nurs 8050: Quantitative Research Methods I (3)
Nurs 8051: Quantitative Research Methods II (3)
Nurs 8012: Qualitative Research Methods (3)
HHS 8200: Instrument Evaluation and Construction (3)
Multivariate Statistics (3)
Additional Statistics or Methods course (3)
Individualized Area of Concentration (12)
Nurs 8070 Comprehensive Examination (3)
Nurs 9990 Doctoral Dissertation (9)

TOTAL CREDIT HOUR REQUIREMENT 60

(Approved by School of Nursing Faculty 12-11-01)
Byrdine F. Lewis School of Nursing

**Psychiatric Mental Health Program in Nursing** CNS option focuses on the preparation of clinical experts with advanced competencies and emphasizes excellence in practice, critical thinking, inquiry, leadership, self-awareness and empowerment. The curriculum consists of a minimum of 48 semester hours of study. Full-time and part-time study may be selected. Each student’s program of study will be planned at the time of admission. Students will be advised of any curricular changes at that time.

Graduates of the Psychiatric/Mental Health CNS option are employed in a variety of clinical settings and are eligible for certification by the American Nurses Credentialing Center.

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Nurs 7310</td>
<td>Advanced Pathophysiological Concepts in Nursing – Part 1</td>
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</tr>
<tr>
<td>Nurs 7320</td>
<td>Advanced Pathophysiological Concepts in Nursing – Part 2</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 7500</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 7550</td>
<td>Pharmacology for the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 7600</td>
<td>The Culture of Health Care</td>
<td>2</td>
</tr>
<tr>
<td>Nurs 7940</td>
<td>Advanced Professional Nurse Practice Issues</td>
<td>2</td>
</tr>
<tr>
<td>Nurs 7000</td>
<td>Research for Advanced Practice Nurses</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS 6000</td>
<td>Research Methods for Health and Human Science Professionals</td>
<td></td>
</tr>
<tr>
<td>Nurs 7900</td>
<td>Theoretical Foundations for Advance Practice Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Specialty Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS/PMHN 7120</td>
<td>Theories of Advanced Psychiatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS/PMHN 7140</td>
<td>Interventions in Psychiatric Mental Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS/PMHN 7160</td>
<td>Psychiatric Mental Health Nursing of Families</td>
<td>3</td>
</tr>
<tr>
<td>NURS/PMHN 7180</td>
<td>Special Topics in Psychiatric Mental Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS/PMHN 7200</td>
<td>Practicum I in Psychiatric Mental Health Nursing</td>
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</tr>
<tr>
<td>NURS/PMHN 7220</td>
<td>Practicum II in Psychiatric Mental Health Nursing</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives 5

**TOTAL SEMESTER HOUR REQUIREMENT** 48

For further information and application materials, contact:

Barbara Smith  
Office of Academic Assistance  
College of Health & Human Sciences  
Georgia State University  
P.O. Box 4019  
Atlanta, GA 30302-3995  
404-651-3834  

or  
Cecelia Grindel, Ph.D., RN  
Assoc. Dir. for Graduate Nursing Programs  
Georgia State University  
P.O. Box 4019  
Atlanta, GA 30302-4019  
404-651-3212

(March, 2005)
Appendix D1-a

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN NURSING

LEARNING OUTCOMES ASSESSMENT PLAN

The baccalaureate degree program enables: The curriculum model for the baccalaureate program consists of 123 credit hours. This includes: Students may apply for admission into the generic program (traditional track or accelerated track) or the RN-BS program.

Objectives of the undergraduate program are to prepare graduates who:

1. Integrate knowledge of self, science, and the humanities when providing nursing care to individuals, families, groups or the community.
2. Apply concepts and theories as a basis for problem solving, decision-making, and critical thinking in nursing.
3. Collaborate with individuals, families, groups, the community and other health care providers to maximize positive health patterns.
4. Demonstrate respect for human diversity when providing nursing care to individuals, families, groups, or the community.
5. Incorporate knowledge of the effects of sociopolitical, economic and ecological forces on nursing and provision of health care.
6. Incorporate knowledge of ethical and legal issues in providing nursing care.
7. Integrate knowledge from nursing research in caring for individuals, families, groups and the community.
8. Apply current standards of professional nursing practice in providing care to individuals, families, groups, and the community.
9. Demonstrate an awareness of the value of professional commitment.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Expected Outcomes</th>
<th>Assessment Methods/Timeline</th>
<th>Outcomes</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate knowledge of self, science, and the humanities when providing nursing care to individuals, families, groups or the community.</td>
<td>80% of the graduates of the undergraduate generic program who take the NCLEX will pass on the first attempt.</td>
<td>The Georgia Board of Nursing provides official data on student success on the NCLEX.</td>
<td>2004 – 83% passed on first attempt 2005 – as of 6/7/05 – 92% passed on first attempt</td>
<td>Outcome achieved. Faculty will strive to work with students to increase first time pass rate above stated standard.</td>
</tr>
<tr>
<td>90% of the graduates of the undergraduate generic program will have a passing score on the exit examination on their first attempt.</td>
<td>Data on student performance on the exit examination (ERI RN Pre-Assessment Examination) are collected by the Associate Director for the Undergraduate Programs in December and May of each academic year.</td>
<td>December 2004 – 98% May 2005 – 100%</td>
<td>Outcome achieved.</td>
<td></td>
</tr>
<tr>
<td>Apply concepts and theories as a basis for problem solving, decision-making, and critical thinking in nursing.</td>
<td>85% of the graduating seniors taking a standardized critical thinking test will receive a passing score on their first attempt.</td>
<td>Graduating seniors will take a standardized test on critical thinking (ERI Critical Thinking Test) and complete the EBI End of Program Evaluation in the last semester of their nursing program.</td>
<td>December 2004 grads - 93% passed May 2005 grads - 83% passed**</td>
<td>Outcome achieved</td>
</tr>
<tr>
<td>The graduating seniors will achieve a mean score of 5 or greater (range 1-7; range greater than moderately to extremely) on EBI End of Program Evaluation: #57 To what degree did the nursing program teach you to integrate theory to develop a foundation for practice.</td>
<td>The Associate Director for the Undergraduate Programs will oversee the collection and management of the data and will analyze student performance on the critical thinking annually for each graduating class.</td>
<td>Combine average of all graduates taking critical thinking test 2004-2005 – 88% ** Used national average as the passing score. 2003-2004* - Mean Score - 5.13</td>
<td>Outcome achieved</td>
<td></td>
</tr>
</tbody>
</table>
## BS Program-Outcomes Assessment Plan

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Expected Outcomes</th>
<th>Assessment Methods/Timeline</th>
<th>Outcomes</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with individuals, families, groups, the community and other health care providers to maximize positive health patterns.</td>
<td>95% of the students will receive a grade of satisfactory for their performance in the clinical practica courses (NURS 3520, NURS 3620, NURS 3720, NURS 3820, NURS 3920, NURS 4610) in the section: The student will engage in multidisciplinary activities.</td>
<td>The Clinical Performance Evaluation tool is used to assess student performance in the clinical setting. Data are collected at the end of each clinical rotation by the Clinical Faculty Coordinators and stored in student files. The Associate Director of the Undergraduate Programs collects the aggregate data on the students’ performance in clinical settings.</td>
<td>December 2004 - 100% May 2005 – 100%</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td>Demonstrate respect for human diversity when providing nursing care to individuals, families, groups, or the community.</td>
<td>100% of the graduates of the undergraduate nursing program will demonstrate respect for human diversity when providing nursing care to individuals, families, groups, or the community.</td>
<td>The Clinical Performance Evaluation tool is used to assess student performance in the clinical setting. Data are collected at the end of each clinical rotation by Clinical Faculty Coordinators and stored in student files. The Associate Director of the Undergraduate Programs collects the aggregate data on the students’ performance in clinical settings.</td>
<td>December 2004 - 100% May 2005 – 100%</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td>The graduating seniors will achieve a mean score of 5 or greater (range 1-7; range greater than moderately to extremely) on EBI End of Program Evaluation on the following items:</td>
<td>To what degree did the nursing program teach you to: #33. act as an advocate for vulnerable populations. #35. provide culturally competent care.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome</td>
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<tr>
<td>Incorporate knowledge of the effects of sociopolitical, economic and ecological forces on nursing and provision of health care.</td>
<td>95% of the students will receive a grade of C or higher in a selected policy course.</td>
<td>Students will receive a grade of C or higher in HHS 3300 <em>Policy.</em> Student grades will be collected by the Associate Director for the Undergraduate Programs.</td>
<td>Spring 2005 – 100% received a grade of C or better</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td></td>
<td>95% of the students will receive a grade of satisfactory for their performance in the clinical practica courses (NURS 3520, NURS 3620, NURS 3720, NURS 3820, NURS 3920, NURS 4610) where they incorporate their knowledge of the effects of sociopolitical, economic and ecological forces on nursing and the provision of health care.</td>
<td>The Clinical Performance Evaluation tool is used to assess student performance in the clinical setting. Data are collected at the end of each clinical rotation by the Clinical Faculty Coordinators and stored in student files. The Associate Director of the Undergraduate Programs collects the aggregate data on the students’ performance in clinical settings.</td>
<td>December 2004 – 100% May 2005 – 98%</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td></td>
<td>The graduating seniors will achieve a mean score of 5 or greater (range 1-7; range greater than moderately to extremely) on EBI End of Program Evaluation on the following items: To what degree did the nursing program teach you to: #53 Understand the effects of health policies on diverse populations #54. Understand the global health care environment. #55. Understand how health care delivery systems are organized. #56. Incorporate knowledge of cost factors when delivering care.</td>
<td>Students complete the EBI End of Program Evaluation in the last semester of their nursing program. A report is sent to the Director and Associate Director of the Undergraduate Programs.</td>
<td>#53: 2003-2004* Mean score - 5.43 #54: 2003-2004* Mean score – 5.21 #55: 2003-2004* Mean score – 5.12 #56: 2003-2004* Mean score – 5.00</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Expected Outcomes</td>
<td>Assessment Methods/Timeline</td>
<td>Outcomes</td>
<td>Assessment Summary</td>
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</tr>
<tr>
<td><strong>Incorporate knowledge of ethical and legal issues in providing nursing care.</strong></td>
<td>95% of the students will receive a grade of satisfactory for their performance in the clinical practica courses (NURS 3520, NURS 3620, NURS 3720, NURS 3820, NURS 3920, NURS 4610) where they incorporate their knowledge of the ethical and legal issues in providing nursing care.</td>
<td>The Clinical Performance Evaluation tool is used to assess student performance in the clinical setting. Data are collected at the end of each clinical rotation by the Clinical Faculty Coordinators and stored in student files. The Associate Director of the Undergraduate Programs collects the aggregate data on the students’ performance in clinical settings.</td>
<td>December 2004 – 100% May 2005 – 98%</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td><strong>The graduating seniors will achieve a mean score of 5 or greater (range 1-7; range greater than moderately to extremely) on EBI End of Program Evaluation on the following items: To what degree did the nursing program teach you to: #52. Apply an ethical decision-making framework to clinical situations.</strong></td>
<td></td>
<td></td>
<td>2003-2004* Mean score – 5.61</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td><strong>Integrate knowledge from nursing research in caring for individuals, families, groups and the community.</strong></td>
<td>95% of the students [need to qualify what students] will receive a C or higher in a selected research methods course.</td>
<td>Data on student performance in HHS3500 Research Methods will be collected by the Associate Director for the Undergraduate Programs.</td>
<td>100% of all students accepted in to the nursing program who enrolled in this course in Fall 2004 and SP 2005 passed the course with a C or higher.</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td></td>
<td>10% of the graduates will report participating in quality assurance and/or research initiatives within 3 years of graduation. <a href="#">Check on Alumni Form</a></td>
<td>Alumni surveys are distributed by the GSU Alumni Office. Data from the survey are returned to the Director and Associate Director for Undergraduate Programs.</td>
<td>Needs data.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Expected Outcomes</td>
<td>Assessment Methods/Timeline</td>
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</tr>
<tr>
<td>Apply current standards of professional nursing practice in providing care to individuals, families, groups, and the community.</td>
<td>95% of the students will receive a grade of satisfactory for their performance in the clinical practica courses (NURS 3520, NURS 3620, NURS 3720, NURS 3820, NURS 3920, NURS 4610) where they demonstrate application of current standards of professional nursing practice.</td>
<td>The Clinical Performance Evaluation tool is used to assess student performance in the clinical setting. Data are collected at the end of each clinical rotation by the Clinical Faculty Coordinators and stored in student files. The Associate Director of the Undergraduate Programs collects the aggregate data on the students’ performance in clinical settings.</td>
<td>Fall 2004 – 98% received a grade of satisfactory Spring 2005 – 99% received a grade of satisfactory</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td>Demonstrate an awareness of the value of professional commitment.</td>
<td>35% of the juniors and seniors will be eligible for membership in Sigma Theta Tau International, the honor society for nurses.</td>
<td>Data on students who are invited to join Sigma Theta Tau International will be collected by the Associate Director for the Undergraduate Programs.</td>
<td>35% were eligible and invited to join in both December 2004 and May 2005.</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td>15% of the graduates will be actively involved in a professional nursing organizational by 3 years post-graduation.</td>
<td>On the 3-year alumni survey, students will be asked if they are members in a professional nursing organization. Check out alumni survey form.</td>
<td></td>
<td>Need data</td>
<td></td>
</tr>
</tbody>
</table>

*EBI data based on 2003-2004 academic year report; data for 2004-2005 will not be available until July 2005*
APPENDIX D1-b

MASTER OF SCIENCE WITH A MAJOR IN NURSING PROGRAM

LEARNING OUTCOMES ASSESSMENT PLAN

The master’s degree program enables nurses to attain specialized knowledge and skills needed to implement leadership roles in advanced practice. The curriculum model for the master’s program consists of 48 semester hours. This includes 19 semester hours of Nursing Core Courses and 29 semester hours of specialty content. Students may choose the specialty area/role preparation of Adult Health Clinical Nurse Specialist; Child Health merged Clinical Nurse Specialist/ Pediatric Nurse Practitioner or Perinatal /Women’s Health merged Clinical Nurse Specialist/Women’s Health Nurse Practitioner; Family Nurse Practitioner (FNP); and Adult Psychiatric-Mental Health Clinical Nurse Specialist. Electives occur only in the non-merged CNS tracks.

Objectives of the master’s program are to prepare advanced practice nurses who:

1. Integrate knowledge of self, science and the humanities in advanced practice nursing.
2. Evaluate concepts and theories in nursing as a basis for advanced practice nursing.
3. Initiate activities that promote nursing and improvement of health and health care.
4. Engage in research to support and promote nursing knowledge, and to improve advanced practice nursing.
5. Collaborate with individuals, families, communities and others for the purpose of providing nursing care and promoting health and wellness.
6. Analyze the influence of socio-political, economic and ecological forces on nursing practice, health, health care delivery, and health care providers.
7. Incorporate knowledge of legal and ethical issues in advanced practice nursing.
8. Demonstrate professional commitment.
9. Demonstrate behaviors consistent with the selected advanced practice role.

Note: Alumni data for Year 2004: Data were not collected due to a transition in Associate Director for Graduate Programs

**NOTE: Outcomes for the MS program have been derived from the program objectives.**
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Expected Outcomes</th>
<th>Assessment Methods/Timeline</th>
<th>Outcomes</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| 1. Integrate knowledge of science and the humanities in advanced practice nursing.| 80% of master's graduates of the master's program who take a certification exam in their areas of master's specialization will pass the exams on the first attempt. | Reports from individual graduates and certifying bodies are collected by the respective master's specialty coordinators and the Associate Director for the Graduate Nursing Programs on an ongoing basis. | **Certification Results:**  
2002: 100% (40/40)*  
2003: 87.5% (7/8)  
2004: 100% (12/12)  
2005: Data collection in process | *Self-reports by students are the only source of data for outcomes for certification for the majority of the certification programs. | Outcome achieved. |
| 2. Evaluate concepts and theories in nursing as a basis for advanced practice nursing. | 75% of students who enroll in and successfully complete their first semester of master's level coursework will successfully complete the requirements for graduation with a M.S. degree in nursing. | Students must maintain a "B" average in the nursing program (3.0). A graduate student whose cumulative grade point average falls below 3.0 at the end of a semester will receive a warning from the College. If at the end of the next 12 semester hours of enrollment a 3.0 cumulative grade point average is not achieved, the student will be withdrawn from the graduate program. | **Successful Completion of First Semester Coursework:**  
Spring 2005: 100% (58/58)  
Fall 2004: 73.5% (72/98)* | * Note: An unusual number of students failed HHS7100 Advanced Pathophysiology | The outcome was achieved in Spring 2005. In Fall 2004 an unusual number of students failed HHS7100 Advanced Pathophysiology. An assessment of the course and exams was completed. Rumors of student access to the course exams resulted in the development of new exams which did have a slightly lower class mean than experienced in Fall 2003. |
| 3. Initiate activities that promote nursing and improvement of health and health care. | 85% of master's graduates will be practicing in their area of master's specialization by 1 year post-graduation. | **1-year Alumni Survey**  
Item 1: Since completing your master's degree, have you been employed in a position for which your master's degree in nursing specifically prepared you?  
Item 2: Are you currently employed in a position for which your master's degree in nursing specifically prepared you? | **Employment in Specialty Area**  
1-Year Post-Graduation  
2002: 83% (10/12)  
2003: 93% (14/15)  
2004: Data not collected due to change in administration  
2005: Data collection in process | Although these data suggest that we achieved the outcome in 2003 and nearly achieved the outcome in 2002, the limited response rate from alumni makes this difficult to interpret. However, word-of-mouth suggests that our certification pass rate is above 85% |
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Expected Outcomes</th>
<th>Assessment Methods/Timeline</th>
<th>Outcomes</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| 4. Engage in research to support and promote nursing knowledge, and to improve advanced practice nursing. | 10% of master’s graduates will be involved in some kind of scholarly activity by 5 years post-graduation. 5% of master’s graduates will see post-master’s education by 5 years post-graduation | Item 6: Since completion of your master’s degree, have you done any of the following: served as a consultant, published in a refereed journal, published in a non-refereed journal, given a presentation at a professional meeting, served on an editorial board, been involved in research activities, been involved in community service activities, completed a continuing education program, enrolled in a post-master’s certificate program, completed a post-master’s certificate program completed a doctoral program? | **Consultant:** 5-Year Post Graduation  
2002: 34% (11/33)  
2003: 40% (4/10)  
2004: Not collected*  
2005: Data collection in process  

**Published in refereed journal:**  
2002: 18% (6/33)  
2003: 30% (3/10)  
2004: Not collected*  
2005: Data collection in process  

**Presented at a professional meeting:**  
2002: 46% (15/33)  
2003: 70% (7/10)  
2004: Not collected*  
2005: Data collection in process  

**Served on editorial board:**  
2002: 3% (1/33)  
2003: 10% (1/10)  
2004: Not collected*  
2005: Data collection in process  

**Been involved in research activities:**  
2002: 79% (26/33)  
2003: 50% (5/10)  
2004: Not collected*  
2005: Data collection in process  

**Enrolled or completed a post-master’s certificate program; completed a doctoral program?**  
2002: 27% (9/33) | Data indicate that 10% of master’s graduates were involved in some kind of scholarly activity by 5 years post-graduation.  
Data also show that 5% of master’s graduates were enrolled post-master’s education by 5 years post-graduation. |
<table>
<thead>
<tr>
<th>Year</th>
<th>Data Collection Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>20% (2/10)</td>
</tr>
<tr>
<td>2004</td>
<td>Not collected*</td>
</tr>
<tr>
<td>2005</td>
<td>Data collection in process</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Expected Outcomes</td>
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<td>--------------------------------------------------------------------------------</td>
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</tbody>
</table>
| 5. Collaborate with individuals, families, communities and others for the purpose of providing nursing care and promoting health and wellness. | 85% of master’s graduates will be practicing in their area of master’s specialization by 1 year post-graduation. | 1-year Alumni Survey  
Item 1: Since completing your master’s degree, have you been employed in a position for which your master’s degree in nursing specifically prepared you?  
Item 2: Are you currently employed in a position for which your master’s degree in nursing specifically prepared you? | Employment in Specialty Area  
1-Year Post-Graduation  
2002: 83% (11/12)  
2003: 93% (14/15)  
2004: Not collected due to change in administration  
2005: Data collection in process | Although these data suggest that we achieved the outcome in 2003 and nearly achieved the outcome in 2002, the limited response rate from alumni makes this difficult to interpret. However, word-of-mouth suggests that our certification pass rate is above 85% |
| 6. Analyze the influence of socio-political, economic and ecological forces on nursing practice, health, health care delivery, and health care providers. | 35% of master’s graduates will hold membership in a professional nursing organization by 1 year post-graduation.  
20% of master’s graduates will be actively involved in a professional nursing organization by 3 years post-graduation.  
10% of master’s graduates will be involved in some type of scholarly activity by 5 years post-graduation. | Review master’s courses for content on sociopolitical, economic and ecological forces on nursing practice, health, health care delivery, and health care providers.  
MS Graduates - End of Program Survey  
Item 6: Analyze the influence of socio-political forces on health, health care delivery and health providers.  
1, 3, & 5-year Alumni Survey  
Item 3: Are you a member of a professional nursing organization?  
Item 4: Have you been actively involved in a professional nursing organization since completion of your master’s degree?  
Item 5: Have you been a member of a committee or held an office in a professional nursing organization since completion of your master’s degree? | Membership in Professional Organization  
1-Year Post-Graduation  
2002: 8% (1/12)  
2003: 13% (2/15)  
2004: Not collected due to change in administration  
2005: Data collection in process  
3-Year Post-Graduation  
2002: 13% (6/41)  
2003: 19% (5/26)  
2004: Not collected due to change in administration  
2005: Data collection in process  
5-Year Post-Graduation  
2002: 27% (9/33)  
2003: 10% (1/10)  
2004: Not collected due to change in administration  
2005: Data collection in process | For the 1-year gradates the outcome was not achieved as 35% of master’s graduates did hold membership in a professional nursing organization.  
For the 3-year graduates the outcome was nearly achieved in 2003 but not in 2002.  
For the 5-year graduates the outcome was achieved.  
Measurement of this learning outcome needs to revisited.  
Graduates should join a professional nursing organization as they move forward in their careers but many do not. Also influencing the socio-political, economic and ecological forces on nursing practice, health, health care delivery, and health care providers can be done in other ways such as political activism, serving on Boards, etc. |
<table>
<thead>
<tr>
<th>Scholarly Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters involvement in scholarly activities is presented in Item 8.</td>
</tr>
<tr>
<td>Learning Outcome</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>7. Incorporate knowledge of legal and ethical issues in advanced practice nursing.</td>
</tr>
</tbody>
</table>
### MS Program-Outcomes Assessment Plan

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Expected Outcomes</th>
<th>Assessment Methods/Timeline</th>
<th>Outcomes</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| 8. Demonstrate professional commitment. | 70% of master’s students will be eligible to join Sigma Theta Tau International Honor Society of Nursing annually. | The Epsilon Alpha Chapter of Sigma Theta Tau will be contacted each year to determine the number of graduate students eligible to join the organization.  
1. 3. & 5-year Alumni Survey  
Item 3: Are you a member of a professional nursing organization?  
Item 4: Have you been actively involved in a professional nursing organization since completion of your master’s degree?  
Item 5: Have you been a member of a committee or held an office in a professional nursing organization since completion of your master’s degree?  
Item 6: Since completion of your master’s degree, have you done any of the following: served as a consultant, published in a refereed journal, published in a non-refereed journal, given a presentation at a professional meeting, served on an editorial board, been involved in research activities, been involved in community service activities, completed a continuing education program, enrolled in a post-master’s certificate program, completed a post-master’s certificate program completed a doctoral program? | Masters Students Eligible for STTI:  
2004-2005 Data not available  
Member of professional organization:  
1-year Post Graduation  
2002: 8% (1/12)  
2003: 13% (2/15)  
2004: Not collected*  
2005: Data collection in process  
3-Year Post Graduation  
2002: 13% (6/41)  
2003: 19% (5/26)  
2004: Not collected*  
2005: Data collection in process  
5-Year Post Graduation  
2002: 27% (9/33)  
2003: 10% (1/10)  
2004: Not collected*  
2005: Data collection in process  
Consultant:  
5-Year Post Graduation  
2002: 34% (11/33)  
2003: 40% (4/10)  
2004: Not collected*  
2005: Data collection in process  
Published in refereed journal:  
2002: 18% (6/33)  
2003: 30% (3/10)  
2004: Not collected*  
2005: Data collection in process | Data was not available to determine student eligibility for STTI. A standard for assessing the students meeting the required GPA needs to be determined.  
For the 1-year graduates the outcome was not achieved as 35% of master’s graduates did hold membership in a professional nursing organization.  
For the 3-year graduates the outcome was nearly achieved in 2003 but not in 2002.  
For the 5-year graduates the outcome was achieved.  
Measurement of this learning outcome needs to revisited.  
Graduates should join a professional nursing organization as they move forward in their careers but many do not. Also influencing the socio-political, economic and ecological forces on nursing practice, health, health care delivery, and health care providers can be done in other ways such as political activism, serving on Boards, etc.  
Professional commitment can be measured by publication, presentations, serving on editorial boards, participating in research activities. No specific indicators were identified to indicate that student involvement was satisfactory to meet the outcome expectation. Again, an evaluation of the measurement of |
<p>| this outcome is warranted. |</p>
<table>
<thead>
<tr>
<th>Learning Outcome</th>
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<th>Assessment Methods/Timeline</th>
<th>Outcomes</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| 8. Demonstrate professional commitment. Continued. | | | Presented at a professional meeting:  
2002: 46% (15/33)  
2003: 70% (7/10)  
2004: Not collected*  
2005: Data collection in process | | |
| | | | Served on editorial board:  
2002: 3% (1/33)  
2003: 10% (1/10)  
2004: Not collected*  
2005: Data collection in process | | |
| | | | Been involved in research activities:  
2002: 79% (26/33)  
2003: 50% (5/10)  
2004: Not collected*  
2005: Data collection in process | | |
| | | | Enrolled or completed a post-master’s certificate program; completed a doctoral program?  
2002: 27% (9/33)  
2003: 20% (2/10)  
2004: Not collected*  
2005: Data collection in process | | |
| | | | Membership in professional organizations is presented in Item 6. | | |
| | | | Employment data presented in Items 3 & 8. | | |
| | | | Membership in University Alumni Association:  
Key indicator needs to be changed to be more specific (e.g. year of graduation) | | |
<table>
<thead>
<tr>
<th>Learning Outcome</th>
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<th>Outcomes</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Demonstrate behaviors consistent with the selected advanced practice role.</td>
<td>5% of master’s students will receive an award from a professional or scholarly organization or from an academic institution annually. 85% of master’s graduates will be practicing in their area of master’s specialization by 1 year post-graduation.</td>
<td>School of Nursing, College of Health and Human Sciences, Sigma Theta Tau, and March of Dimes awards will be tracked to determine the number of master’s students receiving awards. End of Program Survey  Item 26: Are you employed in a position for which your master’s degree in nursing specifically prepared you?  1-year Alumni Survey  Item 1: Since completing your master’s degree, have you been employed in a position for which your master’s degree in nursing specifically prepared you?  Item 2. Are you currently employed in a position for which your master’s degree in nursing specifically prepared you?</td>
<td>2004-2005 CHHS Honor’s Day: 19% (18/95) received membership in nursing’s honor society and/or scholarships 2 students received a scholarship 16 students became members of Sigma Theta Tau International. Employment results are presented in Items 3 and 8.</td>
<td>The outcome was achieved for both learning outcomes presented here.</td>
</tr>
</tbody>
</table>
The Ph.D. program in Nursing at Georgia State University prepares nurse scholars and researchers to make tangible and socially relevant contributions to both the profession and to the larger society. The program is centered around developing and maintaining an active, dialogical learning community—one in which faculty and students are viewed as co-learners and which embraces communities of professionals and the larger society. In this environment, education is viewed as a mutually evocative conversation in which existing knowledge is critically examined, re-discovered and at the same time, new knowledge and meanings are generated. Through participation in the doctoral program, faculty and students are expected to grow in their abilities to:

1. Plan and implement nursing research that is socially relevant in the 21st century.
2. Link theory and research to the promotion of health in vulnerable populations.
3. Analyze the relationships among human-environment interactions and health promotion, protection, and restoration.
4. Examine issues such as race, gender and class in conducting research.
5. Explore, develop, and apply diverse modes of inquiry to the discipline of nursing.

American Association of Colleges of Nursing, (November, 2001). *Indicators of Quality Research-Focused Doctoral Programs in Nursing*

Assessment Criteria-PhD Students
- Successful completion of requirements for graduation with a PhD degree in nursing
- Submission for/receipt of funding to support doctoral coursework and/or dissertation research
- Submission of manuscripts, either singularly or co-authored with faculty, for publication
- Submission of abstracts, either singularly or co-authored with faculty, for scholarly presentations at professional meetings

Assessment Criteria-PhD Graduates
- Publications in refereed journal, including publishing doctoral dissertation
- Postdoctoral fellowships
- Funded research activities
- Scholarship and leadership recognized through awards, honors, or external funding
- Employers report satisfaction with graduates’ leadership and scholarship

**NOTE: Outcomes for the PhD program have been derived from the program objectives and the AACN Assessment Criteria for PhD students and graduates.**
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Expected Outcomes</th>
<th>Assessment Methods/Timeline</th>
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<th>Assessment Summary</th>
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</thead>
<tbody>
<tr>
<td>Plan and implement nursing research that is socially relevant in the 21st century.</td>
<td>100% of PhD students will plan and implement research that is socially relevant in the 21st century</td>
<td>Comprehensive exams are evaluated and approved by student's Doctoral Advisory Committees prior to matriculation to dissertation. Proposal for dissertation research is evaluated and approved by each student's Dissertation Committee prior to submission for IRB approval. Draft of dissertation is approved by the student’s dissertation committee and the Associate Director for Graduate Nursing Programs prior to public defense of the dissertation. Final draft of the dissertation is approved by the dissertation committee, the Associate Director for Graduate Nursing Programs and the Director of the School of Nursing.</td>
<td>2003-2005: 100% (N = 5) of the students completing their PhD had implemented research that is socially relevant in the 21st century.</td>
<td>The determination that students complete dissertations that are socially relevant in the 21st century is a subjective one. However, faculty are committed to this goal. Dissertation projects must be relevant and publishable indicating that the content makes a contribution to health science. Outcome achieved.</td>
</tr>
<tr>
<td>Link theory and research to health issues in vulnerable populations.</td>
<td>100% of students will link theory and research to health issues in vulnerable populations.</td>
<td>Course requirements and student papers are reviewed by the respective course faculty on an ongoing basis. Comprehensive exams are evaluated and approved by students’ Doctoral Advisory Committees prior to matriculation to dissertation. Proposal for dissertation research is evaluated and approved by each student’s Dissertation Committee prior to submission for IRB approval. Ongoing evaluation of doctoral curriculum with formal curriculum evaluation q 3 years as indicated in SON Master Evaluation Plan.</td>
<td>2003-2005: 100% of the students taking N8200 Health in Vulnerable Populations passed the courses demonstrating their ability to link theory and research to health issues in vulnerable populations. Evaluation of the doctoral curriculum began in Spring 2004. Some changes are being considered and will be finalized in Fall 2005. Doctoral curriculum was evaluated in Spring 2005.</td>
<td>Outcome achieved with the student success rate in N8200. Evaluation of the doctoral curriculum will result in some changes in courses.</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Expected Outcomes</td>
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<tr>
<td>Analyze the relationships among human-environment interactions and health promotion, protection, and restoration</td>
<td>100% of students will analyze the relationships among human-environment interactions and health promotion, protection, and restoration in the courses NURS 8000 and NURS 8100</td>
<td>Course requirements and student papers are reviewed by the respective course faculty on an ongoing basis. Ongoing evaluation of doctoral curriculum with formal curriculum evaluation q 3 years as indicated in SON Master Evaluation Plan.</td>
<td>2003-2005: 100% of the students taking N8000 Human Environment Interactions passed the courses demonstrating their ability to analyze the relationships among human-environment interactions and health promotion, protection, and restoration.</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td>Consider issues such as race, gender and class in conducting research.</td>
<td>100% of students will address issues such as race, gender and class in conducting research.</td>
<td>Course requirements and student papers are reviewed by the respective course faculty on an ongoing basis. Ongoing evaluation of doctoral curriculum with formal curriculum evaluation q 3 years as indicated in SON Master Evaluation Plan.</td>
<td>2003-2004: 100% of the students conducting pilot studies and dissertation studies addressed issues such as race, gender and class in conducting research.</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td>Explore diverse modes of inquiry for the discipline of nursing.</td>
<td>100% of students will explore diverse modes of inquiry in doctoral level coursework</td>
<td>Course requirements and student papers are reviewed by the respective course faculty on an ongoing basis. Ongoing evaluation of doctoral curriculum with formal curriculum evaluation q 3 years as indicated in SON Master Evaluation Plan.</td>
<td>2003-2004: 100% of the students use diverse modes of inquiry (qualitative; quantitative) in doctoral level coursework, pilot studies, and dissertation research.</td>
<td>Outcome achieved. Recent dissertations employed quantitative or qualitative designs.</td>
</tr>
<tr>
<td>Learning Outcome</td>
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<tr>
<td>Develop and apply a methodology appropriate to phenomena/research questions related to the discipline of nursing</td>
<td>100% of students who progress to dissertation will develop and apply a methodology appropriate to phenomena/research questions related to the discipline of nursing</td>
<td>Proposal for dissertation research is evaluated and approved by each student's Dissertation Committee prior to submission for IRB approval. Draft of dissertation is approved by the student's dissertation committee and the Associate Director for Graduate Nursing Programs prior to public defense of the dissertation. Final draft of the dissertation is approved by the dissertation committee, the Associate Director for Graduate Nursing Programs and the Director of the School of Nursing.</td>
<td>2003-2005: 100% (N = 5) of the students who progressed to dissertation applied a methodology appropriate to the phenomena/research questions related to the discipline of nursing. During this timeframe two students did not progress to dissertation and one student withdrew from the PhD program.</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td><strong>Students:</strong> Successful completion of requirements for graduation with a PhD degree in nursing</td>
<td>60% of students will successfully complete requirements for graduation with a PhD degree in nursing</td>
<td>Retention rates calculated by the CHHS Office of Academic Assistance at the request of the Associate Director for Graduate Nursing Programs</td>
<td>2002-2005: 92% (23/25) of the students successfully completed the requirements for graduation with a PhD degree to date.</td>
<td>Outcome achieved. One student withdrew from the program; one student did not finish the dissertation in the allotted, extended timeframe.</td>
</tr>
<tr>
<td><strong>Students:</strong> Submission for internal or external funding to support doctoral coursework and/or dissertation research</td>
<td>30% of students will apply for internal or external funding (i.e., scholarships, NRSA awards, etc.) to support doctoral coursework and/dissertation research</td>
<td>Data collected from students by the Associate Director for Graduate Nursing Programs at the end of each academic year.</td>
<td>2004-2005: 19% (4/21) of the students who were prepared to submit for funding by completing their second year of doctoral studies received or applied for funding: * One student received a faculty research grant from her employing institution. * One student received a research grant from a local health care agency foundation. * Two students have submitted grants for funding.</td>
<td>Outcome not achieved. Until recently submission for dissertation funding was not an expectation of all dissertation committees and chairs. This is not the case now and students are being encouraged to submit for small grants funding.</td>
</tr>
<tr>
<td>Learning Outcome</td>
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<tr>
<td><strong>Students:</strong> Receipt of funding to support doctoral coursework and/or dissertation research</td>
<td>10% of students who apply for funding to support doctoral course work and/dissertation research will be successful in obtaining funding</td>
<td>Data collected from students by the Associate Director for Graduate Nursing Programs at then end of each academic year.</td>
<td>One student applied for and received the Doctoral Dissertation grant from the University (100%)</td>
<td>Outcome achieved. For those who have results of their submissions for funding, all three have succeeded.</td>
</tr>
<tr>
<td><strong>Students:</strong> Submission of manuscripts, either singularly or co-authored with faculty, for publication</td>
<td>30% of students will submit manuscripts for consideration for publication</td>
<td>Data collected from students by the Associate Director for Graduate Nursing Programs at then end of each academic year.</td>
<td>2004-2005: Two doctoral students have published manuscripts and one has submitted a manuscript for publication (12%; 3/25).</td>
<td>This outcome was not achieved. Measurement of this learning outcome needs refinement. Students usually complete 1.5-2 years of course work before they submit a manuscript for publication. The current measurement is not specific to student criteria.</td>
</tr>
<tr>
<td><strong>Students:</strong> Publication of manuscripts, either singularly or co-authored with faculty, for publication</td>
<td>5% of students/graduates will be successful in having manuscripts that were submitted while they were doctoral students accepted for publication</td>
<td>Data collected from students by the Associate Director for Graduate Nursing Programs at then end of each academic year</td>
<td>2004-2005: Two doctoral students have published manuscripts (8%; 2/25).</td>
<td>Outcome achieved.</td>
</tr>
<tr>
<td><strong>Students:</strong> Submission of abstracts, either singularly or co-authored with faculty, for scholarly presentations at professional meetings</td>
<td>35% of students will submit abstracts for scholarly presentations at professional meetings</td>
<td>Data collected from students by the Associate Director for Graduate Nursing Programs at then end of each academic year</td>
<td>2004-2005: 20% (5/25) of the current doctoral students presented a poster at a professional conference. Four doctoral students presented posters at the Southern Nursing Regional Society annual meeting. One doctoral student presented a poster at a national meeting for pediatric rehabilitation nurses.</td>
<td>Outcome not achieved. One problem we have measurement of this learning outcome is that we lack a standard process for surveying students regarding their professional activities. A method for obtaining this data annually from students needs to be developed.</td>
</tr>
<tr>
<td>Learning Outcome</td>
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<tr>
<td>Graduates:</td>
<td>Publications in refereed journal, including publishing doctoral dissertation</td>
<td>20% of graduates will publish in refereed journals by 5 years post-graduation</td>
<td>Data collected from graduates by Associate Director for Graduate Nursing Programs on q 5 years PhD Program Alumni Survey.</td>
<td>Data collection in process.</td>
</tr>
<tr>
<td>Graduates:</td>
<td>Postdoctoral fellowships</td>
<td>5% of graduates will receive postdoctoral fellowships</td>
<td>Data collected from graduates by Associate Director for Graduate Nursing Programs on q 5 years PhD Program Alumni Survey.</td>
<td>Data collection in process.</td>
</tr>
<tr>
<td>Graduates:</td>
<td>Funded research activities</td>
<td>15% of graduates will receive funding to support research projects within 5 years post-graduation</td>
<td>Data collected from graduates by Associate Director for Graduate Nursing Programs on q 5 years PhD Program Alumni Survey.</td>
<td>Data collection in process.</td>
</tr>
<tr>
<td>Graduates:</td>
<td>Leadership recognized through awards, honors, activities in professional organizations, etc.</td>
<td>20% of graduates will be recognized for their leadership activities by 5 years post-graduation</td>
<td>Data collected from graduates by Associate Director for Graduate Nursing Programs on q 5 years PhD Program Alumni Survey.</td>
<td>Data collection in process.</td>
</tr>
<tr>
<td>Graduates:</td>
<td>Presentations at local, regional, national and international professional meetings and/or conferences</td>
<td>50% of graduates will give presentations at local, regional, national and international professional meetings and/or conferences</td>
<td>Data collected from graduates by Associate Director for Graduate Nursing Programs on q 5 years PhD Program Alumni Survey.</td>
<td>Data collection in process.</td>
</tr>
</tbody>
</table>

*(PhD Program Outcomes Assessment Plan ½)*
Table D 4
Course Offerings by Year, Term, Level, # of Sections, # of Students, and Average # of Students
AY 2003-2005

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Term / Year</th>
<th>Level *</th>
<th># of Sections</th>
<th>Total # of Students</th>
<th>Average # of Students per Section</th>
</tr>
</thead>
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Graduate Level—3
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* Undergraduate Lower division—1
Undergraduate Upper division—2
Graduate Level—3
### Table D 4
**Course Offerings by Year, Term, Level, # of Sections, # of Students, and Average # of Students**
**AY 2003-2005**

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**Combined 3510 and 3520**

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| | Fa 03 | 2 | 1 | 48 | 48 |
| | Sp 04 | 2 | 1 | 70 | 70 |

* Undergraduate Lower division—1
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Graduate Level—3
Table D 4  
Course Offerings by Year, Term, Level, # of Sections, # of Students, and Average # of Students  
AY 2003-2005

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** Combined 3710 and 3720

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Undergraduate Upper division—2  
Graduate Level—3
# Table D.4
Course Offerings by Year, Term, Level, # of Sections, # of Students, and Average # of Students
AY 2003-2005

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Graduate Level—3
Table D 4  
Course Offerings by Year, Term, Level, # of Sections, # of Students, and Average # of Students  
AY 2003-2005

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AY 2003-2005

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* Undergraduate Lower division——1  
Undergraduate Upper division——2  
Graduate Level——3
### Table 1

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<th>University Mean*</th>
<th>Department N</th>
<th>Department Mean*</th>
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<tr>
<td><strong>Scholarship of the faculty in the department</strong></td>
<td>Poor 5 (1.1%)</td>
<td>4.24 (0.83)</td>
<td>1 (4.8%)</td>
<td>4.14 (1.10)</td>
</tr>
<tr>
<td></td>
<td>Excellent 204 (44.5%)</td>
<td>3.91 (1.19)</td>
<td>10 (47.6%)</td>
<td>3.87 (1.10)</td>
</tr>
<tr>
<td><strong>Frequency of required course offerings</strong></td>
<td>Poor 0 (0.0%)</td>
<td>3.91 (0.93)</td>
<td>0 (0.0%)</td>
<td>4.00 (0.95)</td>
</tr>
<tr>
<td></td>
<td>Excellent 197 (44.9%)</td>
<td>3.91 (0.95)</td>
<td>12 (52.2%)</td>
<td>3.87 (0.95)</td>
</tr>
<tr>
<td><strong>Variety of advanced course offerings</strong></td>
<td>Poor 6 (1.4%)</td>
<td>3.68 (1.19)</td>
<td>1 (4.3%)</td>
<td>3.87 (0.95)</td>
</tr>
<tr>
<td></td>
<td>Excellent 141 (31.1%)</td>
<td>3.68 (1.19)</td>
<td>13 (56.5%)</td>
<td>3.70 (1.10)</td>
</tr>
<tr>
<td><strong>Level of clerical staff support</strong></td>
<td>Poor 32 (7.0%)</td>
<td>3.69 (1.22)</td>
<td>0 (0.0%)</td>
<td>3.70 (1.10)</td>
</tr>
<tr>
<td></td>
<td>Excellent 137 (30.2%)</td>
<td>3.68 (1.22)</td>
<td>4 (17.4%)</td>
<td>3.70 (1.10)</td>
</tr>
<tr>
<td><strong>Clarity of departmental goals for the next two years</strong></td>
<td>Poor 32 (7.2%)</td>
<td>4.10 (1.03)</td>
<td>2 (8.7%)</td>
<td>3.83 (0.83)</td>
</tr>
<tr>
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<td>Excellent 135 (33.0%)</td>
<td>4.10 (1.03)</td>
<td>4 (17.4%)</td>
<td>3.83 (0.83)</td>
</tr>
<tr>
<td><strong>Availability of computer/data base software relevant to your work</strong></td>
<td>Poor 12 (2.9%)</td>
<td>4.10 (1.03)</td>
<td>0 (0.0%)</td>
<td>3.83 (0.83)</td>
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<td>Excellent 180 (44.0%)</td>
<td>4.10 (1.03)</td>
<td>5 (21.7%)</td>
<td>3.83 (0.83)</td>
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</table>

*Mean range: 1=poor to 5=excellent*
Graph 1

Scholarship of the faculty in the department

Graph 2

Frequency of required course offerings

Graph 3

Variety of advanced course offerings

Graph 4

Level of clerical staff support

Graph 5

Clarity of departmental goals for the next two years

Graph 6

Availability of computer/data base software relevant to your work
### Table 2

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<thead>
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<th>Statement</th>
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<th>Department</th>
<th>University</th>
<th>Department</th>
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<tr>
<td>The department's program of study is academically challenging.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8 (1.7%)</td>
<td>0 (0.0%)</td>
<td>4.13</td>
<td>0.924</td>
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<tr>
<td>2</td>
<td>19 (4.1%)</td>
<td>1 (4.3%)</td>
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<td>65 (14.2%)</td>
<td>1 (4.3%)</td>
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<td>4</td>
<td>182 (39.7%)</td>
<td>5 (21.7%)</td>
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<tr>
<td>Strongly agree</td>
<td>185 (40.3%)</td>
<td>16 (69.6%)</td>
<td>3.86</td>
<td>1.151</td>
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<tr>
<td>Faculty in the department work together toward program goals.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Strongly disagree</td>
<td>27 (5.9%)</td>
<td>0 (0.0%)</td>
<td></td>
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<tr>
<td>2</td>
<td>28 (6.1%)</td>
<td>0 (0.0%)</td>
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<td>3</td>
<td>96 (20.8%)</td>
<td>2 (8.7%)</td>
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</tr>
<tr>
<td>4</td>
<td>142 (30.8%)</td>
<td>10 (43.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>168 (36.4%)</td>
<td>11 (47.8%)</td>
<td>3.90</td>
<td>1.223</td>
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<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
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<td>Strongly disagree</td>
<td>33 (7.2%)</td>
<td>0 (0.0%)</td>
<td></td>
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<tr>
<td>2</td>
<td>34 (7.4%)</td>
<td>2 (8.7%)</td>
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<td>3</td>
<td>69 (15.0%)</td>
<td>4 (17.4%)</td>
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</tr>
<tr>
<td>4</td>
<td>135 (29.3%)</td>
<td>10 (43.5%)</td>
<td></td>
<td></td>
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<tr>
<td>Strongly agree</td>
<td>189 (41.1%)</td>
<td>7 (30.4%)</td>
<td>3.85</td>
<td>1.217</td>
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<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
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<td>25 (5.5%)</td>
<td>1 (4.3%)</td>
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<td>51 (11.2%)</td>
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<td>9 (39.1%)</td>
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<td>1.217</td>
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<td>Guidelines regarding job performance are clear to faculty in the department.</td>
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<td>66 (15.1%)</td>
<td>7 (30.4%)</td>
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<td>146 (33.5%)</td>
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### Graph 7

The department's program of study is academically challenging.

### Graph 8

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

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<td>11.7</td>
<td>4</td>
<td>17.4</td>
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<td></td>
<td></td>
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<tr>
<td>much emphasis</td>
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</tr>
</tbody>
</table>

Graph 12

Graph 13
Graph 14

Significantly too little emphasis

Significantly too much emphasis

Publishing in certain journals

Graph 15

Significantly too little emphasis

Significantly too much emphasis

Teaching

Table 4

| Have you ever been the editor of any journals or served on any editorial boards in your field? |
| University | Department |
| N | % | N | % |
| Yes | 216 | 47.6 | 3 | 13.0 |
| No | 238 | 52.4 | 20 | 87.0 |

| Have you been awarded any grants from Georgia State University to support research in your field? |
| University | Department |
| N | % | N | % |
| Yes | 282 | 62.5 | 11 | 47.8 |
| No | 169 | 37.5 | 12 | 52.2 |

| Have you been awarded any grants from a source other than Georgia State University to support research in your field? |
| University | Department |
| N | % | N | % |
| Yes | 298 | 65.2 | 8 | 36.4 |
| No | 159 | 34.8 | 14 | 63.6 |

| 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? |
| University | Department |
| N | % | N | % |
| Yes | 333 | 74.0 | 8 | 34.8 |
| No | 117 | 26.0 | 15 | 65.2 |

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

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<tr>
<td>7 or more</td>
<td>200</td>
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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?

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<tr>
<td>7 or more</td>
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How many professional articles or chapters in books have you published in the last five years?

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<tr>
<td>7 or more</td>
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How many authored books or edited books have you published in the last five years?

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<td>5-6</td>
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<td>7 or more</td>
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How many professional articles or chapters in books have you published in the last five years?

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<td>1-2</td>
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<td>3-4</td>
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<td>5-6</td>
<td>68</td>
<td>4</td>
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<tr>
<td>7 or more</td>
<td>86</td>
<td>3</td>
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</tbody>
</table>
How many professional articles or chapters in books have you published in the last five years?

How many authored books or edited books have you published in the last five years?

How many monographs, manuals, or reviews have you published in the last five years?

How many formal presentations have you given at professional meetings over the last five years?

How many formal presentations have you given at other colleges or institutions over the last five years?
The following statements were in response to the comment section in the online faculty questionnaire.

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

Attached:

All complete quotations
More guidance for new faculty on what is expected when teaching or coordinating a course.

Over the past four years the SON has made great strides in the education of the students and in faculty development. Further advancement in research is needed but can only happen with the employment of seasoned nurse researchers and accountability for research and scholarly productivity. This is difficult to accomplish with the number of faculty we have when compared to the numbers of students enrolled.

While teaching is certainly an important mission for the School, the failure to strengthen research by faculty influences negatively the teaching that can benefit masters and doctoral level students. The faculty as a whole, not just administration, need to examine and discuss future plans for the School, including the specialties, educational backgrounds, and research experience of faculty being hired, as well as the relative emphasis to be given teaching and research. If teaching is to remain the primary focus, with research a poor second, new faculty should be made aware of this fact before hiring. Many potential faculty may prefer the teaching emphasis, while others may find the limited research support contradictory to their career goals. The relative lack of research support is demonstrated more by attitude than action. Limited actions have been taken to support research - e.g., availability of a consultant, a mock research grant review. But having worked at Carnegie I research institutes, I am painfully aware that I have yet to come upon a casual conversation that has to do with research. I can always count on overhearing discussions about student issues, however. I feel as if I am swimming against the tide when I try to focus on research. My experience occurs not only because the School has little to offer in support of research, but indeed I find that GSU offers little expertise in the areas of research that are important for nursing. I conclude that the School and the University need to determine how committed they are to the growth of nursing research at GSU. If the commitment does exist, the middle to long range strategic plan for the School should include the development of a Center for Nursing Research.

The current administrator of the Byrdine F. Lewis School of Nursing is not an effective leader for the faculty. She is a researcher and grant writer and quite effective in those roles. However, she mentors few faculty for research and publishing. In addition, the assignment process for courses is heavier for those who are not her favorites.

Overall quality (faculty and programs) and morale of the School of Nursing has greatly improved with the leadership of Drs. Demi and Grindel
Faculty work well together. If someone needs mentoring or extra guidance, that is available to them.

Communication to faculty and students about meetings, clinical assignments, and course assignments has been a real problem this academic year. It has caused faculty to feel devalued, frustrated, spend extra time trying to solve problems many of which could have been avoided by preplanning, attention to detail, and adequate communication. Disorganization and poor planning, unequal work loads, lack of support from administration, the overriding of failures, larger and larger classes have all resulted in big problems for both faculty and students this year. The changes have been significant and caused what felt like a well run system to feel very chaotic. We don’t have a strategic plan specifically for the SON...non-tenure faculty are totally disregarded. This year several non-tenure faculty members were not promoted because scholarly work other than publication was not recognized. Yet, this is a clinical program. Mentoring for publication is non-existent. You cannot keep demanding more and more of faculty and have no reward system (either financial or other form of support) and expect to keep quality people. We have members on the faculty who create a huge financial drain for the SON (as a result of high salaries from past positions) yet contribute little to the program and can refuse assignments regularly. This does not create a sense of cohesiveness in the faculty. I hope this survey results in some constructive and positive changes.

Dr. Demi has provided leadership through a transitional time for the school. As a result, we have been able to attract and retain excellent faculty. The faculty have been able to make progress in their scholarship while continuing with heavy loads in the areas of teaching and service.
School of Nursing N = 81 (response rate = 50.0 percent)
University (19 departments) N = 2319 (response rate = 42.2 percent)

Table 1

<table>
<thead>
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*Mean range: 1=strongly disagree to 5=strongly agree
Faculty members in the department are interested in the academic development of undergraduate majors.

The undergraduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

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

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

Class size is suitable for effective learning.
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*Mean range: 1=poor to 5=excellent
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

Frequency of undergraduate major course offerings
Graph 13

Variety of undergraduate major course offerings

- Excellent
- 4
- Poor
- 2
- 3
- 4
- Excellent

Percent

Graph 14

Clarity of degree requirements

- Excellent
- 4
- Poor
- 2
- 3
- 4
- Excellent

Percent

Table 3

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Graph 15

Gender

- Female
- Male

Percent

Univ./Dept.

- University
- Department
Appendix D5-b1

BYRDINE F. LEWIS SCHOOL OF NURSING
UNDERGRADUATE STUDENT SURVEY

Undergraduate Student Summary Report

In Fall 2004 162 UG students were asked to participate in an assessment of the Byrdine F. Lewis School of Nursing (BFLSON). Response rates follow:

School of Nursing N = 81 (response rate = 50.0 percent)
University (19 departments) N = 2319 (response rate = 42.2 percent)

As is typical of the nursing profession, the large majority of participants (N = 74; 92.5%) were females with only six males (7.5%) responding to the survey.

This report summarizes both the qualitative and quantitative data (see Appendix D-5b) from this survey.

Part 1 of the survey contains 14 items that focus on teaching, courses and their requirements, advisement, rigorosity of the program, and communication between faculty and students. Frequency/descriptive data is presented in Tables 1a and 1b for all student responses and in Tables 2a and 2b for responses by track (traditional, accelerated).

When examining the data in Tables 1a and 1b, it can be noted that the mean scores of seven of the items were equal to or slightly above the University mean. Students agreed that the UG program of study was challenging, the availability of faculty was good, and degree requirements were clear. The mean scores of seven items fell below the mean scores from University students. Although these scores all fell within the 3.0 range, all areas need improvement. Of particular concern are students’ reports about the teaching skills, styles, and preparedness of faculty.

Table 1a University Comparison Report March 2005

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<tr>
<th>Item</th>
<th>Faculty members in the department are interested in the academic development of undergraduate majors.</th>
<th>The undergraduate program of study is academically challenging.</th>
<th>Faculty in the department are appropriately prepared for their courses.</th>
<th>I feel the undergraduate program is preparing me for my professional career and/or further study.</th>
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<th>%</th>
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<th>SD</th>
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<td>I feel the undergraduate program is preparing me for my professional career and/or further study.</td>
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<td>%</td>
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*Mean range: 1=strongly disagree to 5=strongly agree

Table 1b

| | University N | % | Department N | % | University Mean* | SD | Department Mean | SD |
| Academic advisement available in the department | Poor | 194 | 9.8 | 13 | 16.0 | |
| | 2 | 234 | 11.9 | 7 | 8.6 | |
| | 3 | 490 | 24.9 | 19 | 23.5 | |
| | 4 | 573 | 29.1 | 28 | 34.6 | |
| | Excellent | 479 | 24.3 | 14 | 17.3 | |
| Career advisement available in the department | Poor | 183 | 11.1 | 7 | 10.4 | |
| | 2 | 251 | 15.2 | 7 | 10.4 | |
| | 3 | 504 | 30.6 | 30 | 44.8 | |
| | 4 | 432 | 26.2 | 18 | 26.9 | |
| | Excellent | 479 | 24.3 | 14 | 17.3 | |
| Availability of faculty to students outside the classroom | Poor | 85 | 4.1 | 1 | 1.3 | |
| | 2 | 188 | 9.1 | 4 | 5.0 | |
| | 3 | 532 | 25.8 | 14 | 17.5 | |
| | 4 | 762 | 37.0 | 40 | 50.0 | |
| | Excellent | 493 | 23.9 | 21 | 26.3 | |
| Effectiveness of teaching methods used by faculty | Poor | 52 | 2.4 | 4 | 5.0 | |
| | 2 | 134 | 6.2 | 6 | 7.5 | |
| | 3 | 478 | 22.1 | 23 | 28.8 | |
| | 4 | 956 | 44.2 | 35 | 43.8 | |
| | Excellent | 542 | 25.1 | 12 | 15.0 | |
| Procedures used to evaluate student performance | Poor | 65 | 3.1 | 4 | 5.0 | |
| | 2 | 158 | 7.6 | 4 | 5.0 | |
| | 3 | 597 | 28.8 | 22 | 27.5 | |
| | 4 | 840 | 40.6 | 41 | 51.3 | |
| | Excellent | 410 | 19.8 | 9 | 11.3 | |
| Frequency of undergraduate major course offerings | Poor | 319 | 14.9 | 13 | 16.7 | |
| | 2 | 422 | 19.7 | 8 | 10.3 | |
| | 3 | 615 | 28.8 | 24 | 30.8 | |
| | 4 | 537 | 25.1 | 25 | 32.1 | |
| | Excellent | 246 | 11.5 | 8 | 10.3 | |
| Variety of undergraduate major course offerings | Poor | 180 | 8.3 | 6 | 7.8 | |
| | 2 | 296 | 13.7 | 9 | 11.7 | |
| | 3 | 613 | 28.4 | 15 | 19.5 | |
| | 4 | 700 | 32.4 | 39 | 50.6 | |
To further explore the data, we asked that crosstab analysis be conducted to note the similarities and differences in the accelerated and traditional tracks in the UG program. These results are presented in Tables 2a and 2b. Interestingly the traditional students were more positive about the faculty members’ interest in academic development, the rigor of the program, preparedness and teaching effectiveness of faculty, effectiveness of program to prepare them for their career, class size, and academic and career advisement than the students in the accelerated track. On the other hand, accelerated students were more positive about the communication between faculty and UG students and the variety of UG course offerings. On some items (availability of faculty, evaluation procedures, and frequency of major course offerings), mean scores for both groups were comparable. The dissimilarity in these groups may explain part of the differences in responses. A large majority of the accelerated students have previous degrees, with several having completed master’s education. The admission requirements are more stringent for the students in the accelerated track. The stress levels may be higher for the accelerated students as they take a heavier course load and complete their nursing program in four consecutive semesters, including intense clinical courses that are completed in a 10-week summer session. The students in the traditional track complete coursework in six semesters and are not required to take summer courses.

Table 2a Comparison of Traditional and Accelerated Student Responses

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<th>Faculty members in the department are interested in the academic development of undergraduate majors.</th>
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<th>Accelerated N</th>
<th>%</th>
<th>Traditional Mean*</th>
<th>SD</th>
<th>Accelerated Mean*</th>
<th>SD</th>
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*Mean range: 1=strongly disagree to 5=strongly agree

**Table 2b Comparison of Traditional and Accelerated Student Responses**

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<th>Accelerated N</th>
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**Mean range: 1=poor to 5=excellent**

Supplemental questions were added to the UG survey. Students rated the overall quality of their clinical courses (Mean = 5.19) and classroom teaching (Mean = 4.71) as high (range: 1 – 7). Qualitative data highlights need for improvement in faculty teaching skills, administration communication and organization, timely communication with some faculty, and advisement, particularly from new teachers. Students indicated that faculty members were available to students and willing to work with them.

Summary: Eighty-one (50%) of the 162 students who received the 14-item University survey responded. Appendix D-5b contains the OIR report; Appendix D-5b-1 presents the summary of the data. The mean scores of seven of the items were equal to or slightly above the University mean. Students agreed that the UG program of study was challenging, the availability of faculty was good, and degree requirements were clear. The mean scores of seven items fell below the mean scores from University students. Although these scores all fell within the 3.0 range, all areas need improvement. Supplemental questions were added to the UG survey. Students rated the overall quality of their clinical courses (Mean = 5.19) and classroom teaching (Mean = 4.71; range: 1–7) as high. Qualitative data highlights need for improvement in faculty teaching skills, administration communication and organization, timely communication with some faculty, and advisement, particularly from new teachers. Students indicated that faculty members were available to students and willing to work with them.
School of Nursing N = 70 (response rate = 33.2 percent)
University (21 departments) N = 1579 (response rate = 57.5 percent)

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

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<td>19</td>
<td>28.4</td>
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| **Career advisement available in the department**     |                  |                |                  |              |
| Poor                                                  | 131              | 11.2           | 3                | 4.9          |
| 2                                                     | 208              | 17.8           | 4                | 6.6          |
| 3                                                     | 339              | 29.1           | 14               | 23.0         |
| 4                                                     | 328              | 28.1           | 30               | 49.2         |
| Excellent                                             | 416              | 13.7           | 10               | 16.4         |

| **Availability of faculty to students outside the classroom** |                  |                |                  |              |
| Poor                                                   | 31               | 2.0            | 0                | 0.0          |
| 2                                                      | 103              | 6.8            | 4                | 5.9          |
| 3                                                      | 285              | 18.8           | 14               | 20.6         |
| 4                                                      | 619              | 40.8           | 26               | 38.2         |
| Excellent                                              | 480              | 31.6           | 24               | 35.3         |

| **Effectiveness of teaching methods used by faculty**  |                  |                |                  |              |
| Poor                                                   | 16               | 1.0            | 2                | 2.9          |
| 2                                                      | 71               | 4.5            | 5                | 7.2          |
| 3                                                      | 283              | 18.1           | 10               | 14.5         |
| 4                                                      | 798              | 51.0           | 31               | 44.9         |
| Excellent                                              | 397              | 25.4           | 21               | 30.4         |

| **Procedures used to evaluate student performance**   |                  |                |                  |              |
| Poor                                                   | 22               | 1.4            | 3                | 4.6          |
| 2                                                      | 67               | 4.4            | 2                | 3.1          |
| 3                                                      | 297              | 19.5           | 9                | 13.8         |
| 4                                                      | 776              | 51.0           | 34               | 52.3         |
| Excellent                                              | 361              | 23.7           | 17               | 26.2         |

| **Frequency of graduate course offerings**            |                  |                |                  |              |
| Poor                                                   | 100              | 6.7            | 10               | 14.9         |
| 2                                                      | 219              | 14.6           | 6                | 9.0          |
| 3                                                      | 453              | 30.3           | 18               | 26.9         |
| 4                                                      | 514              | 34.3           | 21               | 31.3         |
| Excellent                                              | 211              | 14.1           | 12               | 17.9         |

| **Variety of graduate course offerings**              |                  |                |                  |              |
| Poor                                                   | 67               | 4.4            | 6                | 8.8          |
| 2                                                      | 188              | 12.5           | 4                | 5.9          |
| 3                                                      | 426              | 28.2           | 15               | 22.1         |
| 4                                                      | 563              | 37.3           | 29               | 42.6         |
| Excellent                                              | 264              | 17.5           | 14               | 20.6         |

| **Clarity of degree requirements**                     |                  |                |                  |              |
| Poor                                                   | 48               | 3.1            | 1                | 1.5          |
| 2                                                      | 111              | 7.2            | 3                | 4.5          |
| 3                                                      | 269              | 17.3           | 7                | 10.4         |
| 4                                                      | 585              | 37.7           | 26               | 38.8         |
| Excellent                                              | 539              | 34.7           | 30               | 44.8         |

*Mean range: 1=poor to 5=excellent*
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of graduate course offerings
Graph 13

Variety of graduate course offerings

Graph 14

Clarity of degree requirements

Table 3

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<th>Department N</th>
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Graph 15

Gender
Appendix D5-c1

BYRDINE F. LEWIS SCHOOL OF NURSING
GRADUATE STUDENT SURVEY

Graduate Student Survey Summary Report

In Fall 2004, 211 graduate students were asked to participate in an assessment of the Byrdine F. Lewis School of Nursing (BFLSON). Response rates follow:

School of Nursing  N = 70 (response rate = 33.2 percent)
University (21 departments)  N = 1579 (response rate = 57.5 percent)

As is typical of the nursing profession, a large majority of participants were female (N = 64; 95.5%), with only three males (4.5%) responding to the survey.

This report summarizes both the qualitative and quantitative data (see Appendix D-5c) from the survey.

Part 1 of the survey contains 14 items that focus on teaching, courses and their requirements, advisement, rigor of the program, and communication between faculty and students. Frequency/descriptive data is presented in Tables 1a and 1b for all student responses.

When examining the data in Tables 1a and 1b, it can be noted that the mean scores for 12 items were equal to or exceeded the responses from University students. Students were in agreement that the graduate program is academically challenging, preparing them for their professional career, open communication exists between faculty and students, career and academic advisement are available, and degree requirements are clear. The two items that fell below the University mean were related to lack of faculty preparedness for their courses and class size effectiveness for effective learning.

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<tr>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>I feel the graduate</strong></td>
</tr>
<tr>
<td><strong>program is preparing</strong></td>
</tr>
<tr>
<td><strong>me for my professional</strong></td>
</tr>
<tr>
<td><strong>career and/or further</strong></td>
</tr>
<tr>
<td><strong>study.</strong></td>
</tr>
<tr>
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<tr>
<td>2</td>
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<td><strong>communication between</strong></td>
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<td><strong>faculty and graduate</strong></td>
</tr>
<tr>
<td><strong>students about student</strong></td>
</tr>
<tr>
<td><strong>concerns.</strong></td>
</tr>
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<tr>
<td>2</td>
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<tr>
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<td>4</td>
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<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td><strong>Class size is suitable</strong></td>
</tr>
<tr>
<td><strong>for effective learning.</strong></td>
</tr>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
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<tr>
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<tr>
<td>4</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
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</table>

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

Table 1B.
Although course evaluations are largely positive related to faculty preparedness, a closer review indicates that in a couple of situations, faculty effectiveness could be improved. Administration plans to identify strategies to assist faculty members who are in need of improvement in teaching skills.

Class size seems to be a problem in some of the core master’s classes, especially those courses that are taken in the first and second semester. All students in the specialty tracks take the same core courses. Many of the master’s students attend part-time, but all students start with the same core courses (N7600 Culture of Health Care; HHS7100 Advanced Physiology; N7300 Advanced Pathophysiology; N7500 Advanced Health Assessment, N7550 Pharmacology for the Advanced Practice Nurse). We have implemented some strategies to resolve some of this problem.

Two new courses have been developed for physiology and pathophysiology (N7310/N7320 Advanced Pathophysiological Concepts in Nursing, Parts 1 & 2). At present one course is offered in the fall and in the spring. They are not prerequisites for each other, thus students can begin these courses in fall or spring. Thus our master’s students who enter in the fall and spring can begin one of the courses and do not have to wait a year should they fail physiology before proceeding to pathophysiology. To solve the issue related to class size we are exploring the possibility of teaching both courses each semester; class size should be between 40-60 students per semester.

N7600 Culture of Health Care is offered in summer and fall with the largest enrollment in the summer (approximately 70 students). It is one of the few courses we offer for new students in the summer.

N7500 Advanced Health Assessment is offered in summer and fall. In the summer only 24 students can enroll in the course due to faculty resources. In fall then we have up to 60 students in this course. The Skills Lab cannot adequately accommodate sixty students who are practicing advanced health assessment skills. Also having an adequate number of certified
faculty (CNSs; NPs) to teach these skills is also a challenge when other specialty advanced clinical courses must be taught.

Qualitative Data: Fifteen students responded to the open-ended questions in the survey. One frequent comment was the need for online courses for both the PhD and the master’s programs. In the Spring workshop for the PhD program, faculty decided to explore the feasibility of a web-enhanced doctoral program. This intent was stimulated by the requests of current and potential students. In addition, Dr. Demi has written a preliminary proposal for ICAPP funds to support a web-based doctoral program that would be beneficial to our students as well as to faculty in Georgia who are seeking a doctoral degree but are unable to attend weekly class. The master’s program has only one course that is offered online (N7550 Pharmacology for the Advanced Practice Nurse). The online course is usually limited to 20 students, while the classroom course often reached 70 students. This issue has not been resolved but was discussed in the master’s program workshop in Spring 2005.

Issues to clinical placements were described. Some students indicated they needed to find their own placements. This is not true in all specialties as course coordinators and faculty visit sites to assure that the site and the preceptor meet the criteria for a successful clinical experience for students. However, the fact that some students have to locate their own clinical sites is of concern and will be on the agenda for discussion in Fall 2005.

Faculty effectiveness was also identified. Some students were positive about faculty support and teaching—“Faculty is great; everyone is committed to student success..” A few comments were critical. Repetitiveness in some coursework was also noted. One major concern that will be addressed at the beginning of Fall 2005 is the issue of doctoral students being forced to choose committee members that the Chair of their committee dictates. This is incongruent to our policies and will be addressed with students and faculty.

Flexibility in classes was mentioned. This is problematic in many ways. First, limited faculty resources prevent offering the courses more frequently. Second, arranging clinical placements is a challenge. Other master’s nursing programs vie for the same clinical sites as we do so little flexibility in course offerings results. Finally, many of our clinical courses must be taken in sequence.

Students offered some good suggestions for consideration. Suggestions included more clinical procedure practice in the laboratory setting, larger and better classrooms, orientation for WebCT (WebVista), and more web-based courses in the master’s program. These suggestions will be presented to faculty in Fall 2005.

Summary: In general, students rated the BFLSON comparable or above the comparison rates of University students. Students were in agreement that the graduate program is academically challenging, preparing them for their professional career, open communication exists between faculty and students, career and academic advisement are available, and degree requirements are clear. The two issues that need to be addressed include a lack of faculty preparedness for their courses and class size effectiveness for effective learning. Several good suggestions were presented and will be discussed with faculty in Fall 2005.
Appendix D5-c2
Byrdine F. Lewis School of Nursing
Summary of Qualitative Responses from Graduate Alumni and Current Students
Conducted by Office of Institutional Research
January, 2005

Alumni

Academic Advisement (n = 3)

- “I felt that my advisor was way too busy with clinicals and case studies to grade to be able to provide me with advisement/advise.
- Professor/advisor was too busy to answer questions about progress, courses, schedule planning. Would email one question and she would answer only one and not the others. Rarely available by phone.
- Academic advisement in adult health CNS track was exceptional.

Career Advisement (n = 2)

- No career advisement—the PNP field is saturated, and one year after graduation, I am still searching for employment. I might have chosen FNP had I known this.

Class Size (n = 2)

- The class size for pathophysiology was too large. It is too difficult for an instructor to focus on individuals when one class has around 50 or more students.
- I enjoyed the small class size—there were only 8 of us in my specialty track once we broke off from general prereqs.

Course Content

- The last semester would have been better spent meeting more frequently and doing intensive case study review pulling together all we learned—as a group, not written as an assignment. Case studies and pharmacology review as a group provided real-time answers to real live scenarios.
- Professional Issues in Advanced Practice course needs re-evaluation
Department N = 41 (response rate = 23.7 percent)  
University (18 departments) N = 919 (response rate = 35.1 percent)

**Table 1**

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>University N</th>
<th>University %</th>
<th>Department N</th>
<th>Department %</th>
<th>Mean*</th>
<th>SD</th>
<th>Department Mean*</th>
<th>Department SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of undergraduate majors.</td>
<td>37 4.1 5 12.2</td>
<td>41 4.5 5 12.2</td>
<td>145 16.0 10 24.4</td>
<td>276 30.4 11 26.8</td>
<td>4.08</td>
<td>1.074</td>
<td>3.39</td>
<td>1.321</td>
</tr>
<tr>
<td>The undergraduate program of study was academically challenging.</td>
<td>34 3.7 5 12.2</td>
<td>51 5.6 2 4.9</td>
<td>125 13.6 1 2.4</td>
<td>371 40.4 17 41.5</td>
<td>4.01</td>
<td>1.030</td>
<td>3.90</td>
<td>1.319</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>37 4.0 3 7.3</td>
<td>26 2.8 6 14.6</td>
<td>100 10.9 9 22.0</td>
<td>303 33.0 16 39.0</td>
<td>4.21</td>
<td>1.018</td>
<td>3.44</td>
<td>1.163</td>
</tr>
<tr>
<td>I feel the undergraduate program prepared me for my professional career and/or further study.</td>
<td>59 6.6 4 9.8</td>
<td>95 10.7 6 14.6</td>
<td>162 18.2 12 29.3</td>
<td>281 31.5 13 31.7</td>
<td>3.74</td>
<td>1.211</td>
<td>3.27</td>
<td>1.184</td>
</tr>
<tr>
<td>There was open communication between faculty and undergraduate students about student concerns.</td>
<td>53 5.9 6 14.6</td>
<td>69 7.7 11 26.8</td>
<td>159 17.7 11 26.8</td>
<td>295 32.9 8 19.5</td>
<td>3.85</td>
<td>1.163</td>
<td>2.88</td>
<td>1.249</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>39 4.3 4 9.8</td>
<td>39 4.3 6 14.6</td>
<td>97 10.6 10 24.4</td>
<td>295 32.3 13 31.7</td>
<td>4.17</td>
<td>1.058</td>
<td>3.37</td>
<td>1.240</td>
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</table>

*Mean range: 1=strongly disagree to 5=strongly agree*
Faculty members in the department were interested in the academic development of undergraduate majors.

The undergraduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

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

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

Class size was suitable for effective learning.
<table>
<thead>
<tr>
<th>Table 2</th>
<th>University N</th>
<th>University %</th>
<th>Department N</th>
<th>Department %</th>
<th>University Mean*</th>
<th>Department Mean*</th>
<th>University SD</th>
<th>Department SD</th>
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</thead>
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<td><strong>Academic advisement available in the department</strong></td>
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<td>10.4</td>
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<td></td>
<td>3</td>
<td>163</td>
<td>18.7</td>
<td>18</td>
<td>43.9</td>
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<td></td>
<td>4</td>
<td>280</td>
<td>32.1</td>
<td>10</td>
<td>24.4</td>
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<td><strong>Career advisement available in the department</strong></td>
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<td>17.9</td>
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<td></td>
<td>2</td>
<td>161</td>
<td>20.0</td>
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<td><strong>Availability of faculty to students outside the classroom</strong></td>
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<td><strong>Effectiveness of teaching methods used by faculty</strong></td>
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<td>2.1</td>
<td>3</td>
<td>7.5</td>
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<td>57</td>
<td>6.4</td>
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<td>7.5</td>
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<td><strong>Frequency of undergraduate major course offerings</strong></td>
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<td><strong>Variety of undergraduate major course offerings</strong></td>
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</table>
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of undergraduate major course offerings
Table 3

<table>
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<tr>
<th>Gender</th>
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<td>180</td>
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</tbody>
</table>

Graph 13

Graph 14

Table 3

Graph 15
Appendix D5-d1

BYRDINE F. LEWIS SCHOOL OF NURSING
UNDERGRADUATE NURSING ALUMNI SURVEY

Undergraduate Nursing Alumni Summary Report

In Fall 2004 173 UG nursing alumni were asked to participate in an assessment of the Byrdine F. Lewis School of Nursing (BFLSON). Response rates follow:

School of Nursing N = 41 (response rate = 23.7 percent)
University (18 departments) N = 919 (response rate = 35.1 percent)

As is typical of the nursing profession, the large majority of participants (N = 36; 94.7%) were females with only two males (5.3%) responding to the survey.

This report summarizes both the qualitative and quantitative data (see Appendix D-5d) from this survey.

Part 1 of the survey contains 14 items that focus on teaching, courses and their requirements, advisement, rigorousness of the program, and communication between faculty and students. Frequency/descriptive data are presented in Tables 1a and 1b for all responding UG alumni.

As can be seen in Tables 1a and 1b, mean scores by UG nursing alumni fell below the mean comparison scores of University students, with the means of three items falling below 3.0 (lack of open communication between faculty and UG students, the availability for career advisement, and frequency of UG major course offerings). Faculty teaching effectiveness only earned a 3.05 mean while University students rated other faculty at a 4.03. Similarly the mean UG nursing alumni score for open communication between faculty and UG students was almost 1.0 point below the comparison University score.

<p>| Table 1a Undergraduate Nursing Alumni Comparisons with University Alumni Fall 2004 |
|----------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|
|                                        | University N | Department N | University Mean | Department Mean |
| Faculty members in the department were | Strongly disagree 37 4.1 5 12.2 | 2 41 4.5 5 12.2 | 4.08 1.074 3.39 1.321 |
| interested in the academic development of undergraduate majors. | 3 145 16.0 10 24.4 | 4 276 30.4 11 26.8 | |
| Strongly agree 408 45.0 10 24.4 | | |
| The undergraduate program of study was academically challenging. | Strongly disagree 34 3.7 5 12.2 | 2 51 5.6 2 4.9 | 4.01 1.030 3.90 1.319 |
| Strongly disagree 125 13.6 1 2.4 | 3 371 40.4 17 41.5 | 4 337 36.7 16 39.0 | |
| Strongly agree | | |
| Faculty in the department were appropriately prepared for their courses. | Strongly disagree 37 4.0 3 7.3 | 2 26 2.8 6 14.6 | 4.21 1.018 3.44 1.163 |
| Strongly disagree 100 10.9 9 22.0 | 3 303 33.0 16 39.0 | 4 451 49.2 7 17.1 | |
| Strongly agree | | |
| I feel the undergraduate | Strongly disagree 59 6.6 4 9.8 | 3.74 1.211 3.27 1.184 | |</p>
<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>Department</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>program prepared me for my professional career and/or further study.</td>
<td>2</td>
<td>95</td>
<td>10.7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>162</td>
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<td></td>
<td>4</td>
<td>281</td>
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<tr>
<td>Strongly agree</td>
<td>295</td>
<td>33.1</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>53</td>
<td>5.9</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>There was open communication between faculty and undergraduate students about student concerns.</td>
<td>2</td>
<td>69</td>
<td>7.7</td>
<td>11</td>
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<tr>
<td></td>
<td>3</td>
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<td>Strongly agree</td>
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<td>32.9</td>
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<td>Strongly disagree</td>
<td>321</td>
<td>35.8</td>
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<td>12.2</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>2</td>
<td>39</td>
<td>4.3</td>
<td>4</td>
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<td></td>
<td>3</td>
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<td>444</td>
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</tbody>
</table>

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

**Table 1b.**

<table>
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The results of the UG alumni survey are more negative than the results of the survey completed by current students. It would be our hope that there is some improvement in some facets of the program evaluation. In any case, we need to address the areas for improvement suggested by this survey. The best way to do this is to identify strategies that will foster a more positive perspective by our current students. Faculty will consider student responses and consider developing an action plan that focuses on issues raised in the UG student survey in Fall 2005.

Qualitative Data: Thirteen students added comments to the survey. The topics varied but some themes were noticed. Several students remarked on our “excellent, challenging program” that is “one of the best in the USA” and “I am always recommending GSU to people who are interested in nursing”. One student offered a different opinion indicating “how poorly I was prepared for work in the hospital setting. You need more med-surg, a variety of teachers in the area, and real science-based information taught in the classroom.”

Teacher effectiveness was addressed—“Many teachers didn’t know how to teach and no matter what the students said, the school still kept these teachers...Year after year students complain of these teachers and still nothing is done.” It was also noted that a “few professors actually expressed a genuine concern about our education. There needs to be faculty evaluation that actually counts...” Another student, however, indicated that faculty members and the academic adviser were all helpful to me in achieving my degree.”

One student felt that concerns brought up by students were not addressed or taken to heart. However, formal mechanism for communication is in place. Each semester the Associate Director for the Undergraduate Nursing programs holds a forum for airing of issues and concerns. These issues and concerns are addressed in the Undergraduate Program Committee (UPC) and any actions taken are announced on the UG announcement website. In addition, student representatives from each class are members of the UPC and bring forth issues from the classes.

Some suggestions for faculty consideration were offered: smaller classes for pharmacology, better classrooms (with enough seats for the number of students assigned to
class), more clinical experience and less classroom experience, more practice experiences in
the skills lab, and a broader variety of clinical experiences that would include ER, OR, ICU,
etc.).

In summary, the UG alumni responses do not present a very positive perspective of the
UG program. Areas of major concern include faculty teaching effectiveness and open
communication between faculty and UG students. The qualitative data also presented issues
that need to be addressed but student comments were more positive. Regardless, faculty needs
to develop an action plan that can enhance alumni perspectives of the UG nursing program.
This is better approached by developing an action plan based on the results of survey that went
to current UG nursing students.
## Table 1

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<th>Item</th>
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<th>Department N</th>
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<th>Department Mean</th>
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*Mean range: 1=strongly disagree to 5=strongly agree
Faculty members in the department were interested in the academic development of graduate majors.

The graduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

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

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

Class size was suitable for effective learning.
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*Mean range: 1=poor to 5=excellent
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of graduate course offerings
**Graph 13**

Variety of graduate course offerings

- Poor
- 2
- 3
- 4
- Excellent

**Graph 14**

Clarity of degree requirements

- Poor
- 2
- 3
- 4
- Excellent

**Table 3**

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**Graph 15**

Gender

- Female
- Male
In Fall 2004 158 graduate nursing alumni were asked to participate in an assessment of the Byrdine F. Lewis School of Nursing (BFLSON). Response rates follow:

School of Nursing N = 66 (response rate = 41.8 percent)  
University (20 departments) N = 892 (response rate = 46.8 percent)

As is typical of the nursing profession, the large majority of participants (N = 51; 92.7%) were females with only four males (7.3%) responding to the survey.

This report summarizes both the qualitative and quantitative data (see Appendix D-5e) from this survey.

Part 1 of the survey contains 14 items that focus on teaching, courses and their requirements, advisement, rigor of the program, and communication between faculty and students. Frequency/descriptive data are presented in Tables 1a and 1b for all responding graduate alumni.

<table>
<thead>
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<th>Table 1a. Graduate Alumni Survey Results Comparison with University Results Fall 2004</th>
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<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
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<td>Strongly agree</td>
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Table 1b

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As can be seen in Tables 1a and 1b, nine item means from the graduate nursing alumni are similar or higher than those reported by University graduate alumni. Students agree that the graduate program was academically challenging, the nursing program prepared them for their professional career, open communication existed between faculty and students, and academic and career advisement were available in the School. Lower mean scores were obtained on the following items: effectiveness of faculty teaching methods, procedures to evaluate student performance, the frequency of graduate courses, the suitability of class size for effective learning, and clarity of degree requirements. There are several similarities in the responses of the current graduate students; see Appendix D-5c-1. Issues of concern in both alumni and graduate student reports are the lack of faculty preparedness and class size. In Fall 2005 faculty will need to address these issues. Class size is problematic but we do not have sufficient faculty to offer multiple sessions of courses. Lack of faculty preparedness is an issue that must be assessed by faculty. It is important to determine what supports faculty need to adequately prepare for their teaching assignments. Identification of faculty who need resources to enhance their teaching skills and ways of preparing for class can be implemented upon identification of the type of assistance needed.

Qualitative Data: Several topics were repeatedly mentioned by respondents. Doctoral alumni mentioned the need for further information on grant writing, funding opportunities, and publication. One PhD noted “I am now teaching on the graduate level and have been part of the Research team. I feel well prepared to do both—teach and be a researcher.”

Some master's alumni indicated that they had to find clinical sites on their own while others indicated that there was faculty assistance. Advisement got mixed reviews. Some specialty track advisers were excellent, while other advisers seemed to be too busy to respond to student contacts. Master's alumni also indicated that they would like more “hands on” clinical practice related to suturing, ACLS, central line insertion, and other advanced clinical skills. The need for more clinical experiences was also suggested. Some master’s graduates found their specialty track too easy and the content not applicable for certification while others noted that that courses in their specialty track were “interesting, stimulating and prepared us very well for future clinical careers and academic roles.” Class size was mentioned with advanced pathphysiology mentioned as an example of an oversized class.

Summary: To a large degree the results of the graduate alumni reflect the responses of current graduate students. Students agree that the graduate program was academically challenging, the nursing program prepared them for their professional career, open communication existed between faculty and students, and academic and career advisement were available in the School. Issues of concern focused on the following areas: the effectiveness of faculty teaching methods, procedures to evaluate student performance, the frequency of graduate courses, the suitability of class size for effective learning, and clarity of degree requirements. Self-identified PhD alumni mentioned the need for further information on grant writing, funding opportunities, and publication. Like their student counterparts, master's
students were displeased with having to locate their own clinical sites. Although each student is assigned an adviser in their specialty area, some students indicated that advisement was less than satisfactory while others indicated it was excellent. In Fall 2005 faculty will review these results along with the results of current graduate students and identify and implement strategies for improvement.
Appendix D6
Advisement Policies
Byrdine F. Lewis School of Nursing

UNDERGRADUATE ADVISEMENT POLICY

Student/Faculty Advisor Program (SFAP)
The SFAP provides a process where students’ personal, academic and professional growth can be facilitated through an effective means. It is designed to assist students in clarifying their academic and career goals; provide a system to identify students who may need additional services; and increase students’ satisfaction with the academic and cooperative component of the program through improved communication and development of satisfying relationships between advisor and student.

Student and FAs (Faculty Advisors) are assigned by the Associate Director of Undergraduate Programs. It is the student’s responsibility to meet with assigned the FA at least once each semester in order to approve curriculum plan for the following semester. FAs are notified of students’ performance in classes and clinicals and the students are encouraged to discuss their successes and areas of concern with the program. Course Administrators notify FAs of poor classroom or clinical performance. FAs will also write an end-of-program summary and/or letters of recommendation for each student.

MASTER’S ADVISEMENT POLICY

Faculty Advisement
A faculty adviser is assigned to each student upon admission and will remain the student's adviser unless a request for change is made, until completion of the program, withdrawal, or termination. All graduate nursing courses must be authorized by the adviser. Each graduate student must communicate with their adviser regarding course selection and authorization. In addition to course advisement, the adviser consults with the student on the selection of clinical sites for placement and electives, where applicable. Career advisement is also provided as the student seeks employment in an advanced practice role. Documentation of advisement is also the responsibility of the adviser.

DOCTORAL ADVISEMENT POLICY

The doctoral degree involves close student-faculty interaction so that students and faculty can continue to grow and develop based on interactions and dialogue with each other. The temporary adviser, major adviser and advisory committees are thus central to success in the doctoral program.

A temporary adviser was assigned to you after you were admitted to the program. Your temporary adviser will serve in this capacity until you select your major adviser. You will select the Chair and members of your Doctoral Advisory Committee and your Dissertation Advisory Committee. The Doctoral Advisory Committee may or may not include the temporary adviser, and the Doctoral Dissertation Committee may or
may not include members of the Doctoral Advisory Committee. It is expected that you will select faculty who, by virtue of their expertise and interest, will facilitate your progress and success in the program.

**Temporary Adviser**

A temporary adviser is assigned to you when you are admitted to the program. The temporary adviser:

1. Authorizes required nursing courses;
2. Provides advice regarding electives, although only the Doctoral Advisory Committee can approve a program of study, including electives;
3. Encourages you to become acquainted with faculty and to select an advisory committee as soon as possible;
4. Provides support and guidance to you in negotiating the University’s procedures;
5. Maintains documentation of advice provided and completes a temporary program of study to be maintained in your academic file.

**Doctoral Advisory Committee**

Students are responsible for selecting their major academic adviser and members of the Doctoral Advisory Committee. The two School of Nursing faculty members on the Doctoral Advisory Committee should be selected as soon as feasible but no later than the accrual of 18 credits of course work. The outside member of the committee must be added to the committee by completion of 36 hours of course work. Students are encouraged to select their Doctoral Advisory Committee as early in the program as possible. Once the Doctoral Advisory Committee is selected, the Doctoral Advisory Committee Appointments Form should be completed (See Appendix E). Members of the committee should be selected based on their expertise and their relevance to the student’s area of research.

A minimum of three committee members is required: A major advisor from the Georgia State University School of Nursing, one additional committee member from the Byrdine F. Lewis School of Nursing, and one non-nursing committee member with faculty rank at Georgia State University but outside the School of Nursing. Additional members may be added from within or outside Georgia State University at the student’s discretion. The functions of the Doctoral Advisory Committee are described in the Graduate Catalog.


**Dissertation Committee**

A minimum of three committee members is required: A major adviser from the Byrdine F. Lewis School of Nursing, who holds appointment to the CHHS Graduate Faculty, one additional committee member from the School of Nursing and one non-nursing committee member with faculty rank either outside of the School of Nursing, either internal or external to Georgia State University. The Dissertation
Committee may consist of some or all of the same individuals from the Doctoral Advisory Committee, or the student may select a committee of all new individuals to constitute the Dissertation Committee. Additional members from within or from outside the University may be added based on their relevance to the research topic.

The dissertation topic should reflect the student’s interest and be consistent with the focus of the Doctoral Program. Dissertation guidelines for the School of Nursing are available on the SON web site.

The Dissertation Committee is required to complete the following forms: Dissertation Committee Appointment, Approval of Dissertation Proposal, and Approval of Dissertation Form (See Appendices L, M, and N).

POLICIES

Progression
The student must maintain a 3.0 average to progress from semester to semester, and must receive at least a "B" in each course taken. To be eligible to take comprehensive examinations, the student must have a cumulative grade-point average (GPA) of 3.2 or greater.

A doctoral student whose cumulative GPA falls below 3.0 at the end of a semester will receive a warning from the college. If at the end of the next 9 semester hours of enrollment the 3.0 cumulative GPA is not achieved, the student will be dropped from the graduate program. Students who are dropped may apply for readmission after a period of one year.

Students who do not earn at least a "B" in each nursing course must repeat the course on the next available offering to progress in the program. Only one nursing course may be repeated. Non-nursing courses in which a grade of "C" or less is received will not apply toward the requirements for graduation.

Residency Requirements
The purpose of the residency is (a) to enable the doctoral student to maintain close and continuous involvement with faculty, professional colleagues and other graduate students in the field and (b) socialization of the student to the doctoral role through engagement in scholarly activities expected of doctorally prepared nurses.

The specific structure of the residency requirement is determined by the student’s Doctoral Advisory Committee prior to the beginning of the residency and will consist of completion of a minimum of three scholarly activities as agreed upon by the student and his/her Doctoral Advisory Committee. Students may be enrolled either part-time or full-time during completion of the residency activities; however, all residency activities must be completed prior to the beginning of the Comprehensive Examination. The Doctoral Advisory Committee should complete and sign the Doctoral Residency Form (Appendix G). The Doctoral Advisory Committee will determine decisions regarding fulfillment of residency activities and any changes in the residency activities. The major adviser must sign the form to indicate that the residency was completed.
Continuous Enrollment

Students must seek readmission to the doctoral program if they have not enrolled for two (2) consecutive semesters. In addition, students who deviate from their planned sequences of nursing courses are not guaranteed a place in those courses in subsequent semester.

Comprehensive Examinations

After completion of 45 hours of course work applicable to the Ph.D. degree and having a GPA of 3.2 or higher, you are eligible to take Comprehensive Examinations. The student and the major advisor should complete the Application for Writing Comprehensive Examinations (Appendix H). The student should also complete the Comprehensive Exam Contract (Appendix J). The student is required to register for 3 credits in N8070 Comprehensive Examination until the student completes the comprehensive examination. See Appendix I for the Guidelines for Comprehensive Examinations. Comprehensive examinations must be successfully completed prior to the initiation of dissertation research.

APPELLING A PERFORMANCE EVALUATION

The faculty support the student’s right to initiate a grievance related to an evaluation of student performance. The complete grievance policy and procedure may be found in Appendix Q.
Appendix F1

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/~wwwfhb/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

---

\(^1\) 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.
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).

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
(select 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>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
<td></td>
</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>
</table>
* Delineate if served as chair or member of committee.

Approved 4/13/04
### Appendix F2

**Byrdine F. Lewis School of Nursing**  
Graduate Faculty  
October, 2005

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Degree(s)</th>
<th>Position/Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin</td>
<td>Dee</td>
<td>AS, BS, MA, MN, PhD, FAAN</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Carmon</td>
<td>Myra</td>
<td>BSN, MS, Ed.D, PNP</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Demi</td>
<td>Alice Mae Sterner</td>
<td>BSN, MSN, DNS, FAAN</td>
<td>Professor, Director SON</td>
</tr>
<tr>
<td>Gaines</td>
<td>Sherry K.</td>
<td>BSN, MN, PhD</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Grindel</td>
<td>Cece Marie Gatson</td>
<td>BSN, MSN, PhD</td>
<td>Professor, Assoc Dir Grad Prog</td>
</tr>
<tr>
<td>Howell</td>
<td>Carol</td>
<td>BS, MSN, PhD</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Kelley</td>
<td>Susan</td>
<td>RN, PhD, FAAN</td>
<td>Professor, Dean, CHHS</td>
</tr>
<tr>
<td>Minick</td>
<td>Ptlene Mary</td>
<td>BS, MN, PhD</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Moloney</td>
<td>Margaret</td>
<td>BSN, MSN, PhD</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Quinn</td>
<td>Christina Marie</td>
<td>BSN, MS, DSN</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Williams</td>
<td>Armenia</td>
<td>BSN, MN, D of Public Administration</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Wold</td>
<td>Judith</td>
<td>Associate Professor</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>
Appendix F4
Development of the Byrdine F. Lewis School of Nursing’s Self Study

The development of the Byrdine F. Lewis School of Nursing (BFLSON) self study began with preliminary work done by faculty at faculty retreats in Spring 2003 and Spring 2004. At this time faculty identified strengths, weaknesses, and opportunities for the advancement of the nursing programs. In Fall 2004 Dr. Demi drafted a preliminary strategic plan that encompassed the issues brought forth from these workshops. Also in Fall 2004 it was decided that requesting the assistance of staff in the Office of Development would be beneficial to finalize a strategic plan and also identify goals that were important to the way we worked in the BFLSON.

In Fall 2004, Dr. Demi appointed a core team to put together to self study: Dr. Cecelia Gatson Grindel (Chair), Dr. Bridget Doerr, Dr. Cathy Gebhardt, and Rhoda Pollard (staff). Dr. Demi and Dr. Krista Meinersmann served as ad hoc members of the task force. At a faculty meeting in Fall 2004 Dr. Grindel explained the process for the development of the self study. Data was collected by Office of Institutional Research and task force members during Spring and Summer 2004. Actual writing of the self-study and development of summary reports and other appendices occurred during the summer months.

In September, 2005, drafts of the self study were disseminated to the Undergraduate Program Committee and the Graduate Program Committee for review regarding accuracy and interpretation. This draft did not include peer review data as only one institution had responded by this time. Once input was gathered from these two curriculum committees, the self study was edited and circulated to all faculty members. Benchmarking data was added. On October 17, a faculty forum was held to
discuss the self study regarding interpretation of the data and accuracy. Edits were made, the self study underwent a final review, and all files were submitted for review.

The last draft of the self-study was distributed to faculty on November 16. The draft was edited based on faculty responses. The final report was distributed to Dean Susan Kelley and Dr. Chris Rosenbloom, Associate Dean of Academic Affairs for review.
Appendix F 5
Faculty Involvement in Professional and Community Service

Joann Bacon
Development of church health ministry and health promotion and prevention activities (2002-2005).
Student tutor at Brockett Elementary School (2002 – 2005)
Work with Dekalb County Board of Health Building Safe Neighborhoods program (2005)

Dee Baldwin
Member, Southwest Community Hospital Board of Trustees (2003-2004)
Member of the Advisory Board, Center for Black Wellness Project (2003-2004)
Member of the Advisory Board, 100 Black Women in DeKalb County (2003-2004)
Member, Congress of Black Women (2004)
Nursing Outlook, manuscript reviewer (2002-2005)
Nursing and Health Care Perspectives, manuscript reviewer (2002-2005)
Journal of Nursing Education, member of Editorial Board (2002-2005)
Chair, Minority Women’s Health Panel of Experts, DHHS, PHS Office of Women’s Health (2003-2004)
Member, National Advisory Council on Sexual Health, Center for Primary Care, Morehouse School of Medicine (2003-2004)
Grant Reviewer for:
DHHS, HRSA, Geriatric Education and Leadership Program (2003)
DHHS, HRSA, Maternal Child Health Section, Women’s Health (2003)
Georgia Cancer Coalition, Research Committee, Distinguished Scholars Program (2003)
DHHS, HRSA, Clinical experiences in Federally-funded health centers for Nurse Practitioner and /or Nurse Midwifery Students Program (2004)
Planning Committee Member, Georgia Nurses Foundation Leadership in Georgia Committee (2004)
Legislative and Policy Chair, Georgia Nurses Association, 5th District (2004)
Professional Leave to the Governor’s Office of Women’s Health (2003)
Involved in planning for numerous professional conferences and presentations (2003)

Barbara Browning
Co-Coordinator of the Health and Wellness Nursing Collaborative (2002-2005)
Sigma Theta Tau (Nursing Honor Society) counselor, (2002-2005)
Myra Carmon
Coordinator of the Health and Wellness Nursing Collaborative
Pulse Magazine of AJC/Board Member (2004-2005)
March of Dimes (2004-2005)
Public Affairs Committee and Program Committee
Atlanta Health Forum/ Member of Board of Directors (2004-2005)
Georgia Partnership for School Health, Chair of Advocacy Committee/on Board (2004-2005)
President, Georgia Nurses Association (2002-2004)
Chair, Georgia Nurses Association Board
Member, Georgia Nurses Foundation Board
Member, the Governor’s Taskforce on the Uninsured (2005)

Lisa Cranwell Bruce
Girl Scout Leader for two troops
Lamaze Instructor for parents with multiple births

Alice Demi
Member, Georgia Hospital Association Professional Advisory Committee (2003-2004)
Abstract reviewer, Sigma Theta Tau International Conference (2003)

Bridget Doerr
Member of the Georgia PEW (Public Health Practice and Education workgroup)
2003-2005
Member of the community based group, Healthy DeKalb. Our role is to increase physical activity and improve nutrition in the DeKalb school population.
Facilitated group (2003-2004)
Sigma Theta Tau – Counselor (2004-2005)

Sherry Gaines
Invited member, Planning Committee for Bright Beginnings…Promising Futures Early Learning Conference (2004-2005)
Member, Healthy Childcare, ETC (Empowerment through Consultation) Steering Committee, Georgia Health District 1-1 (2004-2005)
Member, Healthy Child Care Georgia Advisory Group (2004-2005)
Member, Better Brains for Baby Executive Committee (2004-2005)
Member, State Intra-agency Coordinating Council for Early Intervention Programs, Personnel Preparation Committee (2004-2005)
Member, Georgia Higher Education Consortium for Early Intervention (2004-2005)

Received an award from The Georgia Division of Public Health, Office of Nursing, for work done with Healthy Childcare ETC. (2004)

Mary Catherine Gebhardt
Chair of Service committee at St. Brigid’s Catholic Church
To provide meals for the homeless shelter once a month
Organized the giving tree at the church to provide needed items for the immigrant families during the month of December (2002)
Chair of the Easter service project at St. Brigid’s Catholic Church
Collected, assembled and delivered 200 Easter baskets to the Atlanta Day Shelter (2003)

Paula Gordon
Brownie Troop Leader (2004)

Carol Grantham
Sigma Theta Tau International, Epsilon Alpha, Georgia State University, Counselor, elected Spring 2003-2005
International Society of Nurses in Genetics (ISONG), Website Advertising Policy/Guidelines Taskforce, Member, (2003-2005)
TeenSmart Advisory Committee Board, Member, (2002-2004)
Journal of Nursing Measurement; manuscript reviewer (2005)

Cece Grindel
Mary Our Queen Lector and Extraordinary Minister (2002-2005)
Academy of Medical-Surgical Nurses
President Elect (2003-2004)
President (2004-2006)
Evaluator, Nurses Nurturing Nurses Project (2001-2005)
Co-Chair, Research Committee (2002-2003)
Chair, Nominations Committee, (2004)
Editorial Board
Manuscript Reviewer
Journal of the Association for Nurses in AIDS Care (2003-2005)
Manuscript Reviewer
Journal of Nursing Management
Manuscript Reviewer (2002-2005)
Journal for the Poor and Underserved
Manuscript Reviewer (2002-2005)
Medical-Surgical Certification Board
Member (Test construction and evaluation)(2002-2003)
Sigma Theta Tau International

Carol Hayes
Chair of Burnt Fork Watershed Alliance (2004-2005)
Georgia Department of Public Health: Clinical Breast Exam Training (2004-2005)
Served on advisory board for establishment of training
Conducted one training of nurses at the LaGrange County Health Department, February 24, 2005
Served on APRN Prescriptive Authority Lobby Day planning committee Feb 2005

Sandy Hewell
No Community Service

Eva Horne
Red Cross Volunteer in the FNP role at the Lawrence Joel Health Clinic at Fort McPherson, Atlanta, GA., 6-7 hours per week. (2003-2004)
Carol Howell
   No community service

Jane Kassens
   Member of Blood Drive task force, Mount Paran Church of God.(2004)
   Skin cancer screener as NP at half-day community/corporate health fairs twice a month
   with WomenFirst department of Northside Hospital.(2004)

Carolyn Kee
   Member, Institutional Review Board, Northside Hospital, monthly meetings for review of
   proposals; meeting length of three hours (2004)
   Applied Nursing Research, manuscript reviewer (2004)
   Journal of Nursing Scholarship, manuscript reviewer (2004)

Anne Koci
   FNP Volunteer at the Good Samaritan Health Center, Atlanta (2004)
   Bible teacher for adult women (2004)

Linda McGehee
   Atlanta City Council representative to the Fulton County Board of Health and Wellness
   (2003-2005)

Krista Meinersmann
   Cultural Competency and Disparities Action Group for Dekalb County, Member
   UU Womenspirit, Coordinating Council, Member (2002-2004)
   Sigma Theta Tau International, Epsilon Alpha Chapter, Corresponding Secretary
   (2003-2005)
   Southern Nursing Research Society, Local Planning Committee for 2005 conference

Ptlene Minick
   No community service

Peggy Moloney
   Nurse Practitioner, Planned Parenthood of Atlanta (2004-2005)
   Board of Trustees, Unitarian Universalist Congregation of Atlanta (2004-2005)
   National Association of Nurse Practitioners in Women's Health -Abstract Reviewer for
   Sigma Theta Tau- Reviewer, research grant proposals for Alpha Epsilon chapter, (2004)
   Lectures to the Community on Women and Migraine Headaches
   Women's Health Issues: Official Publication of the Jacobs Institute of Women's Health
   manuscript reviewer (2004)
   Journal of Nursing Measurement , manuscript reviewer,(2004)
   Journal of Nursing Scholarship manuscript reviewer (2004)
   Memberships on advisory boards
   Emory Women's Center, (2002-2004)

Kathleen Patusky
   No community service
Lynn Pfaff
Serve as mental health provider for Positive Impact patients (2002-2004)
Volunteer American Red Cross/ Mental Health Services (2002-2004)
Vice President of MAAPPING and Program Chair (2002-2003)

Christina Quinn
Dekalb Medical Center; Clinical Research Committee; (2002-2005)
Sigma Theta Tau, Vice President for Epsilon Alpha chapter (2003-2005)

Armenia Williams
Public Health Nursing Education and Service Consortium for the Georgia Office of Nursing, Georgia Department of Public Health, Development of on-line education and program facilitation for baccalaureate education for public health nurses who are not prepared at this level (2002)
Advisory Board for the East DeKalb Health Center, Setting policy for community assessment, outreach and planning for the East DeKalb Area (2002)
Commission on Collegiate Nursing Education, Certified Accreditation Reviewer and Visitor (2002-2005)
Member, Laboratory Standards and Practice Committee, aligned with the Publication Board for the American Public Health Association. Appointed by the Executive Director after nomination by the Public Health Nursing Section of APHA. Reviews, develops and publishes the scientific books and publications for the APHA. One of seven members of this group from a 50,000+ member organization (2002)
Nominating Committee Member, elected for a two year term, Association of Community Health Nursing Educators (2003)
Practice as a volunteer Family Nurse Practitioner in occupational health settings, health department, faith organizations, pediatric settings, and senior service settings (2003)
Adult Sanctuary Choir, First Baptist Church of Lithonia (2003)
Single Adult Sunday School Teacher, First Baptist Church of Lithonia (2003)
Member of the Advisory Board: DeKalb Status of Health (2002-2005)
  Grant reviewer
  Review DeKalb clinical services and outcomes reports
MAPP Project (Healthy DeKalb) (2003)
  Member of the Ethnic Disparities Task Force
Work Site Health (2002-2005)
  Clinical practice at 10 work sites (quarries)
Screening and Counseling Services (2003-2004)
  Lithonia Senior Center and work sites
  Member, Governing Council, elected to represent Public Health Nursing
  Member, Clinical Laboratory Standards and Practices Committees, Subcommittee of the APHA Publications Board
  Reviewer of abstracts submitted for the 2003 Annual Meeting
  Presided at two Research focused sessions at the 2003 Meeting
  Reviewer of abstracts submitted for the 2004 Annual Meeting
Office of Nursing, Georgia Department of Human Resources
  Member of the Practice and Education Workgroup
  Reviewer for four refereed Publications (2002-2005)
  Applied Nursing Research
Journal of the Cardiovascular Nursing Association
Nursing Outlook
On-Line Journal of the Rural Nurse Organization
Georgia Department of Human Resources (2004) - Worksite Advisory Group
Georgia Physical Activity and Nutrition Coalition (2004) - Work Site Committee

Judith Wold

*Nursing Outlook*, manuscript reviewer, (2003 to 2005)
World Views on Evidenced-Based Nursing, Manuscript Reviewer (2005)
Advisory Board Member, SPCC-AHEC Board of Advisors, Chair of Strategic Planning Committee and member of Finance Committee. (2003-2005)
Volunteer for Medshare, International Aid Organization (2005)
Association of Community Health Nurse Educators – Elected Southern member at large (2004-2006)
Board Member, Partners for International Development (2005)
Academic Fellow, Lillian Carter Center for International Nursing, Emory University (2003-2005)
Grant to train Georgian (Russian) Physicians as Nurse Educators
Member, Healthy Childcare, ETC (Empowerment Through Consultation) Steering Committee, GA Health District 1.1 (2005)
Faculty Honors, Awards, Contributions

For the APR report we would like to highlight your honors, awards, and other contributions. We are aware that some of this information appears on your annual report but some of it may not be as visible. Please share your contributions with us by completing this form and returning it to Ceece by August 30.

Please include your activities for the last 3 years!

1. Are you a manuscript reviewer for a refereed journal?
   ___ No
   ___ Yes. Which journal(s)?

2. Do you serve on an Editorial Board?
   ___ No
   ___ Yes. Which Board(s)?

3. Do you serve as an elected officer on any state or national nursing organization?
   ___ No
   ___ Yes. What capacity? Which organization(s)?

4. Do you serve on state or national committee for a professional nursing organization?
   ___ No
   ___ Yes. What capacity? Which organization(s)?

5. Do you serve on a county, state, or national board for community-based organizations?
   ___ No
   ___ Yes. What capacity? Which organization(s)?

6. Have you received any county, state, or national awards/honors?
   ___ No
   ___ Yes. What award? Which organization(s)?

7. Have you been involved in service or outreach contributions?
   ___ No
   ___ Yes. Please explain:

8. Other:
Appendix E1
Admission Criteria for the
Traditional and Accelerated Bachelor of Science Programs

Your application is considered "complete" only after all of the following items have been received by the CHHS Office of Academic Assistance: application cover sheet + one copy, application fee, two letters of recommendation, essay, and short answers. Only complete applications that are received by the nursing application deadline will be reviewed for admission.

- **Application Cover Sheet** - Use to apply for the Traditional option and/or the Accelerated option. Please include one copy of your cover sheet with your application.

- **Application Fee** - Enclose a check or money order payable to Georgia State University for $15.

- **Two Letters of Recommendation** - One letter must be academic (preferable college level); the other may be academic or professional. Letters must be presented in a professional format. Letters must be submitted in a sealed envelope that is signed across the flap to be considered.

- **Essay** - Discuss your position on a healthcare or social issue in a two-page, double-spaced, typed essay. Include your full name on the first page of the document. Do not include cover pages, report covers, or graphics.

- **Short Answers** - Click to download questions.

**Mail all of the above to:**
Office of Academic Assistance
College of Health & Human Sciences
PO Box 3995
Atlanta, GA 30302-3995

- **Entrance Exam** - The Nursing Entrance Exam must be taken as part of your application. Exams taken at Georgia State require registration. Click for instructions and details.

**NOTE:** You must be accepted by Georgia State University as a degree-seeking undergraduate student before your nursing application will be reviewed. Nursing applicants that have not been accepted by Georgia State by our nursing application deadline will not be considered for admission for the semester in which you are applying. Please contact Georgia State's Undergraduate Admissions Office regarding processing time for your university application.

http://chhs.gsu.edu/nursing/apps_requirements.asp
Appendix E2
Admission Criteria for Master of Science in Nursing

The master's program is designed to prepare graduates to assume a variety of advanced practice roles. The program focuses on the preparation of clinical experts with advanced competencies and emphasizes excellence in practice, critical thinking, inquiry, leadership, self-awareness and empowerment. The Byrdine F. Lewis School of Nursing offers several areas of specialty leading to the Clinical Nurse Specialist or Nurse Practitioner credential.

Specialty areas of study

- Adult Health Clinical Nurse Specialist
- Child Health Clinical Nurse Specialist/Pediatric Nurse Practitioner
- Family Nurse Practitioner
- Perinatal Clinical Nurse Specialist/Women’s Health Nurse Practitioner
- Psychiatric/Mental Health Clinical Nurse Specialist

Admissions Information

The master's program in nursing is open to registered nurses who wish to continue their education by obtaining an advanced degree. There are two admission options: RNs with a baccalaureate degree in nursing and RNs prepared at the associate or diploma level who have had outstanding practice experience and professional involvements. RNs who do not have a baccalaureate degree in nursing must complete additional undergraduate coursework as prerequisites to master's coursework. The determination of required undergraduate coursework is based on an evaluation of each applicant's past academic work and on current undergraduate requirements for the baccalaureate in nursing program.

The Byrdine F. Lewis School of Nursing accepts students into the master's program for all three semesters. (Application deadlines are entered here.)

An entrance exam is not required for applicants to the Master's program.

The following materials are required for admission:

- Application for Graduate Study, College of Health and Human Sciences, and supplemental application for the program;
- A $50 non-refundable application fee;
- Two copies of official transcripts from all colleges attended;
- Two letters of recommendation from individuals knowledgeable of the applicant's professional and academic activities;
- Current vita or resume including education, work experience and professional development, professional and/or community activities, research and publications;
- Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English;
- A certificate of immunization.

The following items are needed but not included in the packet you mail to the Office of Academic Assistance.

1. Official Graduate Record Exam (GRE) score, effective Spring Semester 2006 admission. The score should be sent directly to Georgia State from the Educational Testing Service (ETS). Scores cannot be more than five years old from the desired semester of entry. We recommend that you take the GRE no later than two months prior to the application deadline. The correct institution code for Georgia State is 5251. A department code is not used. If you have an official copy of your GRE scores, please send a photocopy with your application. While a photocopy is not acceptable for admission and we must still receive official scores from ETS, a photocopy can help expedite the processing of your application. Visit the GRE website at www.gre.org or call 1-800-GRE-CALL for information and registration.

2. Certificate of Immunization. This is required for accepted applicants who have never attended Georgia State University. If admitted, you must submit this form to Georgia State University Health Services prior to registration. The form can be printed from www.gsu.edu/health.

3. Official TOEFL score (for applicants whose native language is not English). If available, please include a copy of your TOEFL score in your application packet.

4. International credential evaluation (for applicants who have completed any education outside the U.S.). See International Applicants document.

Mailing Address:

Office of Academic Assistance
College of Health and Human Sciences
Georgia State University
P.O. Box 3995
Atlanta, GA 30302-3995

If you have questions, please contact us at 404/651-3064 or chhs-oaa@gsu.edu.

Admission Status

Admission to the master's program is contingent upon the availability of adequate faculty and facilities. Applicants who meet all admissions guidelines based upon faculty review may be admitted to full graduate status. Applicants who do not meet one or more of the admission guidelines and who, in the opinion of the faculty, have the potential to
be successful in graduate study and to make significant contributions to the nursing profession may be admitted to provisional status. Students admitted to provisional status are limited to 12 semester hours of study. At the end of the 12 hours, a grade-point average of 3.0 must be achieved or the student is withdrawn from the program. If a GPA of 3.0 is achieved, and upon recommendation of the school, the student is admitted to full graduate status, and will receive a letter notifying him or her of the change in status.
Appendix E3
Admission Criteria for the PhD in Nursing Program

The following forms (pdf format) are to be submitted to the Office of Academic Assistance (address below).

Application for Graduate Study
Residency Information Form (used to determine in-state or out-of-state tuition)

Additional application materials to be submitted.

1. $50.00 Application Fee. A check or money order (in U.S. currency) should be made payable to Georgia State University. This fee is nonrefundable.

2. Two transcripts from each college and/or university attended, except from Georgia State University. Transcripts are required regardless of length of stay or if the grades are listed on another school's transcript. You will collect and submit all unopened transcripts. If needed, Transcript Request forms can be downloaded.

   If you are enrolled in another graduate program at Georgia State University, you may complete a Request for Transfer of Records in your current college's graduate admissions office. If you have attended Georgia State University in an undergraduate status, all transcripts, except Georgia State's, must be sent; these transcripts are not available for our use.

3. Curriculum Vitae/Resume to include education, work experience, professional development, professional and/or community activities, and research and publications. Nursing license state and number should be listed.

4. Statement of Goals regarding doctoral study. Please include your name and social security number, if available, on this document.

5. A two-page Position Paper on a current social or health issue.

6. Three letters of recommendation from individuals knowledgeable of your professional, intellectual and academic abilities. At least one letter should be from an academic reference. Each letter remains unopened with the recommender's signature across the seal.

7. Photocopy of your GRE score (see below).

The following items are needed but not included in the packet you mail to the Office of Academic Assistance.

1. Official Graduate Record Exam (GRE) score. The recommended minimum score on Verbal and Quantitative sections is 1000. The score should be sent directly to Georgia State University from the Educational Testing Service (ETS). Scores cannot be more than five years old from the desired semester of entry. We recommend that you take the GRE no later than two months prior to the application deadline. The correct institution code for Georgia State University is 5251. A department code is not used. If you have an official copy of your GRE scores, please send a photocopy with your application. While a photocopy is not acceptable for admission and we must still receive official scores from ETS, a photocopy can help expedite the processing of your application. Visit the GRE website at http://www.gre.org/ or call 1-800-GRE-CALL for information and registration.

2. Certificate of Immunization. This is required for accepted applicants who have never attended Georgia State University. If admitted, you must submit this form to Georgia State University Health Services prior to registration. The form can be printed from www.gsu.edu/health.

3. Official TOEFL score (for applicants whose native language is not English). If available, please include a copy of your TOEFL score in your application packet.

4. International credential evaluation (for applicants who have completed any education outside the U.S.). See International Applicants document.

Additional requirements include the following:

1. Master’s degree in nursing. Applicants who hold a master’s degree in an area other than nursing must have (1) a bachelor’s degree in nursing, (2) a background in advanced clinical nursing practice, and (3) evidence of either previous course work in nursing theory or an individualized learning program in nursing theory.

2. Licensure/Certification. All applicants (including international applicants) must hold a license in the United States as a registered nurse (R.N. license) prior to acceptance to the doctoral program. State and number should be listed on the resume.

3. Successful completion of an intermediate graduate level statistics course (may be taken prior to or concurrent with the first Ph.D. nursing course).

4. An interview with faculty in the School of Nursing.
Mailing Address:

Office of Academic Assistance
College of Health and Human Sciences
Georgia State University
P.O. Box 3995
Atlanta, GA 30302-3995

If you have questions, please contact us at 404/651-3064 or chhs-oaa@gsu.edu.

You may check the status of your application online by choosing “Admissions Status” at student.gosolar.gsu.edu. Please allow three weeks after submitting your application to check its status. If you are unable to access your application status, please contact the Office of Academic Assistance.
Dawn M. Aycock, RN, MSN, CCRC
5391 Katherine Village Dr.
Ellenwood, GA 30294
Home: (678) 422-2580 / Work: (404) 727-9658
Email: daycock@emory.edu

EDUCATION
1/2002 - 8/2004 Master of Science in Nursing
Emory University - Atlanta, Georgia
Cumulative GPA - 3.923

8/1990 - 5/1995 Bachelor of Science in Nursing
Prairie View A&M University - Prairie View, Texas

LICENSE
3/2000 - present Registered Nurse Georgia #R148242
7/1995 - 2001 Registered Nurse Texas #620289

CERTIFICATIONS
Eligible Adult Nurse Practitioner Certification (exam scheduled for 12/8/04)
8/2002 - present AHA Basic Life Support Certification
11/1999 - present Certified Clinical Research Coordinator
3/1999 AHA Advanced Cardiac Life Support Certification

HONORS AND AWARDS
1997 Golden Teamwork Award Recipient, North Austin Medical Center
1995 Benjamin Banneker Honors College Graduate at Prairie View A&M University
1992 & 1993 NCAA Woman of the Year for Prairie View A&M University

PROFESSIONAL MEMBERSHIPS
6/2002 - present American Heart Association - Cardiovascular Nursing Council
4/2001 - present Sigma Theta Tau International Honor Society
11/1999 - present Association of Clinical Research Professionals

GRADUATE CLINICAL EXPERIENCE
12/2003 - 8/2004
122 hours Dr. Imani Vannoy, Internal Medicine Practice
158 hours Medical Emergency Associates, Dekalb Medical Center Hospitalist
150 hours Diabetes and Endocrine Associates, Dr. David Jacobson
130 hours Southern Heart Specialist, Dr. Abiodun Olatidoye
CLINICAL EXPERIENCE

10/2000 - present  PRN Staff Nurse  Orthopedic-Neurology Unit
Southern Regional Hospital-Atlanta, GA

5/2000 - 9/2000  Staff Nurse  Medical-Surgical Unit
Baptist Medical Center-San Antonio, TX

8/1995 - 5/1997  Staff Nurse/Charge Nurse  Medical-Surgical, Ortho, Oncology Unit
North Austin Medical Center-Austin, TX

Responsible for assessing, planning, implementing and evaluating patient care. Clinical skills include
medication administration, venipuncture, intravenous infusion therapy, tube feedings and wound care
management. Provide patient education and coordinate admission and discharge planning. As a charge
nurse or in a team-leading setting responsibilities included overseeing patient care and delegating care
responsibilities.

RESEARCH EXPERIENCE

11/2000 - present  Project Manager  Nell Hodgson Woodruff School of Nursing
Senior Research Nurse  Emory University-Atlanta, GA

Responsible for all aspects of developing and coordinating study procedures for a 4-5 year, NIH funded
multi-site data collection study assessing family caregivers of stroke survivors. Duties include training
and overseeing study collectors, working with and maintaining communication with the clinical research
teams, overseeing transfer of data between sites and collecting, encoding and reviewing data for
accuracy. Assisted with database development and maintained accurate study records. Also involved in
management of grant finances, data analysis, creation of Powerpoint presentations, abstracts and
manuscript development. Correspond with Institutional Review Board regarding study conduct and
continuation and assist with preparation of NIH grant continuation submissions.

1/1999 - 1/2000  Site Manager  Hospital Healthcare Unit
Clinical Research Coordinator  Scirex Corporation-Austin, TX

Supervised, trained, and evaluated up to 6 research nurses in the performance of clinical and
administrative responsibilities related to one or more pharmaceutical sponsored analgesic research
trials. Ensured site compliance of study requirements, standard operating procedures, and FDA
regulations. Interacted with Investigators, study sponsors, IRB representatives and regulatory
monitors regarding study conduct. Recruited physicians to serve as Investigators on projects and
prepared clinical sites for enrollment. Coordinated study initiation and closure procedures. Involved in
developing standardized pain assessment guidelines and data collection dialogue for the hospital
healthcare unit.

5/1997 - 1/1999  Clinical Research Coordinator  Hospital Healthcare Unit
Scirex Corporation-Austin, TX

Recruited and evaluated study subjects, obtained informed consent and performed appropriate research
protocol procedures to include collection of blood and urine specimens and pain assessments.
Administered study medication, provided patient care, and monitored for adverse events. Created tools
for data collection and documented and organized data in case report forms.
PUBLICATIONS

Articles:


Clark, PC., Dunbar, SB., Aycock, DM., Courtney, E. & Wolf, SL. (in press) Memory and Behavior Problems Post-stroke. Rehabilitation Nursing


Abstracts and Presentations:


Clark, P. C., Dunbar, S. B., Aycock, D. M. & Wolf, S. L. Pros and Challenges of Research Collaboration with a National Clinical Trial, Sigma Theta Tau International's 37th Biennial Convention, Toronto, Canada

SERVICE

6/2004 - present Health and Wellness Consortium Member - Victory Baptist Church
Stone Mountain, GA

2002-2004 Guest lecturer for NSR 371 Professional Development Research Conversations in Research

11/2000 - present Co-mentors undergraduate and graduate nursing and public health students related to research activities.

COMPUTER SKILLS

Proficient in Microsoft Word, EXCE, PowerPoint, Endnote, and SPSS database.
Education:
University of Tennessee
Knoxville, Tennessee
Master of Public Health, June 1978
Major: Community Health Education

University of Tennessee
Knoxville, Tennessee
Bachelor of Science in Nursing, March 1976
Major: Nursing

Summary of Qualifications:
Experience reflects excellent management and clinical background coupled with community health education and managed care. Academic credentials encompass MPH and BSN. Qualifications include development and implementation of community health programs, teaching, senior level management, staff recruitment, staff development, clinical management, managed care, public speaking, decision making and long term planning.

Progressive experience in the health care profession. Previous experience includes Vice President with National Healthcare Network, Atlanta; Public Health Nurse with Dekalb County Board of Health, Atlanta; Senior Manager with Parkside Health Management Corporation, Atlanta; Nursing Director with St. Joseph’s Hospital of Atlanta and Health Educator with two community health centers in Chattanooga Tennessee. Current employment involves administrative and teaching responsibilites at the university level.

Experience:
Georgia State University
School of Nursing
Atlanta, Georgia
2000 - Present
Faculty, Clinical Resources Liaison
Responsible for securing appropriate clinical rotations for students in the undergraduate nursing program. Develops and maintains relationships with clinical agencies and the community. Assists administration and faculty as necessary regarding student clinical placements. Assists with student recruitment activities and development of appropriate marketing materials. Involved with student advisement and mentoring as appropriate. Serves on committees as appropriate. Teaching activities as assigned.

Georgia State University
School of Nursing
Atlanta, Georgia
1993 - 2000
Clinical Faculty, Part – time, Community Health
Responsible for the management and evaluation of graduate and undergraduate community health nursing students in the clinical setting. Plan, implement and evaluate clinical activities
for nursing students. Provide supervision, direction and guidance in the student’s learning process. Re-enforce and apply classroom lectures in clinical setting. Interface with agency personnel, community agencies and leaders, students and faculty to coordinate effective clinical learning experiences.

National Healthcare Network
Atlanta, Georgia
1993 - 2000
Vice President, Provider Relations and Quality Management
Responsible for the direction and coordination of the Department of Provider Relations and Quality Management to include planning, directing, organizing, controlling and evaluating the implementation of strategic plans that will insure functionally sound provider interaction and network development. Exercised major strategic control of planning short and long term fiscal viability of the department in addition to formulating and administering department policies. Extensive contact with senior management regarding provider and payer issues, contract negotiation, operations, staff, and general business concerns.

Consultant
Atlanta, Georgia
1990 - 1993
Registered Nurse
Served as an independent consultant providing healthcare services to various nursing agencies and companies. Services included chart audits, general nursing duties, telephone triage, immunizations, medical histories, health risk appraisals, patient education and teaching. Primary clients: Dekalb County Board of Health, Health Force Nursing Agency and the U. S. Department of Labor.

Parkside Health Management Corporation
Atlanta, Georgia
1989 - 1990
Appeals Coordinator
Responsible for the coordination of the appeals process according to client guidelines. Served as patient advocate, guiding employees and providers through appeals process and educating in the proper use of certification program to prevent possible benefit reduction. Organized, screened, reviewed and evaluated medical records for medical necessity and consulted with appropriate physicians and other providers. Acted as resource to other nurses and personnel with respect to appeals process, chart audits and other related issues. Coordinated and completed data collection and data entry regarding appeals. Interacted with accounting department to assure that invoices, reimbursements or financial obligations regarding appeals were properly managed.

Parkside Health Management Corporation
Atlanta, Georgia
1987 - 1989
Senior Manager, Nursing Services
Responsible for the activities of the nursing department providing managed care services to assure that quality care and service was provided to clients and their employees. Primary
responsibilities included management of and clinical support to managed care personnel, problem-solving, data collection and interpretation, proposal writing, quality assurance - risk management, recruitment, education and training.

St. Joseph’s Hospital of Atlanta
Atlanta, Georgia
1984 - 1987
Nursing Director, Fourth Floor
Exercised total authority over all nursing patient care activities on 48 bed unit. Primary patient services included medical cardiology with telemetry, urology, nephrology, and pulmonary. Major responsibilities included management of 70 plus professional and support personnel including six clinical managers. Controlled all administrative functions - complete budgetary development and management, personnel recruitment, staff development, management and evaluation. Also participated in quality assurance - risk management activities and provided clinical resources to personnel. Twenty - hour accountability.

Veterans Administration Medical Center
Atlanta, Georgia
1982 - 1984
Charge Nurse - Staff Nurse
Responsible for coordinating staff in providing direct patient care on a 42 bed medical oncology unit. Served as charge nurse, team leader and staff nurse. Provided direct patient care. Also served as Preceptor to new personnel. Responsible for advisement and consulting during the orientation and adjustment process of new employees. Related activities included planning, coordinating and presenting educational and teaching programs. Additionally, was responsible for personnel counseling and assisting in the performance review evaluation process of staff.

Alton Park and Dodson Avenue Community Health Centers
Chattanooga, Tennessee
1978 - 1982
Health Educator
As the only health educator for both of these outpatient centers, responsibilities encompassed developing, coordinating, implementing, directing and managing all activities of a newly established Health Education Department. Responsibilities included patient teaching - education and counseling, community lectures, school programs and involvement with community agencies. Successfully expanded the hypertension program and also developed programs for diabetes, prenatal care, dental education for pre - schoolers and community education. Responsible for administrative management of the department including budgetary development, personnel management and grant writing.

University of Tennessee Medical Center
Knoxville, Tennessee
1976 - 1977
Charge Nurse
Managed and supervised personnel and patient care activities on 22 bed obstetric and gynecology unit. Evening shift.
I. PERSONAL INFORMATION

Name: DeFloris (Dee) M. Baldwin, PhD, RN, FAAN

Home Address and Phone: 5860 Canaan Glen Court
Atlanta, Georgia 30331
(404) 344-8311

Work Address and Phone: Georgia State University
College of Health & Human Sciences
Byrdine F. Lewis School of Nursing
P.O. Box 4019
Atlanta, Georgia 30303-4019
(404) 463-0573 (O)
(404) 651-3056 (FAX)
Email: dbaldwin@gsu.edu

II. PROFESSIONAL CREDENTIALS

Licensure: R.N., Georgia, Expiration Date: 01-31-03


III. FELLOWSHIP AWARDS

Robert Wood Johnson Foundation
Nurse Executive Fellows Program, 2000-2003

American Academy of Nursing, Fellow, 2000-present

IV. POST-SECONDARY EDUCATION

1987 Ph.D. Georgia State University, Atlanta, GA
Major: Higher Education (Curriculum Development- Instructional Processes)

1978 M.N. Emory University, Atlanta, Georgia
Major: Adult Health Nursing
1975       M.A.       Hampton Institute, Hampton, Virginia
            Masters of Arts
            Major: Guidance and Counseling

1973       B.S.N.       Hampton Institute, Hampton, Virginia
            Major: Nursing

V. PROFESSIONAL APPOINTMENTS

1999 - 2003 Executive Director  Georgia’s Office of Women’s Health
                                  Department of Community Health
                                  Atlanta, Georgia.

1999-2003 Cancer Liaison
         Dept. of Community Health  Georgia Cancer Coalition
                                  Atlanta, Georgia

199-2003 Chairperson
          Cancer Implementation
          Team  Department of Community Health
          Atlanta, Georgia

1993-1999 Assoc. Director, Graduate
          Programs in Nursing  Georgia State University
                                  Atlanta, Georgia

1991-Pres. Associate Professor
          Nursing  Georgia State University
                                  Atlanta, Georgia

1987-Pres Consultant
          Diversity & Mentoring  HealthWise Enterprise
                                  Atlanta, Georgia

1988-1993 Assistant Professor
          Nursing  Georgia State University
                                  Atlanta, Georgia.

1982-1993 Instructor
          Nursing  Georgia State University
                                  Atlanta, Georgia

1979-1982 Instructor
          Nursing  Kennesaw College
                                  Marietta, Georgia

1974-1979 Instructor
          Nursing  Grady Memorial Hospital
                                  School of Nursing

VI. RESEARCH ACTIVITIES

2003  Baldwin, D.  The Economics of Cancer Care (Principal Investigator).
2002 Baldwin, D. “Barriers to Healthcare for Minority Women” (Principal Investigator).

1998 Baldwin, D. & Greenberg, D. “Linking Underserved populations to breast health information via the Internet” (Principal Investigator).


1998 Baldwin, D. & Williams, S. “Homeless African American Women and Breast Cancer Education” (Principal Investigator).

1996 Baldwin, D. “Promotion of Breast Health in Older African American Women.”


1991 Baldwin, D. & Wold, J. "The Effects of a Mentor-Mentee/Enrichment Program on Retention of Students from Disadvantaged Backgrounds: A Pilot Study. (Principal Investigator.)”

RESEARCH GRANTS

1999 Baldwin, D. & Greenberg, D. Mammography Multimedia Project. CDC, REACH 2010; $140,580; Approved—not funded.

1998 Baldwin, D. & Greenberg, D. Linking at risk populations to breast cancer facts and information via the computer; National SGK Foundation; $100,089 (Third Year funding).

Pfizer Pharmaceuticals Company; $5000; one year funding.

1996  Baldwin, D. “Project Breast Health for the Promotion of Breast Health in Low-income African American Women; Susan G. Komen, Greater Atlanta Chapter; $92,673; third yr. funding.

1991  Baldwin, D. & Jackson, C. "The Lived Experience of Black Graduates Who Complete a Baccalaureate Nursing Education Program". Funded by Georgia Nurses' Foundation; Principal Investigator, $384.00.

1990  Baldwin, D. & Hill, P. "Strategies for Teaching Two Basic Skills and Their Effects on Performance Outcome and Perceived Level of Confidence". Funded by Georgia State University Research and Grants Program; Principal Investigator, $2440.00.

1988  Baldwin, D. & Wold. J., "The Effects of a Mentor-Mentee Program on Retention of Students from Disadvantaged Backgrounds", Georgia State University Research and Grants Program; Principal Investigator, $1555.00.

PROGRAM AND EDUCATION GRANTS

2004  Baldwin, D. Women’s Health Navigators’ Program. Atlanta D-Day Program, Atlanta, Georgia, $25,000.

2003  Baldwin, D. Mammography Women’s Health Initiative, Food Drug Administration, Georgia Regional Office of Women’s Health, Project Director, $7,000.

2003  Baldwin, D. & Chambers, S. Celebrate Healthy Living: A Woman’s Journey to Wellness.” Centers for Disease Control and Prevention. Project Director; $10,000.

2003  Baldwin, D. “Women’s Health Navigators—Winning the Fight Against Breast Cancer, Greater Atlanta Affiliate of the Susan G. Komen Breast Cancer Foundation, Atlanta, Georgia; Project Director; $50,000; 2nd year funding Applied For.

2001  Baldwin, D. “Eliminating Disparities in Minority Women’s Health,” Funded by State of Georgia (Department of Justice); Project Director; $100,000.

2000  Baldwin, D. “Promoting Cardiovascular Women’s Health, Funded by Multiple Pharmaceutical Companies; Project Director; $115,900; 3rd Year Funding.

1998  Baldwin, D. “Increasing Graduate Education Opportunities to RN-MS students; $46,000; Helene Fuld Health Trust; one year funding; Project Director.

1992 Baldwin, D., Cotanch, C. & Johnson, P. "Breast and Cervical Cancer Prevention in Low Income African-American Women: An Education Program for Primary Health Care Providers". Funded by Centers for Disease Control, U.S. Public Health Service to American Nurses Association for $450,000 (3 Year funding); Sub-contract to GSU, $197,951--Project Director.

1992 Nelms, T. (P.I.) & Baldwin, D. "A Workshop in Race, Class, Ethnicity and Gender Issues in Nursing Education". Funded By Georgia State University, Instructional Grant Program; Co-Investigator, $2000.00.

1991 Baldwin, D. & Wold, J. "A Mentor-Mentee/Enrichment Program for Students from Disadvantaged Backgrounds", DHHS, Nursing Special Projects, Division of Nursing; Three year period; Project Director, $217,169.00.

CONTRACTS

2003 Baldwin D. Ovarian Cancer Alliance, Georgia Department of Community Health, Project Manager; $20,000.

2002 Baldwin, D. “Knowing the Facts about Ovarian Cancer,” Georgia Department of Community Health, Office of Women’s Health; Project Manager, $125,000.

2001 Baldwin, D. “Training of Future Cancer Caregivers and Health Care Providers,” Georgia Department of Community Health; Project Manager; 2,000,000.

VII. PUBLICATIONS

1. Articles in Review (+ = Data-based):


2. Articles in Progress

   +Baldwin, D. (In Progress). Barriers to healthcare coverage for minority women. *Public Health Nursing*
+Baldwin, D. & Greenberg, (In Progress). Linking at risk populations to breast cancer facts and information via the computer.

3. Refereed Articles


4. Book Chapters


5. Monographs


6. **Other Publications & Conference Proceedings**


7. **Book Reviews**


VII. **PRESENTATIONS (SELECTED RESEARCH AND SCHOLARLY PAPERS)**

**INTERNATIONAL**


2001 Community Strategies that work in the promotion of breast health for older
African American women, **European Association of Cancer Education**, Brussels.


1995 Nov   A model for describing the lived experience and decision making practices of low-income African American women’s participation in breast and cervical cancer early detection and screening services, Scientific Session, Sigma Theta Tau, International Honor Society in Nursing, Detroit, MI.

**NATIONAL**

2003 Nov   The Economics of Cancer Care: Implications for the Caregiver. APHA, Eliminating Disparities and Determinants of Health. San Francisco, CA.


2003 Oct   The Nursing Shortage: Implications for Health Disparities in Ethnic and Racial Minorities, 3rd Annual Primary Care and Prevention, Creating Health Communities and Eliminating Disparities in the South. Atlanta, Georgia.


1999 May   Knowledge of BSE practice in incarcerated females. Politics of Caring I. Emory University, Atlanta, Georgia.


1999 Feb.   Uncovering homeless women’s understanding of breast health information; 5th National Conference on Cancer Nursing Research, Newport Beach, CA.


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<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Title</th>
<th>Conference/Event</th>
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<tr>
<td>1998</td>
<td>Nov</td>
<td>Uncovering homeless African American women’s understanding of breast health information; American Association of Cancer Education. Portland, Oregon</td>
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<td>1997</td>
<td>Nov</td>
<td>Ethnic and Cultural factors to promote breast health in African American women. APHA, Indianapolis, Indiana (accepted for poster presentation--not presented).</td>
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<tr>
<td>1997</td>
<td>May</td>
<td>Promotion of Breast and Cervical health in Older African American women. Oncology Nursing Society, New Orleans, LA.</td>
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**REGIONAL/LOCAL**

2003  Jan  Total Wellness for the Unique Woman, 100 Black Women of Dekalb County, Georgia Perimeter College, Decatur, Georgia.

2003  Mar  Women’s Health: A Philosophical Perspective. Woman-2-Woman, 8th Annual Conference, Westin Peachtree, Atlanta, Georgia.

2003  May  Women health Issues: Facing the Challenges in Georgia, Wellness Conference, Emory University, Atlanta, Ga.

2003  Mar  Graduate Seminar on Women’s Health Issues, University of Georgia, Department of Foods and Nutrition, Athens, Georgia.

2002  Sep  Keeping Women Healthy: Practical Strategies. American Cardiovascular Research Institute, Atlanta, Georgia.


1999 Nov. Women’s Health Issues. Georgia’s Rural Enrichment and Access Program, Mercer University, Macon, Georgia.

1999 Oct The Changing Face of Women. Columbus College State University, Columbus, Ga.

1997 Apr. Women’s Leadership Conference, Moderator, Georgia State University, SwissHotel, Atlanta, Georgia.


VIII. SERVICE - PROFESSIONAL AFFILIATIONS AND ACTIVITIES

1. Manuscript Reviews
   2001-Present Nursing Outlook, Peer Reviewer
   2001-Present Nursing and Health Care Perspectives, Peer Reviewer
   1992-Present Journal of Nursing Education

2. Research Abstract/Reviews for Scientific Meetings and Scholarly Papers
   2003 Georgia Cancer Coalition, Research Committee, Distinguished Scholars Program.
   2002 Georgia Cancer Coalition, Research Committee, Distinguished Scholars Program.
   2002 Sigma Theta Tau International Honor Society, Inc., Region 7, Chairperson and Peer Reviewer for Dissertation Awards.
   1992 St. Joseph's Hospital and Georgia State University, Peer Reviewer, Nursing Research Symposium: Empowerment through Nursing Research.
Conference
1990-1995  Southern Nursing Research Society, Peer Reviewer
1990  Sigma Theta Tau International Honor Society, Region 7 Annual Meeting
Abstract Reviewer.

3. Editorial Boards/Program Reviews
2004  DHHS, HRSA, Workforce Diversity
2003  DHHS, HRSA, Geriatric Education & Leadership Program
2003  DHHS, HRSA, Maternal Child Health Section, Women’s Health
2001  NIH, National Cancer Institute, Educational and Research
Scientific Grants Process
2001  DHHS, HRSA, Basic Nurse Education & Practice
1998-2002  Susan G. Komen, Greater Atlanta Affiliate Breast Cancer Grant Awards.
1991-1993  Georgia Nursing, Editorial Committee

4. Professional Society Membership - Current

National
DHHS, PHS Office of Women’s Health, Chair Minority Women’s Health Panel of
Experts
Rosalynn Carter Institute Expert Panel on Cancer Caregiving
National Advisory Council on Sexual Health, Center for Primary Care, Morehouse School
of Medicine
Oncology Nursing Society
American Nurses Association (ANA)
Kappa Delta Pi Honor Society in Education
Sigma Theta Tau, International Nursing Honor Society, (1984-Present)
National Mentoring Association

Regional/Local
Southwest Community Hospital, Board of Trustees, Atlanta, Ga.
100 Black Women, Dekalb County, Member Advisory Board
Center for Black Wellness Project, Atlanta, Georgia, Member of Advisory Board

5. Professional Society Activities and Offices Held – Past
Susan G. Komen Breast Cancer Foundation, African American National Advisory
Committee
CDC’s Advisory Board for Breast and Cervical Cancer Prevention and Control
ANA's National Task Force on Breast and Cervical Health: A Multicultural Perspective
1980-Present, American Nurses Association (National)
1984-1994, Delegate
1991-1993, Reference Committee
Women’s Health Enterprise, Advisory Board
Susan G. Komen Breast Cancer Foundation, Greater Atlanta Affiliate, Board of Directors;
Vice President, Grants, Atlanta, Ga.
Atlanta Partnership for the Promotion of Breast & Cervical Health
Black Women's Health Project, Atlanta, Ga.
Southern Nursing Research Society
Leadership Atlanta
1989-1993, Executive Committee, Council of Medical-Surgical Nursing
(Re-elected, Second Term)

1980-Present, Georgia Nurses Association (State)
  1984-1994, Delegate
  1989-1992, Board of Directors
  1991-1992, Bylaws Committee
  1990-1992, Fundraising Committee, Chair
  1991, Annual Meeting Committee
  1990-1991, Advisory Council, Vice Chair
  1988-1989, Reference Committee
  1987-1988, North Regional Representative
  1986-1987, Chair, Medical-Surgical Nursing, Conference Group

1987-1989, Georgia Nurses Foundation
  1987-1989, Board of Directors
  1987-1989, Liaison, between GNF's & GNA's Research Committee
  1987-1989, Strategic Planning Committee

1980-Present, Fifth District Georgia Nurses Association (Local)
  1989-1990, Reference Committee, Chair
  1987-1989, Newsletter Editor
  1985-1987, First Vice President
  1984-1986, Director, Board of Directors
  1980-1984, Chairperson, Public Relations committee

1986-1993, American Lung Association (Atlanta)
  1992-1993, President
  1991-1993, Joint Administrative Staff
  1986-1993, Board of Directors
  1991-1992, President-elect
  1991-1992, Minority Education Program, Chair
  1991-1992, Joint Search Committee for New Chief Executive Officer
  1987-1988, Nominations Committee

1990-1993, American Lung Association (Georgia)
  1991-1993, Joint Research Committee
  1987-1993, Board of Directors
  1990-1991, Bylaws Committee

1986-1991, Atlanta Exchange
  1986-1991, Board of Directors

1986-1989, Atlanta Health Professional Association
1988-1989, President
1989, Legislative Committee, Chair
1987-1988, President Elect
1988, Bylaws, Chair

1985-1989, Georgia Board of Nursing
1985-1989, Advisory Council
1985-1987, Chair, Rules Committee

6. Consulting Activities

2002 Appointed to the Rosalynn Carter Institute, Expert Panel on Caregiving and Cancer; first meeting held at Carter Center.

1998 Atlanta Breast and Cervical Health Partnership, Vine City Health Partnership; Executive Committee; Atlanta, Georgia.

1997 Public Health Service, Department of Health and Human Services, Office of Women’s Health Minority Women’s Task Force; Washington, D.C.


1996 Centers for Disease Control and Prevention National Advisory Committee for Breast and Cervical Cancer Control and Prevention, Atlanta, Georgia.


1994 National Action Plan on Breast Cancer Task Force, Grant Reviewer; Department of Health and Human Services, Bethesda, Maryland.

1992 Grady Memorial Hospital, Provided consultation to diabetic nurse educators for the development of a teaching plan for diabetic clients, Atlanta, Georgia.

1992 Medcon Incorporated, Instrumental role in developing Medical-Surgical Nursing Certification Exams for the Generalist and Clinical Nurse Specialists roles, ANA, Washington, D.C.

1992 Atlanta Lung Association, Provided consultation to the development of education media related to lung disease of youths, sponsored by the National Congress of Black Churches, Atlanta, Georgia.

1992 Private Law Firms, Provided evaluations and expert testimony regarding Standards of Practice related to Medical-Surgical and Critical Care Nursing, Atlanta; Savannah, Georgia

1991  Newnan Hospital, Invited participant as a member of the Coalition for Health Personnel Planning, Newnan, GA

1991  National Heart Lung and Blood Institute, Invited guest to respond to scientific papers on Physical Activity and Cardiovascular Health: Special Emphasis on Women and Youth, Chevy Chase, MD

1991  Cleveland State University, Workshop leader for project, "Achieving Success of Students from Disadvantaged Background", Cleveland, OH

1990  Centers for Disease Control and National Cancer Society, Invited participant for the development of a National Strategic Plan for the Early Detection and Control of Breast and Cervical Cancer, Atlanta, GA

1983  Morris Brown College, Instrumental role in planning and developing Adult Health, Leadership and Psychiatric/Mental Health courses for new baccalaureate nursing program, Atlanta, GA

7. Selected Television and Newspaper Interviews

2003  Atlanta International Broadcasting Station, Channel 36 Cable TV, A Woman’s Place.
2003  The Atlanta Journal Constitution, The Hormone Quandary, Living Section E, June 17th
2003  Interfaith Broadcasters, Channel 8 TV station; featured to talk about Women’s Health Check-up Day.
2003  97.5 Praise Radio Station, Atlanta, Georgia, Celebrate Healthy Living: A Woman’s Journey to Health.
2002  Kiss 104.1 Radio Station, Women’s Health Issues.
2002  News Channel 6, WJBF ABC TV, Augusta, Georgia, Women and Obesity
2002  Radio Broadcast with WCLK Radio Station, Making the Connection between Obesity, Lifestyle and Health
1999  DeKalb Today Cable TV Station with Senator Connie Stokes, Women Health Issues in the state of Georgia, Atlanta, Ga.
1998  Atlanta Journal Constitution: City Life Section, Hailed as local hero in the fight to eradicate breast cancer; December 5, 1998.
1998  WSB-TV Station, People-2-People Program with J. Dorsey, Breast Health Education: A focus on minority women.
8. **Town Hall Meetings**
   2003 Town Hall Meetings held in Thompson, Savannah, Atlanta and Dublin, Ga. to raise level of awareness about women’s health issues in Georgia.

   2003 Hispanic Town Hall Meeting, Latin American Association, Atlanta, Georgia

**IX. AWARDS AND HONORS**


2001 Inducted, Fellow, American Academy of Nursing, Washington, D.C.

2001 Phenomenal Woman Award, Kennesaw College, Marietta, Georgia

2000 Speaking of Women’s Health Honoree for Promoting Women’s Health Issues, Marietta, Georgia

2000 The Robert Wood Johnson Foundation, Executive Nurse Fellows Program

2000 Women Looking Ahead (WLA) 100s List, of Georgia’s Most Powerful and Influential Women

1999 Gamma Chi Chapter of Chi Eta Phi Nursing Sorority, Nurse Achievement Award, Atlanta, Ga.

1999 Leadership Atlanta, Atlanta, Georgia.

1999 Researcher of the Year, Georgia Nurses Association, Annual Meeting

1998 BMW Ultimate Drive for the Cure for Susan G. Komen Foundation, Local Hero

1992 Award for Outstanding Service to Nursing, Chi Eta Phi Nursing Sorority. Honored at ANA's Annual Meeting, Las Vegas, Nevada

1992 Distinguished Alumni, Inducted into Hall of Fame School of Nursing, Hampton University, Hampton, Virginia

1991 Certificate of Appreciation, American Nurses' Association, Council of Medical-Surgical Nursing

1991 Certificate of Service, Georgia Nurses' Association

1991 Service Award, 5th District, Georgia Nurses Association

1991 Spokesperson for the American Association of Colleges of Media Referral Services on the
topics of critical care nursing and nursing shortage

1990  College of Health Sciences New Investigators' Research Award, Georgia State University

1989  Special Recognition for Outstanding Service, 5th District, Georgia Nurses Association

1989  NCLEX-RN Item Writer, Nominated by the Georgia Board of Nursing

1989  Special recognition for Outstanding Service, Georgia Board of Nursing

1989  Community Service Award, Atlanta Health Professional Association

1988  Kappa Delpa Pi, Honor Society in Education


1984  Sigma Theta Tau, International Nursing Honor Society
Teresa Bates
6235 Song Breeze Trace * Duluth, GA 30097 * (678) 467-3766

Professional Summary:
Combines 22 years of nursing experience with a successful seven-year business management background. Organized and detail-oriented professional who excels in motivating diverse personnel to meet and exceed organizational goals in a timely manner.

Areas of Expertise:
Medical Records Reviews
Training & Development
Report Generation
Pediatric Nursing
Disease Management
Health Education
Management Consulting
Telephone Triage

Professional History:
Disease Management
Currahee Health Benefits
2000 – Present
Advice Line Nurse
Children's Health Care of Atlanta
1998 – Present
Secretary/Treasurer/Director
Great American Hotels & Resorts, Inc.
Health Care Coordinator
Georgia State University
1989 – 1991
Adjunct Faculty
Augusta College
1988 – 1989
Agency Nurse
Around-the-Clock Agency
1987 – 1988
Clinical Faculty
Medical College of Georgia
1987 – 1987
Nurse Manager
Medical College of Georgia
1983 – 1987
Staff Nurse
Cincinnati Children's Medical Center
1982 – 1983
Staff Nurse
Kosair Children's Hospital
1980 – 1982

Education:
Master of Science in Nursing
Medical College of Georgia
December 1988
Bachelor of Science in Nursing
Spalding University
May 1980
Professional Synopsis:

- Provided supervision and instruction for nursing students.
- Provided nursing education for adults and children.
- Trained and developed new personnel.
- Planned and conducted meetings and educational conferences.
- Conducted medical records reviews and generated reports.
- Managed the day-to-day operations of various nursing clinics and hospital units.
- Managed 100 medical cases, in addition to providing health education and writing in-depth reports.
- Collected data for nursing research and promoted community health initiatives.
- Collected and compiled data for quarterly and annual audits and reports.
- Performed telephone triage including nursing advice and education while meeting productivity standards.
- Provided nutritional counseling that focused on health promotion and weight loss.
- Functioned as a school nurse.

Research:


Publications:


Awards:

May 1991. ONS/Adria Writing Excellence Award in Research.
CURRICULA VITAE

1. Name: Browning, Barbara A.

2. Office Address: Brydine F. Lewis School of Nursing  
930 Urban Life Building  
Georgia State University  
Atlanta, Georgia 30302-4019  
404-651-3699  
E-mail: bbrowning@gsu.edu

   Home Address: 2105 Simsbury Lane  
Dunwoody, Georgia 30338  
770-452-7131

3. Professional Certification and Licensure:  
   Licensure: Registered Nurse  Georgia  1970 – present  
              New York State  1977 – present (inactive)

   Certification: Certified Pediatric Nurse Practitioner (CPNP) 1995 - present  
               Expiration date: July, 2005  
               The National Certification Board of Pediatric Nurse Practitioners  
               and Nurses, Inc.

4. Education:  

   1995  Post Mater’s Certificate  
         Pediatric Nurse Practitioner  
         Georgia State University  
         Atlanta, Georgia

   1979  Master of Science  
         Pediatric Nursing  
         University of Rochester  
         Rochester, New York

   1970  Bachelor of Science  
         Nursing  
         Columbia University  
         New York City, New York
5. Academic Experience:

1997 – Present
Clinical Instructor
Brydine F. Lewis School of Nursing
Georgia State University
Atlanta, Georgia

Spring 1997
Clinical Instructor, Pediatrics
Kennesaw State University
Kennesaw, Georgia

Spring 1995
Clinical Instructor, Pediatrics
Gordon College
Barnesville, Georgia

1982- 1983
Clinical Instructor Pediatrics
Clayton State College
Morrow, Georgia

1979 - 1980
Instructor
State University College of Brockport
Brockport, New York

6. Other Professional Experience:

1997 - Present
Pediatric Nurse Practitioner
Health & Wellness Nursing Collaborative
Brydine F. Lewis School of Nursing
Georgia State University, Atlanta, Georgia

1995 - 1997
Pediatric Nurse Practitioner
Bi-County Pediatrics, Lithia Springs, Georgia

1981 - 1994
Pediatric Clinical Nurse Specialist
Hughes Spalding Children’s Hospital, Grady Health System,
Atlanta, Georgia

Clinical Nurse Specialist, Neonatal Care
Grady Memorial Hospital, Grady Health System, Atlanta, Georgia

1977 - 1980
Staff Nurse, Pediatric Intensive Care Unit
Strong Memorial Hospital, Rochester, New York
1974 - 1976  Staff Nurse and Supervisor  
Egleston Children’s Hospital Health Care System, 
Atlanta, Georgia

1973     Staff Nurse, Maceio, Brazil  
Project Hope, Washington, D.C.

1970 - 1972  Staff Nurse  
Egleston Children’s Hospital, Atlanta, Georgia

7. Publications:


d. Published abstract:  
The Health Status of Astmatic Children, Before and After the Implementation of a School-Based Education Program in An Atlanta-City Public School. Teresa M Iatridis, MS,RRT, 
Lynda Thomas Goodfellow, Ed.D, RRT, Barbara Browning, MS, RN, Georgia State University Atlanta, Sharon Williams, M.Ed., RN MLK Middle School, Atlanta, Ga. Respiratory Care, 
October 2001 Vol 46 N0 10. Pg. 1111. (refereed)

9. Scholarly Activities with Students:

c. Thesis committee for Teresa Iatridis, master’s candidate in the Department of Respiratory Care, Fall 1999 – Summer 2000.

12. Service to the University, College, and Academic Unit:

College:
1. Non-Tenure Tract Task Force Fall 2002-Spring 2003  
2. By-Laws Committee 2004

Academic Unit:
1. Undergraduate Program Committee Fall 1999 - present  
Co-chaired Faculty Advisory Guideline Development Committee 1999  
Member of Admission Committee 2000 – present  
Member of sub-committee of Admission Criteria for generic and
RN-BS students 2001
Chaired Task Force for Calculation Test Fall 2003 – present
Chaired Task Force for Development of Clinical Skills Progression Form Fall 2003 – present
Assisted in development of and presented in Clinical Faculty Update/Orientation Fall 2003-04

2. CCNE Sub-committee Fall 2002

3. By-Law Committee 2003

4. Faculty Facilitator Advisor 2000 - present

13. Service Activities in Professional Organizations:

1. Counselor, Epsilon Alpha Chapter, Sigma Theta Tau June 2002 – Present
2. Treasurer, Georgia Chapter NAPNAP, August 1998 – 2002
3. Recording Secretary, Epsilon Alpha Chapter, Sigma Theta Tau 1998-June 2002

14. Service to the Community:

1. Assisted in the development of the Partnership with MLK Middle School. The Partnership has enabled the school clinic to be open the majority of the school year since Fall of 1997.


3. Co-coordinated and administered Flu shots to the SON, College, and to the public since 1999.

4. Assisted in the coordination of Health Fairs for the State of Georgia employees since 2001


15. **Additional Significant Activities:**

Continuing Education:

Frontiers in General Pediatrics Conference, March 20-21, 2004
Presented by CHOA and Emory University

7th Annual Nuts and Bolts for the PNP Conference, Jan 31, 2004
Presented by Ga. NAPNAP


14th Annual Pediatric Allergy and Pulmonary Update, Sept 6, 2003
Presented by CHOA

Pediatrics in the Tetons, Clinical Issues in Pediatrics, August 3-5, 2003
Presented by Contemporary Forums

24th Annual Nursing Conference on Pediatric Primary Care April 9-12, 2003. Presented by NAPNAP

Presented by CHOA and Emory University

6th Annual Nuts and Bolts for the PNP Conference, Feb. 4, 2003
Presented by Ga. NAPNAP
CURRICULUM VITAE

Myra Carmon, EdD, CPNP, RN
Woodstone West Drive
Marietta, Ga. 30068
404-973-7964

Georgia State University
Byrdine F. Lewis School of Nursing
University Plaza
Atlanta, Ga. 30303-4019
404-651-3164

EDUCATION

Major: Curriculum and Supervision

1990-1991  C.P.N.P Emory University, Nell Hodgson Woodruff School of Nursing, post Masters Certificate Program, Certification through NAPNAP

1978-1979  M.N. Emory University, Nell Hodgson Woodruff School of Nursing, Atlanta, GA. Major, Child-Health Nursing

1975-1976  Medical College of Georgia, Augusta, GA., BSN Major: Nursing

1957-1960  R.N. Georgia Baptist Hospital School of Nursing. Major: Nursing

EXPERIENCE

1993-present  Associate Professor of Parent-Child Nursing, Georgia State University

1987-1993  Assistant Professor of Parent-Child Nursing, Georgia State University  
Atlanta, Ga.

1985-1987  Assistant Professor of Nursing  
Mercer University School of Nursing
Atlanta, Ga.

1982-1985  Associate Professor of Nursing
         Brenau College School of Nursing
         Gainsville, Ga.

1981-1982  Pediatric Instructor, Piedmont School
         of Nursing, Atlanta, Ga.

1979-1981  Clinical Nurse Specialist, Grady Memorial
         Hospital, Atlanta, Ga.

1973-1978  Director of Nurses
         Scottish Rite Hospital, Atlanta, Ga.

1968-1970  Director of Nurses
         The Atlanta Hospital, Atlanta, Ga.

1960-1965  Private Duty Nursing, Georgia Baptist Hospital

Part-Time Employment

1993-present  Part-time Pediatric Nurse Practitioner
          Grady Pediatric Emergency Room.
          24 hrs month

Scholarship/Professional Development

Scholarly writings in Journals:  books, etc.
Publications

          Medscape.(non-refereed)

          experience of school-aged children with epilepsy, Journal of Children’s
          Health Care.(refereed)

          Children Perceptions of Homelessness, Pediatric Nursing, (refereed)

          relationship to blood pressure readings in children. Applied Nursing
          Research, 11 (1), 2-11. (Data-based)


In Progress

Other Publications

Media & Other Publications
2004, TV Interview, WATC-TV on November 18th, “Friends and Neighbors.

2003, School Nurse Education Program for school nurses, CD-Rom for 40 hour course. Lecture and handouts. Mailed to all schools in Georgia.

2003, Produced a Promotional Video for schools, legislators and others. Interviewed school nurses, school administrators and others throughout Georgia. 200 copies made.

2003, Planned and organized a program “Legal Issues for school Nurses”. Nationally known speaker, Nadine Schwabb.

2002 & 2003, Pediatric Pharmacology Self-Assessment Exercise (SAE) for The National Certification Board of PNP/N. Committee member and contributor to 2003 exam and 2005 exam.

Published Abstracts


Carmon, M. Collaborated with S. Gaines, PhD, RN, & M. Rice, PhD, RN. Only PI's name on abstract, Sherry Gaines, PhD RN. (1991), MCHIP MCJ-133711, 10/188-9/30/91. *Abstracts of Active Projects Supported by Maternal and Child Health Bureau*.


**Quotes**
PULSE, April 2003, GNA to Honor Georgia’s Top Nurses
PULSE, March 2003, Resuscitate your resume.
Pulse, August 2002, Pharmacology, GSU Teaches it online.
Athens Banner-Heard, Salaries rise in response to nursing shortage
AJC, May 04, 2003, ajcjobs celebrates Nurses Appreciation Week
AJC, October 23, 2002, Study: fewer nurses, more deaths
Awards and Grants

Funded Grants & Contracts

July 2002, Contract with DHR for School nursing education, $200,000.

June 1999, Advanced Pharmacology Via Distance Learning, $2000 from the Center for teaching and Learning at Georgia State University.


1996-1998, Health & Wellness Nursing Collaborative, Funded by the Special Projects, Division of Nursing, Year I $130,156, Year II $132,102 & Year III $135,971 ($398,229).

1988, Health promotion in a group Child Care Setting, Federal Grant funded October, 1988 by the Bureau of Maternal Child Health and Resources. Funded $375,000 for 3 years. Co-authored grant with Sherry Gaines PhD, RN and Marti Rice, PhD, RN. Co-Investigator.


1992, Infection Control in the Child Care Setting. Funded by College of Health Sciences small grants for $2,000, February, 1992. Collaborated with Dr. Sherry Gaines. PI on this grant.


1992, Computer Assisted Instruction in Nursing PI on this grant.


Carmon, M., Howell, C., Hauber, R. & Rice, M. (1993). The Relationship of Physiological and Psychological Factors on Blood Pressure in children. This study started in 1990-91 and continuing into the 1991-92 academic year, this relationship is studied in 8 year old children in 5 schools. The first year only third graders or 8 year- old were studied, 1991-92 the students in third and fourth grades will be included in the study. It was a longitudinal study for 4 years.

Professional Award:
October 2003 received a Hall of Honor Awards for Leadership in Health Policy/Ethics/Law from Georgia Baptist Hospital School of Nursing at Mercer University.

Professional Committees:
Co-Chaired the Awards Committee STT International.


Georgia Nurses Association
   President GNA, July 2002 - 2004
   Board of GNA and GNF 1996 - 1999
   Chair of Cabinet on Governmental Affairs 1996-2002
   Convention Committee 1996-2000
   Prescriptive Authority Committee 1995- 2003
   Georgia AIDS Coalition, Board 1995-2003


Welcomes/Remarks GANS Convention, welcome, October 2003.
GNA, Welcome, Columbus Nurse Week, May 2003.

Scholarly Presentations and papers
   State, Regional, National
   2003, The Scholarship of Politics, STT, Columbus May.
   2002, Presidential Address, Proud to Be a Nurse, GNA Convention
   2002, Nursing Shortage, LPN Summit

1999, Nursing Collaborative, East Tennessee State Nursing Center Conference, Williamsburg, VA.

1999, Legislative Update, North Georgia College Advanced Practice Nursing Conference.

1998, Legislative Update, GSUNS Conference.

1995, Scottish Rite Conference, 1 hr. presentation
Healthy Birthdays: Healthy People 2000 Update.

1995, Georgia Annual School Nurse Conference
Key Note on School Nurse History versus Today

1994, Egleston Pediatric Conference, Well Child Toolbox
1 ½ hours at inforum, April 24, 1994

1994, April Viral Exanthems in Children, Conference for AN's 1 ½ hours

1993, ACCH Convention, Chicago. Infection Control in Day Care. 1 and ½ hour presentation, International Conference.

1992, May, ACCH Convention, Pediatric Nurses Perceptions of Family Centered-Care, 1 hour presentation, Collaboration with Connie Harwood and Marti Rice. Rice, PhD and S.Gaines, PhD.

Presentation at Scottish Rite Children's Medical Centers Conference, September, 1991. Presented to group of nurses 1 hour presentation.


International


Poster Presentations


1992, October, American School Health Association, Poster accepted, the Relationship of Physiological and Psychological Influences on Blood Pressure in Children. (Collaborated with C. Howell, R. Hauber & M. Rice)

1992, Health Promotion in a group Child Care Setting Pediatric Nursing Conference, Madison Wisconsin. Accepted for 9/92. Collaboration with S. Gaines and M. Rice.


1990, October, Health Promotion in a Group Child Care Setting. Poster presentation at "Creating a New Reality": Strategies for Cost-Effective Patient Care Through Clinical Nurse Specialists. "Indianapolis, Indiana. (with S. Gaines and M. Rice)


1988, October, A Comparison of selected Factors in the Medical-Block Curriculum and the Integrated Curriculum in a Baccalaureate Nursing Program. GNA Convention, Columbus, Ga.

Interviews and Quotes
2003, Clinician News, interview about prescriptive rights for nurse practitioners.
2002, Athens Banner-Herald, quote
2002, AJC, Importation of Nurses, quote..
2002, Georgia Trends, Nursing Shortage.
1993, Atlanta Constitution, Stresses on Children at Christmas
1992, June, Interviewed by GSU public Relations, University Child Care.


1989, "Insight", GSU's Public Radio Program.

Discussed Bites, Stings, Poison Ivy and Summer Hazards.

Recent Professional Development

2003, Pediatrics in the Teatons; Clinical Issues, August 3 – 5. Jackson Hole, WY.
2003, NAPNAP Conference, Orlando, FL.
2003, Succeeding through Powerful Partnerships, Nov 6, VA.
2002, NAPNAP Conference, Reno, April 2002
2001, NAPNAP Conference, Phoenix, March 2001
2001, NAPNAP, Nuts & Bolts, January
2000, NAPNAP Conference, Atlanta, March 2000
1999, NAPNAP Conference, March, San Antonio, TX.

1997, STT Convention, Dec, Indianapolis, Indiana.

1997, GNA Convention, Savannah Georgia.

1997, Genetic Update, Presented by Layntte Wright, April 10 & 11, Sponsored by GSU & the Nursing Collaborative.


1996, Care of the sick child conference, Orlando, Fla, Nov. 5 -8. 40 hrs.


1995, October 18-20 GNA Convention
1995, October 12, Epsilon Alpha, Violence in the Workplace


1995, ACCH, Munchausen Syndrome


Distance learning for Advanced Practice Nursing, ACCN, San Antonio, Dec 8.

1994, GSU Alumini Conference, Roselyn Carter Speaker

1994, Grant Writing Workshop, Mercer University, by the Georgia University Center

1994, June, NaCSHEC, Washington DC


1994, Reorganization of the Public Health System in Georgia

1994, NAPNAP Conference, Chicago April

1994, Legislative Workshop, January

1994, Immunization Conference by CDC, Oct

1994, Regional Immunization Meeting, Atlanta

1994, GNA Convention, Oct. Benner speaker

1993, Grant Writing Workshop, GSU, June 8.


1993, Cardiac Problems in Children, April 30, 10-12.

1993, STT Region 7 Meeting, Charleston, Feb.

1992, NLN Faculty Institute Meeting, Dec. 10 & 11, Palm Beach, Fla.
1992, T. Berry Brazelton, M.D., Assessment and Intervention Strategies for Normal & At-Risk Infants and Toddlers, Nov. 6, Scottish Rite Children's Medical Center.

1992, Pediatric Infectious Diseases, September sponsored by Scottish Rite Children's Medical Center.


1992, OSHA Update on Bloodborne Pathogens.

1992, Competence: The Basis of the New Professionalism for Nurses, Georgia State University School of Nursing.


1992, Genetics Update, Lynette Wright presenter, 6 hours.

1992, MCN Conference. Attended sessions on AIDS in Children, other pediatric topics, plus keynote speeches.

1992, Sigma Theta Tau International Biennial Conference in Tampa, Fla. Attended One day workshop on Writing for Publication by Donna Diers.

1992, Pat Munhall, speaker at Sigma Theta Tau. "I'm Sorry, No apologies, Research and practice."


1991, Donna Wong, Practice Makes Perfect, But Research Makes It Right, Parent-Child Department GSU Continuing Education.

1991, Completed the PNP Certification at Emory.


1991, ACCH Conference, Minneapolis, Minn.


1991, Conference on Sickle Cell Anemia
1990, GNA Conference, Crack Babies: A Nursing Dilemma for the 90's

1989, Legal Issues in Nursing, GNA.

1989, Health Care in Crisis: Strategies for Nursing Empowerment. GNA. 9 contact hours.

**Clinical Practice Activities**


1993-2004  Practitioner, Grady PEC, 24 hours/month.

Denver Developmental Screening Test II Certification 1991.
CPR Instructor Recertification, 2001

PNP Certification through NAPNAP, 1991-present.

Practice in Nursing Collaborative Includes Physical and Developmental Assessments on children, Episodic care and Consultation for parents.

**SERVICE**

Service to the Institution

Committees

**SCHOOL OF NURSING**

<table>
<thead>
<tr>
<th>Year</th>
<th>Committee Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>Promotion &amp; Tenure Committee</td>
</tr>
<tr>
<td>2000-2004</td>
<td>Graduate Program Committee</td>
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<tr>
<td>1999-2000</td>
<td>Chaired Graduate Program Committee</td>
</tr>
<tr>
<td>1998-2000</td>
<td>Promotion &amp; Tenure Committee</td>
</tr>
<tr>
<td>1996</td>
<td>Chaired Post-Tenure Review Committee (Phyllis Johnson)</td>
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<tr>
<td>1995-1996</td>
<td>Service Team</td>
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<tr>
<td>1995-1996</td>
<td>Promotion and Tenure Committee</td>
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<tr>
<td>1995-1996</td>
<td>Management Team</td>
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<tr>
<td>1995-1998</td>
<td>Coordinator of GSU SON Health and Wellness Collaborative</td>
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<tr>
<td>1996-1997</td>
<td>Search Committee for faculty position.</td>
</tr>
<tr>
<td>1994-1995</td>
<td>Service Team Member</td>
</tr>
<tr>
<td>1994-1997</td>
<td>Member of Advanced Practice Group</td>
</tr>
<tr>
<td>1994-1995</td>
<td>Nurse Managed Clinic Task Force (Chair)</td>
</tr>
</tbody>
</table>
1994-1995    Presented budget to Associate Deans and Dean.
1994-1995    Coordinated admissions for Child Health Admissions
1990-1994    Consultant to Pinning Committee
1994-1995    P.S. Task Force Member
1994        Served on Committee to determine traineeships for graduate students.

1990-1992    Core Curriculum Committee for planning and Implementation of the new UG Curriculum

1991, 1993    School of Nursing Phone-A-Thon for support for the School of Nursing.
1990-1991,    Student Services Committee
1990,        School of Nursing Phone-A-Thon-support for SON
1989-1990    Student Services Committee
1989-1990    Executive Committee
1989-1994    School of Nursing Phone-A-Thon to elicit support for School of Nursing.
1988-1989    Promotion and Tenure Committee
1988-1989    Executive Committee
1987        Faculty Activities Committee, Chair.

COLLEGE OF HEALTH SCIENCE
2002-2004    Faculty Appeals Committee (Chair 2002,2003, 2004)
2002-2004    Promotion & Tenure Committee
1997-1998    Executive Committee
1992-1998    Faculty Appeals Committee
1995-1997    Executive Committee
1991-1992    Chaired a Faculty Appeals Hearing Committee
1991-1992    Continuing Education Committee
1991-1995    Health Assurance Committee, Chair
1989-1991    Faculty Concerns Committee
1989-1990    Student Services, Secretary
UNIVERSITY
1999-2003  Board of Directors for Downtown Child
Development Center, Rep for Georgia State
University
1997-2004  Chair of University Health Assurance Committee
1999-2000  Senator/faculty Affairs Committee & By-Laws
1994-1996  Senator appointed by the President, 1994
1995-1996  Faculty Affairs of the Senate

1990-1994  Senator for the Parent-Child Nursing Department
1991-1993  Served on Small Grants Selection Committee
1991.  Served on Instructional Grant Committee, Reviewed and presented proposal from
CHS. Ranked proposals for awards.

OTHER SERVICES TO DEPARTMENT, COLLEGE & INSTITUTION
CPR Recertification for Faculty and students, each year
Recruitment at High Schools, Professional Meetings, Hospitals,
Representative to University Fit Fair, 1989 & 1990, 1997, 1998,
1999.

PROFESSIONAL AND COMMUNITY BOARDS
2003-2004  Atlanta Health Forum
1995 – 2004  Georgia Nurses Association
1997 – 2004  Georgia AIDS
1995 – 2004  Georgia Partnership for School Health, Also, chair of Advocacy
Committee
2002 – 2004  Georgia Nurses Foundation
2002 - 2004  PULSE Advisory Board

PROFESSIONAL SERVICES
Professional Organizations
•  Georgia Nurses Association, President, 2002-2004, Board of
Directors for Georgia Nurses Association and Georgia Nurses
Foundation.
• DOE Advisory Committee for School Health, 2002
• Prescriptive Authority Coalition, Member 1998-2003
• Georgia Board of Nursing, Multi-state Licensure Committee, 2002.
• Health Care Providers Council, representative for GNA
• Georgia Nurses Association, Member of Cabinet on Governmental Affairs
• Georgia Nurses Association, Chair of Governmental Affairs, 1996-2000.
• GNA Prescriptive Authority Task Force, Member
• GNF, Advisory Committee. 2003.
• Program Chair, NAPNAP, 1993-97
• Epsilon Alpha, Co-Chair of Nominating Committee, 1995-2004.
• Georgia AIDS Coalition, Board Member/Secretary.
  (Wrote two grants totaling 27,000+ dollars/1997)
• President of Epsilon Alpha Chapter of Sigma Theta Tau, 1991-94.

• Member-at-Large and International Planning Committee for ACCH. Charter Member of this ACCH organization. On Chartering Committee.
• American Heart Association, CPR Instructor.
• Chair of Advocacy Committee, Georgia School Health Coalition.
• Co-Chair of Georgia Coalition for Comprehensive School Health. Representing over 60 organizations.
• Executive Board of Georgia Comprehensive School Health Coalition
• Chair of Public Service Committee, MOD.
• March of Dimes, Serve on Community Services Committee. Chair Committee 994-1996
• HPAC Committee for MOD.
• Board of Directors for the Georgia March of Dimes.

Accreditation Visits
SACS Visit, Grambling University, 1990
NLN Visitor Training, 1991
Professional and Community Board of Directors

Community Service
1995 – 2004, March of Dimes, Program Committee & Public Affairs


1990 – 2003 American Heart Association, CPR Instructor. CPR for faculty & students each year.


Community Resources Committee for the March of Dimes.

Children's Health Fair, Chaired this Health Fair for Children for the past 6 years.

1991, Georgia Association on Young Children (GAYC) CPR Training and Certification, 7 hours.


Education Forum Chairperson for St. Peter and St. Paul Episcopal Church, 1987-90.

TEACHING

Regular Scheduled Courses


Spring 2000 and 2002, School Nurse Course (12 weeks) 3 hrs week via GSAMS, 10 sites. Over 100 nurses attended.

N 7940, Professional Issues, 1 hr.

**Guest Lectures**

Fall and Summer 1998 – 2004
N 7600 Culture of Health, 2 hrs class
N 2040 Conceptual Foundations of Nursing
N 3300 (Spring) 1 hr
N 4600 (Fall) 3 hrs. Transition into Professional Nursing (Politics in Nursing)

**Individual Work with Graduate Students**

Work with students on Dissertation

2000, Explore the health-promoting life styles in the chronically ill multi-cultural adolescent population who have asthma with a focus on health outcomes management of asthma. Committee member.

**Individual Work with Students (Masters)**

Fall 2004
- N 7920 Knowledge of Sleeping Positions in Infants, Stephaine Dykes & Roseann Henslee.
- N 7930 Is there a relationship between consuming soy products and otitis media in infants, Tammy Zawarski & Donna Simonton.
- N 7920, Grandparents knowledge of recommended infant sleep positions, Judy Kauffman.
- N 7920, Development of a brochure for parents whose children have surgery in out-patient surgery, Lisa McCoy.
- N 7920 Aspiration of enteral feeds in intubated pediatric patients (small part of a large study), Amy Peterson.

Summer 2004
- N 7920, Suaventura en el centro de la cirugia, Development of a booklet for Spanish speaking children on admission to day surgery, Angie Iannazzone & Demetrius Holiday.
N 7920, Spanish knowledge of pediatric emergency physicians and PNP’s, Ann Snyder & Heather Coffeen.

N 7930, Healthy Hearts for School-aged Children” presented a program at an elementary school for students about healthy heart activities (presented 4 times) Heather Borders, Rhea Maxwel & Stephanie Pendley.

Fall 2003
- N 7930, Chart Review to compare s/s of pediatric pain in children on continuous pain medication versus prn medications. Robin Einstein, Alice Ramey, & Margarete Rootare.
- N 7930, A Pediatric Pearl submitted to Journal of Pediatric HealthCare, Leslie Bishop.
- N 7930, A study of obesity in school-age children, Delisha Brantley.

Summer 2003
- N 7930, Presentation on accident and injuries to immigrant children at camp, Crystal Edds & Regina Spratling.
- N 7930, Sleep positions in infants, Kyrie Hospodar & Stacey Ehrlich.

Spring 2003
- N 7930, Education for immigrant parent on safety and when to take the child to the ER, Blake Barber and Alexa Thompson.

Fall 2002
- N 7930, Discipline practices of inner city parents, Robbie Lienweiber & Amy Joy.
- N 7930, Discipline practices of inner parents, Angela Jefferies & Melissa McKenzie.
- N 7920, Coordination of a health fair in church, Thelma Antoine.

Summer, 2002
- N 7930, Discipline methods of inner city mothers. Jo Beth Roberts.

Spring 2002
- N 7920, Discipline practices of inner city parents, Allison Butler.
- N 7920, Discipline practices of inner city parents, Noriko Rothberg.

Fall 2001
- N 7920, Discipline Practices of inner city parents, Lisa Hocker.
• N 7930, Discipline practices of inner city parents, Eileen Gravely.

Summer 2001
• N 7920, Discipline practices of inner city parents, Diana Hess & Jenny Pasley.
NANCY E. COLMAN, MSN, RNC, W.H.N.P.
GA APRN# 134330    SC RN# R91203

3507 Chinaberry Lane     (c) 770 241-7353
Snellville, GA  30039     (w) 404 651-3740

EDUCATION

August 2004–present  Clinical Instructor, Byrdine F. Lewis School of Nursing, Georgia State University, Atlanta, GA. Teaching in both graduate and undergraduate courses.
2003    Post Masters in Education (Nursing), NHWSN, Emory University.
2001-2002 Master of Science in Nursing, Women’s Health Nurse Practitioner, Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA
1997 Advanced Colposcopy, American Society for Colposcopy and Cervical Pathology, San Francisco, CA
1994 Basic Colposcopy, The Graduate Hospital, Dept. of Gynecology.
1986 Board Certified Women’s Health Care Nurse Practitioner by NCC, the National Certification Corporation for the Obstetric, Gynecologic and Neonatal Nursing Specialties
1985-1986 Women’s Health Nurse Practitioner Certificate. Joint program Nell Hodgson School of Nursing and the Emory University School of Medicine. The Regional Center for Family Planning, Atlanta, GA.
1984 Perinatal Nurse Clinician certification. ANA
1984 Certified Childbirth Educator, Council of Childbirth Education Specialists, New York
1980-1982 Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA. Bachelor of Science in Nursing.
1976 Certified La Leche League Leader. Lactation Educator
1967-1971 University of Bridgeport, Bridgeport, CT. Bachelor of Science in Business Administration, major: marketing, minor: business education. In 1971, only 5% of the U.S. graduates with this degree were women.

PUBLICATIONS


HONORS

Sigma Theta Tau
Emory Women’s Center Advisory Board member, 3-year term, end 5/03.
Item Writer, OB/GYN Nurse Practitioner National Board Exam, NAACOG
National Association of Educators of Young Children (NAEYC) Validator, reviewed day care centers applying for accreditation
Atlanta Medical Auxiliary Scholarship, 1981-82.
Professional Experience

2003-2004  **Byrdine F. Lewis School of Nursing** at Georgia State University, Atlanta, GA. Instructor (Temporary) Women’s Health Nurse Practitioner, Family Nurse Practitioner, Advanced Physiology, Advanced Pathophysiology and Basic Nursing Skills.

1997-present  **Emory University** Student Health Service, GYN Provider. Responsible for direct patient care, developing and managing Pap smear follow-up, Nurse Colposcopist. Preceptor for Family Practitioner, Women’s Health and Adult Health N.P. students. Guest Lecturer for Family Nurse Practitioner, Women’s Health Nurse Practitioner programs and College Freshman survey course.

1994-1997  **North Georgia** OB/GYN Associates, Alpharetta, GA. Provided GYN services to clients. As an extension to this position, I also served as Q.A. nurse for OB/NET, Atlanta, and an organization of physicians that contracted as a group with insurance companies. Guest Lecturer for North GA College and University.

1992-1994  **Director of Clinical Services**, Primary Care Services, Inc., Canton, GA. Directed and developed three rural health clinics. Responsible for state licensing, staffing, marketing, and clinical services. All clinics opened on time with no deficiencies.

1989-1992  **Kaiser Permanente**, Atlanta, GA. GYN provider. Preceptor Georgia State University, FNP program. Lowest no-show rate of all mid-level providers.

1987-1992  **President and owner** of Health and Educational Services, Inc. Designed and implemented a child care center, Executive Sweets. Responsible for funding, zoning compliance, state licensing, staffing, marketing and program development. **Grady Memorial Hospital**, Atlanta, GA Family Planning Clinic, Preceptor P.A. program, Condom Sense study, and patient care.

1982-1986  **Northside Hospital**: post partum, normal newborn. Childbirth educator until 1993. **North Fulton Regional Hospital**: post partum, normal newborn, and step-down NICU.

Adjunct Clinical Faculty

Women’s Health Nurse Practitioner program, Regional Training Center, Atlanta, GA
Family Nurse Practitioner program, Georgia State University, Atlanta, GA
Family Nurse Practitioner and Women’s Health Nurse Practitioner programs, Emory University, Nell Hodgson Woodruff School of Nursing
RN program, North Georgia College and State University, Dahlonega, GA
RN program, Kennesaw State College, Marietta, GA
Emory University Physician’s Assistant Program, Atlanta, GA

Additionally, a list of seminars, newspaper articles and television appearances can be provided.
Lisa Cranwell-Bruce, MS, RN, FNP-C  
3283 Francine Drive  
Decatur, Georgia 30033  
770-496-0159  
nursemom@mindspring.com

Certifications

Lamaze International  
Lamaze Certified Childbirth Educator  
November 2004-2007

American Academy of Nurse Practitioners  
Family Nurse Practitioner  
August 1997-present  
Certification Number F0897121

American Nurse Association  
Psychiatric and Mental Health Nursing  
Certificate Number 131517-03  
January 1990-2000

Licensure

Registered Nurse, Advanced Practice Nurse  
State of Georgia  
License Number RN080107 NP  
1986-present

Education

Master of Science  
Georgia State University  
School of Health Sciences  
Family Nurse Practitioner Program  
Atlanta, Georgia  
MS, 1997

Bachelor of Science in Nursing  
College of New Rochelle, School of Nursing  
New Rochelle, New York  
BSN, 1983

Military Education

Dwight D. Eisenhower Army Medical Center  
Fort Gordon, Georgia  
6F-66C Psychiatric-Mental Health Nurse Course  
2nd Lieutenant ANC, USAR, June 1984

Academic Experience

August 2004 to present  
Byrdine F. Lewis School of Nursing, Atlanta, Georgia
Clinical Faculty
Faculty member in both the undergraduate and graduate programs of the school of nursing. Coordinator of undergraduate human growth and development class. Faculty member in family nurse practitioner program. Serve as faculty mentor to both undergraduate and graduate students. Serve on FNP graduate selection committee.

Professional Experience

June 1998- August 2004 full time
August 2004 to present per diem
Rehabilitation Physicians of Georgia, PC, Atlanta, Georgia
Nurse Practitioner

January 1998-present
Marvelous Multiples Inc., Birmingham, Alabama
Instructor
Childbirth instructor for Marvelous Multiples, a national company providing educational services for families experiencing multi-gestational pregnancies. Course content includes nutrition, high risks aspects, labor/delivery, postpartum and breastfeeding information.

July 1997- June 1998
Wexford Health Service, DeKalb County Jail, Decatur, Georgia
Nurse Practitioner
Nurse Practitioner providing acute and chronic medical care to a 3,100-inmate population in a county jail. Performed triage of inmates, sick call services, acute and chronic medical care as well as emergency care. Provided educational classes for nursing department and QA for medical services.

March 1996-July 1997
Columbia-Central Home Health Care, Lawrenceville, Georgia
Staff Nurse, Medical Psychiatric Team
Provided medical and psychiatric home care to a primarily geriatric population. Managed, coordinated and evaluated care provided in clients’ homes. Planned and coordinated care with primary provider as well as with interdisciplinary team members. Required current knowledge of Medicare and Medicaid provider coverage

June 1989- April 1996
Charter at Laurel Heights Hospital, Atlanta, Georgia
Director of Weekend Services, September 1990- 1996
Coordinated, managed and supervised services in a child/adolescent intensive, residential psychiatric facility. Developed nursing policies and procedures. Provided crisis management, assessed medical emergencies and acted as first responder for employee injuries.

Night Shift Hospital Supervisor, January 1990-September 1990
Child Unit Nurse Manager, June 1989-January 1990
Developed an intensive child psychiatric closed unit, including program development, staff training and supervision of nursing personnel.

August 1992-December 1997
NI Healthcare Service, Atlanta, Georgia
Relief Staff Nurse
Provided staff relief and coverage at a variety of local area hospitals. Areas of adult and adolescent psychiatry, substance abuse, neuropsychiatry and rehabilitation.

August 1986-June 1989
CPC Parkwood Hospital, Atlanta, Georgia
Charge Nurse Child Unit, May 1997-June 1989
Supervised, planned and managed care for a 15-bed children’s in-patient unit.

Psychiatric Assessment Team, April 1988- June 1989
Member of PAT provided 24-hour emergency psychiatric assessment to the Atlanta community. Coordinated with private physicians, emergency rooms and employee assistance programs.

Charge Nurse Adolescent Unit, August 1986-May 1987
Evening charge nurse on a 22 bed psychiatric and 12 bed substance abuse unit. Lead group therapy session, supervised mental health aids and developed nursing care plans for primary patients.

August 1985-June 1986
45th Field Hospital US Army, Livorno, Italy
Registered Nurse, Volunteer, Army Community Services
US Army Community at Camp Darby, Italy. Provided walk-in and emergency medical care in a family practice clinic.

October 1983-June 1995
DD Eisenhower Army Medical Center, Augusta, Georgia
Charge Nurse Adult Psychiatry, Staff Nurse Surgical Unit, Psychiatric Nursing Course
Commissioned Officer, US Army Nurse Corp

Publications
Atlanta Journal-Constitution Newspaper
Pulse, newsletter for healthcare providers,
Home Safety with the Older Adults
Urinary Incontinence

St. Thomas More, St. Monica’s Circle Newsletter- various issues
Atlanta Parents of Multiples Club newsletter-various issues
TWINS magazine June 1998

Awards
National Register of Outstanding College Graduates 1983
Certificate of Achievement for Service
College of New Rochelle, School of Nursing 1983
College of New Rochelle
Ursula Laurus Award, Alumnae Service Award 1993
US Army Service Ribbon 1983
Girl Scouts of Northwest Georgia
Twenty Hour Pin for volunteer development 2004
Volunteer Award 2003

**University Service**
Byrdine F. Lewis School of Nursing, Georgia State University
Graduate School, FNP program selection committee 2004-present

**Professional Organizations**
Member, Lamaze International, Inc. 2004-present
Member, National Organization of Nurse Practitioner Faculty 2004-present
Member, American Academy of Nurse Practitioners, 1997-present
Member, American Nurses Association 1983-present
Member, Georgia Nurses Association, 1983-present
Member, Association of Child and Adolescent Psychiatric Nurses, 1991-1997

**Community Service**

College of New Rochelle, Alumnae Council 1983-1993

St. Thomas More Church, Decatur, Georgia
  St. Monica’s Circle 1992-present
  Parish Council 2001-2004
  School of Religion Teacher 2001-present
  Adoration Coordinator 2003-present

Lindmoor Woods Swim and Tennis Club
  Social Director 2000-2002
  Secretary 2002-2004

Girl Scouts of Northwest Georgia, Decatur Service Unit
Troop 7771
  First Aide 1997-present
  Assistant Leader 2002-2004
  Leader 2004-present

Troop 20435
  First Aide 1998-present
  Leader 2003-present
  Troop Camper 2003-present

TLC Cadette Level for Decatur Service Unit

Atlanta Parents of Multiples, Board Member, Outreach Support, Membership, 1994-1999
NAME: Alice Sterner Demi

PHONE (Office) 404-651-4051
(Fax) 404-651-4969

RANK: Professor

CURRENT POSITION
Director Byrdine F. Lewis School of Nursing
College of Health and Human Sciences
Georgia State University

PRESENT ADDRESS
Byrdine F. Lewis School of Nursing
College of Health & Human Sciences
Georgia State University
140 Decatur Street
Atlanta GA 30303

E-MAIL ademi@gsu.edu

LICENSURE AND CERTIFICATION RN GA Reg. No.: R64106

EDUCATION
University of California  1974-1978   D.N.S.
San Francisco, CA   1978

University of Texas  1971-1972   M.S.N.
Austin, TX   1972

Incarnate Word College  1967-1969   B.S.N.
San Antonio, TX   1969

Monmouth Medical Center  1959-1961   Diploma
School of Nursing
Long Branch, NJ   1961

Monmouth College  1959-1961
West Long Branch, NJ

ADDITIONAL COURSE WORK
Principles of Health care Informatics, Georgia State University 2000 (audited)
Multivariate Statistics, Georgia State University, 1989 (audited)
Philosophy of Nursing, Georgia State University, 1987 (audited).
Epidemiology, University of Minnesota, School of Public Health, 1983.
Biostatistics, University of Minnesota, School of Public Health, 1983.
Intensive Bioethics Workshop, Invited Participant, Kennedy Institute of Bioethics,
Georgetown University, Washington, D.C., June 1-8, 1980.

HONORS AND AWARDS
Galaxo Wellcome Fellowship for Asthma Care Management Education (Thomas-
Goodfellow and Demi), 2001
E. Louise Grant Award for Outstanding Faculty Performance for the Year. Awarded by
the School of Nursing, Georgia State University, September, 1997
Nurse Researcher of the Year, Georgia Nurses Association, 1995
Faculty Research Award, College of Health Sciences, Georgia State University, 1991.
Participant, Invitational Conference, Nursing and the HIV Epidemic: A National Action
Agenda, 1989.
Sigma Xi Scientific Honor Society, 1986.
Fellow of the American Academy of Nursing, 1983.
Award for Outstanding Service as President and Support Group Leader, Grief Education
Institute, Denver, Colorado, 1981.
Award for Commitment as a Founder and Director of the Board, Hospice of Metro
WICHEN (Western Interstate Commission for Higher Education in Nursing) First
Annual Award for Achievement of a New Researcher, 1978.
Sigma Theta Tau Honor Society, 1978.
Texas Health Careers Faculty Scholarship, 1971 and 1972.
Alpha Chi Honor Society, 1969.
Outstanding Scholarship, Monmouth Medical Center School of Nursing, 1969.

EXPERIENCE (ACADEMIC)

School of Nursing  
Georgia State University  
Atlanta GA  
Director  
7/02-present

School of Nursing  
Georgia State University  
Atlanta GA  
Acting Director  
5/01- 6/02

College of Health and Human Sciences  
Georgia State University  
Atlanta, GA  
Assoc. Dean for Academic Affairs  
1/99- 9/02

School of Nursing  
Georgia State University  
Atlanta, GA  
Professor  
7/87-Present
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<th>Position</th>
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<tr>
<td>Adjunct Professor</td>
<td>School of Graduate Studies</td>
<td>University of Tennessee</td>
<td>1/93-6/95</td>
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<tr>
<td>Chairperson, Dept. of Community Nursing, Professor</td>
<td>School of Nursing</td>
<td>Medical College of Georgia</td>
<td>7/82-5/87</td>
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<td>Acting Associate Dean for Graduate Programs</td>
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<td>Augusta, GA</td>
<td>7/82-6/83</td>
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<tr>
<td>Coordinator, Dept. of Mental Health-Psych. Nursing Associate Professor</td>
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<td>7/82-5/87</td>
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<td>Associate Professor</td>
<td>School of Nursing</td>
<td>University of Colorado</td>
<td>12/79-8/81</td>
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<td>Assistant Professor</td>
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<td>Denver, CO</td>
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<td>Instructor</td>
<td>School of Nursing</td>
<td>University of San Francisco</td>
<td>8/73-5/74</td>
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<td>Instructor</td>
<td>Department of Nursing</td>
<td>San Antonio College</td>
<td>8/71-6/73</td>
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<tr>
<td>Instructor</td>
<td>Robert B. Green School of Nursing</td>
<td>Bexar County Medical Center</td>
<td>12/68-6/71</td>
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<td>Director of Nursing Svcs.</td>
<td>Hospice of Marin</td>
<td>Larkspur, CA</td>
<td>3/76-2/77</td>
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<tr>
<td>Psychiatric Nurse</td>
<td>Mount Zion Hospital and Medical Center</td>
<td>San Francisco, CA</td>
<td>6/74-5/75</td>
</tr>
<tr>
<td>Staff Nurse</td>
<td>Southwest Texas Methodist Hospital</td>
<td>San Antonio, TX</td>
<td>2/67-9/67</td>
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<td>Head Nurse</td>
<td>Eatonpark Nursing Home</td>
<td>Eatonpark, NJ</td>
<td>1/66-8/66</td>
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<td>Public Health Nurse</td>
<td>Monmouth County Organization</td>
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for Social Services, Red Bank, NJ

Marlboro State Hospital Head Nurse 7/63-2/65
Marlboro, NJ Staff Nurse 8/61-6/63

ADMINISTRATIVE RESPONSIBILITIES

Georgia State University, School of Nursing

Director of the School of Nursing I am responsible for the overall functioning of the School of Nursing, including: hiring, development and evaluation of faculty; recruitment, evaluation and retention of students; implementation of the curricula; budgeting and financial management; long range planning; and compliance with governing bodies rules and regulations.

Georgia State University, College of Health and Human Sciences, 1999-2000

As Associate Dean for Academic Programs in the College of Health and Human Sciences at Georgia State University I was responsible for the overall implementation and evaluation of the programs in the six academic units: Cardiopulmonary Care Sciences, Criminal Justice, Nursing, Nutrition, Physical Therapy, and Social work. I also worked collaboratively with academic unit heads and faculty to achieve the academic goals of the college. I was also responsible for the scheduling, implementation, and evaluation of Health and Human Sciences (HHS) courses.

Georgia State University, School of Nursing (1987-2000)

As Professor in the School of Nursing, I held numerous leadership positions within the School and in the College and University. In 1997-98, I served as chair of the Semester Conversion Taskforce and was responsible for the conversion of the undergraduate, masters and doctoral programs from quarter hour programs to semester hour programs. In addition, the Board of Regents required that the undergraduate program be shortened, and that all of the tracks within the master’s program be the same length. These required changes provided both challenges and opportunities. In this role I had to obtain the cooperation of all faculty without having any formal power. Prior to that I was Chair of the Doctoral Program Evaluation Taskforce. I have served as a leader on the graduate programs committees both at the School and College levels throughout my tenure at GSU.

At the College level I have served on the Research committee, the Academic Affairs committee, the Promotion and Tenure committee and numerous taskforces and ad hoc committee. I have served several times as Chair of the Promotion and Tenure Committee and was instrumental in the revision and adoption of the Promotion and Tenure Policies and Procedures and in the adoption of Pre- and Post- Tenure review policy and process.
I have served on the University Budget Committee, the Library Committee, a taskforce to develop guidelines for Graduate Faculty appointments, the Academic Program Review Committee, and the Institutional Review Board.

Medical College of Georgia, School of Nursing (1981-87)

While at Medical College of Georgia I served as Chair of the Community Health Nursing Department and implemented a new graduate program in Community Nursing. For one year I served simultaneously as the Chair of Community Nursing and as the Coordinator of the Psychiatric Mental Health Nursing Department (because of a vacancy in that department). I subsequently became Acting Associate Dean of Graduate Programs. While the Dean was out of the country for six months and the other Associate Dean was out ill, I served as the Administrative head of the college. I also was coordinator of a new outreach masters program in Adult Health Nursing in Athens Georgia.


I served as the Project Director for March of Dimes Home of New Beginnings. In this volunteer position I was responsible for collaborating with staff from St Jude’s Hospital to develop a residential facility for pregnant and postpartum substance abusing women and their infants. The March of Dimes provided $1,500,000 to construct a facility to house the women and their infants, and St Jude’s provided the funds for the program. The March of Dimes developed guidelines for implementation of the program so that the needs of both the mothers and the infants would be met. This created challenges, since the existing St Jude’s program had been geared primarily toward men and people of higher social classes. The program has proved to be successful in providing long term care to the mothers and infants and to rehabilitating the mothers and to developing the mothers parenting skills and thus giving the infants an excellent start in life.

Hospice of Marin (1976-77) and Hospice of Metro Denver (1978-81)

In 1976-77, I was one of the Founders of Hospice of Marin, Marin County, California, and was their first director of nursing. This program was the second hospice program to be established in the United States and thus my involvement in starting the program was both innovative and risk taking. I subsequently helped establish Hospice of Metro Denver (1978-83) and served on the planning committee and later on the board. I held diverse administrative roles in these two hospices. Both of these programs continue to thrive today.

TEACHING RESPONSIBILITIES

Georgia State University (Graduate and Undergraduate Levels)
Major teaching responsibilities included planning, developing, implementing, and evaluating the doctoral program and providing thesis and dissertation advisement. Also taught core graduate level courses in theory and research, psychiatric/mental health master’s level courses, and research courses at the undergraduate level.

Medical College of Georgia (Graduate and Undergraduate Levels)
Major teaching responsibilities included planning, developing, and implementing a new graduate program in Community Nursing. Also taught Nursing Theory and Research, provided thesis advisement, and assisted in the development and teaching of undergraduate Community Nursing courses. Participated in planning and implementation of the GSU-MCG cooperative Doctoral Program and taught the first course in that program. Was project director for an outreach master’s degree program at Athens (a distance learning site) that focused on adult health nursing.

University of Colorado Health Sciences Center (Graduate Level)
Major responsibilities were in planning, coordinating, and teaching in the Graduate Community Health Nursing Program. Also taught Family Theory and Research, and provided thesis advisement.

University of California, San Francisco (Graduate Level)
Functioned as a teaching assistant for graduate faculty while enrolled as a doctoral student.

University of San Francisco (Baccalaureate Level)
Participated as team member in teaching junior level courses. Provided clinical supervision of students in medical-surgical and community settings.

San Antonio College (Associate Degree Level)
Major responsibilities were planning, developing, and coordinating psychiatric nursing courses. Also provided clinical supervision of students in psychiatric, pediatric, obstetric, and medical-surgical settings.

Robert B. Green School of Nursing (Diploma Level)
Major responsibilities were planning, developing, and teaching Nursing Management. Also provided clinical supervision in pediatrics, newborn nursery, intensive care nursery, and medical-surgical units.

**PUBLICATIONS**

**Books**


**Articles**


**Abstracts Published (Selected)**


**Chapters in Books**


**Videotapes**


**RESEARCH**

Co-investigator (with Celano et al.). Neglect, Adherence, and Depression in Asthmatic Children. Funded 6/01/01-5/31/06, $1,200,000. Principal Investigator on subcontract to Georgia State University $210,000. 6/1/01-5/31/06.

Co-Investigator (with Thomas-Goodfellow). Effectiveness of an AsthmaPal Program on improving management of asthma in school aged children. American Lung Association, $24,956, 7/1/01-6/30/02.

Co-investigator (with Brown et al.). Young Children with Asthma: A Home-Based Nurse Intervention. Funded by NINR, $1,008,247, 7/1/97-6/30/00.

Co-Investigator (with Brown & McNicols). Practicing safe sexual encounters that avoid unwanted pregnancy and are safe. Funded by March of Dimes, Georgia Chapter, 1997, $15,000.

Co-investigator (with Brown). A Home-Based Nursing Intervention for Young Children with Asthma: A Pilot Study. Funded by Georgia State University, College of Health Sciences, $2700, 1996.


Co-Investigator (with Sowell, Moneyham, Cohen, & Guillory). Family responses to AIDS/HIV Infection: Stressors, Resistance Factors and Adaptational Outcomes. Funded by Centers for Disease Control $900,000; Subcontract to Georgia State University, $87,000 (Demi PI), 1992-1995.

Principal Investigator (with Gray & Meredith.). A Delphi Study of Research Priorities for Urological Nursing, funded by the AUAA, $8,000, 1993-994.

Co-Investigator (with Howell). Grief Patterns Following the Suicide of a Family Member, funded by Georgia State University, $2,000, 7/91-6/92.

Co-investigator (with Yorker). HIV Positive Infants: Stressors, Resources and Outcomes. Funded by Georgia State University 6/89, $2,845.

Principal investigator (with Howell). Effects of suicide of a parent or sibling during childhood on young adults. Funded by Sigma Theta Tau, Epsilon Alpha Chapter, 5/89, $500.


Co-principal Investigator (with Miles) A Delphi Study of Grief that Falls Outside the Normal Parameters, 1983.

Co-principal Investigator (with Miles). Rescue Workers Reactions to the Hyatt Regency Disaster, funded by the University of Kansas, 1981.


Principal Investigator, Effectiveness of Support Groups in the Resolution of Grief, funded by the Grief Education Institute, Denver, Colorado, 1979.

Co-principal Investigator (with Quayahgen). Bereavement Patterns and Influences for Older Adults, funded by Research Committee, School of Nursing, University of Colorado Health Sciences Center, $8,700 1979.

Principal Investigator, Youthful Suicide: Assessment of the Problem in the Metro Denver Area, funded for $500 by the Research Committee, School of Nursing, University of Colorado Health Sciences Center, 1979.

Dissertation, Adjustment to Widowhood After a Sudden Death: Suicide and Non-Suicide Survivors Compared, D.N.Sc., University of California, San Francisco, 1978.

Thesis, Comparative Study of Personality Test Scores and Academic Success in an Associate Degree Nursing Program, M.S.N., University of Texas, Austin, 1972.

**PROGRAM GRANTS**


Project Director, ICAPP Grady-Promina Partnership, Funded by Georgia Board of Regents ICAPP, $235,636, August 2002-December 2003.


Co-Author of Proposal to develop Women's Information Service and Exchange, funded for $30,000, December 1994.

Author of Continuation Proposal and Project Director, Master's Degree Program in Community Health Nursing. Funded by the Department of Health and Human Services, Division of Nursing, $191,287, 1984-1986.
Project Director, Master of Science in Nursing Outreach Program. Funded by Department of Health and Human Services, Division of Nursing, $412,744, 1985-1986.

Project Director, Master's Degree Program in Community Health Nursing. Funded by the Department of Health and Human Services, Division of Nursing, $278,975, 1982-1984.

Member of interdisciplinary team that wrote grant for pilot project, Psychotherapeutic Services to the Home-Bound Elderly in Richmond and Columbia Counties. Funded by the CSRA Agency on Aging, $1,000, 1983.

Member of interdisciplinary team that wrote grant to Assess the Health Care Needs of the Elderly in Rural Richmond County. Funded by the CSRA Agency on Aging, $10,000, 1983.

Author of grant, Bereavement Outreach Services. Sponsored by the Grief Education Institute, Denver, Colorado. Funded by Safeco Insurance Company, $1,000, 1980.

Principal Author of grant, A Proposal to Develop a Hospice Program in the Metro Denver Area. Funded by the American Cancer Society, Colorado Division, $37,000, 1978.

OTHER GRANTS

Demi, A. & Ruchala, P.L. “An International Initiative for Nursing Education Between Georgia State University and Cairo University, Egypt.” Georgia State University Office of International Affairs, International Strategic Initiative Funding ($4,000)

PROFESSIONAL PRESENTATIONS (Selected)


(Juried).


**Demi, A.** (Panelist). Covering the Uninsured: Challenge for the Next Generation. Presented at National Center for Primary Care, Morehouse School of Medicine, March 11, 2003. (Invited).

**Demi, A.** Developing a program of research. Louisiana State University Health Sciences Center, April 4, 2002 (Invited).

**Demi, A.** Strategies for facilitating faculty research. Louisiana State University Health Sciences Center, April 4, 2002 (Invited).


**Demi, A.** Family dynamics and medical neglect of children with asthma. 17th Annual Psychiatric Nurse Conference, Macon, GA, March 21, 2002 (Invited)


**Demi, A.** Issues in measurement of phenomena related to HIV infection. Southern Nursing Research Society, Eleventh Annual Conference, Norfolk, VA, April 1997 (Juried).


**Demi, A.** Sudden death: How to be a supportive caregiver, Ninth Annual Cashdollar Lectureship, sponsored by College of Nursing, University of Tennessee, Memphis, Nov. 7, 1997. (Invited)

**Demi, A.** Professionals’ roles in dealing with sudden death, Veterans Administration Medical Center, Memphis, Tennessee, Nov. 7, 1997. (Invited.)

**Demi, A, Bakeman, R., Sowell, R., & Moneyham, L.** Suicidality among HIV infected women.) Ninth Annual Association of Nurses in AIDS Care, Chicago, IL, October 1996. (Juried)

**Demi, A., Bakeman, R., Moneyham, L., Sowell, R., & Seals B.** Effects of resources and stressors on burden and depression of family members who provide care to an HIV infected woman. (.) Official Satellite Conference of the XI International Conference on AIDS, Vancouver, British Columbia, Canada, July 1996. (Juried)

**Demi, Bakeman, Sowell, Moneyham Stressors, resources, and burden in family members who are a primary support to an HIV infected woman. ANA Council for Nursing Research 1996 Scientific Sessions, Washington, DC, June 1996 poster). (Juried)

**Demi, Sowell, Moneyham.** Stressors, resources, burden, and family functioning of family members who are a primary support to an HIV infected woman. Southern Nursing Research Society, Tenth Annual Conference, Miami Beach, FL, Mar. 1996. (Juried)


**Demi, A** Post-Tenure Review: the Perspective of the AAUP. How are We Doing: Assessment Symposium. The University Center in Georgia. Mercer University, Nov. 1995. (Invited)

**Demi, Bakeman, Moneyham, Sowell, Cohen, Seals.** The relationship of family structure to psychological distress in HIV infected women HIV infection in women: Setting a new agenda. (Sponsored by NIH, CDC, FDA, HRSA, AHCPR, & USPHS.) Washington, DC, Feb. 1995 (Juried)


**Promoting Culturally Competent Care in and through Nursing Education (Demi, & Lenburg.). Annual meeting Transcultural Nursing Society. Atlanta, GA., September 1994 (Juried).**


**Demi, Moneyham, Sowell, Cohen, Guillory, & Seals).** Factors Affecting Emotional


Demi, A. Strategies for research career development, University of Tennessee, Memphis, April 4, 1993.(Invited)

Demi, A. Bereavement outreach program: By and for suicide survivors. Association for Death Education, Annual meeting, Memphis, TN, April 2, 1993. (Juried)

Demi, A. Survivors of suicide support program, National meeting of Survivors of Suicide, sponsored by the American Association of Suicidology, Atlanta, GA, October, 18, 1992. (Invited)

**DISSERTATION DIRECTION**

**Chair of the Following Completed Dissertations**


Clark, D. (2003). The physical, behavioral, and economic consequences of adoption of Internet technology by older adults


Weaver, K. (2001). Nursing students’ lived experience with intimate partner abuse of women by male partners: A critical Hermeneutic study

Lehr, S. (2001) Father-son communication about sexuality

Brewer, K. (2000). The lived experience of women in recovery from alcoholism


Marquardt, M. (1999). The social adaptation of women with a disabled husband living in a nursing home

Crenshaw, C. (1998) The experience of recovering from an eating disorder following participation in a program designed to develop a feminist consciousness
Averitt, S. (1997). The lived experience of homeless women with preschool children
Saunders, J. (1997). Family functioning in families providing care for a family member with schizophrenia
Hall, P. (1994) Moral decision making by wives of patients with life threatening illness
Grabbe, L. (1992). Formal home care in the last year of life

Committee Member of Following Completed Dissertations
Chalvin, V. (2002) Stress and job satisfaction among nurses working with HIV infected patients
Epps, Cindy (2001)
Willoughby, D. (1994), Influences on women’s adjustment to diabetes
Dorman, B. (1993). Clinical nurse educators and the grade appeal process

Chair of Following Dissertations in Progress
Glenn, B. Family influences on African-American adolescents’ perceptions of abstinence and safer sex self-efficacy behaviors
Summerville, J. The relationship between diabetes knowledge demographic characteristics, and healthy life styles
Parker, L. The relationship of spirituality, martial relationship, and caregiving burden to emotional distress among elderly spousal caregivers.

THESSES/MASTERS’ PROJECTS (Selected examples)
Benton, P. Common themes identified by nurse educators during the exit interview in the Wee Wheezer program - Masters Project Chair, Completed 12/98
Booher, P. A descriptive study of nurses’ experiences providing home-based asthma education program to inner city families who have young children with asthma - Masters Project, Chair, completed 12/98
Smith, P. Sexual knowledge and behavior among adolescents with fetal alcohol effects Masters Project, Chair, completed 6/98
Watkins, C. Contraceptive decision making - Masters Project, Chair, completed 6/98
DeBalsi, A. The relationship of denial to unprotected sexual activity and sexual transmitted diseases among HIV infected gay men -Masters Project, Chair completed 3/98
Bloom, I. Women’s perceptions of the effectiveness of a substance abuse program for pregnant and post-partum women - Masters Project, Chair, completed 5/98
Fabre, M., & Tyson, P. Essential content for a substance abuse treatment program for pregnant and post-partum women - Masters Project, completed 5/98
Chalvin, V. Burnout in the field of HIV/AIDS care - Masters thesis, member of committee (psychology dept.), completed 5/98

UNIVERSITY SERVICE GEORGIA STATE UNIVERSITY (Selected)

SCHOOL OF NURSING
2001-04 – Chair, School of Nursing Faculty
2001-04 - Chair, Executive Committee
1990-01 - Member Graduate Program Committee
1999-00 - Chair Search Committee for Senior Researcher
1996-98 - Chair Semester Conversion Committee (undergraduate, masters, and doctoral programs)
1994-95 - Member Research Team
1994-95 - Member Task Force on Organizational Structure
1994-95 - Member Task Force on Revision of Position Results Statements
1994-95 - Member Management Team
1994-95 - Member Budget Team
1990-92 - Chair, Graduate Program Committee,
1987-90 - Chair, Doctoral Curriculum Committee, Sub-Committee of Graduate Program Committee
1987-90 - Member, Curriculum Graduate Program Committee,

COLLEGE
2004-04 - Member, Dean’s Evaluation Committee
2003- Special Promotion and Tenure Committee
2003 - Pre-tenure Review Committee (2 faculty)
1999-04 - Member Dean’s Administrative Group
2000-01- Member of Search Committee, Director of Technology
1999-01 - Liaison to Promotion and Tenure Committee
1999-00 - Chair, Search Committee Chair Department of Nutrition
1996-98 - Chair Promotion and Tenure Committee
1992-95 - Member, Academic Affairs Committee
1990-94 - Member, Promotion and Tenure Committee
1994-95 - Member, Research Committee
1995-96 - Member, Executive Committee
1991-92 - Chair, Promotion and Tenure Committee
1988-93 - Member, Academic Affairs Committee,
1991-93 - Chair, PhD Evaluation Committee,
1987-88 - Member, Research Committee,

UNIVERSITY OR UNIVERSITY SYSTEM
2001-04 – Academic Advisory Committee on Health Professions (Georgia Board of Regents)
2001-04 – Nursing Subcommittee of the Academic Advisory Committee on Health Professions (Georgia Board of Regents)
2003-04 – Member, Institutional Review Board
2001-04 – Member University Chairs Committee
2003-04 – Faculty representative to Emeriti Faculty Committee
2001 - Member, Evaluation Committee Vice President Financial Affairs
1993-95 - Member, Institutional Review Board
1994-95 - Member, Senate
1994-95 - Member, Senate Budget Committee
1995-96 - Member, Senate Research Committee
1996-98 - Member Taskforce to develop guidelines for graduate faculty appointment

SERVICE AT MEDICAL COLLEGE OF GEORGIA 1981-87 (Selected)
1981-87 - Chair, Community Health Nursing Graduate Program Curriculum Committee
1982-83 - Member, Management and Planning Committee
1983-87 - Member, Executive Committee
1983-85 - Chair, Chairperson's Committee
1982-86 - Member, Future of the College Committee
1982-86 - Member, Hospitals and Clinics Subcommittee, Future of the College Committee
1985-86 - Chair, School of Nursing PhD Program Task force
1982-83 - Member, Georgia Institute for the Prevention of Human Disease and Accidents

PROFESSIONAL SERVICE
2001-03 - Member, Georgia Hospital Association Advisory Board
2001-03 – Member, Board of Regents Nursing Advisory Committee
1994-95 - President, American Association of University Professors, Georgia State Chapter
1993-96 - Chair, Panel on Cultural Competence in Health Care, American Academy of Nursing
1992-94 - Vice President and Program Chair, Sigma Theta Tau, Epsilon Alpha Chapter
1994-95 - Chair, Program Committee, Metro-Atlanta Chapter, Association of Nurses in AIDS Care
1994-96 - Member, Research Committee, Association of Nurses in AIDS Care
1994-95 - Member, Finance Committee, Sigma Theta Tau, Epsilon Alpha Chapter
1992-95 - Member, Sub-panel, Cultural Competence in and through Nursing Education, American Academy of Nursing
1994 - Member, Program Committee, Annual Meeting of Transcultural Nursing Society
1992-93 - Vice President, American Association of University Professors, Georgia State University Chapter
1989-91 - Member, By-Laws Committee, Epsilon Alpha Chapter, Sigma Theta Tau
1988-89 - Member, Research Awards Committee, Epsilon Alpha Chapter Sigma Theta Tau
1981-88 - Appointed member, Nursing Services Commission, American Nurses Association
1984-89 - Member, Professional and Technical Committee for Hospices, Joint Commission for Accreditation of Hospitals

COMMUNITY SERVICE
1989-02 Member, March of Dimes, Program Planning Committee
1994-98 Chair, March of Dimes Home of New Beginnings
1996-97 Member, Advisory Board, Women’s Services, Comprehensive Addiction Rehabilitation program (CARP)
1991-98 Member, March of Dimes North Georgia Chapter, Board of Directors
1994-95 President, Board of Directors, Women's Information Service & Exchange
1991-93 Chair, March of Dimes, Community Services Committee,
1991-93 President, Georgia Coalition for Youth Suicide Prevention,
1988-94 Member, Board of Directors, Georgia Coalition for Prevention of Youth Suicide

PROFESSIONAL MEMBERSHIPS (CURRENT)
American Association of Colleges of Nursing
American Nurses Association
American Academy of Nursing
Association of Nurses in AIDS Care
Sigma Theta Tau, Epsilon Alpha Chapter
Southern Nursing Research Society
National Council of Family Relations

CONSULTANT AND REVIEW ACTIVITIES (SELECTED)
Abstract reviewer Sigma Theta Tau International 2003
Abstract reviewer Southern Nursing Research Society 2003
Reviewer for Issues in Mental Health Nursing.
Reviewer for Journal of Family Nursing
Reviewer for Journal of Military Nursing
Reviewer for Journal of Association of Nurses in AIDS Care
Reviewer for Western Journal of Nursing Research
Reviewer for Journal of Family Psychology
Grant Reviewer FIPSE Fund for the Improvement of Postsecondary Education
Abstract reviewer for National Council of Family Relations,
Book reviewer for Journal of Child and Adolescent Psychiatric Mental Health Nursing.
Book prospectus reviewer for Sage Press
Reviewer, AVLINE Audiovisuels
Invited Participant, Southern Regional Education Board, Workshop in Distribution of Psychiatric Nurses in the Southern Region
Reviewer, Promotion and Tenure Committee, Diverse Universities, 1983 to present.
Invited Participant, Advanced Education for Public Health Nurses, Division of Nursing, State Health Department, Atlanta, Georgia, October, 1983.
Consultant, San Juan Hospice, Durango, California, 1980.
Consultant, Frontier Hospice, Cheyenne, Wyoming, 1981.
Consultant, Education Committee, Hospice/Home Health Program, St. Joseph's Hospital, Augusta, Georgia, 1982-1984.
Consultant, New Oncology Nursing Program, School of Nursing, University of St. Louis Medical Center, 1985.
Consultant, Curriculum Development for Community Health Nursing, Georgia College, Milledgeville, Georgia, 1983.
Consultant, Survivors of Suicide Support Team, Atlanta, GA, 1989-90.

4/17/04
Curriculum Vitae

BRIDGET TIGHE DOERR, DNSc., RN

Education:

DNSc – University of Pennsylvania, 1984
  Specialty – Clinical Investigation with a focus in Evaluation Research

MSN - Boston University, 1971
  Specialty – Community Health Nursing, Teaching and Clinical Specialist

BSN - Louisiana State University, 1968

Nursing Education Positions

2003-present Temporary Clinical Associate Professor, Georgia State University School of Nursing. Responsibilities included organization of undergraduate senior level course, teaching the didactic portion of the 4 credit hour course, Caring for Populations as Communities, coordinating and supervising clinical faculty and functioning as a clinical faculty member.

2002 – 2003 Clinical instructor, Georgia State University. Responsibilities include organizing and presenting lectures in the Caring for Populations as Communities course plus supervising faculty and students in the clinical lab for the same course.

1994-1997 Lecturer, University of Wisconsin at Milwaukee School of Nursing. Supervised senior students in a family and community course at a local health department.

1986 Joint appointment at the University of Illinois at Chicago in the School of Nursing and the School of Public Health. Taught a course in epidemiology and community health theory at the undergraduate level. Collaborated with faculty in the School of Public Health on a research proposal on smoking cessation.

1977-78 Adjunct Assistant Professor at the University of Pennsylvania School of Nursing. Lectured and provided supervision in the undergraduate community health nursing course.

1975-76 Adjunct Assistant Professor at Boston University. Member of the graduate faculty in community health nursing. Assisted with community health science and family theory course. Supervised students in advanced clinical placements.

1973 –1975 Instructor at Lehman College in the Bronx, NY. Functioned as a community health integrator and clinical faculty in the nursing fundamentals course. Planned and taught the Community Organization for Health course.

1974 Consultant to the Student American Medical Association. Worked as a trainer for student health teams interning in rural communities.
Management Experiences

1998 –2000 Program Specialist with the Wauwatosa Health Department in Wauwatosa, WI. Responsibilities included developing a pilot project with the Wauwatosa school system to identify student health care needs in the schools. Worked with the Superintendent of Schools, the Director of Student Services and school principals. Responsible for a tobacco control program for the community which included organizing and hosting a educational tobacco forum for the key decision makers in the city. Served as a member of the board of the Wisconsin Tobacco Free Coalition. Testified to the Wisconsin Senate on the impact of tobacco usage among youth in our local community. Involved in program planning in response to the health department’s community assessment.

1987-1993 Volunteer positions with Hospice of Hillsborough, Tampa, FL. Vice-president of the Hospice Foundation, member of the Hospice Board of Directors, President of the Hospice Auxiliary and bereavement volunteer. Organized a Tree of Remembrance. Conceptualized the project and recruited and managed over 300 volunteers to staff this community project which ran for five weeks.

1978 - 1984 Member of the professional advisory board of Community Health and Nursing Services of Collingswood, NJ.

1971 – 1973 One of two head nurse consultants for the National Health Services Corps in Rockville, MD. Initiated, developed and managed an implementation contract for orientation and in service education of corps personnel (physicians, dentists and nurses). Secondary responsibility was in recruitment and professional consultation to nurses, arranging for nurse practitioner training for selected nurses and programming communities for health personnel.

Clinical Experiences

2001 Triage nurse with a medical mission to Piura, Peru.


1971 Staff nurse in pediatrics and triage at Harvard Community Health Plan in Boston.

1968-1969 Staff nurse in general surgery at Charity Hospital of Louisiana

Publications


Care Perspectives. 19(1) 214-219.

Stevens, P.E. and B. Doerr (1997). Trauma of Discovery: women’s narratives of being informed they are HIV-infected. AIDS Care. 9(5).


Tighe, B. (1972). Start now. Imprint ( Publication of the National Student Nurses’ Association ).

Honors and Awards

Hospice of Hillsborough – 1000 Hour Volunteer Award – 1989
Nominated Outstanding Volunteer in the City of Tampa – 1988,1989
Sigma Theta Tau , National Honor Society in Nursing – 1971

Licensure

Presently licensed as a professional nurse in Wisconsin and Georgia

Professional Organizations

American Nurses Association
Sigma Theta Tau – Eta Nu Chapter

Personal

Married with three children
Address:
4030 Peachtree Dunwoody Road
Atlanta, GA 30342
Phone Number:
404 266 2092
GEORGIA STATE UNIVERSITY
COLLEGE OF HEALTH & HUMAN SCIENCES
BYRDINE F. LEWIS SCHOOL OF NURSING

CURRICULUM VITAE

SHERRY K. GAINES, RN, PhD

Office: 979 Urban Life
140 Decatur Street
Atlanta, GA 30303
Phone: (404) 463-9284
Fax: (404) 651-3096
Email: sgaines@gsu.edu

Home: 2019 English Lane
Atlanta, GA 30337

LICENSURE/CERTIFICATION:

Registered Nurse, Georgia Board of Nursing (Licensure – R035708)
American Heart Association Basic Cardiopulmonary Resuscitation (Certification – Annual)
Denver Developmental Standardized Test II Trainer (Certification-Training Completed in 1991)
NCAST II Instructor (Initial Certification-1992; Updated-1998)
Child Care Health Consultant Trainer (Certification – Training Completed in 2000)

EDUCATION:

1987 Ph.D., Georgia State University, Atlanta, GA
Major: Educational Psychology
Other Concentrations: Child Development, Organizational Dynamics

1977 M.N., Emory University, Atlanta, GA
Major: Child Health Nursing
Other Concentration: Child Development

1976 B.S.N., Medical College of Georgia, Augusta, GA
Major: Nursing

1971 Nursing Diploma, Piedmont Hospital School of Nursing, Atlanta, GA

ACADEMIC EXPERIENCE, FULL-TIME:

1978-Present Faculty Member, School of Nursing
Graduate Faculty (1998-Present)*; Associate Professor (1989-Present);
Assistant Professor (1983-1989); Instructor (1978-1983)
College of Health & Human Sciences
(Formerly College of Health Sciences)
Georgia State University, Atlanta, GA

*Graduate Faculty Status first awarded at Georgia State University Fall 1998.
ACADEMIC EXPERIENCE, FULL TIME CONTINUED:

1999-2001 Interim Associate Director, Graduate Nursing Programs, School of Nursing, College of Health & Human Sciences, Georgia State University, Atlanta, GA

1995-1998 Acting Dean/Dean, College of Health & Human Sciences (Formerly College of Health Sciences) Georgia State University, Atlanta, GA

1992-1995 Acting Associate Dean/Associate Dean, School of Nursing College of Health Sciences Georgia State University, Atlanta, GA

June 1988 – August 1988 Acting Chairperson (during Chairperson’s Leave of Absence), Department of Parent-Child Nursing

November – December 1987 School of Nursing, College of Health Sciences Georgia State University, Atlanta, GA

ACADEMIC EXPERIENCE, PART-TIME:

1988-1991 Project Director, Child Development Center Nursing Clinic Georgia State University, Atlanta, GA

1984-1992 Clinical Associate Southern Performance Assessment Center, Atlanta, GA

1982-1984 Clinical Examiner Southern Performance Assessment Center

1986-1988 Liaison and Staff, Child Development Center Nursing Clinic Georgia State University, Atlanta, GA

OTHER PROFESSIONAL EXPERIENCE, FULL-TIME:

1977-1978 Assistant Director of Nursing – Ambulatory Services Scottish Rite Hospital for Children, Atlanta, GA

1972-1976 Clinic Supervisor Scottish Rite Hospital for Children, Atlanta, GA

1971-1972 Staff Nurse, Pediatric Unit Piedmont Hospital, Atlanta, GA
OTHER PROFESSIONAL EXPERIENCE, PART-TIME:

1980-1987  PRN Staff Nurse, Henrietta Egleston Hospital for Children  
            Atlanta, GA

1984-1985  PRN Staff Nurse, Peachtree Parkwood Hospital  
            Atlanta, GA

1980-1981  PRN Staff Nurse, Grady Memorial Hospital  
            Atlanta, GA

            Westinghouse Health Systems, Atlanta, GA

PUBLICATIONS:

Assessing the Need for Child Care Health Consultants.  Public Health Nursing  
(Referred).

Describes the results of a study examining the perspectives of child care directors and in-home providers relative to child care health consultation.

Build Sustainable Public Health Nurse Child Care Health Support.  Family and  
Community Health, 27(4)  (Refereed).

Describes the process and results of coaching and training focused on developing a child care health consultant program in Health District 1-1.

Family and Community Health, 27(3), 263-268.  (Referred).

Describes the need for revisiting emergency preparedness in child care, taking into account the threat of terrorism.


Describes the outcomes of three health-related programs linking campus and community in projects for grandparents raising grandchildren, for migrant farm workers, and for inner-city child care workers.

S.K. Gaines; C.V., Last Revised: January 2005
PUBLICATIONS CONTINUED:


   Discusses implications of providing clinical experiences in child care settings for students in nursing programs.


   Reports the results of an immediate feedback intervention tested in child care centers to promote automobile child passenger safety.


   Discusses ways to foster faculty-student relationships that encourage mutual responsibility for learning.


   Reports the result of a study to examine the use of analgesics in neonates and infants undergoing cardiothoracic surgery.


   Reports the results of a study to compare two methods of administering analgesia by epidural route after cesarean sections.


   Argues the merits of merging curriculum for educating Clinical Nurse Specialists and Nurse Practitioners.
PUBLICATIONS CONTINUED:


Reports the results of establishing a nurse-managed health care clinic within a campus child care center.


Describes educational approaches to promote health and prevent the spread of diseases in group child care settings.


Reports the results of an analysis of instruments used by researchers and clinicians to evaluate child temperament.


Discusses the developmental basis for interventions to prevent injuries from infancy through adolescence.


Critiques book that describes the use of projective techniques as a clinical tool for facilitating and evaluating self-expression in children.


Reports the outcomes of a self-care educational intervention in a campus child care setting.
PUBLISHED ABSTRACTS:


Gaines, S.K., & Harwood, R.J. (1998). Structurally Creating an Interdisciplinary Developmental Care Program. 20th Annual Interdisciplinary Health Care Team Conference, Sponsored by the University of Louisville and the National Institute for Interdisciplinary Studies, Williamsburg, VA.
**PUBLISHED ABSTRACTS CONTINUED:**

Gaines, S.K., & Wold, J.L. (1998). Experiencing Team Creating. 20th Annual Interdisciplinary Health Care Team Conference, Sponsored by the University of Louisville and the National Institute for Interdisciplinary Studies, Williamsburg, VA.


FUNDING:

EXTERNAL FUNDING:

2002-2005  Project Director (30% effort). Public Health Nurse Child Care Health Consultant Program (Childcare Advantage Network). Co-authored grant application with J. Wold. Funding awarded to: (1) offer executive training to District Nursing Directors in Georgia’s 19 Health Districts to prepare them to establish Child Care Health Support Systems in their Districts, (2) train Public Health Nurse Child Care Health Consultants, and (3) evaluate the outcomes of their interventions over a three-year period. Funded by the Basic Nurse Education and Practice Program, Division of Nursing, Department of Health and Human Services, Health Resources and Service Administration for $520,647 direct and indirect costs for three years, July 1, 2002 – June 30, 2005 (Grant # 1-D11 HP 00509-01).


1997  Project Director, Information Technologies: Educational Tools to Enrich Georgia’s Health Profession Curriculum, University System of Georgia Board of Regents Grants Program to Academic Committees. Funded, $3,000.

1996  Principal Investigator, Fostering Positive Child Care Provider-Child Interaction in Inner City Day Care Centers. Metropolitan Atlanta Community Foundation. Funded, $5,000.

1996  Project Director, Professional Nurse Traineeship Program, Department of Human and Health Services, Public Health Service. (Submitted in capacity of Associate Dean). Funded, $144,080.

1995  Project Director, Professional Nurse Traineeship Program, Department of Human and Health Services, Public Health Service. (Submitted in capacity of Associate Dean). Funded, $134,532.
EXTERNAL FUNDING (CONTINUED):

1994 Project Director, Professional Nurse Traineeship Program, Department of Human and Health Services, Public Health Service. (Submitted in capacity of Acting Associate Dean). Funded, $153,323.


1993 Project Director, Professional Nurse Traineeship Program, Department of Human and Health Services, Public Health Service. (Submitted in capacity of Acting Associate Dean). Funded, $94,419.


1992-1994 Joint Nursing Graduate Education Program Demonstration Project, U.S. Department of Health and Human Services. Served as Georgia State University Faculty Representative in collaboration with S. Foster, Hospital Project Director. Had been funded prior to my role, $1,000,000.

Dec. 1992 – Aug. 1993 Professional Nurse Traineeship Program, U.S. Department of Human and Health Services, Public Health Service. Accepted directorship of this project as part of the role of Acting Associate Dean. Grant application had been submitted and funded to previous administrator. Grant period from 07/01/92 through 06/30/93 with activities funded through summer quarter 1993. Funded, $148,246.


APPROVED, BUT NOT FUNDED:

APPROVED, BUT NOT FUNDED, CONTINUED:


2004  Williams, A. (P.I.), Wold, J.L., Gaines, S.K., & Baldwin, D. Steps to Achieving Real Health (STAR Health), Department of Health and Human Services, Health Services and Resources Administration, Maternal Child Health. Three Year Project, Requested $441,000.

SUBMITTED, PENDING REVIEW:

2004  Co-Project Director, Childcare Health Instructor-Leadership Development, with J.L. Wold (Project Director) and J.M. Leary. Submitted to Nurse Education, Practice, and Retention Program, Division of Nursing, Department of Health and Human Services, Health Resources and Service Administration. In Review. Requested $583,737 direct and indirect costs for three years, July 1, 2005 – June 30, 2008 (Application # 00021281).

APPLIED FOR, NOT FUNDED:


2001  Fellow Application. State Early Childhood Policy Leadership Forum. Received support by Governor Roy Barnes to apply. Not selected.

APPLIED FOR, NOT FUNDED, CONTINUED:


1998  Project Director, Interdisciplinary Newborn Developmental Care Certificate Program Submitted to the Allied Health Grant Program, Department of Health and Human Services, Health Resources and Services Administration. Requested $48,079 Indirect Costs, $480,793 Direct Costs.

1996  Project Director, Inside the Gate to Health: A Partnership Between Preschool and Health in the Perry Homes Community. Submitted to the Metropolitan Atlanta Community Foundation after successfully competing with a preliminary proposal. Requested $527,366. [Notified of denial of original proposal secondary to issues with Perry Homes.

INTERNAL FUNDING:

1994  Project Director, Interactive Video Equipment for Improved Instruction in College of Health Sciences. Georgia State University Quality Improvement Funds for Major Instructional Equipment. Submitted with J. Youtsey. Funded, $18,500.


1992  Co-Investigator, The Effectiveness of an Educational Program on Infection Control Measures in Day Care – Request for Supplemental Funds for a Study in Progress. Georgia State University College of Health Sciences Research Grant Program. Submitted with M.C. Carmon. Funded, $2,000.

INTERNAL FUNDING, CONTINUED:


1987  Project Director, Combating Communicable Diseases in the Classroom/Child Care Settings. Georgia State University Continuing Education Grant Program. Submitted with C. Gutterres and M.S. Rice. Funded, $2,000.


SCHOLARLY ACTIVITIES WITH STUDENTS

Doctoral Dissertations:

Effects of Teen Pregnancy on Female Siblings. Bonnie Simmons. (Chair of Committee, In Progress).


Empowering African American Nursing Students to Academically Succeed: A Correlational Study of Cultural Inclusion, Self-Esteem, Self-Concept on Academic Ability and Academic Success. Received $1,000 funding from the Georgia State University Dissertation Grant Program. (Member of Committee through Completion, 1994).

Journal Writing as a Method to Teach Critical Thinking. Kathryn Grams, Doctoral Student in Nursing. (Member of Committee through Completion, 1992).

An Evaluation of the Organizational Benefits of Employee Sponsored On-Site Sick Child Care. Wylene Thomas, Doctoral Student in Department of Psychology. (Member of Committee through Completion).
Masters Theses (Georgia State University School of Nursing Omitted Thesis Requirement in 1995):


The Effects of Two Educational Programs to Promote Health in Child Care Settings. Jayne Pauley. (Chair of Committee, 1993).


Does the Application of Ice to an Incision decrease the number of doses of narcotics used? Patti Sullivan. (Chair of Committee, 1993).

The Effect of Morphine/Acetaminophen Combination on Pain in Neonates Following Cardiothoracic Surgery. Leslie Hall and Faith Ludwick. (Chair of Committee).

Masters Theses (Georgia State University School of Nursing Omitted Thesis Requirement in 1995) - Continued:

A Comparison of Military Mothers and Civilian Mothers on Social Support and Parenting Stress. Cindy Ginsberg. (Chair of Committee).

The Relationship Between Maternal Perception of Temperament and Mother-Infant Interaction. Cynthia Anderson. (Chair of Committee).

The Relationship Between Parental Health Behaviors and Child Car Seat Safety Usage. Marjo DeForest. (Chair of Committee).

Parental Perception of Second Child Sleep Behaviors and Temperament. Kathy McGill. (Member of Committee).

The Influence of Childrearing Practices and Adolescent Psychosocial Adjustment. Francis Chadwick. (Member of Committee).

A Comparison of Nurses, Child Care Providers, and Parental Perceptions of Illness Prevention Activities and of Nursing Roles in a Group Child Care Setting. Terri Morris Hendry. Completed Spring 1991. (Member of Committee).

Breastmilk Production, While Pumping, in Mothers of Premature Infants. Sandra Leonard Head. Completed May 1991. (Member of Committee).

A Comparison of Two Methods of Epidural Analgesia After Cesarean Section. Susan Gordon. Completed March 1991. (Chair of Committee).
Masters Theses (Georgia State University School of Nursing Omitted Thesis Requirement in 1995) - Continued:

Telephone Follow-up Contact and Appointment Keeping Behavior in Postpartum Women Who did not Obtain Adequate Prenatal Care. Patricia Goodwin. Completed March 1991. (Member of Committee).


An Exploration of Parents’ Perceptions and Expectations of Their Infants’ Sleep Patterns. Jane Wilks. Completed March 1990. (Chair of Committee).


Breastfeeding Mothers who are Employed: Their Feelings, Problems, and Methods of Adaptation. Cynthia Toth. Completed March 1988. (Member of Committee).


PAPERS PRESENTED FOR CONFERENCES/PROFESSIONAL GROUPS:

In Process (Submitted, Pending Review for Presentation at Upcoming Meeting):

In Process (Accepted for Presentation at Upcoming Meeting):

S.K. Gaines; C.V., Last Revised: January 2005
Presentations Completed:


Presentations Completed (Continued):


1998, September Structurally Creating an Interdisciplinary Developmental Care Program. Oral presentation (with R.J. Harwood) at the 20th Annual Interdisciplinary Health Care Team Conference, Sponsored by the University of Louisville and the National Institute for Interdisciplinary Studies, Williamsburg, VA (Refereed).

1998, September Experiencing Team Creating. Oral Presentation (with J.L. Wold) at the 20th Annual Interdisciplinary Health Care Team Conference, Sponsored by the University of Louisville and the National Institute for Interdisciplinary Studies, Williamsburg, VA (Refereed).


Presentations Completed (Continued):


Presentations Completed (Continued):


1993, March  Developing Collaborative Health Involvement in Campus Child Care. Oral presentation at the 1993 Conference of National Coalition for Campus Child Care; Professional Leadership, Turning the Tide for Quality Campus Child Care. Hilton Head, SC (Refereed).


Presentations Completed (Continued):


1988, October  Healthy Children in Child Care. Oral presentation at Coming Together for Children. Conference sponsored by Georgia Association for Young Children, Georgia Preschool Association, and Georgia Association for Childhood Education International, Atlanta, GA (Refereed).

HONORS AND AWARDS:

2004  “Georgia’s Forging Collaborative Partnership Award,” Georgia Division of Public Health.
SERVICE TO THE UNIVERSITY:

Have consistently served on School, College and University Committees. Selected to serve on specific committees such as the Presidential Search Advisory Committee, one of the University Strategic Planning Committees, and the University Instructional Improvement Grant Review Committee. Additionally, have served on other Colleges’ faculty search committees. Selected activities are as follows.

University Level Service:

1995-1998 Member and Chairperson, Dean’s Group
1995-1998 Member, University Administrative Council
1995-1998 Member, University Senate
1995-1998 Member, Senate Budget Committee
1995-1998 Member, Academic Program and Continuing Education Committee
1996-1998 Member, Fiscal Advisory Committee to the President
1995-1998 Chaired Task Group on Redirection of Funds, GSU Child Development Center
1997-1998 Committee for Recruitment & Retention of African American Faculty
1995-1996 Subcommittee on GSU Strategic Plan
1993-1994 Member, University Health Services Advisory Committee
1991-1992 Member, GSU Wellness Program Working Group
1990-1991 Member, GSU Health Sciences Building Committee
1991-1992 Member, Indian Creek Recreation Area Advisory Committee
1992-1993 Member, Faculty Search Committee, Department of Kinesiology & Health
1991-1992 Member, GSU Subcommittee on Inaugural Public Events
1990-1991 Presidential Selection Advisory Committee
1989-1990 Subcommittee on Presidential Search Advertisement (Chair)
1989-1990 Alumni Distinguished Professor Selection Committee
1988-1989 Member, Search Committee for Health Education Position, Department of Kinesiology & Health
1987-1988 Alumni Distinguished Professor Selection Committee
1986-1989 University Senate – Elected Member
1988-1989 Faculty Affairs
1987-1988 Subcommittee on Faculty Child Care
1988-1989 Senate Commencement Committee
1986-1987 Senate Student Discipline Committee
1986-1988 Senate Admissions and Standards Committee
1986-1988 Subcommittee for Calendar Planning
**College Level Service:**

2004-2005  Alternate Member, Bylaws Committee  
1999-2002  Graduate Faculty Designation Committee  
2001-2002  Chairperson, Post-Tenure Review Committee for Review of Dr. Armenia Williams  
2000-2001  Member, Pre-Tenure Review Committee for Review of Dr. Kathleen Pittman  
1998-1999  Chairperson, Post-Tenure Review Committee for Review of Dr. Dee Baldwin  
1997-1998  Chairperson, Dean’s Student Leadership Council  
1994-1995  Member, Planning Committee, College Display, University Legislative Reception  
1992-1995  Member, College Administrative Council  
1994-1995  Planning Committee for College of Health Sciences participation in Georgia State University Legislative Reception  
1994  Co-Director, Planning Committee for Faculty-Student-Alumni Lectureship. Featured Former First Lady Rosalyn Carter. With Alumni Club  
1993-1994  Member, University Legislative Reception Planning Committee  
1992-1993  Member, College Strategic Thinking Committee  
1994  Member, College Atlanta Project Steering Committee  
1993-1994  Planning Committee for College of Health Sciences participation in Georgia State University Legislative Reception  
1991-1992  Chairperson, Task Force on University Health Services  
1990-1991  Member, Promotion and Tenure Committee  
1990-1991  Member, Subcommittee to Revise the P&T Document  
1989-1990  Member, Promotion and Tenure Committee  
1988-1989  Member, Research Committee  
1987-1988  Member, Graduate Curriculum Committee  
1986-1987  Member, Student Services Committee  
1981-1985  Member, Faculty Concerns Committee  

**School/Department Level Service:**

2004-2005  Member, Bylaws Committee  
2003-2004  Member, Promotion and Tenure Committee  
2002-2003  Co-Chairperson (with K. Pittman), Governance Subcommittee, CCNE Self Study  
2001-2002  Member, Promotion and Tenure Committee  
2001-2002  Chairperson, ad hoc C. Jackson Retirement Reception Committee  

S.K. Gaines; C.V., Last Revised: January 2005
School/Department Level Service, Continued:

2000-2001  Member, Promotion and Tenure Committee
Chairperson, Search Committees to Recruit and Hire Perinatal Women’s Health
Faculty, Faculty Nurse Practitioner Faculty, Associate Director for
Undergraduate Nursing Programs, and Associate Director for Graduate
Nursing Programs

1999-2000  Chairperson, Search Committees to Recruit and Hire Perinatal Women’s Health
Faculty, Pediatric Faculty, Family Nurse Practitioner Faculty, Associate
Director for Undergraduate Nursing Programs, Associate Director for
Graduate Nursing Programs
Member, Graduate Program Committee

1998-1999  Chairperson, Search Committees to Recruit and Hire Adult Health Faculty
Member and Family Nurse Practitioner Faculty Member

1994  Co-Director, Planning Committee for Faculty-Student-Alumni Lectureship.
Featured Former First Lady Rosalyn Carter. With Alumni Club

1991-1992  Member, Graduate Program Committee
Elected Member, Executive Committee

1990-1991  Member, Graduate Program Committee
Elected Member, Executive Committee

1989-1990  Member, Graduate Program Committee
Elected Member, Executive Committee

1988-1989  Chairperson, Bylaws Committee
Elected Member, Executive Committee
Member, Testing Task Force

1987-1988  Member, Curriculum Committee
Member, Master’s Curriculum Committee
Member, Self Study Steering Committee
Facilitator, Testing Workshop

1986-1987  Member, Graduate Committee
Member, Undergraduate Curriculum Steering Committee
Chairperson, Self Study Structure and Governance Committee
Member, Parent/Child Specialty Group
Member, Task Group on Undergraduate Curriculum Concept Revision
Member, Nominating Committee

1985-1986  Member, Undergraduate Curriculum Committee
Member, Parent/Child Specialty Group
Member, Research Committee
Member, Undergraduate Curriculum Steering Committee
Member, Graduate Committee
Member, Nominating Committee

1984-1985  Member, Task Group on Faculty Evaluations
Member, Task Group on Curriculum Evaluation
Member, Undergraduate Curriculum Committee
School/Department Level Service, Continued:

1983-1984  Member, Undergraduate Curriculum Committee
Member, Task Force on Curriculum
Member, Task Group on Faculty
Member, Task Group on Undergraduate Curriculum

1982-1983  Member, Undergraduate Curriculum Committee
Member, Task Group on Student Progression and Retention
Member, ad hoc Validation Committee

1981-1982  Member, Undergraduate Curriculum Committee
Member, ad hoc Committee on Validation
Member, Task Force on Curriculum Evaluation

1980-1981  Member, Community Services Committee
Member, Task Group on Level III Curriculum Evaluation
Member, Task Group on Faculty Evaluation
Member, ad hoc Committee on Rating Forms
Member, Committee of Task Force Chairpersons
Member, ad hoc Committee on Validation

1987-1980  Member, Community Services Committee
Member, Task Group on Parent/Child Graduate Program Grant
Member, ad hoc Committee on Validation

1978-1979  Member, Student Services Committee
Member, Self Study Task Group – Students
Member, Level III Task Group on Curriculum Development

PROFESSIONAL ORGANIZATIONS

Current Individual Membership:

Society of Pediatric Nursing, 2005-Present
Georgia Public Health Association, 2003-Present
International Federation of Coaches, 2001-Present
Sigma Theta Tau International, Inducted, 1976-Present
National Association for the Education of Young Children and Georgia Affiliate, 1992-Present
American Public Health Association, 1991-Present
Georgia Preschool Association, 1994-1996
Georgia Child Care Advocacy Coalition, 1994-1996

Representative as Dean/Acting Dean of the College of Health & Human Sciences:

College of Health Deans, 1995-1998
Association of Schools of Allied Health Professions, 1995-1998
Georgia Society of Allied Health Professions, 1995-1998
University System of Georgia Academic Advisory Committee on Health Professions, 1995-1998

S.K. Gaines; C.V., Last Revised: January 2005
Representative as Associate Dean/Acting Associate Dean, School of Nursing

Southern Council on Collegiate Education for Nursing, affiliate of the Southern Regional Education Board, 1992-1995
National League for Nursing, 1992-1995
American Association of College of Nursing, 1992-1995
Nursing Subcommittee, University System of Georgia Academic Advisory Committee on Health Professions, 1992-1995

PROFESSIONAL CONSORTIA OR BOARDS:

2004-Present Member, Steering Committee, Healthy Childcare, ETC (Empowerment Through Consultation), Georgia Health District 1-1.

2004 – 2005 Member, Planning Committee. Bright from the Start Bright Beginnings…Promising Futures Early Learning Conference.

2002-2004 Member, Better Brains for Babies Executive Committee

1999-Present Member and Child Care Health Consultant Trainer (One of seven in Georgia), Healthy Child Care Georgia Advisory Group

1998-Present Member, State Interagency Coordinating Council for Early Intervention Programs Personnel Preparation Committee

1995-Present Member, Georgia Higher Education Consortium for Early Intervention. Project SCEIs, Skilled Credentialed Early Interventionists

1999-2000 Member, Planning Committee, Regional Research Conference. Sponsored by Emory University, Georgia State University, Medical College of Georgia, University of Alabama, Southern Regional Education Board, and Sigma Theta Tau

1996-1998 Elected Chairperson, Regents Georgia Hospital Association Memorandum of Understanding Implementation Committee

1997-2000 Member, Georgia Statewide AHEC Network Advisory Council

1998 Member, Board of Directors, Partnership for Health Profession Education Program, Morehouse School of Medicine

1995-1998 Board Member, Georgia Society of Allied Health Professions

1992-1998 Member, Regents Subcommittee on Nursing, Georgia Board of Regents Health Professions Committee
PROFESSIONAL CONSORTIA OR BOARDS, CONTINUED:

1996-1997 Elected Chair, Regents Committee on Nursing, Georgia Board of Regents Health Professions Committee


1993-1995 Member, Advisory Committee of the Children’s Assistance Information Network (CHAIN), a unit of Georgia State University’s Center for Urban Policy Research. Atlanta, GA

1993-1995 Member, Advisory Committee of the Children’s Assistance Information Network (CHAIN), a unit of Georgia State University’s Center for Urban Policy Research. Atlanta, GA

1993-1994 Member, Preschool Committee and Health Sub-Committee. Grady Cluster of The Atlanta Project. Implementation of Project CARES. Atlanta, GA

1990-1992 Appointed Member to Professional Examinations Appeals Sub-Committee. Regents College Nursing Program, New York

1988 Invited Member, American Cancer Society Atlanta City Unit Professional Education Committee and Nursing Sub-Committee

1979 Chairperson, Georgia League for Nursing Immunization Committee

1979 Liaison to Maternal Child Council, Georgia League for Nursing

SERVICE TO THE COMMUNITY:

2004 Selected Member, Speaker’s Bureau, American Academy of Pediatrics, Health Child Care America (www.healthychildcare.org).

2003-2004 Coaching and Consulting, Advancing a business model for child care health support, Georgia Health District 1-1, Rome, GA

2002, February Presentation on Child Care Health Consultation to students in Emory University’s Public Health Nurse Leadership Program. Atlanta, GA

2001, July-August Child Care Health Consultation Certification for Public Health Nurses, Augusta Health District. Conducted with Healthy Child Care Georgia. Macon, GA
SERVICE TO THE COMMUNITY, CONTINUED:


2000  Creating a Vision of Nursing 2000. Facilitated planning via the creating process with Georgia Nurse Leadership Group (Deans of Schools of Nursing and organizational administrators). Atlanta, GA

1999  Organizational Technologies for Creating. Mercer University Department of Pharmacy. With J. Wold. December. Atlanta, GA. (Invited)

1995, May  Invited by Dr. Donna Shalala, Secretary of Health and Human Services to participate in a National Child Care Forum, convened under the auspices of the Department of Health and Human Services to focus on linkages between child care and health. Washington, DC

1994  Member, Search Committee, Health Policy Center Executive Director. Georgia Health Care Decisions, Atlanta, GA.

1993, September  Invited to give keynote address. Piedmont Hospital School of Nursing Homecoming. Atlanta, GA


ADDITIONAL SIGNIFICANT ACTIVITIES

REVIEW ACTIVITIES:

2004  Reviewer, Textbook manuscript on human development for health professionals, Slack Publishers, Inc.

1998  Reviewer, The Alpha Eta Honor Society’s Sidney D. Rodenberg Memorial Scholastic Award

1996  Reviewer, Proposals for Presentations at the 23rd NLN Biennial Convention, 1997
REVIEW ACTIVITIES, CONTINUED:

1994  Reviewer, Georgia State University Instructional Improvement Grant Proposals
1991  Unpublished manuscript review of *Child Health Safety: Priority Concerns in Child Care*. Request to review extended by the Editorial Board of the Southern Association on Children Under Six.
1991-1992 Reviewer, College of Health Sciences Research Grant Program Proposals
1990-1991 Reviewer, Georgia State University Alumni Distinguished Professor Selection
1989-1990 Reviewer, Georgia State University Alumni Distinguished Professor Selection

COMMUNITY AND PROFESSIONAL OUTREACH:

Have conducted numerous classes for parents as well as interviews for radio broadcasts and newspaper publication. The selected activities below illustrate the type of outreach in which I engage.

2000, August First Aid, Northwoods Montessori School, Atlanta, GA.
1999, August 1998, August

1998, June 15 Developmental Care Workshop, Georgia State University, Atlanta, GA. Organized and Presented Information on Parent-Infant Interaction.


1995, April/March First Aid and Basic Cardiopulmonary Resuscitation Certification. Gate City Day Nursery Association staff (50). Atlanta, GA.

1995 Co-founder, Inside the Gate to Health. A partnership between Georgia State University School of Nursing and Gate City Day Nursery Association to promote a linkage between health and child care. Atlanta, GA.

COMMUNITY AND PROFESSIONAL OUTREACH, CONTINUED:

1994, September, October, November

1993
Member, Planning Committee and Participant in Writing Position Paper. Georgia General Assembly’s Conference on Access to Health Care for Mothers and Children. Atlanta, GA.

1993, March

1993
Participant in Project TOUCH – Training and Outreach for Ultimate Child Health. Collaboration with Division of Continuing Education. Georgia State University, Atlanta, GA.

1992, April

1986-1988
Kaplan NCLEX-RN Review Course, Kaplan Education Center, Atlanta, GA. Presented content two times a year in February and June.

1984-1988
Adolescent Assessment and Pediatric Assessment Practice, Basic Skills in Physical Assessment for Public Health Nurses, Georgia State University, Atlanta, GA. Presented content two times per year in Fall and Spring Quarters.

1988, June 20
Clinical Examiner Orientation and Training Program, Regents College Degrees in Nursing Clinical Performance Nursing Examination, Southern Performance Assessment Center, Atlanta, GA. Presenter.

1988, April 29
Family Nurse Practitioner: Ophthalmological Condition, Georgia State University, Atlanta, GA. Presenter.

1987, Spring
Developing and Evaluating a Perinatal Curriculum, Emory University, Atlanta, GA. Presenter.

1987, May
AIDS in Children in Children: An Interdisciplinary Approach to Care. Georgia State University, Atlanta, GA. Project Director with planning committee of five.

1986, September
Disease Prevention in Day Care. Georgia State University Child Development Center, Atlanta, GA. Presenter.
COMMUNITY AND PROFESSIONAL OUTREACH, CONTINUED:

1985 & 1986, Spring
NCLEX-RN Review, Georgia State University School of Nursing, Atlanta, GA. Coordinator and Presenter.

1985, March
On Line, Off Line: Computer Use in Nursing, Georgia State University, Atlanta, GA. Monitored Practice Session.

1984, November
The School Age Child, Visiting Nurses’ Association, Atlanta, GA. Presenter.

1983, December
Adolescence, DeKalb County Department of Family and Children Services, Georgia Mental Health Institute, Atlanta, GA. Presenter.

1983, April
Physical Growth and Development of Young Children, Basic Skills in Physical Assessment for Public Health Nurses, Georgia State University, Atlanta, GA. Presenter.

1982, November
Ethical Decision Making – Practical Approaches for Nurses, Georgia State University, Atlanta, GA. Group Leader.

1979-1982
Cardiopulmonary Resuscitation and Emergency Cardiac Care, Georgia State University, Atlanta, GA. Conducted approximately once per year. Planned course and presented.

1981, January
First Aid, Health, and Safety for Day Care II. Georgia State University, Atlanta, GA. Presenter.

1980, November
First Aid Health, and Safety for Day Care. Georgia State University, Atlanta, GA. Presenter.

1980, June
Health and Assessment of the Adolescent and School Age Child, Georgia State University, Atlanta, GA. Presenter.

1979, June
Adolescent Assessment and Assessment Practice, School of Nursing Faculty, Georgia State University, Atlanta, GA. Presenter.

1979, June
Denver Developmental Screening/Testing, Basic Skills in Physical Assessment for Public Health Nurses, Georgia State University, Atlanta, GA. Presenter.
**Continuing Education and Conference Attendance:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Event Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>December</td>
<td>Healthy Child Care America Annual Project Directors Meeting and National Training Institute for Child Care Health Consultant’s Update.</td>
<td>Washington, DC.</td>
</tr>
<tr>
<td>2003</td>
<td>August</td>
<td>Healthy Child Care America Annual Project Directors Meeting and National Training Institute for Child Care Health Consultant’s Update.</td>
<td>Washington, DC.</td>
</tr>
<tr>
<td>2002</td>
<td>December</td>
<td>Beyond the Basics. Georgia State University WebCT</td>
<td>Atlanta, GA.</td>
</tr>
<tr>
<td>2002</td>
<td>July</td>
<td>Standards in Child Care. Workshop by the Georgia Early Learning Initiative and Office of School Readiness</td>
<td>Macon, GA.</td>
</tr>
<tr>
<td>2002</td>
<td>March</td>
<td>Converting Traditional Classroom to WebCT. Georgia State University WebCT</td>
<td>Atlanta, GA.</td>
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<tr>
<td>2001</td>
<td>October</td>
<td>Technical Assistance Workshop, Health Resources and Services Administration</td>
<td>Washington, DC.</td>
</tr>
<tr>
<td>2001</td>
<td>February</td>
<td>Second Annual Merle Lott Lectureship, Nursing Informatics, Georgia State University School of Nursing</td>
<td>Atlanta, GA.</td>
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<tr>
<td>2000</td>
<td>September</td>
<td>Healthy Child Care America Conference.</td>
<td>Washington, DC.</td>
</tr>
<tr>
<td>2000</td>
<td>August</td>
<td>The First Three Years Last a Lifetime. 9th NCAST Institute</td>
<td>University of Washington, Seattle.</td>
</tr>
<tr>
<td>1999</td>
<td>November</td>
<td>Annual National Association for the Education of Young Children.</td>
<td>New Orleans, LA.</td>
</tr>
<tr>
<td>1995</td>
<td>April</td>
<td>Georgia Higher Education Consortium for Early Intervention. Project SCEIs, Macon, GA.</td>
<td></td>
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<tr>
<td>1992</td>
<td>March 23-27</td>
<td>NCAST Local Instructor Course, University of Washington</td>
<td>Seattle, WA.</td>
</tr>
<tr>
<td>1991</td>
<td>November</td>
<td>Basic Cardiac Life Support Instructor Course, Henrietta Egleston Hospital for Children at Emory</td>
<td>Atlanta, GA.</td>
</tr>
</tbody>
</table>
**Continuing Education and Conference Attendance, Continued:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>November</td>
<td>119&lt;sup&gt;th&lt;/sup&gt; Annual Conference of the American Public Health Association, Atlanta, GA.</td>
</tr>
<tr>
<td>1991</td>
<td>June</td>
<td>20&lt;sup&gt;th&lt;/sup&gt; Biennial Convention of the National League for Nursing, Nashville, TN.</td>
</tr>
<tr>
<td>1991</td>
<td>May</td>
<td>Annual Conference of the Association for the Care of Children’s Health, Minneapolis, MN.</td>
</tr>
<tr>
<td>1991</td>
<td>March</td>
<td>Ride for Life II: Georgia’s Statewide Traffic Safety Conference. Sponsored by the Georgia’s Governor’s Office, Savannah, GA.</td>
</tr>
<tr>
<td>1990</td>
<td>October</td>
<td>Creating a New Reality: Strategies for Cost-Effective Patient Care Through Clinical Nurse Specialists. Conference sponsored by Indiana University, Indianapolis, IN.</td>
</tr>
<tr>
<td>1990</td>
<td>September</td>
<td>Denver Developmental Screening Test II Certification Workshop. Atlanta, GA.</td>
</tr>
<tr>
<td>1990</td>
<td>July</td>
<td>Women’s Lives, Women’s Health. 1990 Ada Fort Lectureship. Sponsored by Emory University School of Nursing, Atlanta, GA.</td>
</tr>
<tr>
<td>1990</td>
<td>June</td>
<td>Family Theory. Presentation by Dr. Alice Demi. Sponsored by the Executive Committee, School of Nursing, Georgia State University, Atlanta, GA.</td>
</tr>
<tr>
<td>1990</td>
<td>May</td>
<td>The Fifth National Conference on Nursing Centers. Sponsored by the National League for Nursing Council on Nursing Centers. Atlanta, GA.</td>
</tr>
<tr>
<td>1989</td>
<td>November</td>
<td>A New Curriculum for a New Age, Sponsored by Armstrong State College/Savannah State College, Savannah, GA.</td>
</tr>
</tbody>
</table>
Continuing Education and Conference Attendance, Continued:

1988, June Integrating the Use of Nursing Diagnosis into Clinical Nursing Performance Assessment. Regents College Degrees and Southern Performance Assessment Center, Atlanta, GA.

1988, June 16-18 Nursing Education ‘88: The Conference for Nursing Faculty. Medical College of Pennsylvania Division of Continuing Nursing Education, Philadelphia, PA.

1988, May 20 Don’t Just Survive – Thrive in Nursing. Nursing Lectureship and Alumni Day, Georgia State University, Atlanta, GA.

1988, May 2 Scholarship, Research, and the Delusion of Excellence: An Honest Look at Faculty Behavior and Beliefs. Georgia State University College of Education, Atlanta, GA.

TEACHING RESPONSIBILITIES:

Courses:

2005, Spring Thirty percent (30% effort to direct funded grant project.

N2010: Health and Human Development Across the Lifespan. Course Designer, Course Administrator and Sole Faculty (* students x 3 semester credit hours).

2004, Fall Thirty percent (30% effort to direct funded grant project.

N2010: Health and Human Development Across the Lifespan. Course Designer, Course Administrator and Sole Faculty (52 students x 3 semester credit hours). First time taught online.

N7850: Teaching and Learning in Nursing Education (online course). Course Administrator and Sole Faculty (7 students x 3 semester credit hours).

2004, Summer Guest Faculty, Family Health. Community Health Course, Migrant Farmworker Project, Emory University, Atlanta, GA.

2004, Spring Thirty percent (30%) effort to direct funded grant project.

N2010: Health and Human Development Across the Lifespan (40 students).
Courses (Continued):

2003, Fall

Thirty percent (30%) effort to direct funded grant project.

N2010: Health and Human Development Across the Lifespan. Course Administrator and Sole Faculty (40 students x 3 semester credit hours).

N7850: Teaching and Learning in Nursing Education (online course). Course Administrator and Sole Faculty (Nine students enrolled plus one student auditing x 3 semester credit hours).

2003, Summer

Ten (10%) effort to direct funded grant project.

N4040: Independent Study. Health and Human Development Across the Lifespan with Catherine Law (3 semester credit hours) (Student needed course to graduate on time).

Guest Faculty, Family Health. Community Health Course, Migrant Farmworker Project, Emory University, Atlanta, GA.

2003, Spring

Thirty percent (30%) effort to direct funded grant project.

No teaching assignment (to compensate for teaching overload in Fall, 2002).

2002, Fall

Thirty percent (30%) effort to direct funded grant project.

N2010: Health and Human Development Across the Lifespan, Course administrator in Sections I and II, co-taught with Prof. C. Grantham in Sections, I, II, and III (47 students in Section I, 44 students in Section II, and 22 students in Section III x 3 semester credit hours).

N7850: Teaching and Learning in Nursing Education (an online course); Course Designer, Administrator, and Sole Faculty (11 students x 3 semester credit hours).

2002, Summer

Guest Faculty, Family Health. Community Health Course, Migrant Farmworker Project, Emory University, Atlanta, GA.

2002, Spring

N2010: Health and Human Development Across the Lifespan, Course Administrator and Sole Faculty (50 students in Section I; 22 students in Section II x 3 semester credit hours).
Courses (Continued):

2001, Fall  
Fifty percent (50%) administrative release to direct Graduate Nursing Programs.

N2010: Health and Human Development Across the Lifespan, Course Administrator and Sole Faculty (45 students in Section I; 34 students in Section II x 3 semester credit hours).

N7830: Nursing Education Practicum I, Independent work with 1 student because there were no other enrollees (3 semester credit hours).

2001, Summer  
N3910: Caring for Populations as Communities, Guest Lecturer – Caring for Families.

2001, Spring  
Fifty percent (50%) administrative release to direct Graduate Nursing Programs.

N2010: Health and Human Development Across the Lifespan, Course Administrator and Sole Faculty (41 students in Section I and 10 students in Section II x 3 Semester Credit Hours).

N8200: Special Topics in Nursing – Power and Leadership, Course Administrator and taught with J. Wold (four [4] doctoral students x3 semester credit hours). Responsible for coordinating course and for teaching in the course. Students were responsible for developing a concept analysis of power and generating a manuscript relating the concept to a phenomenon of interest.

2000, Fall  
Fifty percent (50%) administrative release to direct Graduate Nursing Programs.

N2010 Health and Human Development Across the Lifespan, Course Administrator and Sole Faculty (28 students in Section I and 17 students in Section II x 3 Semester Credit Hours).

N7830: Nursing Education Practicum I, Course Administrator and Sole Faculty (5 students x 2 Semester Credit Hours).

2000, Summer  
N3910: Caring for Populations as Communities, Guest Lecturer – Caring for Families.
Courses (Continued):

2000, Spring  
Fifty percent (50%) administrative release to direct Graduate Nursing Programs.

N2010: Health and Human Development Across the Lifespan, Course Administrator and Sole Faculty (43 students x 3 Semester Credit Hours).

N8301: Doctoral Seminar, Course Administrator and Sole Faculty (5 students x 3 Semester Credit Hours).

1999, Fall  
Fifty percent (50%) administrative release to direct Graduate Nursing Programs.

N2010: Health and Human Development Across the Lifespan, Course Administrator and Sole Faculty (16 students x 3 Semester Credit Hours).

N3910: Caring for Populations as Communities, Guest Lecturer – Caring for Families.

1999, Maymester  
N3910: Caring for Populations as Communities, Guest Lecturer – Caring for Families

1999, Spring  
N3710: Promoting, Protecting, and Restoring Health in Children and Adolescents, Course Administrator (2 Semester Credit Hours x20 students). Responsible for coordinating course, scheduling and chairing team meetings, test construction and analysis, and overseeing all aspects of the course. Responsible for all health promotion and developmental content in the course. Course was taught with one half-time faculty member (J. Weston) who was responsible for classroom content on disease entities.

N3720: Promoting, Protecting, and Restoring Health in Children and Adolescents – Practicum, Course Administrator and Clinical Faculty Coordinator (4 Semester Credit Hours x20 students). Responsible for coordinating course, scheduling and chairing team meetings, and overseeing all aspects of the course. Responsible for mentoring clinical faculty (M. Rolffes, B. Browning, J. Weston, and Y. Walcott).

N3910: Caring for Populations as Communities, Guest Lecturer – Caring for Families.

1998, Fall  
Sabbatical

1997-1998  
Summer, N860: Power and Leadership in Nursing, Course Administrator, co-taught with Dr. Judith Wold (7 students).
**Courses (Continued):**

1996-1997  No teaching due to administrative responsibilities.

1995-1996  Summer, guest lectured to Family Nurse Practitioner students and taught in N392.

1994-1995  Fall, guest lectured to PCN740 class; Winter, N205 (Seminar Leader) Spring, N419: Caring for Populations in Alternative Settings (supervised two students in clinical placements in child care centers; worked with students to organize and conduct a health fair for a group of inner city child care centers); Spring, N391 (guest lectured).


1991-1992  Fall, N448 (Teaching Team Member); Winter, PCN740 (Course Administrator); Spring, N751 (Course Administrator).

1990-1991  Fall, N448 (Teaching Team Member); Winter, N740 (Course Administrator); Spring, N751 (Course Administrator) and N833 (Co-taught); Summer, N752 (Course Administrator).

1989-1990  Fall, N448 (Teaching Team Member); Winter N740 (Course Administrator); Spring, N751 (Course Administrator) and N843 (Co-taught); Summer, N752 (Course Administrator).

1988-1989  Fall, N840 (Course Administrator) and N722 Seminar; Winter, N740 and N727; Spring, N751; Summer, N752.

1987-1988  Fall, Maternity LOA through October 31, N722 (Course Administrator); Winter, N740 and N727; Spring, N751 (Course Administrator) and N453 Seminar; Summer, N752 (Course Administrator) and audited Philosophy 872.

1986-1987  Fall, N341 and N722 Seminar and audited BIO 714, Winter, N740 and N727 and guest lectured in N242; Spring, N751 and N453 Seminar; Summer, N752.

1985-1986  Fall, N341; Winter, LOA; Spring, N751 and N453 Seminar and guest lectured in N243; Summer, N752.

1984-1985  Fall, N341; Winter, N342; Spring N343.
Courses (Continued):

1983-1984  Fall, N341; Winter, N343; (Course Administrator) Spring N342.
1982-1983  Fall, N341; Winter, N343; (Course Administrator) Spring N343.
1981-1982  Fall, N341 (Course Administrator); Winter, N343; Spring N342.
1980-1981  Fall, N341 (Course Administrator); Winter, N342; Spring N343.
1979-1980  Fall, N341 Winter, N342 (Course Administrator); Spring N343.
1978-1979  Fall, N441 (Course Administrator for half a quarter); Winter, N212; Spring N213.

Clinical:

1991-1992  Winter, Responsible for four child health master’s students at GSU Child Development Center Nursing Clinic; Spring, Responsible for five child health master’s students with preceptors and two for direct supervision in day care centers.
1990-1991  Winter, Responsible for five child health master’s students at GSU Child Development Center Nursing Clinic; Spring, Responsible for two child health master’s students with preceptors; Summer, Responsible for four child health master’s students with preceptors.
1989-1990  Spring, Responsible for two master’s degree students placed with preceptors; Summer, Responsible for one master’s degree student placed with a preceptor.
1988-1989  Winter, Responsible for master’s degree students at the GSU Child Development Center Nursing Clinic; Spring and Winter, Responsible for master’s degree students with preceptors.
1987-1988  Winter, Responsible for clinical supervision of four parent-child graduate students in the Child Development Center Nursing Clinic and arranged for nurse practitioners to precept students the latter portion of the quarter in primary care settings; Spring, Arranged for preceptors for five graduate students; Summer, Arranged for preceptors for five graduate students and acted as preceptor for one student at the Georgia State University Child Development Center Nursing Clinic.
Clinical, Continued:

1986-1987  Winter, Responsible for clinical supervision of two parent-child graduate students in the Child Development Center Nursing Clinic and arranged for nurse practitioners to precept with student the latter portion of the quarter in primary care settings; Spring, Responsible for arranging preceptors.

1980-1985  Direct supervision of students at Henrietta Egleston Hospital for Children.

1979-1980  Direct supervision of students at South Fulton Hospital Pediatric Unit and Grady Memorial Hospital Pediatric Unit.

1978-1979  Direct supervision of student at Grady Memorial Hospital Obstetrical Unit, DeKalb General Hospital Pediatric Unit, and Georgia Regional Hospital.

Course Administrator:

2004-2005  Fall, N2010, N7850; Spring, N2010  
2003-2004  Fall, N2010, N7850; Spring, N2010  
2002-2003  Fall, N2010 (2 sections), N7850, N4040 (independent study)  
2001-2002  Fall, N2010 (2 sections), N7830; Spring, N2010 (2 sections)  
2000-2001  Fall, N2010; Spring, N2010 and N8200  
1999-2000  Fall, N2010; Spring, N2010  
1998-1999  Fall, Sabbatical; Spring, N3710 and N3720  
1993-1994  Fall, PCN 740: Foundation of Advanced Nursing Care of Children  
1992-1993  Fall, PCN740: Foundation of Advanced Nursing Care of Children; Spring, N371  
1991-1992  Winter, N740; Spring, N751  
1990-1991  Winter, N740; Spring, N751; Summer N752  
1989-1990  Winter, N740 Spring, N751; Summer, N843  
1987-1988  Spring, N751; Summer, N752  
1982-1983  Winter, N343  
1981-1982  Fall, N341  
1980-1981  Fall, N341  
1979-1980  Winter, N342  
1978-1979  Fall, N411 (half quarter)  

Curriculum Development:

Fall, 2004  WebCT Vista Template (Course) Designer for all sections of N2010. Additionally, developed one section of N2010 as an online course.

Fall 2003  Developing an online nursing education course, N7860: Clinical Teaching in Nursing Education. To be offered for the first time, Spring Semester 2004. Requested by the Director, Byrdine F. Lewis School of Nursing, Georgia State University, Atlanta, GA.
Curriculum Development, Continued:

Fall 2002  Developed online nursing education course, N7850: Teaching and Learning in Nursing Education. School of Nursing, Georgia State University, Atlanta, GA.

2001-2002  Nursing Education Certificate Program Proposal with C. Jackson. Submitted to Graduate Program Committee, School of Nursing, Georgia State University, Atlanta, GA.

1999-2000  N2010: Health and Human Development Across the Lifespan. Revised in 2000-2001 to accommodate large classes and revised every semester to better meet the needs of students.

2000, May  Germbusting Course for Child Care. Child Care Health Consultant National Training Institute, University of North Carolina, Chapel Hill.

Independent Study Sessions:

2003, Summer  N4040 (3 Semester Credit Hours) – Offered N2010: Health and Human Development Content for Catherine Law (graduating student).

2002, Fall  N7920 (1 Semester Credit Hour) – Supervised one student (Stephanie Aadelvand). Outcome: Research paper on Emotional Intelligence.

2000, Spring  N7920/7930 (1 Semester Credit Hour) – Supervised four students (Dorothy Cuason, Dorothy Harley, Suzanne Mohiuddin, and Deborah Bentley). Outcome: Developed a pilot study to survey child care directors about health and safety.

1992, Summer  Ginsberg, C., Master’s Degree Student in Parent/Child Nursing Student; Parenting Stress (3 credit hours).

1991, Spring  Grams, K., Doctoral Student in Nursing Education; Teaching for Critical Thinking (5 credit hours).

1989, Summer  Kendall, J., Doctoral Student; Childhood Development (5 credit hours).

1988, Summer  Guyton, A., Master’s Degree Student in Parent/Child Nursing; Teaching Plans and Development (5 credit hours).

1988, Spring  Crew-Gooden, A., Master’s Degree Student in Parent/Child Nursing; Childhood Development (5 credit hours).

1987, Winter  Morris, T., Master’s Degree Student in Parent/Child Nursing; Teaching Health Assessment Skills (3 credit hours).
**Independent Study Sessions, Continued:**

1986, Summer  Brown, C., Master’s Degree Student in Parent/Child Nursing; Early Intervention Program (3 credit hours).

**Student Advisement:**

**Faculty Facilitator:**

**RN to BS Students:**

<table>
<thead>
<tr>
<th>Year</th>
<th>RN to BS Students</th>
</tr>
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<tbody>
<tr>
<td>2004-2005</td>
<td>Lasonda Fleming, Charles Goldberg, Marianne Beasley, Welela Berhanu, Lilian Kripalani</td>
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<tr>
<td>2003-2004</td>
<td>Marianne Beasley, Donna Curtis, Ernie Grant, Evelyn Ojukwu, Welela Berhanu, Ineatha Jones, Dimple Kripalani</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Diann Batchan, Marianne Beasley, Donna Curtis, Kendra Everett, Liza Gilford, Ernie Grant, Catherine Law, Jessica Martin, Eunice Nnakwe, Evelyn Ojukwu</td>
</tr>
</tbody>
</table>
Faculty Facilitator, Continued:

RN to BS Students, Continued:

2002-2004  Diann Bachan  Marianne Beasley  Donna Curtis  Kendra Everett  Liza Gilford  Ernie Grant  Catherine Law  Jessica Martin  Eunice Nnakwe  Evelyn Ojukwu


Traditional Students:

2004-2005  Ibeleye Bob-Manuel  Boentono Santoso  Sherida Scott  Lisa Snee  Nkeiru Uwazie  Andrea Villanueva

Transfer Students:

2001-2002  Merredith Lee

Seniors:

2002-2003  Merredith Lee
Faculty Facilitator, Continued:

Transfer Students, Continued:

Sophomores:

2003-2004
Ibeleye Bob-Manuel
Boentono Santoso
Sherida Scott
Lisa Snee
Nkeiru Uwazie
Andrea Villanueva

Master’s Degree Programs (Completed):

Kay Rhodes Terri Morris-Hendry Sharon Walker
Kathryn Northcutt Cindy Ginsberg Amanda Guyton
Marjo DeForest Jane Wilks-Baker Cynthia Anderson
Faith Ludwick Annette Crew-Gooden Patti Callahan-Henri
Susan Daugherty Patti Sullivan Karen Sewell
Kay Rhoades Jayne Pauley

Doctoral Program Committees:

Kwanghee Davis (Temporary Advisor)
Bonnie Simmons (Program Committee – Chair) – Completed Comprehensive Exams, 2002
Cecelia Owens (Program Committee – Member) – Completed Comprehensive Exams, 1997
Carol Wilson (Program Committee – Member) – Completed Comprehensive Exams, 1993
Sandra Averitt (Program Committee – Member) – Completed Comprehensive Exams, 1995
Kathryn Grams (Program Committee – Chair) Completed Comprehensive Exams, Fall, 1991
Linda Thomas (Program Committee – Member) – Completed Comprehensive Exams
Chris Horne (Program Committee – Member) – Completed Comprehensive Exams
Judy Kendall (Program Committee – Member – Completed Comprehensive Exams, Fall, 1989
Elaine Grier (Temporary Advisor)
Jennie Turner (Temporary Advisor)
CURRICULUM VITAE

1. NAME
   Mary Catherine Gebhardt

2. ADDRESSES
   Office: Byrdine F. Lewis School of Nursing
           Georgia State University
           MSC 2A0965
           33 Gilmer Street, SE
           Atlanta, GA 30302-4019
           (404) 651-3020
           E-mail: mgebhardt@gsu.edu

   Home:  10500 Haynes Forest Drive
          Alpharetta, GA 30022
          (770) 442-0505

3. PROFESSIONAL CERTIFICATION AND LICENSURE
   R. N., Georgia 1995-present
   R. N., North Carolina 1990-present
   R. N., Missouri 1978-present
   Certified Rehabilitation Registered Nurse 1998-present

4. EDUCATION
   PhD Candidate 2004
   University of Georgia
   Athens, GA

   Master of Science in Nursing 1982
   St. Louis University
   St. Louis, MO

   Bachelor of Science in Nursing 1980
   St. Louis University
   St. Louis, MO

   Diploma 1978
   De Paul Hospital
   School of Nursing
   St. Louis, MO

   Fontbonne College 1976-1978
   St. Louis MO

   University of Missouri 1975-1976
   St. Louis, MO
5. **ACADEMIC EXPERIENCE**

- Byrdine F. Lewis  
  School of Nursing  
  Georgia State University  
  Instructor  
  2000-Present

- Louise Harkey School of Nursing  
  Charlotte, NC  
  Instructor  
  1994 -1995

- Presbyterian Hospital  
  School of Nursing  
  Charlotte, NC  
  Instructor  
  1990 – 1994

- Forest Park Community College  
  School of Nursing  
  St. Louis, MO  
  Instructor  
  1984 – 1990

- University of Missouri  
  School of Nursing  
  St. Louis, MO  
  Instructor  
  1982 - 1983

- Barnes Hospital  
  School of Nursing  
  St. Louis, MO  
  Instructor  
  1983 – 1983

6. **OTHER PROFESSIONAL EXPERIENCE**

- North Fulton Regional Hospital  
  Roswell, GA  
  Director  
  1995 – 2000

- Cabarrus Memorial Hospital  
  Concord, NC  
  Staff Nurse  
  1994 – 1995

- St. Louis Children’s Hospital  
  St. Louis, MO  
  Staff Nurse  
  1978 – 1990

- St. Louis Children’s Hospital  
  Cardiovascular Clinical Nurse Specialist  
  1983 – 1984

7. **PUBLICATIONS**


11. **HONORS AND AWARDS**

- Research Award-Epsilon Alpha Chapter, Sigma Theta Tau  
  2003

- Who’s Who in American Women  
  1982

- Sigma Theta Tau Honor Society  
  1980-present

- Delta Lambda Chapter  
  1980-present
Curriculum Vitae of Mary Catherine Gebhardt

Epsilon Alpha Chapter  2001-present
Who’s Who in American Colleges and Universities  1980

12. SERVICE

UNIVERSITY
University Career Services Faculty Advisory Committee  2004

COLLEGE: College of Health and Human Services
Member Student Appeals Committee  2001 -- 04
Member Student Services Committee  2001 -- 04
Faculty advisor for annual College Career Fair  2001 – 04

SCHOOL OF NURSING
Member of Undergraduate Program Committee  2000 -- 04
Member of the Admission Committee  2000 – 04
Member of the Student Services Committee  2001 -- 04
Member of Curriculum Task Force  2000 -- 04
Senior Class Advisor  2001 -- 04
GSUNS Advisor  2001 -- 04
Faculty Facilitator  2001-- 04
Undergraduate Student Advisor  2002 – 04
Coordinator: Fall Pre-clinical Day  2001 -- 04
Faculty advisor for Pinning Ceremony  2000 -- 04

13. SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATIONS
Counselor, Sigma Theta Tau, Epsilon Alpha chapter  2001 – 03

14. SERVICE TO THE COMMUNITY
Participated in Annual Flu Shot Administration  2002 – 04
Participated in State of Georgia Employee Health Fair  2002 -- 04
Chair of Services Group, St. Brigid’s Women’s Guild  2000 – 02
   Coordinated collection of 100+ Backpacks for Children’s Restoration Network “Back to School Day”  2001 -- 04
   Coordinated collection and distribution of 200+ Easter Baskets for The Atlanta Day Shelter  2001 -- 04
Chair of Sunshine Committee, St. Brigid’s Women’s Guild  1999 – 02
Girl Scout Leader, Charlotte, NC  1992 – 95

15. SIGNIFICANT ACTIVITIES
Teaching Responsibilities;
Georgia State University (Undergraduate Level)
I am currently responsible for NURS 3510/3520, Caring for Adult Populations; didactic and clinical, NURS 4220, Critical Care Clinical, NURS 4620, Complex Cases Across the Lifespan.
I have guest lectured in the Basic Skills and Assessment, Pathophysiology, Concepts in Nursing, Critical Care Nursing and Leadership and Management courses.
I was responsible for planning and developing new courses for core and elective options, specifically NURS 2080, Concepts in Nursing, NURS 4210, Critical Care Nursing, and NURS 4220, Critical Care Nursing Clinical.

Louise Harkey School of Nursing (Diploma Level)
I taught first level students in both the laboratory and clinical area. I was responsible for theory presentation and clinical supervision to the students in the areas of Pediatric and Maternal Nursing.

Presbyterian Hospital School of Nursing (Diploma Level)
I taught second-level Medical-Surgical students in the clinical area. I taught second level students Pediatric and OB/Gyn content in the classroom and clinical area. I was responsible for instructing senior level nursing students during their final semester in the areas of critical care and team leading.

Forest Park Community College (Associate Level)
I taught first semester Medical-Surgical students in the laboratory and clinical area. I taught second semester OB students in the clinical area. I taught third semester pediatric students in the clinical area.

University of Missouri, St. Louis (Undergraduate Level)
Major teaching responsibilities include teaching the class and clinical content of the physical assessment course.

Barnes Hospital School of Nursing (Diploma Level)
Major teaching responsibilities include teaching Medical-Surgical content to second semester students.

Educational Writings:


Chapter Reviews:

Educational Activities:
In the summer of 2002, I began work towards my PhD. I have completed 6 hours of Statistics courses at Georgia State University. I have completed an additional 40 hours of course work, including 12 hours of Qualitative Research courses at the University of Georgia. It is anticipated that I will graduate in the spring of 2005 from the University of Georgia. Additionally, I will complete a certificate in Qualitative Research at the same time.
In the spring of 2004, I wrote and passed my comprehensive exams. My oral exams were successfully completed on June 16, 2004. I successfully defended my dissertation proposal September 27, 2004

**Professional Development:**
- NSNA 52nd Annual Convention 2004
- NSNA 51st Annual Convention 2003
- Rehab Nurses Stay Connected 2003
- Spirituality and Healing in Medicine 2003
- International Nursing: Expanding the Boundaries 2002
- ARN 27th Annual Educational Conference 2001
- American Heart Association 2001
  - 26th International Stroke Conference 2000
- Connecting the Roads of Rehabilitation 2000
- Along the Care Continuum 2000
- The Future is a Gamble; Will You be a Player? 2000
- CARF 2000 Medical Rehabilitation Division 2000
  - International Pre-Conference and Conference 2000
  - Restraint Proper Environment 1999
- Hot Topics in Rehab: Healthcare of the Future 1999
- Rehabilitation- Triumph and Teamwork 1998
- On Target: Excellence in Rehabilitation Nursing 1997
- Hospital Case Management Conference 1996
- Restraint & Seclusion: Addressing the Issues, Complying with Standards 1996
Paula Gordon  
Office: Byrdine F. Lewis School of Nursing  
140 Decatur Street  
Room 926 UL  
Atlanta GA 30303  
Phone: 404-651-3063  
Email: pgordon1@gsu.edu  

Home: 760 Mountain Ridge Way  
Lithonia, Ga., 30058  
Home Phone: 678-526-8527  
Email : Pmgordon67@aol.com

Professional Certification & Licensure:  
Georgia Registered Nursing License.  
ACLS and BLS certification.

EDUCATION  

1998-2002  Masters of Science in Adult Health Nursing, Georgia State University.  
1991-1996  Bachelors of Science in Nursing, Georgia State University.  
1985-1987  Associate Degree in Nursing, Centennial College School of Nursing, Ontario Canada.  

Academic Experience:  

Supervising Associate Degree Registered Nursing Students in their assigned clinical areas,  
conducting classroom lectures, and supervising practice skills labs.  

2004 - Present  Non-tenure track Clinical Instructor, Byrdine F. Lewis School of Nursing Georgia State  
University.  
Supervising undergraduate Bachelors Of Science Degree in Nursing Students in their assigned  
clinical areas, conducting classroom lectures and supervising practice skills labs.  

RESEARCH INTERESTS:  
Conducted research study on cardiac risk factors and African American women ages 20yrs. to  
50yrs of age. Worked as research assistant on study conducted to examine cardiac risk factors  
in workers at industrial work sites.
Professional Experience:

2002-Present  
*Independent Nurse Consultant, Cuffie & Associates Law Firm, Atlanta, Ga.*

Interpretation, review and organization of medical records, reviewing possible medical malpractice cases for merit, general medical consulting on all cases with medical implications.

1991-2003  
*Registered Nurse, Athens Regional Medical Center, Athens, Ga.*

Charge nurse of 35 bed cardiology and 18 bed cardiovascular and thoracic surgical units. Performing acute patient care as well as supervising RNs, LPNs, CNAs and ancillary staff in carrying out acute patient care. Managing staffing issues and addressing family concerns in the absence of the unit director.

Nurse care coordinator from 1998-1999. Managed discharge planning issues, working closely with physicians, social services and community organizations to ensure patients’ hospital stay, and subsequent transition into the community was a smooth and timely transition.

1991-1993  
*Registered Nurse, Southern Regional Medical Center, Riverdale, Ga.*

Staff and charge nurse in 25 bed cardiology unit, also floating to ICU, CCU and NICU. Performing direct patient care and some charge nurse duties.

1990-1991  
*Registered Nurse, Kaiser Permanente, Oakland, Ca.*

Traveling nurse assignment on a 30 bed ICU, CCU, and telemetry units. Performing direct patient care to critically ill patients.

1987-1990  
*Registered Nurse, York Finch General Hospital, Ontario, Canada*

Staff and charge nurse on gynecological surgical, CCU and telemetry units. Performing direct patient care as well as some charge nurse duties.

Community Service:

Girls Scouts of Northwest Georgia: Brownie Troop Leader

INTERNSHIP:

*Clinical Nurse Specialist intern, VA Hospital, Atlanta, Ga.*

Worked with surgical Clinical Nurse Specialist on 40 bed surgical unit.

Created restraint documentation shift checklist, conducted congestive heart failure educational
inservices, conducted medical wound vac product cost analysis, and participated on documentation standardization committee.

**Membership & Affiliations:**

Member of Epsilon Alpha chapter of The Sigma Theta Tau Nursing Honor Society.
Carol Alice Grantham  
906 Nottingham Drive  
Avondale Estates, GA  30002-1626  

(Home) 404 299-5659  
(Office) 404 651-3067  

CURRENT POSITION: Assistant Clinical Professor  
Byrdine F. Lewis School of Nursing  
College of Health and Human Sciences  
Georgia State University  
Atlanta, GA  

E-MAIL: cgrantham@gsu.edu  

LICENSURE: GA RN #: R057293 (1979-Present)  

EDUCATION  
University of Michigan  2005  PhD  
Ann Arbor, MI  

University of Alabama, Birmingham  1982-1983  MSN  
Birmingham, AL  1983  

Medical College of Georgia  1981-1982  BSN  
Augusta, GA  1982  

Columbus College  1977-1979  ASN  
(Now Columbus State University)  1979  
Columbus, GA  

CERTIFICATION  
Pediatric Nurse, American Nurses Credentialing Center  
1987-1992  
1996-2001  

HONORS AND AWARDS  
Sigma Theta Tau International
ACADEMIC WORK EXPERIENCE
2004-Present  Clinical Assistant Professor, School of Nursing, Georgia State University, Atlanta, Georgia
2001-2004  Assistant Professor, Byrdine F. Lewis School of Nursing, Georgia State University, Atlanta, GA
2000-Fall  Temporary Faculty, School of Nursing, Georgia State University, Atlanta, Georgia
2000-1999  Assistant Professor, Loewenberg School of Nursing, Baccalaureate Nursing Program, University of Memphis, Memphis, Tennessee
1998-1995  Assistant Professor, Nursing Department, Baccalaureate Nursing Program, Eastern Michigan University, Ypsilanti, Michigan
1995-1991  Instructor, Nursing Department, Baccalaureate Nursing Program, Eastern Michigan University, Ypsilanti, Michigan
1995-1990  Assistant Professor, Nursing Department, Associate Degree Program Columbus College, Columbus, Georgia
1990-1983  Instructor, Nursing Department, Associate Degree Program, Columbus College, Columbus, Georgia

OTHER PROFESSIONAL WORK EXPERIENCE
2000-1999  Le Bonheur Children’s Hospital Memphis, TN  PRN Staff Nurse on Surgical Floor
1998-1991  University of Michigan Hospitals, Mott Children’s Hospital Ann Arbor, MI  Central Staffing Resource Department (Float Pool)
1990-1984  The Medical Center Columbus, GA  Staff Nurse, General Pediatrics/Intensive Care Unit, Part-time
1983-1982  University of Alabama, Birmingham, Children's Hospital Birmingham, AL  Part-time staff nurse, Adolescent Ward
1982, Summer  The Medical Center Columbus, GA  Staff Nurse, Neonatal ICU
1981-1982  University Hospital
            Augusta, GA
            Part-time, Neonatal ICU

1981-1979  The Medical Center
            Columbus, GA
            Staff Nurse, Pediatric Ward

OTHER COURSE WORK

Genetics Program for Nursing Faculty Education Program Update, "Multiple Perspectives On The Application of Genetic Advances, June 20 & 21, 2003, Cincinnati, Ohio.
Faculty for HHS4400/7400: Genetics Across the Lifespan Elective offered Spring 2003. RN-BS students here at Georgia State University required to take this course. Enrollment: 17 students (8 undergraduate/9 graduate). This elective is open to all students in the College of Health and Human Services here at Georgia State University.

PRESENTATIONS


Pittman, K.P., Grantham, C., Solorzano, R., & Glenn, B. “Lessons Learned from Initiating a Middle School Prevention Intervention Research Project”, 129th
Annual American Public Health Association (APHA) Meeting and Exposition, Atlanta, GA, October 21-25, 2001. (Presentation)


Poster Presentations (Referred)


PROFESSIONAL SERVICE
Sigma Theta Tau International, Epsilon Alpha Chapter, Georgia State University, 2001-present.
   Counselor, elected 2003

Sigma Theta Tau International, Beta Theta-at-Large Chapter, Member, Memphis, TN, 1999-2001, Newsletter Editor, 2000-2001

Southern Nursing Research Symposium, Member, 1999-present.

TeenSmart Advisory Committee Board, Member, 2001-2003.
American Nurses Association/Georgia Nurses Association, Member, 2002-present.

Southeast Pediatric Cardiovascular Society (SEPCS), Member, 2001-present.

International Society of Nurses in Genetics, Member, 2002-present.
Website Advertising Policy/Guidelines Taskforce Member, 2003

School Committees/Teams

Faculty Committee, Member
Attended all monthly meetings (academic year) and off campus retreats, 2003 unless unable to because of responsibilities of clinical with junior nursing students

Nominations Committee
Chair & Member
Committee members assisted with election of open positions on various School of Nursing committees

Student Affairs Committee
Chair & Member
Awarded various scholarships

Undergraduate Curriculum Committee
Attended majority of meetings as guest
Admissions subcommittee, assisted with application process & interviews
Spring 2003

RN-BS subcommittee, member (consideration of admission criteria and progression of RN-BS students)

Clinical skills checklist subcommittee, member

NURS 3710/3720: Promoting, Protecting, and Restoring Health in Children & Adolescents: Didactic & Practicum (Team Meetings, Member)
Attended all scheduled team meetings 2003

CCNE Committee: Standard III, Program Quality: Curriculum and Teaching-Learning Practices Subcommittee, Member (Completed Fall 2003)

CCNE Committee: Master Evaluation Plan, Evaluation Subcommittee, Chair (Completed Fall 2003)

College Level Committees

College of Health and Human Sciences Faculty/Staff Meeting, Member
Attended CHHS faculty/staff meetings
Community Service
Nursing Collaborative, Health Fair, Sloppy Floyd Building, 10/24/02
Administered approximately 100 flu shots (worked with students & other faculty)

Funded Research and Programmatic Support

Research Completed
Lindenberg, C., Pittman, K., & Grantham, C. (Co-Principal Investigator)
TeenSmart: Prevention intervention program; 3rd year completed; intervention completed in Dekalb county schools; assisted with data collection, analysis, and dissemination. Subsequent presentations and publications in process.

West Central Georgia Practice Improvement Collaborative
Pittman, K. P., Grantham, C. Co-Investigator, & Solorzano, R. One time assessment of middle school youth in juvenile detention system and attending rural schools. (In progress). Approximately $32,634 awarded. Data collection completed; Data entered, with analyses to follow (as of February 23, 2004).

Grants Submitted, Not Funded

Pittman, K., Co-Principal Investigator, Meyers, J., Co-PI, Meyers, J., Co-PI, Grantham, C., Research Team Member, FamilySmart: Strengthening Families to Promote Resilient Youth (Georgia State University Research Team Grant Program), 2002, $15,000, not funded.
Cecelia M. Gatson Grindel, PhD, RN, CMSRN  
115 Otter Shaw Court  
Alpharetta, GA 30022  
770-663-7704

Curriculum Vitae

Education:

1988  Ph.D.  University of Maryland, School of Nursing, Baltimore, MD 21201
1982  M.S.N.  Villanova University, College of Nursing, Villanova, PA 19085
1969  B.S.N.  Avila College, Department of Nursing, Kansas City, MO 64145

Certification:  Certified Medical-Surgical Registered Nurse (CMSRN)

Experience:

1998-to date  Byrdine F. Lewis School of Nursing  
College of Health and Human Sciences  
Georgia State University  
Atlanta, GA 30302-4019

2004-to date  Associate Director for Graduate Programs  
Professor

As Associate Director for Graduate Programs in Nursing, I am responsible for assuming leadership and administrative responsibility for graduate programs and curriculum development, implementation, and evaluation. I participate in recruitment activities for all students (informational sessions, graduate open houses, etc.). I work closely with the Director of the School of Nursing and Associate Director for Undergraduate Programs in faculty assignments. I teach courses at the undergraduate, masters, and doctoral levels. I serve on appointed and elected committees for the School of Nursing (Graduate Program Committee, Executive Committee) and the University (Faculty Senate, Budget, Senate Undergraduate APACE Committees).

2000-2004  Associate Director for Undergraduate Programs  
Associate Professor

As Associate Director for Undergraduate Programs in Nursing, I am responsible for assuming leadership and administrative responsibility for undergraduate programs and curriculum development, implementation, and evaluation. In this regard, I have played a key role in the revision of the undergraduate and RN-BS curricula and the development of the accelerated track for undergraduate students. I also participate in recruitment activities for all students (informational sessions, graduate open houses, etc.). I work closely with the Director of the School of Nursing and Associate Director for Graduate Programs in faculty assignments. I also teach courses at the undergraduate, masters, and doctoral levels. I serve on appointed and elected committees for the School of Nursing.
(Undergraduate Program Committee, Student Affairs, Executive Committee), the
College of Health and Human Sciences (Research, Faculty Affairs), and the
University (Faculty Senate, Budget, Senate Undergraduate).

1998-2000
Associate Professor
Graduate Faculty Status

As Associate Professor, I was responsible for course content and clinical
coordination at both the undergraduate and graduate levels. Teaching
responsibilities included course content in medical-surgical nursing care,
advanced clinical problems, and pharmacology for undergraduates and advanced
pathophysiology, clinical nurse specialist roles course, and professional issues for
graduate students. Clinical coordination included overseeing the implementation
of the clinical practica for the undergraduate students. This included working
closely with clinical instructors to assure that clinical course objectives are
achieved. Research foci included clinical research, needs assessment, and
program evaluation projects. Service on committees has included the School of
Nursing's Undergraduate Program Committee (Chair, 1999-2000; Co-chair,
2000-2001) and Student Affairs Committee and the College of Health and
Human Sciences Faculty Grievance Committee and Academic Affairs
Committee.

1997-1998
Interim Associate Dean of Academic Affairs
College of Nursing
Northeastern University
Boston, MA

Roles and responsibilities of this position included overseeing the
implementation of the graduate and undergraduate curricula, teaching assignment
coordination, a review of the graduate program, a scheduling redesign of the
undergraduate curriculum, and staff management. Special projects included
chairing the feasibility study for a doctoral program, setting up a more efficient
system for program evaluation, and facilitating the computerization of student
program plans.

1995-1998
Assistant Professor
College of Nursing
Northeastern University
Boston, MA

As an assistant professor, I was responsible for course content and clinical
supervision at both the undergraduate and graduate levels. Clinical
responsibilities included supervision of undergraduate students in acute care
settings, caring for patients with complex medical-surgical illnesses. Teaching
responsibilities included course content on management and leadership for
undergraduates and research practica for the graduate students. I also served as
the advisee for undergraduate students and developed a program of research in
the area of outcome management. I served as Chair of the Evaluation
Committee, secretary for the Steering Committee, member of the Sabbatical
Leave Committee, and member of the Task Force for Creative Options.
Research foci included clinical research and needs assessment and program
evaluation projects.

1992-1995  Nurse Researcher  
Lehigh Valley Hospital  
Allentown, PA 18105-7017

As nurse researcher, I was administratively responsible for overseeing all aspects of implementation and utilization of nursing research at Lehigh Valley Hospital. My duties included initiating and/or collaborating with nurses and other Hospital staff in proposal development for clinical research projects and educational programs in the area of research. I assisted nursing staff in locating funding for clinical projects and supported the dissemination of knowledge through consultation and/or assistance in the development of manuscripts for publication and presentation of results at national, regional and local meetings. I served as a resource for nursing personnel regarding research activities in nursing and for other disciplines where nursing was involved. One of my major responsibilities was the development, implementation, and evaluation of the Practice Environment Project (PEP), an organizational development project of two dimensions. The first dimension included the development, dissemination and analysis of employee (~5,000 employees) and customer satisfaction surveys throughout the Lehigh Valley Hospital. The second dimension included the development, implementation and evaluation of the focus group and action planning program conducted within most departments in the Lehigh Valley Network.

1988-1992  Assistant Professor  
Villanova University  
Villanova, PA 19085

As Assistant Professor, I was responsible for course content in health restoration for junior and senior students. I also supervised these students in an acute care facility for their adult health care experience. I taught an adult health clinical concepts course and coordinated and supervised the clinical practicum for masters students. I served as graduate student advisor for independent studies. In this capacity I have assisted students in developing, implementing, analyzing, and reporting pilot nursing research projects, developing business plans, and constructing educational materials for clients and health care professionals. I have served on the Research Committee, the Search Committee, the Public Relations Committee, the NLN self-study Committee for Undergraduate Curriculum, and an Ad Hoc Committee on Clinical Skills.

Fox Chase Cancer Center  
Philadelphia, PA

As research development specialist, I was responsible for assisting the Director of Nursing Research in identifying and developing nursing research proposals in areas of oncology nursing practice. In addition, I consulted with staff nurses in developing research proposals for advanced degrees. I also pursued my own research in the area of breast cancer.
1988-1992  Staff Nurse (Part-time)  
Fox Chase Cancer Center  
Philadelphia, PA

As staff nurse, I was responsible for care of the acutely ill cancer patients on a medical unit. I provided total patient care within the framework of primary care nursing.

1986-1988  Clinical Instructor  
Temple University  
School of Nursing  
Philadelphia, PA

As clinical instructor for the spring semester, I supervised senior students in adult health care in an acute care setting (Temple University Hospital, Albert Einstein Medical Center, Northern Division, and Fox Chase Cancer Center). During the second half of the semester I monitored senior students in the mentorship segment of their curriculum. In this position, I interacted with the senior student and her mentor in the acute care setting.

1986  Clinical Instructor  
Villanova University  
College of Nursing,  
Villanova, PA 19085

As clinical instructor for senior students in the fall semester, I supervised the students in health promotion of the adult client in the acute care setting (Veterans Administration Hospital).

1983  Assistant Instructor  
Montgomery County Community College  
Blue Bell, PA 19422

As a member of the N103 faculty team, I was responsible for classroom instruction and lectures for the medical-surgical course content. Responsibilities included supervising students in an adult care medical-surgical unit.

1978-1981  Clinical Instructor  
Montgomery County Community College  
Blue Bell, PA 19422

As clinical instructor, I directed and evaluated the clinical experience of first year students (Fundamentals in Nursing and Medical-Surgical Nursing) at Suburban General Hospital and Pottstown Memorial Medical Center.

1975  Staff Nurse (Part-time)  
Montgomery County Community Hospital  
Olney, MD
As a staff nurse, I served as a team leader on a medical unit, floating on occasion to surgical units.

1972-1973  
Staff Nurse (Part-time)  
Lawrence Memorial Hospital  
Lawrence, KS 66044

As staff nurse, I functioned as a team leader and charge nurse on a medical-surgical orthopedic unit.

1970-1972  
Nursing Supervisor (Full-time)  
Wakarusa Manor  
Lawrence, KS 66044

As a nursing supervisor, I was responsible for staffing and training nursing assistants for the 100 bed extended care facility. Regular inservice education and patient instruction were included in my duties. While at Wakarusa Manor, I completed administrative duties such as setting up a jobs descriptions manual and a procedure manual.

1969-1970  
Staff Nurse (Full-time)  
St. Joseph's Hospital  
Kansas City, MO 64145

As staff nurse, my duties included those of charge nurse and team leader. I was recommended for the position of assistant head nurse but resigned preceding confirmation to be married.

**Research:**

The Implementation of Motivational Interviewing Strategies in Community Service Organization. Grindel, Cecelia G., Pattillo, Cyndy, Whitfield, Sherman, and Carlson, Bob. Funded from Substance Abuse & Mental Health Services Administration Center for Substance Abuse Treatment grant listed below and by New Horizons Community Service Organization, Columbus, GA. 2002-2003.

Korean Mother and Daughter Communication on Women’s Health Topics. Co-investigators: Wansoo Park, PhD, and Cecelia Gatson Grindel, PhD, RN. Internal grant support ($5,000) from Georgia State University, College of Health and Human Sciences. 200-2004.

Nurses Nurturing Nurses: A Program Evaluation Project. Principal Investigator: Cecelia Gatson Grindel, PhD, RN and Ayhan Lash, PhD, RN. Sponsored by the Academy of Medical-Surgical Nurses. 2001-2004.

The West Central Georgia Substance Abuse Prevention, Treatment, Practice, and Research Consortium. Investigators: Mary Langley, RN, MPH, CPIV, Larry Brown, MS, Cecelia Gatson Grindel, PhD, RN, Jan Ligon, PhD, RN. Funded by the Substance Abuse & Mental Health Services Administration, Center for Substance Abuse Treatment ($1,167,000). October 1, 2000-September 30, 2003.

The West Central Georgia Substance Abuse Prevention, Treatment, Practice, and Research Consortium. Investigators: Mary Langley, RN, MPH, CPIV, Larry Brown, MS, Cecelia Gatson Grindel, PhD, RN (Associate Director for Research). Funded ($246,000) by the Substance Abuse & Mental Health Services Administration, Center for Substance Abuse Treatment. 1999.

The Effectiveness of a Methadone Education Intervention on Knowledge, Attitudes, and Behaviors. Investigators: Cynthia Pattillo, PhD, Bob Carlson, PhD, Heather Harvey, PhD, and Cecelia Gatson Grindel, PhD. Funded ($1,500) by The West Central Georgia Substance Abuse Prevention, Treatment, Practice, and Research Consortium initiation grant that was funded by the Substance Abuse & Mental Health Services Administration, Center for Substance Abuse Treatment. 2000.

The Contributions of Nursing Students to Psychiatric Care Units. Investigators: Anne Bateman, PhD, RN, Carol A. Patsdaughter, PhD, RN, Lynn Babington, PhD, RN, Cecelia Gatson Grindel, PhD, RN. Funded ($1000) with an internal grant from the College of Nursing, Northeastern University, Boston, MA. 1999.

The Effect of an Education and Support Intervention on Mood, Fatigue, and Weight of Women Receiving Treatment for Breast Cancer. Principal Investigator: Cecelia Gatson Grindel, PhD, RN. Internal salary support ($5,500) from Georgia State University, College of Health and Human Sciences. 1999.

Gender Differences in Recovery from Cardiac Surgery. Investigators: Kathleen Miller, EdD, ANP, Carol A. Patsdaughter, PhD, RN, Cecelia Gatson Grindel, PhD, RN. Funded by Gamma Epsilon Chapter, Sigma Theta Tau International ($500) and the Massachusetts Nurses Foundation ($1,000). 1997-1999.


Health Behaviors and Problems of Lesbian Women: A Replication Study. Investigators: Susan Roberts, DNSc, RN, Carol A. Patsdaughter, PhD, RN, Cecelia Gatson Grindel, PhD, RN, Susan Tarmina, PhD, RD, AFNP. Funded ($10,000) by Northeastern University Research and Scholarship Development Fund. 1997.

Research Priorities of Women Living with HIV/AIDS: Clinician's Perspectives. Margery Chisholm, EdD, RN, CS, Cecelia Gatson Grindel, PhD, RN, Kathleen Miller, EdD, ANP, Carol A. Patsdaughter, PhD, ACRN. Funded by College of Nursing, Northeastern University ($1,125). 1997.

The Effectiveness of a Patient/Nurse Partnership on Compliance with Protease Inhibitor Treatment Regimens for HIV+ Patients. Investigators: Carol Imbriano, RN, Cecelia Gatson Grindel, PhD, RN. Funded by Sigma Theta Tau International ($5500) 1997.

Factors Affecting the Decision of Nursing and Medical Students to Choose HIV Services for Clinical Experiences. Investigators: Catherine O'Connor, RN, MSN, (East Boston Community Center), Carol A. Patsdaughter, RN, PhD, Cecelia Gatson Grindel, RN, PhD. 1995-1996.

The Contributions of Nursing Students to Clinical Acute Care Agencies. Investigators: Cecelia Gatson Grindel, RN, PhD, Geraldine Medici, RN, MSN, Carol A. Patsdaughter, RN, PhD. Funded ($1000) by the Massachusetts Association of Colleges of Nursing. 1995-1997.

Diagnoses Used By Medical-Surgical Nurses in Caring for the Patient During the Operative Experience. Sponsored by the Academy of Medical-Surgical Nurses in conjunction with nursing specialty organizations determination of the minimum data set for the operative experience. 1995-1997.

Acute Care Nurses Perceptions of Working in Home Care and a Community Health Care Facility. Sponsored by VHA East, a consortium of hospitals in the Delaware and Lehigh Valleys in the Northeast. Co-investigators: Cecelia Gatson Grindel, PhD, RN; Elizabeth Bayley, PhD, RN; Mary Beth Kingston, MS, RN; Marion B. Tuck, PhD, RN; Laura Wood, MS, RN; Yvonne Bryan, PhD, RN. Phase I: Qualitative Phase--focus groups with medical-surgical, oncology and critical care nurses. Phase II: Development and Implementation of Questionnaire to Assess Perceived Educational Needs to Transition Into a Community Health Care Setting. 1994-1996.


The Effects of Taxol Treatment on Quality of Life in Women With Advanced Ovarian or Breast Cancers". Co-investigators: Pam Repetz and Lois Zellner, Lehigh Valley Hospital. Funded ($5270) by Bristol-Myers Oncology Division. 1993.

Factors Affecting Weight Gain in Women Receiving Treatment for Breast Cancer. Pilot project funded for $2500 awarded by the Department of Nursing, Fox Chase Cancer Center. 1993.


Attitudes of Medical-Surgical Nurses Regarding Membership in Professional Organizations. Sponsored by the American Nurses Association Council of Medical-Surgical Nursing Practice. 1990-1991.


Research Consultation at Lehigh Valley Hospital:

The Effects of Implantable Cardioverter Implantation on the Quality of Life of ICD Recipients. Investigators: Constance Molchany, RN, MSN, CCRN; Karen Peterson, RN, MS, CS; Joan Robinson, RN, BSN, CCRN 1994-1998.


Cost-Effective Alternatives for Maintaining the Safety of Suicidal Patients on an Adult Secure Inpatient Psychiatric Unit. Investigator: Jane Green, RN, MS 1994-1995.

The Effectiveness of Current Breastfeeding Instruction on Breastfeeding Patterns of Mothers. Investigator: Vicki Geiger, RN, MSN. 1993.

The Effect of a Marital Counseling Program on Anxiety and Knowledge in Women Receiving Treatment for Breast Cancer. Investigator: Peggy Showalter, MD, PhD. 1993.

Research Consultation:


1996  Quality of Life in Lung Cancer Patients During Experimental Treatment. Sponsored by Fox Chase Cancer Center, Philadelphia, PA. Principal Investigators: Andrea Barsevick, PhD, RN & Cory Langer, MD.

1993  Interventions for Survivors of Breast Cancer. Principal Investigator: Andrea Barsevick, PhD, RN, Fox Chase Cancer Center, Philadelphia.

1992  The Efficacy of Reduced Dosage Heparin and Normal Saline Flush Solutions on the Patency of Peripheral IVs". Investigators: Carol Neithammer, Pat Kinney, Janet Curran, Fox Chase Cancer Center, Philadelphia.

1992  Characterizing Dysnea in Persons with Lung Cancer. Investigators: Virginia Martin, RN, MSN, and Fran Walker, RN, MSN, Fox Chase Cancer Center, Philadelphia.

1990  The Incidence of Localized Phlebitis in Patients Receiving Peripheral 5-FU. Nursing Research Committee, Fox Chase Cancer Center, Philadelphia.

**Editorial Review Board:**

1994-to date  Editorial Board  
*Med-Surg Nursing*, Pitman, NJ

*Office Nurse*, Woodcliffe Lake, NJ

1998-to date  Manuscript Reviewer  
*Journal of the Association of Nurses in AIDS Care*, Thousand Oaks, CA

1992-to date  Manuscript Reviewer  
*Med-Surg Nursing*, Pitman, NJ

2004-to date  Manuscript Reviewer  
*Journal of Nursing Measurement*, Atlanta, GA

**Consultation:**

2000  Advanced Practice Nursing: Elder Patient and Primary Caregiver Outcomes. ANF grant application consultation for Kathleen Miller, EdD, RN, CS-ACNP, University of Massachusetts at Worcester.

1997  Medical Information Services, Inc. with an Educational Grant from SmithKline Beecham


1991 Fox Chase Cancer Center, Staff Development Workshop, Department of Nursing, Philadelphia, PA


Publications:

Refereed Journals (**Data Based):


Miller, Kathleen, & Grindel, Cecelia Gatson. (2001). Recovery from Coronary Artery Bypass
Surgery: Age-Related Outcomes. Outcomes Management for Nursing Practice, 5(3), 127-133.**


Green, Jane and Grindel, Cecelia G. 1995. The Use of Suicide Supervision Levels in Adult Inpatient Psychiatric Units. Psychiatric Services, 47(8):859-863.


Books:


Non-Referred Articles:


Presentations:


Grindel, Cecelia G. & Roman, Marlene L. Mentoring Through Nurses Nurturing Nurses. Invited keynote presentation. 20th Annual Mid-Year Conference of the National Student Nurses’ Association, Inc., Kansas City, MO, November 14-17, 2002.


Grindel, Cecelia G. Mentorship in Faculty Roles. Part 2 of an invited workshop for nursing faculty at the 20th Annual Mid-Year Conference of the National Student Nurses’ Association, Inc., Kansas City, MO, November 15, 2002.


Grindel, Cecelia Gatson. “Assuring Quality Care Through Evidence-Based Practice”. Invited presentation (4 times) at South Fulton Hospital, Atlanta, GA, October 23, 2002.


Grindel, Cecelia G. Evidence-Based Practice Does Improve Patient Care. Part 2 of an invited workshop, “Follow the Yellow-Brick Road to Evidence-Based Practice” with Ayhan Lash. Presented at a pre-conference workshop at the 11th Annual Convention of the Academy of Medical-Surgical Nurses, Washington, DC, October 17, 2002.

Grindel, Cecelia G. Oh Dear, What Should the Topic Be?. Part 3 of an invited workshop, “Follow the Yellow-Brick Road to Evidence-Based Practice” with Ayhan Lash. Presented at a pre-conference workshop at the 11th Annual Convention of the Academy of Medical-Surgical Nurses, Washington, DC, October 17, 2002.


Grindel, Cecelia G. Strengthening the Foundation for the Future of Medical-Surgical Nursing Care. Invited presentation at the 7th Annual Medical-Surgical Symposium: Commitment to Caring sponsored by Amarillo College, Amarillo, TX, October 4, 2002.

Grindel, Cecelia G. Working Smarter, Not Harder. Invited presentation at the 7th Annual Medical-Surgical Symposium: Commitment to Caring sponsored by Amarillo College, Amarillo, TX, October 4, 2002.

Grindel, Cecelia G. Genetics & Nursing. Invited presentation at the 7th Annual Medical-Surgical Symposium: Commitment to Caring sponsored by Amarillo College, Amarillo, TX, October 4, 2002.

Grindel, Cecelia G. The Challenges in Medical-Surgical Nursing & How to Survive Them. Invited presentation at the 7th Annual Medical-Surgical Symposium: Commitment to Caring sponsored by Amarillo College, Amarillo, TX, October 4, 2002.


Onuorah, Emeka, & Grindel, Cecelia G. Job Satisfaction and Intent to Stay of Medical-Surgical Nurses and Critical Care Nurses. Poster presentation and abstract at the 10th Annual Convention of the Academy of Medical Surgical Nurses, Kansas City, MO, October 18-21, 2001.


Miller, Kathleen, Grindel, Cecelia G., & Patsdaughter, Carol A. Gender Differences in Recovery from Cardiac Surgery. Poster presentation at the 4th Annual Clinical Research Fair entitled


Grindel, Cecelia G. Assuring Quality Care Through Evidence-Based Practice. Presented at the 9th Annual Convention of the Academy of Medical-Surgical Nurses, Orlando, FL, October 5-6, 2000.

Grindel, Cecelia G. Living in the Real World of Nursing. Presented at the 9th Annual Convention of the Academy of Medical-Surgical Nurses, Orlando, FL, October 5-6, 2000.

Grindel, Cecelia G. Living in the Real World of Nursing. Presented at the 9th Annual Convention of the Academy of Medical-Surgical Nurses, Orlando, FL, October 5-6, 2000.


Grindel, Cecelia G. Assuring Quality Care Through Evidence-Based Practice. Presented at the 9th Annual Convention of the Academy of Medical-Surgical Nurses, Orlando, FL, October 5-6, 2000.

Grindel, Cecelia G. Living in the Real World of Nursing.” Presented at the 9th Annual Convention of the Academy of Medical-Surgical Nurses, Orlando, FL, October 5-6, 2000.

Grindel, Cecelia Gatson, Bateman, Anne, Patsdaughter, Carol A., Babington, Lynn, & Medici, Geraldine. Student Contributions to Clinical Agencies: A Comparison of Adult Health and Psychiatric Staff Nurses Perceptions. Poster presentation at the 9th Annual Convention of the
Academy of Medical-Surgical Nurses, Orlando, FL, October 5-6, 2000.

Grindel, Cecelia Gatson, & Patsdaughter, Carol A. Coming Full Circle: Mentorship in HIV/AIDS Care.” Poster presentation at the 9th Annual Convention of the Academy of Medical-Surgical Nurses, Orlando, FL, October 5-6, 2000.

Grindel, Cecelia G. Achieving Success in Nursing. Keynote presentation at the Pinning Ceremony for LaGrange College School of Nursing, LaGrange, GA, June 1, 2000.

Grindel, Cecelia G. Making Our Professional Dreams a Reality. Keynote presentation at the Sigma Theta Tau Honor Society Induction Ceremony for LaGrange College School of Nursing, LaGrange, GA, June 1, 2000.


Imbriano, Carol & Grindel, Cecelia G. Achieving Adherence with a Nurse/Patient Alliance. Poster presentation at the Annual Meeting of the Association of Nurses in AIDS Care, San Diego, CA, November 11-14, 1999.

Imbriano, Carol & Grindel, Cecelia G. Achieving Adherence with a Nurse/Patient Alliance. Poster presentation at the 8th Annual Convention of the Academy of Medical-Surgical Nurses, Phoenix, AZ, September 23-26, 1999.


O'Connor, Catherine, Patsdaughter, Carol A., MacNaughton, Kristen A., Miller, Kathleen, Grindel, Cecelia G. Remembering Those Who Have Gone Before: The Importance of AIDS Memorial Services for Families and Friends. Invited paper at the Annual Meeting of the Association of Nurses in AIDS Care, San Diego, CA, November 11-14, 1999.

Miller, Kathleen, Grindel, Cecelia G., & Patsdaughter, Carol A.. Gender Differences in Recovery from Cardiac Surgery. Poster presentation at the 8th Annual Convention of the Academy of Medical-Surgical Nurses, Phoenix, AZ, September 23-26, 1999. Poster Award Winner.

Miller, Kathleen, Grindel, Cecelia G., & Patsdaughter, Carol A. Gender Differences in Recovery from Cardiac Surgery. Accepted for a paper presentation at the Scientific Sessions of the 35th Biennial Convention of Sigma Theta Tau International, San Diego, November 8, 1999.

Patsdaughter, Carol, O'Connor, Catherine, Taveira, Paulo, & Grindel, Cecelia Gatson. A Circle of Care: Beyond HIV Counseling and Testing. Poster presentation at the 7th Annual Conference of Primary Care for the Underserved, Boston, MA, March 11-13, 1999.

Grindel, Cecelia G. Taking the Fear Out of Politics. Presented at a meeting of the Greater Atlanta Chapter of the Academy of Medical-Surgical Nurses, Atlanta, GA, February 10, 1999.


O’Connor, Catherine, Patsdaughter, Carol A., & Grindel, Cecelia Gatson. HIV Testing Within the Treatment Culture of Recovery. Poster presentation at the 11th Annual Association for Nurses in AIDS Care, San Antonio, TX, November 15-18, 1998.


Grindel, Cecelia Gatson. The Importance of Medical-Surgical Nursing: Why AMSN Exists. Presentation for the Greater Atlanta Chapter of the Academy of Medical-Surgical Nurses, Atlanta, GA, August 12, 1998.

Miller, Kathleen H., Carol A., Patsdaughter, & Grindel, Cecelia Gatson. The Impact of Risk Classification on Nursing Resource Utilization, Postoperative Length of Stay and Hospital Costs for Cardiac Surgical Patients. Poster Presentation accepted for the Sigma Theta Tau 10th International Nursing Research Congress, Utrecht, Netherlands, July 12-14, 1998.


DeMarco, Rosanna F., Miller, Kathleen H., Patsdaughter, Carol A., Grindel, Cecelia Gatson, & Chisholm, Margery. From Silencing the Self to Action: Experiences of Women Living With HIV/AIDS. Poster Presentation at the Centennial Celebration for the College of Nursing, Northeastern University, Boston, MA, October 16, 1997.


Grindel, Cecelia G., Patsdaughter, Carol A., & O'Connor, Catherine. Students Decisions to
Choose HIV Services for Clinical Experiences. Poster Presentation at the Annual Meeting of the Nurses in AIDS Care, Chicago, October 31-November 2, 1996.


Bayley, Elizabeth, Bryan, Yvonne, Grindel, Cecelia, Kingston, Mary Beth, Tuck, Marion Burns, & Wood, Laura. Preparing Nurses for Change: Hospital-Based Nurses Anticipating Practice in Community Settings. Presented at the Joint Annual Meetings of the National League of Nursing Councils & Community Health Accreditation Program, Philadelphia, PA, May 30-June 1, 1996.

Grindel, Cecelia Gatson. The Evolution of Nursing Research. Presented at the Nursing Research Day Conference, sponsored by Lehigh Valley Hospital, Allentown College of St. Francis de Sales, Cedar Crest College, Kutztown University, May 8, 1996.


O'Connor, Catherine, Grindel, Cecelia Gatson, & Patsdaughter, Carol A. Factors Affecting Students' Decisions to Select HIV Services for Clinical Experiences. Poster Presentation at the Fourth Annual Conference: Primary Care for the Underserved, Boston, MA. March 14-16, 1996.


Grindel, Cecelia Gatson. Education and Practice: Bridging the Gap Through Research. Presented at a Research Conference Sponsored by Cooper Hospital/University Medical Center Nursing Research Committee and Sigma Theta Tau International, Eta Mu Chapter, Rutgers University, Medford, NJ, May 16, 1995.


Grindel, Cecelia Gatson. Medical-Surgical Nursing Practice in the Age of Health Care Reform. Keynote Speaker, University of Kentucky Hospital, Bluegrass Symposium: Showcasing Medical-Surgical Nursing, Harrodsburg, KY, October 20-21, 1994.


Grindel, Cecelia Gatson. The New ANA Standards of Clinical Nursing Practice. Presented at the


Grindel, Cecelia Gatson. The American Nurse: From Handmaiden to Activist. Guest Speaker, Millersville University Department of Nursing, Nursing Network Lectureship, Millersville, PA, April 9, 1991.


**Reviewer:**

Department of Education FIPSE Grant Reviewer, June, 2000.


**Honors and Awards:**

1998  Anthony J. Jannetti Award for Extraordinary Contributions to Health Care, presented by the Academy of Medical-Surgical Nurses at the annual meeting in Philadelphia on October 3, 1998.
1998  Excellence in Nursing Research, presented by Alpha Nu Chapter, Sigma Theta Tau International, Villanova University, Villanova, PA.
1990  Outstanding Nurse of the Year, presented by Delta Tau Chapter, Sigma Theta Tau International.
1988  Who's Who Among Students in American Colleges and Universities.
1986  Medallion for Outstanding Graduate School Nursing Alumnae, Villanova University.
1983  Medallion for Distinguished Achievement in the Graduate Program in Nursing, Villanova University.
1982  Sigma Theta Tau, Alpha Nu Chapter, Scholarship Award.
1981  Sigma Theta Tau (The Honor Society of Nursing).
1969  Avila Medal of Honor.
1968  Who's Who Among Students in American Colleges and Universities.
1968  Nu Sigma Chi Award (Student Nurse Service Award).

**Dissertation Committee:**


**Thesis Committee:**

1987-1988  Karen Vander Clock, M.S.N. student, University of Maryland, "The Relationship
Between Total Blood Cholesterol Level and Daily Dietary Intake of Cholesterol and Saturated Fat as well as Excess Body Weight

**Traineeship:**

1983-1985 Traineeship for full-time doctoral study under the Professional Nurse Traineeship Program for the Public Health Service, H.E.W.

**Professional Memberships:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization/Position Description</th>
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<tbody>
<tr>
<td>1989-to date</td>
<td>Academy of Medical-Surgical Nurses</td>
</tr>
<tr>
<td>2004-2006</td>
<td>President</td>
</tr>
<tr>
<td>2003-2004</td>
<td>President-Elect</td>
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<tr>
<td>2002-2003</td>
<td>Co-chair, Research Committee</td>
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<tr>
<td>2002-2003</td>
<td>Member, Medical-Surgical Nursing Certification Board</td>
</tr>
<tr>
<td>2002</td>
<td>Member, Task Force for Development of Certification for Medical-Surgical Nurses</td>
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<tr>
<td>2001-2006</td>
<td>N3 Evaluation Coordinator, Nursing Nurturing Nurses Project</td>
</tr>
<tr>
<td>1999-2002</td>
<td>Co-chair, Research Committee</td>
</tr>
<tr>
<td>1998-2000</td>
<td>Chair, <em>Project Tomorrow</em></td>
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<td>1997-1999</td>
<td>Chair, Research Committee</td>
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<td>1996-1998</td>
<td>Research Committee</td>
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<td>1995</td>
<td>Coordinator, The Anthony J. Jannetti Award for Extraordinary Contributions to Health Care Committee</td>
</tr>
<tr>
<td>1995</td>
<td>Chair, Leadership Workshop</td>
</tr>
<tr>
<td>1995</td>
<td>Chair, Task Force for the Development of the Scope and Standards of Medical-Surgical Nursing Practice</td>
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<tr>
<td>1995</td>
<td>Chair, Task Force for Development of Policy and Procedure Manual</td>
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<tr>
<td>1995</td>
<td>Chair, Task Force for AMSN's Participation in Nursing Minimum Dataset Activities</td>
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<tr>
<td>1995</td>
<td>Representative, Task Force for Identification of Data Elements for Peri-operative Care</td>
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<tr>
<td>1994-1995</td>
<td>Chair, Nominating Committee</td>
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<tr>
<td>1994-1995</td>
<td>Immediate Past President, Board of Directors</td>
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<td>1993-1994</td>
<td>President</td>
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<td>1992-1993</td>
<td>President-Elect</td>
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<td>1991-1992</td>
<td>Co-Chair, Steering Committee</td>
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<td>1990-1991</td>
<td>Co-Founder, AMSN</td>
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<tr>
<td>1983-to date</td>
<td>American Nurses Association (ANA)</td>
</tr>
<tr>
<td>1992</td>
<td>ANA Representative, Consensus Conference on Cardiovascular Disease in Women, Sponsored by National Heart, Lung and Blood Institute of the National Institutes of Health, January 23-25, 1992</td>
</tr>
<tr>
<td>1992</td>
<td>Chair, Task Force to Develop the Scope of Nursing Practice for Cardiac Rehabilitation Nursing</td>
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<tr>
<td>1989-1992</td>
<td>Chair, Council of Medical-Surgical Nurses</td>
</tr>
</tbody>
</table>
1990-1991  Task Force for the Revision of Standards of Nursing Practice
1989-1990  Council Representative, Forum on Standards of Nursing Practice
1990-1995  ANA Representative, National Nutrition Screening and Intervention Initiative Member, Public Policy Committee
1990  ANA Representative, Oncology Nursing Society Convention, Washington, DC
1990-1991  Task Force on Revision of the Standards of Nursing Practice

1998-to date  Georgia Nurses Association
1995-1998  Massachusetts Nurses Association
1988-1990  Board of Directors
1986-1988  Program Chairman
1983-1985  Corresponding Secretary

1982-to date  Sigma Theta Tau International
2001-2003  Program Committee, Clinical Sessions, Biennial Convention, Toronto, Canada (November 2003)
1999-2001  Program Committee, Clinical Sessions (Co-Chair)
1993-1995  Nominating Committee
1989-1993  Region 6 Coordinator
1988-1989  Region 6 Committee Member for Chapter Recruitment/Retention (Presidential Appointment)
1987-1989  Sub-Region 6 Coordinator for the Philadelphia area
1988-1989  Region 6 Tri-State Consortium Annual Meeting, Chairman
1985-1986  Region 6 Biennial Assembly Planning Committee
1986  Chapter Leader Paper Award Committee, Co-Chair

1982-to date  Sigma Theta Tau, Alpha Nu Chapter
1990-1991  25th Anniversary Celebration, Co-Chair
1988-1990  Research Day Committee
1988-1990  Finance Committee
1986-1988  President
1985-1986  President-Elect
1985-1986  Program Committee Chairperson
1983-1985  Corresponding Secretary
1982-1983  Program Committee
1983  Orientation Committee
1983-1984  Research Day Committee
1982  Ad Hoc Committee, Graduate Admissions Criteria

1995-1998  Sigma Theta Tau, Gamma Epsilon Chapter
1996-1998  Research Committee

1986-1995  Oncology Nursing Society-Philadelphia Area Chapter
<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Role/Activity</th>
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<tr>
<td>1986-1995</td>
<td>Philadelphia Chapter</td>
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<td>1992</td>
<td>Chair, Nominations Committee</td>
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<td>1983-to date</td>
<td>Oncology Nursing Society</td>
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<td>1997-1998</td>
<td>Oncology Nursing Certification Corporation Research Committee</td>
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<tr>
<td>1989-1991</td>
<td>ONS Research Committee, Corresponding Member</td>
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<td>1997-to date</td>
<td>Association of Nurses in AIDS Care</td>
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<tr>
<td>1983-to date</td>
<td>Phi Kappa Phi</td>
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**Special Projects:**

<table>
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<th>Year(s)</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1994</td>
<td>Prepared written testimony for the Institute of Medicine's study of &quot;The Adequacy of Nurse Staffing: Stress, Injury and Quality of Care&quot;. Sponsored by the Academy of Medical-Surgical Nurses, Pitman, NJ.</td>
</tr>
<tr>
<td>1988-1989</td>
<td>Advised an Honors Student in a research project on &quot;The Coping Behaviors of Subjects Facing Life-Threatening and/or Terminal Illness&quot;</td>
</tr>
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</table>

**Continuing Education:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
</table>


2000 The 9th Annual Convention of the Academy of Medical-Surgical Nurses, Orlando, FL, October 5-6, 2000.


1999 The American Association of Colleges of Nursing Baccalaureate Education Conference “Preparing Professional Nurses for a New World of Practice” in San Antonio, TX, November 4-6, 1999.


1999 Genetics Workshop, sponsored by Georgia State University, School of Nursing, Atlanta, GA, April 18-19, 1999.


1997 Sigma Theta Tau International's 34th Biennial Convention, Indianapolis, IN, December 3-6, 1997.

1997 The 6th Annual Meeting of the Academy of Medical-Surgical Nurses, San Antonio, TX, November 6-9, 1997.


1996  "Seizing Nursing and Other Clinical Opportunities in the New Managed Care Environment", presented by Phillip Kalish. Sponsored by the Massachusetts College of Pharmacy and Allied Health Science, Boston, MA, April 20, 1996.
1993  "Methodological Challenges in Intervention Research". Sponsored by University of Maryland School of Nursing & Johns Hopkins University. Baltimore, MD, April 1-2.
1992  "Focus on Medical-Surgical Nursing, A Clinical Speciality. Chicago, IL, October 8-11.

Record of earlier continuing education available upon request.

**Professional License:** Georgia: #R 139246

**Certification:** Certified Medical-Surgical Registered Nurse [CMSRN] (2003)

**Community Involvement:**

- **2002 to date**  Mary Our Queen Catholic Church, Norcross, GA. Marriage Preparation Program, Facilitators
- **1999 to date**  Mary Our Queen Catholic Church, Norcross, GA. Lector; Eucharistic Minister.
- **1998-2000**  Support Group, Mary Our Queen Catholic Church, Norcross, GA. Facilitator.
- **1998**  Mary Our Queen Catholic Church Marriage Preparation Team.
- **1995-1998**  St. Mary's Catholic Church Pre-Cana Team; Marriage Preparation Workshops for Engaged Couples
1991-1995 AIDS Support Group (Facilitator), sponsored by the Catholic Archdiocese of Philadelphia, PA

1984-1995 St. Stanislaus Pre-Cana Team; Marriage Preparation Workshop for Engaged Couples
1990 St. Stanislaus Leadership Team

1985-1989 St. Stanislaus Marriage Enrichment Team (Marriage Enrichment Workshops)

1987-1988 St. Stanislaus CYO Girls Softball Coach

1988-1989 St. Stanislaus CYO Sports Marathon Committee to raise funds for the Mary Anne Doheny Heart Transplant Fund.

1985-1987 St. Stanislaus Elementary School Board:
President--1986-1987
Transportation Chairman--1985-1986
"Give Us A Lift" Program, Chairman--1987

1985 St. Stanislaus Summer Festival, Co-chairman, Refreshments
Carol E. Hayes, CNM, MN, MPH

2665 Spicer Lane
Decatur, Georgia, 30033-2925
phone: 404-320-9187
e-mail: chayes@gsu.edu

A master’s prepared nurse with twenty years of clinical experience, two years experience in conference planning, program management, grant management, as well as twelve years experience lecturing and teaching.

COMPUTER SKILLS:
Word, PowerPoint, Access, Excel, WordPerfect

PROJECT MANAGEMENT:
Managed a cooperative agreement from Centers for Disease Control and Prevention. Skills include budget management, grant writing, report writing, data management, and evaluation. Coordinated with state health departments and community based agencies on best management practices for the prevention of HIV in women and teen pregnancy prevention. Experience supervising 2-4 employees.

TEACHING:
Has given hundreds of one day trainings on various topics related to women’s health and infectious diseases, spoken at national conferences with over 400 attendees, and taught graduate and undergraduate nursing students, as well as medical students, in the clinical setting.

CONFERENCE PLANNING:
Co-chair for three years of annual two-day clinical conference for 250-300 participants. Planned and executed over 50 one-day trainings and conferences with 15 – 80 participants. Skills include brochure development, A-V equipment, PowerPoint, registration data base management, site procurement, speaker logistics, and budget management.

PUBLICATIONS:
Experience with editing and contributing to training materials, curricula, and other documents published by a federally funded training center. I have written an article for publication in a peer-reviewed journal and contributed to two abstracts. I have written official statements for the American College of Nurse-Midwives Division of Standards and Practice and the Clinical Practice Committee.

CLINICAL EXPERIENCE:
Nurse Midwife in large urban tertiary care center and large volume private suburban practice. Experience with teens, out patient gyn, care of HIV infected women, beginning colposcopy, and clinic management. Staff nurse in gyn setting and labor and delivery.

PROFESSIONAL:
I have served as a clinical consultant to the CDC Group B Streptococcus Task Force, representing nurse-midwives since 1998. I have served on numerous committees nationally and locally for the American College of Nurse Midwives (ACNM) and the Georgia Nurses Association. I am a member of Nursing Honor Society Sigma Theta Tau.
EDUCATION:

Emory University, Atlanta, Georgia
Dual Degree: Master of Public Health/
Master of Nursing, Nurse-Midwifery Specialty
August 1988

Emory University, Atlanta, Georgia
Bachelors of Science in Nursing
May 1984

Kennesaw College, Marietta, Georgia
Associate of Science in Biology
June 1976

Marietta High School
Marietta, GA 30060
June 1974

CERTIFICATION:

American College of Nurse-Midwives
1989

PROFESSIONAL EXPERIENCE:

Clinical Assistant Professor, Full Time
Georgia State University
School of Nursing
P O Box 4019
Atlanta, GA 30302-4019
May 2004 to present
Responsibilities include management of the women’s health course in the undergraduate program, lecturing 3-4 hours per week, coordinating 30-50 students in multiple clinical rotations, and participation in curriculum development and program coordination. Other courses taught at the request of the Director. Guest lectures given in some graduate level courses.

Senior Associate Program Coordinator, full time
Emory University Regional Training Center
100 Edgewood Ave, NE, Suite 802
Atlanta, GA 30303
October 2001 – May 2004
Responsibilities include CDC HIV Prevention grant management focusing on teen pregnancy and HIV integration into family planning; assists in design, development, writing and publication of training materials; determines RTC training materials and course development are in compliance with ANA and AWHONN; provides coordination for Title X training for the state of Georgia; and is co-coordinator for Annual Nurse Practitioner conference “Women and Their Health”

Clinical Instructor, per diem
South East AIDS Training and Education Center
Emory University
735 Gatewood Rd
Atlanta, Georgia
1992 - present
Responsibilities include lecturing to health care professionals about
epidemiology, perinatal transmission, clinical manifestations, and management of adult and adolescent women with HIV and AIDS.

Clinical Instructor, part time
Georgia State University
Atlanta, GA
August 2001 - June 2002
Responsibilities include providing clinical instruction to undergraduate BSN students in in-patient obstetric nursing, labor and delivery, and post partum.

Consultant, Instructor
Emory University Regional Training Center
100 Edgewood Ave, NE, Suite 802
Atlanta, GA
December 1991 - October 2001
Responsibilities include providing clinical and nursing consultation to the organization and lecturing to public health department employees and Title X grantees on HIV and women’s health.

South Cobb OB-GYN, PC
Nurse-Midwife, private practice
1700 Hospital S Dr., Suite 501
Austell, Georgia
September 1994-October 2000
Responsibilities included clinical nurse-midwifery practice with all aspects of women’s health in a private practice with collaborative management of high and medium risk patients and separate a private nurse-midwifery caseload; and a hospital based nurse-midwifery clinic for indigent women and immigrants. First Assistant Scrub in Cesarean Sections.

Adjunct Faculty
Nell H Woodruff School of Nursing
Emory University
Atlanta, GA
January 1990- October 2000
Responsibilities included clinical instruction of first and second year nurse-midwifery students in antepartum, intrapartum, postpartum, well woman, and newborn management of both high risk and low risk patients in a private collaborative nurse-midwifery practice in a community hospital.

Mid-level Provider, Clinical Coordinator
Adult and Adolescent Women's Services
Infectious Disease Program
Grady Health Systems
80 Butler St.
Atlanta, Georgia
May 1992 - September 1994
Responsibilities included primary care for a caseload of 150 HIV infected females; episodic management of an additional 300 HIV infected females; and a reproductive consultant to all physicians and mid-level providers for all female patients in the Infectious Disease Program.
Established colposcopy program and abnormal pap smear follow-up program. Participated in clinical and epidemiological research studies. Responsibilities also included daily operations of the Women's Clinic. Established program for primary care of adolescents infected with HIV and Emergency room follow-up of at-risk adolescents.

Nurse-Midwife, Nurse-Midwifery Service and Teen Services  
Grady Memorial Hospital  
80 Butler St.  
Atlanta, Georgia  
December 1989 - June 1992  
Responsibilities included providing Nurse-Midwifery management for an antepartum, intrapartum, and postpartum management of both low risk and medium risk patients; and episodic management of primary care problems in adolescent patients in the Teen Clinic. Responsibilities also included clinical instruction of nurse-midwifery and medical students from Emory University and medical students from Morehouse School of Medicine in intrapartum management.

Nurse-Midwife/Gynecological Nurse Practitioner  
Feminist Women's Health Center  
Atlanta, Georgia  
August 1988 - December 1989  
Responsibilities included episodic primary and reproductive health care to women and colposcopy. Responsibilities also included care and management of post abortion exams and occasionally first line management of post abortion complications.

Staff Nurse (part time)  
Feminist Women's Health Center  
Atlanta, Georgia  
October 1985 - August 1988  
Responsibilities included recovery room care of post abortion patients, pap smear follow up, and general nursing duties.

Staff Nurse, Gynecological Emergency Room  
Grady Memorial Hospital  
Atlanta, Georgia  
August 1986 - December 1989  
Responsibilities included rotating charge nurse duties, and clinical nursing care of all women presenting to the Gynecological ER, which included ectopic pregnancies, rape victims, Pelvic Inflammatory Disease, and vaginitis; and pregnant patients with asthma, broken bones, and minor trauma wounds.

Charge Nurse, Low Risk Unit in Labor and Delivery  
Grady Memorial Hospital  
Atlanta, Georgia  
January 1985 - August 1986  
Responsibilities included establishing the first Labor/Delivery/Recovery Rooms at Grady Hospital; over seeing all training of new staff; ordering of all supplies; dialogue with the Departments of Medicine of Emory University and with the Nurse-Midwifery Service; providing nursing care to women on the Low Risk Labor/Delivery/Recovery Area.
Staff Nurse, Labor and Delivery  
Grady Memorial Hospital  
Atlanta, Georgia  
August 1984 - January 1985  
Responsibilities included care of high risk women in labor and delivery; circulation nurse in the operating room; nursing care in the OB Intensive Care Unit; rotating shift charge nurse duties including being responsible for all of the Obstetrical In-patient Nursing Department at Grady Hospital (high risk labor, high risk delivery, operating room, OB intensive care unit, routine nurseries, and post-partum)

PROFESSIONAL MEMBERSHIPS:  
ACNM - American College of Nurse-Midwives: 1998 - present  
Legislative Liaison for Georgia 1991 - 1999  
Member Division of Standards and Practice: Clinical Practice Committee and Infectious Disease Committee 1993 - 1997  
Georgia Chapter:  
Chair Legislative Committee, 1991 - 1999  
Member Statistics Committee, 1990 - 1999  
Chair of Nurse-Midwifery Week, 1990 for Georgia  
Sigma Theta Tau, Nursing Honor Society, 2001- present  
Georgia Prescriptive Authority Coalition of Advanced Practice Nurses  
Representing the Georgia Chapter of the American College of Nurse-Midwives, 1994 to 1998  
ANA - American Nurses Association, 1984 - 2001  
Georgia Nurses Association:  
Vice-Chair of Council on Clinical Practice, 1994-1996  

COMMUNITY:  
DeKalb County Commissioner's Task Force on Teenage Pregnancy  
Member, 1989 -1994,  
Chair of Prevention Committee, 1993 & 1994  
Burnt Fork Watershed Alliance, a community group dedicated to the health of Burnt Fork Creek in DeKalb County, GA.  
Member 1999 - present  
Chair, January 2001 - present

CONTINUING EDUCATION:  
Colposcopy  
National Procedures Institute  
September, 1993

Norplant Insertion and Removal  
Grady Memorial Hospital/Wyeth Ayerst Laboratories  
Summer 1991

Neonatal Resuscitation  
American Red Cross in conjunction with Grady Memorial Hospital  
July 1991
Carol E. Hayes, CNM, MN, MPH

PUBLICATIONS:


Hayes, C.E., Clinical Practice Committee.(1993) "Immunization Status of Women and Their Families." American College of Nurse-Midwives.


ABSTRACTS:


AWARDS:

1998 Centers for Disease Control and Prevention Civil Service Honor Award: Group B Strep Prevention Committee

1995 American College of Nurse-Midwives Region Three "Award for Excellence"
PRESENTATIONS:

“Health Adolescent Sexuality” presented at “Girls to Women: Healthy Transitions” Conference for the Atlanta Girls School, October 23, 2004

“Emergency Childbirth” a training at Georgia State Prison for Women at Metro Prison in Atlanta, GA, July 1, 2004

“HIV in Women” presented at the Annual Women’s Health Conference, Tupelo Medical Center, Tupelo MS, April 9, 2004

“Taking a sexual history” Presented at the STD/HIV in the South, Sponsored by Florida STD/HIV Prevention Training Center, South East AIDS Education and Training Center, Emory University Regional Training Center, Morehouse School of Medicine, Morehouse Primary Care Center. February 19, 2004.

“Women and HIV: 2003 Testing and Treatment Update” a series of trainings co-sponsored by the Emory University School of Medicine RTC, Mississippi Department of Health, Delta AIDS Education and Training Center and the University of Mississippi Medical Center. Held in Clarksdale, MS, Hattiesburg, MS, Jackson, MS, Natchez, MS, and Tupelo, MS.


“STI Update”, 2001 Emory University Regional Training Center Annual Conference on Women & Their Health, Macon, GA, June 7 & 8, 2001


”Sexually Transmitted Diseases”. At Emory University The Quest for Excellence in Reproductive Health. Atlanta, GA October 31, 1997.
“Moms, Babies and HIV”. At Northside Hospital’s Women’s Services First Annual Conference, Atlanta, GA, October 10, 1997.


“Infectious Diseases and Breast-feeding”. At Emory University Breast-feeding in the 90's: research and practice, Atlanta, GA, April 10, 1997.

“HIV in Women’s Health Care”. At Emory University Obstetrics and Gynecology Chairman’s Conference, Atlanta, GA. February 12, 1997.

“Management of Sexually Transmitted Infections: practical issues” Co-presented with Willard Cates, MD at Emory University Quest for Excellence in Reproductive Health, Atlanta, GA, October 17, 1996.


“Managing STD: Three Cases” Co-presenter with Willard Cates, MD, MPH at Emory University School of Medicine The Quest for Excellence Conference. Atlanta, GA, October 6, 1995

“Reproductive Health Issues of the HIV+ Woman” at Emory University Regional Training Center Substance Abuse & Women’s Health Conference, Macon GA, September 14, 1995.


"Women and HIV: Primary Care for the Nurse-Midwife." at the American College of Nurse-Midwives Peer Reviewed 40th Annual Meeting, Dallas, TX, May 31, 1995.

"Cervical Neoplasia: epidemiology and etiology" at the Emory University Course Colposcopy for the Primary Care Giver, Atlanta, GA, May 22, 1995.

"Infectious Diseases and Breast-feeding" at Emory University Annual Nurse Practitioner Conference on Women & their Health, Atlanta, GA, May 11, 1995.


"HIV in Women" at Current Concepts in Perinatal/Neonatal Care, Emory Regional Perinatal Center, Hamilton Medical Center, Dalton GA, October 19, 1994, and Floyd Medical Center, November 29, 1994.


"HIV Infection in Women" at March of Dimes Fifth Annual Conference on Women and Substance Abuse, Sheraton Gateway, Atlanta, Ga, March 9, 1994.

"HIV and Maternal Child Health: living in the eye of the storm" at Nursing Perspectives XIII, Clinical Update on Issues within the OGN Specialty, Unicoi State Park Conference Center, for the Emory Regional Perinatal Center/Maternal and Infant Care Project of Grady Health Systems, September 13, 1993.

"Prenatal Care and Emergency Childbirth: an overview of labor and birth" an training for the nursing staff of the Georgia Women's Correctional Institution, Metro Center, Atlanta, Ga., August 12, 1993.

"Common Gynecological Problems" a training for the nursing staff of the Georgia Women's Correctional Institution, Metro Center, Atlanta, Ga., August 10, 1993.
"Improving the Outcomes of the 'Underserved'" at Interdisciplinary Wellness Health Summit Conference for Health Resource Management and Morehouse School of Medicine, Atlanta, Ga, May 6, 1993.


"Infectious Diseases and Breast-feeding". at Breast-feeding in the 90's: State of the Art - State of the Science, Emory University, Atlanta, Ga, February 13, 1993.


"Nursing Care of Women Who Are HIV Positive". at Nursing Perspectives XII, Clinical Update on Issues within the OGN Specialty, Unicoi State Park Conference Center, for the Emory Regional Perinatal Center/Maternal and Infant Care Project of Grady Memorial Hospital, September 16, 1992.


"Sexually Transmitted Diseases: The Health Care Workers' Role in Primary Prevention". at Grady Memorial Hospital Family Planning Weekly Conference, July 18, 1991; and Atlanta Women's Medical Center, July 31,1991.

CURRICULUM VITAE

1. NAME
   Sandra W. Hewell

2. ADDRESSES
   Office: Georgia State University
   Byrdine F. Lewis School of Nursing
   PO Box 4019
   Room 946 Urban Life Building
   Atlanta, GA 30302-4019
   404-651-3279

   Home: 1285 Old Woodbine Road
   Atlanta, Georgia 30319
   (404) 851-9532

3. PROFESSIONAL CERTIFICATION AND LICENSURE
   Licensure: R.N., Georgia, 1968 - Present
   Certification: OB/GYN Nurse Practitioner
   1986 - Present
   The National Certification Corporation for the Obstetric,
   Gynecologic & Neonatal Nursing Specialties (NCC)

4. EDUCATION
   1992 Doctor of Philosophy
   College of Education
   Georgia State University
   Atlanta, Georgia

   1982 Master of Nursing
   Perinatal/Neonatal Nursing
   Nell Hodgson Woodruff School of Nursing
   Emory University
   Atlanta, Georgia

   1976 Bachelor of Science in Nursing
   Medical College of Georgia
   Augusta, Georgia

   1968 Diploma
   Piedmont Hospital
   School of Nursing
   Atlanta, Georgia
5. **ACADEMIC EXPERIENCE**

1990-Present  Assistant Professor  
School of Nursing  
Georgia State University  
Atlanta, Georgia  

1984-1987  Instructor  
Maternal-Infant Nursing  
Crawford-Long Hospital  
School of Nursing  
Atlanta, Georgia  

6. **OTHER PROFESSIONAL EXPERIENCE**

1998-1999  Part-time (volunteer) Nurse Practitioner  
Clinica del Bebe  
Norcross, Georgia  

1989-1998  Part-time Perinatal Nurse  
Northside Hospital  
Atlanta, Georgia  

1988-1989  Perinatal Clinical Nurse Specialist  
Northside Hospital  
Atlanta, Georgia  

1987-1988  Perinatal Nurse  
Northside Hospital  
Atlanta, Georgia  

1983-1984  Assistant Director of Student Affairs  
Emory University  
School of Nursing  
Atlanta, Georgia  

1983  Liaison Nurse  
Maternal and Infant Care Project  
Grady Memorial Hospital  
Atlanta, Georgia  

1977-1981  Clinic Coordinator  
Maternal and Infant Care Project  
Grady Memorial Hospital  
Atlanta, Georgia
1976-1977  Assistant Clinic Coordinator  
Maternal and Infant Care Project  
Grady Memorial Hospital  
Atlanta, Georgia

1970-1976  Office Nurse  
Doctors Hendrix, Bartholomew, De La Perriere, & Lanier  
Chamblee, Georgia

1968-1970  Staff Nurse  
Coronary Care Unit  
Piedmont Hospital  
Atlanta, Georgia

7.  PUBLICATIONS
   a.  Journal Articles

Published


Unpublished Manuscripts:

Hewell, S., & Zabrucky, K. Individual differences in subjective and objective assessments of understanding.


b. Book Chapters

c. Books and Monographs

d. Other Publications

e. Scholarly Proceedings

8. FUNDING

Awarded:


1997 Georgia State University, Research Initiation Grant. Hewell, S., & Diehl, K. $3376.00. Factors Influencing Advanced Practice Nurses’ Assessment and Management of Family Violence.


**Submitted but not funded:**


**Hewell, S., & Diehl, K.** (1996). Parent Enrichment and the Supportive Behaviors of Mothers Toward Preschoolers. Submitted to Georgia State University, Research Initiation Grant Program. $4450.80. Not funded. (#97-800)


9. SCHOLARLY ACTIVITIES WITH STUDENTS
a. Student Funding
b. Student Awards
c. Membership on Thesis or Research Project Committees

Theses:

Mertz, M. (August, 1998). Perinatal case management and birth outcomes in the Georgia Medicaid system. Chair, research project, Georgia State University.


Woodruff, Terri, & Roebuck, V. (1996). Risk factors associated with GBS infections in the pregnant women and early onset GBS infections in the neonate. Committee member, research project, Georgia State University.


**Master’s Scholarly Inquiry Clinical Application Project (Nurs 7920)**

Fall, 2004  
Coronary Heart Disease in Women  
Sheron Bautista, Alecia Czarnecki

Fall, 2004  
Postpartum Depression  
Candace Tillman

Fall, 2003 and Spring, 2004  
Postpartum Depression  
Priscilla Davis, Amy Gaynor, Krista Ruzika

Spring, 2004  
*Polycystic Ovary Syndrome.*  
Missy Jackson

**Master’s Scholarly Inquiry Research Application Project (Nurs 7930)**

Spring, Fall 2004  
*Barriers and Facilitators for the Hispanic Woman in Receiving Breast and Cervical Cancer Screenings.*
Dissertation Committee Member:  
Weaver, K. (Defended May, 2001). *Nursing students’ lived experience with intimate partner abuse of women by their male partners: A phenomenological hermeneutic study.*  


Doctoral Advisory Committee for Kendra Greene, Spring & Fall, 2003, Spring & Fall, 2004

d. Other Student Exit or Honors Projects
e. Other Contributions to Student Accomplishments

10. PRESENTED PAPERS AND POSTERS
1999, March  
Hewell, S. W.  *Anatomy & Physiology of the Female Reproductive Tract.* Presentation made at the Introduction to GYN Oncology Nursing Conference. Northside Hospital, Atlanta, GA.  (invited; local)

1996, July  
Gaines, S, Hewell, S., & Diehl, K.  Care-giver child interaction in daycare centers. Poster presented at NCAST Institute, University of Washington, Seattle, Washington. (refereed; national)

1995, February  
Andrews, J., & Hewell, S.  *Teenage Contraceptive Use.* Paper presented at Georgia College, School of Nursing, Research Day, Milledgeville, GA.  (state)

1995, February  
Andrews, J., & Hewell, S.  *Teenage Contraceptive Use.* Poster presentation at the Southern Nursing Research Society Ninth Annual Conference, Lexington, KY. (refereed; regional)

1994, April  
Andrews, J., & Hewell, S.  *Teenage contraceptive use.* Paper presented at the Medical College of Georgia and Georgia State University, Doctoral Student Forum, Madison, GA.  (state)

1994, April  
Andrews, J., & Hewell, S.  *Teenage contraceptive use.* Paper presented at the Sixth Annual Emory Nursing
Research Conference: Women's Health Issues. Emory University, Atlanta, GA. (refereed; local)

1994, March  **Hewell, S., & Zabrucky, K.** Individual differences in accuracy of predicting comprehension performance. Poster presentation at the meeting of the Southeastern Psychological Association, New Orleans, LA. (refereed; regional)

1993, March **Hewell, S., & Zabrucky, K.** Individual differences in comprehension self-assessments and performance. Poster presentation at the 39th Annual Meeting of the Southeastern Psychological Association, Atlanta, GA. (refereed; regional)

11. **HONORS AND AWARDS**


12. **SERVICE TO THE UNIVERSITY, COLLEGE, AND ACADEMIC UNIT**

   **A. University**

   Attended Presidential Inauguration--1993

   University Senate  1998-1999
   1997-1998
   1996-1997
   1995-1996
   1994-1995
   1993-1994

   Senate Sub-Committee Member
   Student Discipline  1993-1994

   Faculty Affairs  1995-1996
   1994-1995
   1993-1994

   Library Advisory  1998-1999
   1997-1998
   1996-1997
Curriculum Vitae of Sandra W. Hewell
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Statutes and By-Laws
1998-1999
1997-1998
1996-1997

Subcommittee for Statues Revision
1997

Subcommittee to review senate committee’s membership proposal
1998

Faculty and Staff Annual Giving
Campaign Volunteer 1995

Faculty Advisor, Mortar Board 1996-1997
1995-1996

Commencement Attendance 2004
2003
2002
2001
2000
1999
1998
1997
1996
1995
1994

B. College
Faculty Concerns
Committee Member 1991-1992
1990-1991

Attended Honors Day
2001
1999
1993
1991

Distant Learning Task Group
1993
Member of Task Force for Promotion Criteria for Non-Tenure Track Faculty  
2003, Spring Semester  
2002, Fall Semester

CHHS Faculty Appeals Committee  
2004-2005  
2003-2004  
2004-2005

C. School  
Task Force on Salary Equity & Resources- Chair  
1993-1994

Chaired ad hoc committee for developing Nurs 361 and Nurs 362  
1992-1993

Co-chaired committee for developing the CNS/NP master’s curriculum  
1992-1993

GSUNS Faculty Advisor  
1994-1995  
1993-1994  
1992-1993  
1991-1992

Undergraduate Curriculum Committee Member  
1993-1994  
1992-1993  
1991-1992  
1990-1991  
1989-1990

Graduate Program Committee Member  
2004-2005, Chair  
2003-2004, Chair  
2003, Spring-ad hoc committee for Provisional Status  
2002-2003  
2001-2002  
2000-2001  
1999-2000  
1999-1998  
1993-1994  
1992-1993
Executive Committee Member  
2004-2005

Promotion and Tenure Committee Member  
1992-1993  
1991-1992  
1990-1991

Faculty Development Team  
1995

School of Nursing Health and Wellness Collaborative  
1995

NLN Self-study Committee  
1995

Semester Conversion Task Force for Master’s Program  
1995-1996

Curriculum Team  
1997-1998

Member of Advanced Practice Task Group  
1994-1995

Member of Nurse Managed Clinic Task Group  
1994-1995

Search Committee for Faculty Positions—Chair  
1997-1998

Search Committee for Faculty Positions—Member  
2004-2005  
2000  
1999

Search Committee for Associate Director for Graduate Programs—Member  
2000
Coordinated Perinatal/Women’s Health NP/CNS Program including clinical placement of students and applicant interviews
1993 – 2005

Interviewer and reviewer for doctoral applicants
2001, Spring & Fall Semesters

Interviewed applicants for the Undergraduate Nursing Program
2001, Spring Semester

Attended orientation for masters students
2004, Fall Semester
2003, Spring Semester
2001, Spring Semester

Coordinated clinical placement of Family Nurse Practitioner students
2001, Summer & Fall Semesters

Attended open-house for Master’s Programs
2003, Fall Semester
2001, Fall Semester

2001, Fall Semester: Participated in the Wellness/Fitness Fair sponsored by the Georgia Merit System and the Georgia Department of Community Health

Member of CCNE Task Force
2002, Fall Semester

Attended Sigma Theta Tau Induction
2004, Fall
2004-spring
1994
1993
1992

Attended Pinning Ceremony
2004, Fall
2004, Spring
2003, Spring & Fall
2001
1998
1997
Attended Seniors Breakfast
1995

Member of Task Force for Revision of Pathophysiology Course
Spring, 1991

Provided N-CLEX-RN Mini Course on Obstetrics
May 22, 1991


Planning Committee for Retirement Party for Dr. Jo Jones
Spring Semester 2004
Fall Semester 2003

D. Department (Parent-Child Nursing)
Co-Chair--Committee for Master's Curriculum Revision for Perinatal/Women's Health CNS/NP—1992-1993

Co-Chaired Needs Survey for Master's Curriculum Revision--Spring, 1991

Chaired Committee for Development of OB Specialty Courses (N361, N362)
Spring, 1991

Represented Parent-Child Nursing Department at Clinical Agency Meetings--Northside Hospital--February 13, 1991
Grady Hospital--May 21, 1991
13. SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATIONS

American Nurses Association
Georgia Nurses Association

Association of Women’s Health, Obstetric and Neonatal Nurses (AWHONN)

1998 Chair, Georgia Section AWHONN Nominating Committee
1997 Member of Georgia Section AWHONN Nominating Committee
1993-1996 Georgia Section Education Coordinator
1996 Planning Committee, Georgia Section AWHONN, Spring Conference
1994-95 Planning Committee, Georgia Section AWHONN, Spring Conference
1994 Corresponding Member, National Education Committee
1993-94 Chair-Research Committee for District IV Conference
1993-94 Planning Committee, Georgia Section AWHONN, Spring Conference
1993 Chair-Georgia Section Elections Committee
1992-93 Chair-CEU Committee for Spring Conference

Nurses Association of the American College of Obstetrics and Gynecology (NAACOG)

1992 Georgia Section Education Coordinator
1992 Corresponding Member--Education Committee
1992 Chair--Research Committee
District IV NAACOG Meeting
1992 Co-Chairman--Continuing Education Committee
ACNM/NAACOG Conference
1992 Co-Chairman--Exhibits Committee
NAACOG Spring Conference
1989 Chairman-Publicity Committee
ACNM/NAACOG Conference
1988 Chairman-Audiovisual Committee
ACNM/NAACOG Conference
1986 Chairman-Accreditation Committee
ACNM/NAACOG Conference
1985 Chairman-Accreditation Committee
ACNM/NAACOG Conference

Sigma Theta Tau
Kappa Delta Pi
14. SERVICE TO THE COMMUNITY

2004  Administered flu vaccines in Hiawassee, GA

2003  The Georgia State University School of Nursing Health and Wellness Collaborative -- Administered Flu Vaccines at Georgia State University (October 7, 2003)

2001  Administered Flu Vaccines and performed blood pressure checks at
2002  the Wellness/Fitness Fair sponsored by the Georgia Merit System and the Georgia Department of Community Health

1999  Northside Hospital -- Invited speaker at the Gynecologic Oncology Nurse Internship program -- “Anatomy & Physiology of the Female Reproductive Tract” -- (March 22)


1995  The Georgia State University School of Nursing Health and Wellness Collaborative -- Administered Flu Vaccines at the A & P in Gainesville, GA (October 10).

1993  The Atlanta Project -- Children's Immunizations Project -- West End Medical Center -- Bowen Homes, Atlanta, Georgia

1992  Participated in the development of a videotape for the Faculty Preparation for Teaching Gerontological Nursing Project -- Southern Council on Collegiate Education for Nursing

15. ADDITIONAL SIGNIFICANT ACTIVITIES

Completed Research


**Grant Proposals Reviewer**
May, 2000
United States Department of Education
Fund for the Improvement of Postsecondary Education (FIPSE)
Reviewed Grant Proposals

**Professional Development**

- **2003**
  - Medical World Conference
  - Managing Patients with Herpes Virus Infection
  - Atlanta, GA
  - February 22

- **2002**
  - Contraceptive Technology: Quest for Excellence
  - Atlanta, GA
  - October 24

- **2001**
  - Contemporary Forums
  - Contraceptive Technology: Quest for Excellence
  - Atlanta, GA
  - October 23-24

- **2002**
  - AACN Master’s Education Conference
  - Amelia Island, Florida
  - February 21 – 23

- **2001**
  - Contemporary Forums
  - Contraceptive Technology: Quest for Excellence
  - Atlanta, GA
  - November, 1-3

- **2001**
  - Joslin Diabetes Center
  - Menopause & Metabolism: Critical Issues
  - Atlanta, GA
  - October 4

- **2000**
  - Contemporary Forums
  - Contraceptive Technology: Quest for Excellence
  - Pre-conference Session: Health Care for Women Over 40
  - November 1-3
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
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</table>
| 2000 | Department of Nursing, Wesley Woods Center of Emory University  
In Full Bloom: Older Women’s Health Issues  
Atlanta, GA  
May 25 |
| 2000 | National Association of Nurse Practitioners in Women’s Health: A Woman’s Journey: Hormones Throughout the Life Cycle  
Atlanta, GA  
April 14 |
| 1999 | National Association of Nurse Practitioners in Women’s Health.  
Clinical Focus: New Perspectives in Oral Contraception.  
Atlanta, GA  
May 14 |
| 1998 | Emory University School of Medicine  
Quest for Excellence in Reproductive Health  
Atlanta, GA  
October 29-30 |
| 1998 | Contemporary Forums.  
Advances in Health Care for Women Over 40  
Washington, D. C.  
June 24-26 |
| 1998 | Emory University Regional Training Center for Family Planning.  
Annual Nurse Practitioner Conference on Women and their health  
Atlanta, GA  
May 13-15 |
| 1997 | Emory University School of Medicine  
Quest for Excellence in Reproductive Health  
Atlanta, GA  
October 30-31 |
| 1997 | Emory University Regional Training Center for Family Planning  
Annual Nurse Practitioner Conference on Women & Their Health.  
Atlanta, Ga.  
May 28-30 |
| 1996 | District IV AWHONN Meeting |
The Perinatal Hurricane: A Class IV Storm
Orlando, FL
October 26 - 29

1996  Georgia Section AWHONN, Spring Conference
Nursing Management of Labor: Integration of Research into
Clinical Practice
Macon, GA
August 27

1995  Atlanta Chapter AWHONN Meeting
Managing the Second Stage of Labor
Atlanta, GA
September 27

1995  National AWHONN Convention
In Tune with the Country
Nashville, Tenn.
June 4-7

1995  Georgia Section AWHONN
"Changing with the Tide: Relationships in the Midst of Health
Care Transition
May 4 - 7

1995  Georgia State University, School of Nursing
Nancy Dieklemann, PhD, RN, FAAN
Atlanta, GA
April 11

1995  Georgia State, Center for Applied Research in Anthropology &
The School of Nursing
“Cultural Diversity & Health Care for Children & Families”
Atlanta, GA
February 24

1994  Southern Council on Collegiate Education for Nursing
"Challenges in Intervention Research"
Atlanta, GA
December 1-2

1994  Georgia Chapter March of Dimes, Emory Regional Perinatal
Center, Northeast Georgia Medical Center, Department of Human
Resources Health District II
"Genetic Technologies of the 90's: Impact on Practice"
Gainesville, GA
November 18

1994 AWHONN District IV Conference
"Women's Health, Obstetrics, & Neonatal Care: A Season of Change"
Asheville, NC
October 22-25

1994 Georgia State University, School of Nursing Alumni Club, College of Health Sciences and Georgia Nurses Association
"A Luncheon with Rosalyn Carter"
October 19

1994 District IV AWHONN Meeting
"Women's Health, Obstetrics, and Neonatal Care: A Season of Change"
Asheville, NC
October 21-25

1994 National AWHONN Meeting
"Bridge to the Future"
Cincinnati, Ohio
June 26 – 30

1994 "Advances in Health Care for Women Over 40"
Sponsored by Contemporary Forums
Washington, D.C.
June 16 - 18

1994 Georgia Section AWHONN - Spring Conference
"From the Era of Scarlet to Hillary: Challenges of Health Care Reform"
Stone Mountain, Georgia
May 13 – 14

"Cultural Diversity and Health Care for Children and Families"
February 24

1993
District IV AWHONN
Fall Conference
“Decathlon of Women’s Health”
Atlanta, Georgia
October 30 – November 2

1993
“I Am Homeless & Sick”
Georgia Nurses Foundation
Atlanta, Georgia
September 13

1993
“Workshop in Race, Class, and Ethnicity”
Georgia State University
Atlanta, Georgia

1993
“Ultrasonography for OGN Nurses”
AWHONN Atlanta Chapter
Atlanta, Georgia

1993
“Lifestyles Epidemiology, Current and Future health Care
practices and Policies”
College of Health Sciences
Georgia State University
Atlanta, Georgia

1993
“Sharing A Vision for Health Care Reform”
School of Nursing Alumni Day
Atlanta, Georgia

1993
“Grant Writing for External Funding”
Georgia State University
College of health Sciences
Atlanta, Georgia

1993
“Women’s Ways of Knowing and Midwife Teacher”
Georgia State University
Atlanta, Georgia
1993  “Writing By and For Professional Nurses”
      Chapel Hill, North Carolina
      April 1 – July 15

1993  AWHONN’s Spring Conference
      Savannah, Georgia
      May 23 – 23

1993  “Advanced Nursing Practice: Formula for the Future-CNS & NP”
      New Orleans, Louisiana
      March 11 – 12

1992  NAACOG’s Spring Conference
      Jekyll Island, Georgia

1992  Local NAACOG Meeting
      Atlanta, Georgia

1992  ACNM/NAACOG Partners in Excellence
      Atlanta, Georgia

1992  Women's Services Update 1992
      "Critical Care Obstetrics"
      Northside Hospital
      Atlanta, Georgia

1992  District IV NAACOG/ACOG
      1992 Annual Conference
      "Strategies for Clinical Practice:
       Marching Toward the Third Millennium"
      San Juan, Puerto Rico

1991  Atlanta Chapter of NAACOG
      "Child Abuse"
      Piedmont Hospital
      Atlanta, Georgia

1991  March of Dimes Conference
      "Women and Substance Abuse"
      Atlanta, Georgia

1991  Georgia State University
School of Nursing Alumni Day
"Nursing: An Evolving Profession"
Atlanta, Georgia

1991
Georgia State University
Department of Parent-Child Nursing
"Family Assessment, Practice Makes It Perfect, But Research Makes It Right"

1991
NAACOG National Meeting
"Capturing the Magic"
Orlando, Florida

1991
ACNM/NAACOG--Partners in Excellence
Atlanta, Georgia

1990
NAACOG's Research Conference
"Making a Difference in Women's and Infants' Health"
Denver, Colorado

Courses Taught
Graduate Courses:

HHS 7100 Applied Anatomy and Physiology for the Health Sciences
Fall 2004
Fall 2003
Fall 2002

Nurs 7080 (PWH 7080) Advanced Practice in the Ambulatory Care of Women
Spring 2004 Course Administrator
Spring 2003 Course Administrator
Spring 2002 Course Administrator
Spring 2001 Course Administrator
Spring 2000 Course Administrator
Spring 1999 Course Administrator

Nurs 7090 (PWH 7090) Advanced Practice with the Childbearing Family
Fall 2004 Course Administrator
Fall 2003 Course Administrator
Fall 2002 Course Administrator
Fall 2001 Course Administrator
Spring 2001 Course Administrator
Curriculum Vitae of Sandra W. Hewell

Fall 2000 Course Administrator
Spring 2000 Course Administrator

Nurs 7350 (COHN 7350) Common Health Problems of Women
Fall 2004 Course Administrator
Fall 2003
Fall 2002
Fall 2001
Fall 2000
Fall 1999

Nurs 7340 (COHN 7340) Common Health Problems of Adults
Spring 2004
Spring 2003
Spring 2002
Spring 2001
Fall 2000
Summer 1999

COHN 7341 Common Health Problems of Adults II
Fall 1999

Nurs 7940 Advanced Professional Nurse Practice Issues
Spring 2004
Spring 2003

Nurs 7920 Scholarly Inquiry: Clinical Application
Fall, 2004 (3 students, 1 credit hour each)
Spring 2004 (4 students, 1 credit hour each)
Fall 2003 (3 students, 1 credit hour each)
Spring 2002 (5 students, 1 credit hour each)

Nurs 7930 Scholarly Inquiry: Research Application
Fall, 2004 (5 students, 1 credit hour each)
Spring 2004 (2 students, 1 credit hour each)

Nurs 7500 Advanced Health Assessment
Summer 2003
Summer 2001
Summer 1999
Fall 1998

Nurs 7980 Directed Reading
Fall 1998  (3 students; 1 credit hour per student)

Nurs 722 Research in Nursing
    Spring 1998
    Spring 1997

PCN 701 Health Assessment of Women & Neonates
    Winter 1998 Course Administrator
    Winter 1997 Course Administrator
    Winter 1996
    Winter 1995 Course Administrator
    Winter 1994 Course Administrator
    Winter 1993 Course Administrator
    Winter 1993 Course Administrator

PCN 702 Advanced Practice in the Ambulatory Care of Women
    Spring 1998 Course Administrator
    Spring 1997
    Spring 1996
    Spring 1995 Course Administrator
    Spring 1994 Course Administrator
    Spring 1993 Course Administrator

PCN 703 Advanced Practice with the Low-Risk Childbearing Family
    Summer 1998 Course Administrator
    Summer 1997 Course Administrator
    Summer 1996
    Summer 1995
    Summer 1994 Course Administrator
    Summer 1993 Course Administrator

PCN 704 Advanced Clinical Practice Nursing with the High Risk Childbearing Family
    Fall 1993 Course Administrator

PCN 705 Advanced Practice Nursing with the High Risk Childbearing Family
    Fall 1994

PCN 707 Theoretical Foundations of Advanced Practice Nursing with the High Risk Childbearing Family
    Fall 1997 Course Administrator
    Fall 1995 Course Administrator
    Fall 1994 Course Administrator
PCN 708 Advanced Clinical Practice with the High Risk Childbearing Family
   Fall 1997 Course Administrator
   Fall 1995 Course Administrator
   Fall 1994 Course Administrator

PCN 709 (7090) Professional and Practice Issues in Women’s Health
   Spring 1999 Course Administrator
   Winter 1998 Course Administrator
   Winter 1997 Course Administrator

PCN 710 (7100) Advanced Practicum in Women’s Health
   Spring 1999
   Winter 1998
   Winter 1997
   Winter 1996

PCN 7070 Theoretical Foundations of Advanced Practice Nursing with the High Risk Childbearing Family
   Fall 1998 Course Administrator

PCN 7080 Advanced Clinical Nursing Practice with the High Risk Childbearing Family
   Fall 1998 Course Administrator

PCN 7090 Theoretical Foundations of Advance Practice Nursing with the High Risk Childbearing Family
   Fall 1998 Course Administrator

PCN 798 Thesis
   Fall 1995 (2 students)
   Summer 1995 (2 students)
   Spring 1995 (3 students)
   Winter 1995 (4 students)
   Fall 1994 (? students)
   Summer 1994 (1 student)
   Spring 1994 (? students)
   Winter 1994 (3 students)
   Fall 1993 (1 student)
   Summer 1993 (1 student)

PCN 799 Thesis
   Fall 1995 (2 students)
Curriculum Vitae of Sandra W. Hewell

Summer 1995 (1 student)
Spring 1995 (4 students)
Winter 1995 (1 student)
Fall 1994 (1 student)
Spring 1994 (1 student)

Nurs 706 (7060) Directed Reading
  Fall 2003 (1 student; 1 credit hour)
  Fall 2001 (1 student; 1 credit hour)
  Fall 1999 (? students)
  Summer 1999 (3 students)
  Winter 1995 (2 students)
  Fall 1994 (1 student; 1 credit hour)
  Winter 1991 (? Students)

Nurs 740 Advanced Parent-Child Health Nursing
  Winter 1992
  Winter 1991 Lecturer and Clinical Instructor

Nurs 742 Advanced Perinatal Nursing II
  Spring 1992

Undergraduate Courses:
  Nurs 3610 Promoting, Protecting, & Restoring Health in Maternal/Newborn Populations
    Fall 1999 Course Administrator
    Fall 1998

  Nurs 361 Caring for the Childbearing Family
    Spring 1998
    Winter 1998
    Fall 1997
    Spring 1997
    Winter 1997
    Spring 1996
    Winter 1996
    Fall 1995
    Spring 1995
    Winter 1995 Course Administrator
    Summer 1994 Course Administrator
    Fall 1994
    Spring 1994
    Winter 1994
Curriculum Vitae of Sandra W. Hewell

Fall 1993 Course Administrator
Spring 1993
Winter 1993
Fall 1992

Nurs 362 Caring for the Childbearing Family-Clinical
Spring 1996 Clinical Instructor
Winter 1995 Course Administrator
Summer 1994 Course Administrator
Winter 1994 Clinical Instructor
Fall 1993 Course Administrator
Winter 1993 Clinical Instructor
Fall 1992 Course Administrator and Clinical Instructor

Nurs 345 Nursing Process II
Fall 1991 Lecturer and Clinical Instructor
Fall 1990 Course Administrator, Lecturer, and Clinical Instructor

Nurs 346 Nursing Process III
Spring 1992 Lecturer and Clinical Instructor
Winter 1992
Winter 1990 Clinical Instructor and Seminar Leader

Nurs 347 Nursing Process IV
Spring 1992
Spring 1991
Spring 1990 Lecturer, Clinical Instructor, and Seminar Leader

Nurs 398/600 (3980/6000) Health Assessment
Fall 1999
Summer 1999
Summer 1998
Summer 1997

Nurs 302 Research Seminar
Spring 1994 Seminar Leader

Nurs 4610 Practicum for Professional Nursing
Spring 2000

Basic Skills in Physical Assessment for Public Health Nurses
Spring 1998
Summer 1997
Fall 1996
Summer 1996  
Spring 1996  
Summer 1995  
Spring 1995  
Fall 1994  
Summer 1994  
Spring 1994  
Spring 1993  
Spring 1992  

**Guest Lectures**

- Nurs 7940 Advanced Professional Nurse Practice Issues  
  Fall 2004 (one lecture)  

- Nurs 7300 Advanced Pathophysiological Concepts in Nursing  
  Spring 2004 (one lecture)  

- PCN 703 Advance Practice with the Low-Risk Childbearing Family  
  Summer 1996 (on leave of absence)  

- PCN 707 Theoretical Foundations of Advanced Practice Nursing with the High Risk Childbearing Family  
  Fall 1996 (on leave of absence)  

- COHN 763 Advanced Family Nursing Practice III  
  Fall 1995 (1 lecture)  

- FED 708  
  Spring 1991 (1 lecture)  

**Nurs 3610 Promoting, Protecting, & Restoring Health in Maternal/Newborn Populations**  
- Spring 2004 (5 lectures)  
- Fall 2003 (5 lectures)  
- Summer 2003 (3 lectures)  
- Spring 2003 (5 lectures)  
- Fall 2002 (5 lectures)  
- Spring 2002 (5 lectures)  
- Spring 2001 (6 hours)  
- Fall 2000 (6 hours)  
- Spring 2000 (8 lectures)  
- Spring 1999 (6 hours of lecture)
Curriculum Vitae of Sandra W. Hewell

Nurs 361 Caring for the Childbearing Family
   Fall, 1996   (on leave of absence)

Nurs 3980/6000 Health Assessment
   Fall 2003   (1 lecture)

Nurs 2160 Basic Skills
   Spring 2003   (1 lecture)

Nurs 204 Historical, Philosophical, and Theoretical Perspectives in Nursing
   Fall 1995   (1 lecture)
CURRICULUM VITAE

EVA M HORNE

3850 Willow Bend Drive
Stockbridge, GA 30281

Phone: Home: 770-761-8310 Work: 404-651-3646
Email: ehorne8403@aol.com or emhorne@gsu.edu

EDUCATION:
1992 – 1994 Emory University, Atlanta, GA - MN
1974 – 1978 Medical College of Georgia, Augusta, GA - BSN

CERTIFICATION:
1992 – 1997 Certified Adult Nurse Practitioner – American Nurses Credentialing Center
1995 – present Certified Family Nurse Practitioner – American Nurses Credentialing Center

GRANTS:
2000 – 2002 Co-investigator and Primary Investigator on site for a grant awarded by The Triservice Nursing Research Program. The research is entitled “Telehealth in a Military Managed Care Environment.”
Summer 2003 - Internal grant funded by Georgia State University. Health Assessment Across the Curriculum submitted for one-time Maymester funding in Mar 2003 and awarded April 2003 for 5K.

PUBLICATIONS:

PROFESSIONAL EXPERIENCE:
2002 - present Georgia State University School of Nursing, Atlanta, GA. Clinical Assistant Professor. Full time faculty in the undergraduate and graduate programs, teaching Advanced Health Assessment, Adult Health to FNP students, Advanced Pathophysiology to Advanced Practice Nurses. Faculty advisor for 6 sophomore and 5 senior students and FNP students.

1999 – 2002 William Beaumont Army Medical Center, El Paso, TX. Army Nurse Corps, Chief, Ambulatory Nursing Service/Family Nurse Practitioner. Duties administrative/supervisory and provided primary care to an adult and pediatric population 8 – 16 hours per week.

Fall 2001 University of Texas at El Paso, School of Nursing. Primary faculty for “Primary Care Management of Adult Health”.
course was designed as a bridge for Women’s Health Nurse Practitioners in preparation for the Adult Nurse Practitioner role and certification. The course focused on adult health promotion and clinical decision making in the primary care setting.

1996 – 1999 Patterson Army Health Clinic, Fort Monmouth, NJ. Chief Nurse/Family Nurse Practitioner. Duties administrative/supervisory and provided primary care to an adult and pediatric population 16 - 20 hours per week. Also functioned independently in an after hours Acute Care Clinic and provided on call telephone advice.

1994 – 1996 Noble Army Community Hospital, Fort McClellan, AL. Army Nurse Corps Family Nurse Practitioner. Provided primary care to an adult and pediatric population in a Family Practice Clinic. This included acute care to the active duty population and functioned as primary referral for women’s health issues.

1989 – 1992 Kimbrough Army Community Hospital, Fort Meade, MD. Army Nurse Corps Adult Nurse Practitioner. Provided primary care to an adult population in an Extended Care/Internal Medicine Clinic. Diagnoses included hypertension, Type II diabetes, hyperlipidemia, osteoarthritis, thyroid disease, etc. Program director for many patient education classes and workshops to include smoking cessation, hyperlipidemia, hypertension and diabetes. Responsible for all Type II diabetic teaching, care and follow up for the hospital, inpatient and outpatient.

1985 – 1988 Tripler Army Medical Center, Oahu, HI. Army Nurse Corps Staff Nurse – Surgical Intensive Care Unit

1984 – 1985 VA Medical Center, Atlanta, GA, Staff Nurse – Medical Intensive Care Unit

1981 – 1984 Brooke Army Medical Center, Fort Sam Houston, TX. Army Nurse Corps Staff Nurse – Medical Intensive Care Unit

1980 – 1981 Medical Center of Central GA, Macon, GA, Staff Nurse – Medical/Surgical Intensive Care Unit

1978 – 1980 Medical College of Georgia/Talmadge Memorial Hospital, Augusta, GA, Staff Nurse – Neurosurgery/GYN Oncology

PRESENTATIONS:
“Chronic Obstructive Pulmonary Disease”, Tripler Army Medical Center, Oahu, HI
Female Soldiers Workshop “Personal Care in the Field Environment”, McClellen, AL.
“Hypertension Update”, Patterson Army Hospital, Fort Monmouth, NJ.
PROFESSIONAL MEMBERSHIP:
American Nurses Association
Georgia Nurses Association
Sigma Theta Tau International
National Organization or Nurse Practitioner Faculties
CURRICULUM VITAE

1. NAME  Carol Cobb Howell

2. OFFICE ADDRESS  School of Nursing  HOME ADDRESS  
Georgia State University  360 W. Wieuca Road  
P.O. Box 4019  Atlanta, GA 30342  
Atlanta, Georgia 30302-4019  
(404) 651-3645  (404) 255-5455  
FAX (404) 651-3096  
E-Mail: nurcvh@panther.gsu.edu

3. PROFESSIONAL LICENSURE
Licensure:  RN, Georgia, Expiration date:  1-31-05  
ANA certification as Clinical Specialist, Adult Psychiatric Nursing:  November 1992-Present

4. EDUCATION
1987  PhD  Georgia State University, Atlanta, GA  
Major:  Educational Psychology
1975  MN  Medical College of Georgia, August, GA  
Major:  Psychiatric Nursing
1974  BS  Albany State College, Albany, GA  
Major:  Nursing
1967  Diploma  Anniston Memorial Hospital, Anniston, AL  
Diploma in Nursing
1964  Samford University, Birmingham, AL  
Science and General Education Courses, 32 hours

5. ACADEMIC EXPERIENCE
2003-Present  Associate Professor, Byrdine F. Lewis School of Nursing, Georgia State University, Atlanta, GA
1983-2003  Assistant Professor, School of Nursing, Georgia State University, Atlanta, GA
1977-1983  Instructor, School of Nursing, Georgia State University, Atlanta, GA
1975-1978  Instructor, Albany Junior College, Albany, GA
1974  Assistant Professor, Albany Junior College, Atlanta, GA
1968  Instructor, Athens General Hospital, Augusta, GA
1967  Instructor, Anniston Memorial Hospital, Anniston, AL
OTHER ACADEMIC EXPERIENCE

6. OTHER PROFESSIONAL EXPERIENCE

1998-2002 Advanced Practice visiting psychiatric nurse
Hug, Inc. (Part time)

1989-1996 Administrator-in-charge (Part-time)
Georgia Mental Health Institute
Atlanta, GA

1984-1989 PRN Pool Nurse
Peachford Hospital
Atlanta, GA

1982-1983 Staff Nurse
Peachford Hospital
Atlanta, GA

1981 Staff Nurse
Peachtree Parkwood Hospital
Atlanta, GA

1979-1980 Staff Nurse
Peachtree Parkwood Hospital
Atlanta, GA

1978 Charge Nurse
Peachtree Parkwood Hospital
Atlanta, GA

1971 Staff Nurse
Warren Clinic
Laurel, MD

1971 Staff Nurse
University Hospital
Augusta, GA

1967 Staff Nurse
Anniston Memorial Hospital
Anniston, AL

7. PUBLICATIONS

JOURNAL ARTICLES

PUBLISHED (*data based)


OTHER PUBLICATIONS


1989 Article published in issue of Georgia Nursing for the Georgia Nurses Foundation Homeless Health Care Clinic at St. Luke’s Episcopal Church,” The Georgia Nurses Foundation Health Care Clinics for the Homeless...where somebody knows my name by Cennette Jackson, EdD, RN, and Carol Howell, PhD, RN.

1989 Article published in the issue of Georgia Nursing for the Georgia Nurses Foundation Homeless Health Care Clinic on Moreland Avenue. "Help Wanted" by Carol Howell, PhD, RN, and Cennette Jackson, EdD, RN. March/April.
1988 Article published in The Signal, interview with Alice Demi, PhD, FAAN, and Carol Howell, PhD, RN. November.

SCHOLARLY PROCEEDINGS


The Proceedings of the 13th Annual Conference of the Southern Nursing Research Society, Charleston, SC.


8. FUNDING

Extramural Research (funded)


1998 Rice, M., Howell, C., & Hauber, R. Relationships between anger, anger suppression and blood pressure in children enrolled in high intensity sports. Dean's Award, University of Alabama at Birmingham, $10,000.


1988 Co-authored two funded grants for mental health continuing education conferences (Bridging the Gap). $2,500.

Intramural Research (funded)

1996 Rice, M., Hauber, R., & Howell, C. Relationships between anger, anger suppression and blood pressure in children enrolled in high intensity sports, Georgia State University initiation grant, $5,000.
1992  Demi, A., & Howell, C. Grief patterns following the suicide of a family member. Georgia State University Small Grant, $2,050.


9. SCHOLARLY ACTIVITIES WITH STUDENTS

STUDENT AWARDS (FACULTY SPONSORED/DIRECTED)

1993  George, Rebecca. Student award for research by Sigma Theta Tau, Epsilon Alpha Chapter.

1993  George, Rebecca. Barfield Community Research Award.

1992  Belcher, Irene. Student award for research by Sigma Theta Tau, Epsilon Alpha Chapter.

DOCTORAL DISSERTATION COMMITTEE CHAIR

DOCTORAL/DISSERTATION COMMITTEE MEMBER
White, Dianne (2003-2004) Member Dissertation member
Russel, Kendra (2004) Member Dissertation Committee Member
Saunders, J. (1997). Member, Doctoral Program Committee
Saunders, J. (1997). Member, Dissertation Committee

d. THESIS COMMITTEES

COMMITTEE CHAIR


(2003) Barbara Luttrell, David Fowler, Jan Nodine, Masters Clinical Research Projects


Belve, Danielle (1998). Master's Research Chair: Childhood incest survivors


Beard, L. (1994). inclusion of dissociative disorders in psychiatric masters curriculum


COMMITTEE MEMBER

Janice Harris, Diane White, (2003) member Doctoral Advisory Committees


10. PRESENTED PAPERS AND POSTERS

2004 Howell, C. Rice, M., Broom, M, Kang, D, Collins, L. Differences in anger, patterns of anger expression, and blood pressure in teachers. 15th International Nursing Research Congress, Dublin, Ireland, July 23

2004 Rice, M., Howell, C., Broom, M, Kang, D, Collins, L. Anger and stress and physiologic outcomes in teachers, Comprehensive Youth Violence Center, Birmingham, Al, April


2002 Rice, M., & Howell, C. Differences in anger, self concept, and stress between overweight and non-overweight children. Society of Behavioral Medicine 23rd Annual Conference,


2000 Differences in Trait Anger Among Children Who Indicate High, Medium and Low use of Three Anger Expression Patterns: Implications for Intervention/Expression, Society of Behavioral Medicine, Twenty-first Annual Scientific Sessions, Chattanooga, Tennessee, April.

1999 Rice, M., Howell, C., & Hauber, R. Blood pressure, anger and anger expression patterns in children who are enrolled in high intensity sports programs compared to those not enrolled. Southern Nursing Research Society, Charleston, South Carolina, February.


1999 Howell, C., Rice, M., Carmon, M. & Hauber, R. Childhood anger expression. Society of Behavioral Medicine, San Diego, California, March.

1999 Rice, M. & Howell, C. Differences in trait anger among children with varying levels of anger expression patterns. Society of Behavioral Medicine, San Diego, California, March.


1995 George, R. & Howell, C. Client and caregiver perceptions of frequent psychiatric rehospitalizations, presented at the Ninth Nursing Research Day, Louisiana State
University Medical Center School of Nursing and Epsilon Nu Chapter of Sigma Theta Tau. November.


1995 George, R., & **Howell, C.** Client and caregiver perceptions of frequent psychiatric rehospitalizations. Ninth Nursing Research Day, Louisiana State University Medical Center School of Nursing and Epsilon Nu Chapter of Sigma Theta Tau. November.


1991 Demi, Alice, & **Howell, Carol**. Long term effects of suicide of a parent of sibling during childhood or adolescence, presented by Demi at the Southern Nursing Research Society Fifth Annual Conference, Richmond, VA. February.

1990 Demi, A. Yorker, B., & **Howell, C.** Family support, home environment and developmental status, presented by Demi and Yorker at the Seventh Annual Meeting of the Society for Education and Research in Psychiatric/Mental Health Nursing, Bethesda, MD. November.


1988 Test anxiety in baccalaureate nursing students, presented at Southern Council on Collegiate Education for Nursing, Atlanta, GA. December.

1987 Exhibitor participant current issues in Mental Health Nursing, Ritz Carlton, Atlanta, GA. September.


1987 Panel Moderator, Bridging the gap, Georgia State University Workshop. May.


11. HONORS and AWARDS

1998 Dean's Research Award, University of Alabama School of Nursing.

1993 Certificate of Appreciation, Sigma Theta Tau, Epsilon Alpha Chapter.

1991 Georgia State University, College of Health Sciences Research Award. Co-investigator with Alice Demi, DNSc, FAAN, Healing: Resolving the Suicide of Parent or Sibling, $700.

1989 Employee Recognition Award for Service, Peachford Hospital.

JOURNAL/ABSTRACT/GRANT REVIEW


2002-present Reviewer, Issues in Mental Health Nursing

1998-present Abstract Reviewer, Southern Nursing Research Society

2002 Invited Reviewer Annals of Behavioral Medicine

12. SERVICE TO THE UNIVERSITY, COLLEGE, AND ACADEMIC UNIT

Service to the University

1993-94 Unit Coordinator for Charitable Contribution Campaign

1989-1992 Senate Member, elected from School of Nursing

1981-1983 Senate Member, elected from School of Nursing

1981-1983 Library Committee

1982 Georgia State University Professional Women's Committee

Service to the College

2002 Faculty Appeals Committee Member
2001  Charitable Giving Campaign unit coordinator  
      Faculty Appeals Committee member  
1998  College Executive Committee-Member  
1997  Executive Committee-Member  
1996  Faculty Appeals Committee-Member  
1996  Executive Committee-Member  
1995  Executive Committee-Member  
1995  Faculty Appeals Committee-Member  
1995  Executive Committee-Member  
1994  Executive Committee-Member  
1994-95  Bylaws Committee-Member  
1994-95  Faculty Appeals Committee-Member  
1993-94  College Executive Committee-Member  
1994-94  Faculty Appeals Committee-Member  
1992-93  Bylaws Committee Chair, 1993, Directed College Bylaws Revision  
      Faculty Appeals-Member  
      Ad Hoc Executive Committee-Member  
1982-83  Student Services Committee-Member  

Service to the School  
2002  Search Committee Member  
2002  Charitable Contributions Coordinator for School of Nursing  
2002  Graduate Program Committee- Chairperson  
2002  Executive Committee  
2001  Graduate Program Committee-Member  
2002-2003  Bylaws-Chairperson  
2001-2002  Bylaws-Chairperson  
2001  Executive Committee  
2000  Bylaws-Member  
1999  Student Services-Member
Bylaws-Member
1998
Student Services-Member
1998
Bylaws-Member
1997
Service Team-Member
1996
Psychiatric Conversion Taskforce-Member
1996
Master’s Conversion Taskforce-Member
1996
Management Team-Member
1996
Curriculum Team Chairperson-Member
1995
Curriculum Team-Member
1995
Management Team-Member
1995
Promotion Tenure Committee-Member
1994-95
Curriculum Team-Member
1994-95
Planning Committee for Em Bevis Conference-Member
1994-95
School of Nursing Promotion and Tenure Committee-Member
1994-95
Executive Committee-Member
1994
Graduate Admissions Committee for Psychiatric-Mental Health Nursing
1994
Library Contact Person for School of Nursing
1994
Search Committee for Psychiatric-Mental Health-Chairperson
1993-94
Executive Committee-Member
1993-94
Promotion and Tenure Committee-Member
1992-93
Nominating Committee-Chairperson
1992-93
Executive Committee-Member
1992-93
Promotion and Tenure Committee-Member
1980-82
Learning Resources Committee/Library Contact Person for School of Nursing
1980-91
Faculty Services Committee-Member
1979-80
Faculty Services Committee-Chairperson
Learning Resources Committee-Member
1978-79
Task Force-Curriculum Development-Member
Student Services Committee-Member
Level III Curriculum Development-Member
Health Fair-Student Supervisor
13. SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATIONS

Activities in Professional Organizations

Sigma Theta Tau, Epsilon Alpha Chapter 1990-Present  
  Member, Awards Committee 2000-Present  
  Chair, Research Committee 1993-1994  
  Member, Research Committee 1992-1995  
  Counselor 1991-1993

Southern Nursing Research Society  
  Abstract Reviewer, 1998

Memberships in Professional Organizations  
  Georgia Nurses Association, District 5 1979-Present  
  American Nurses Association 1979-Present  
  Sigma Theta Tau, Epsilon Alpha Chapter 1982-Present  
  Society of Behavioral Medicine 1996-Present  
  Southern Nurses Research Society 1997-Present

Service to the Community

2001 Cultural Communication Course for Georgia Department of Community Health  
1993-94 Volunteer Red Oaks Housing Project Daycare Center  
1989 Volunteer for the Georgia Nurses Foundation health clinics.  
1989 Member, The Georgia Coalition for Youth Suicide Prevention.  
1989 April 9 Radio interview on Georgia State University's Public Affairs program "Insight."  
1989 Article published in the issue of Georgia Nursing for the Georgia Nurses Foundation Homeless Health Care Clinic on Moreland Avenue. "Help Wanted" by Carol Howell, PhD, RN, and Cennette Jackson, EdD, RN. March/April.  
1989-1991 Development and teaching in collaboration, orientation to the direct caregivers for childkind homes for HIV positive infants.  
1989 Article published in issue of Georgia Nursing for the Georgia Nurses Foundation Homeless Health Care Clinic at St. Luke's Episcopal Church," The Georgia Nurses Foundation Health Care Clinics for the Homeless...where somebody knows my name by Cennette Jackson, EdD, RN, and Carol Howell, PhD, RN.  
1988 Article published in The Signal, interview with Alice Demi, PhD, FAAN, and Carol Howell, PhD, RN. November.  
1982-1983 Volunteer Counselor Rape Crisis Center, Grady Memorial Hospital, Atlanta, GA, four hours per week offering individual and group counseling services to rape victims and their families.
1982  Volunteer, American Red Cross, Atlanta, GA.
1979  Participated in Health Fair, Georgia State University.
Curriculum Vita
Jane Marie Kassens  RN, MSN, CS

Office: Jane M. Kassens, RN, MSN, CS
Clinical Instructor
Byrdine F. Lewis School of Nursing
P.O. Box 4019
Atlanta, GA  30302-4019

Home: Jane Kassens
1506 Cumberland Court, SE
Smyrna, GA 30080-4692

Professional Licensure and Certification: Georgia license #105066RN certified as nurse practitioner. Expires 1-31-06.

Family Nurse Practitioner certification #336220-22 by American Nurses Credentialing Center (ANCC). Expires 3-31-09.

Education: 1999 Masters of Science in Nursing, Family Nurse Practitioner
Teaching Minor
Emory University, Atlanta, GA

1986 Bachelor’s of Science in Nursing
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin

Academic Experience: Clinical Instructor, Georgia State University, August 2004-present

Other Professional Experience:

2003 to present: Family Nurse Practitioner with WomenFirst at Northside Hospital.


1992-2000: Primary clinical nurse, labor and delivery, Crawford Long Hospital, Atlanta, GA

1989-1992: Obstetric staff nurse and childbirth instructor, St. Mary’s Hospital, Milwaukee, WI

1986-1989: Lieutenant (Staff nurse), Dover Air Force Base, Dover, DE
Publications: none.
Funding: none.

Scholarly/Service activities with students/community:
All Fall of 2004:

Active on the school of nursing undergraduate admissions committee.

Volunteer assistant with flu vaccine program at the school of nursing

Assisted with the graduation pinning ceremony.

Skin cancer screenings twice monthly at corporate/community health fairs with Northside Hospital.

Member of task force at Mount Paran Church of God organizing quarterly American Red Cross blood drives.

Active participant in church choir.
CURRICULUM VITAE

1. NAME
   Carolyn C. Kee

2. OFFICE ADDRESS
   MSC 2A0875
   Georgia State University
   33 Gilmer Street, SE
   Atlanta, Georgia 30302-4019
   (404) 651-1582
   FAX (404) 651-3231

   HOME ADDRESS
   2720 Northbrook Dr.
   Atlanta, GA 30340
   (770) 939-8784

   E-Mail: ckee@gsu.edu   E-Mail: thekees@mindspring.com

3. PROFESSIONAL LICENSURE
   Licensure: RN, Georgia, Expiration date: 1-31-07

4. EDUCATION
   1984   PhD   Georgia State University, Atlanta, GA
          Major: Sociology (Gerontology)
   1975   MN    Emory University, Atlanta, GA
             Major: Adult Health Nursing
   1963   BSN   University of Rhode Island, Kingston, RI
             Major: Nursing

5. ACADEMIC EXPERIENCE
   2002 -   Associate Dean for Research, College of Health and Human Sciences, Georgia
            State University, Atlanta, GA
   2000 -   Professor (tenured), School of Nursing, Georgia State University, Atlanta, GA
   1994-2000   Associate Professor (tenured), School of Nursing, Georgia State University,
               Atlanta, GA
   1987-1994   Associate Professor (tenured)/Chair, Department of Adult Health Nursing,
               Georgia State University, Atlanta, GA
   1985-1987   Associate Professor (tenured)/Level Coordinator, Georgia State University,
               Atlanta, GA
   1978-1984   Assistant Professor/Level Coordinator
               Georgia State University, Atlanta, GA
1975-1978  Instructor, Georgia State University, Atlanta, GA

OTHER ACADEMIC EXPERIENCE

1998-2001  Project Director (and co-principle investigator)
           TriService Nursing Research Grant (US Department of Defense)
           Nurses Influence on Patient Outcomes in US Army Hospitals.

1990-1992  Project Director
           Department of Health and Human Services, Nursing Special Grant, Bureau of
           Health Professions, Continuing Education in Perioperative Nursing Practice

1989-1990  Site Coordinator
           Southern Regional Board of Education (SREB) grant "Faculty Preparation for
           Teaching Gerontological Nursing." Planning and implementation in summer
           1990 as first test site.

6.  OTHER PROFESSIONAL EXPERIENCE

1972-1974  Supervisor
           Visiting Nurse Association, Atlanta, GA

1971-1972  Acting Assistant Supervisor/Charge Nurse
           Piedmont Hospital, Atlanta, GA

1968-1969  Team Leader
           Visiting Nurse Association, Atlanta, GA

1966-1967  Discharge Coordinator, O'Connor Hospital for the Visiting Nurse Association,
           San Jose, CA

1964-1965  Staff Nurse/Charge Nurse
           St. Vincent de Paul Hospital, Norfolk, VA

1964      Staff/Charge Nurse
           Parkview Hospital, Corpus Christi, TX

1964      Staff/Charge Nurse
           Escambia General Hospital, Pensacola, FL

1963      Staff Nurse
           District Nurse Association, Providence, RI

7.  PUBLICATIONS

JOURNAL ARTICLES (* data based)

PUBLISHED

       educational symposium on knowledge, impact, and self-management of older African
       Americans living with osteoarthritis. Journal of Community Health Nursing, 21(4):229-


2000  Kee, C. C. (2000). Review: both glucosamine and chondroitin are effective for osteoarthritis, but the magnitude of effect is unclear. Commentary. Evidence-Based Nursing, 3(4), 124. (invited)


2000  * Foley, B. J., Minick, P., Kee, C. C., & Harvey, S. Nurse advocacy during a military operation. Western Journal of Nursing Research, 22(4), 492-507. (refereed)


1992 * Kee, C. C. Age-related changes in the renal system: Causes, consequences, and nursing implications. *Geriatric Nursing*, 13(2), 80-83. (refereed)


JOURNAL ARTICLES ACCEPTED


JOURNAL ARTICLES REVISIONS REQUESTED FOR PUBLICATION


MANUSCRIPTS UNDER REVIEW FOR PUBLICATION

2005 Zhang, W. & Kee, C. C. Factors influencing decisions regarding the living will and durable power of attorney: An application of Roy=s Adaptation Model. Under review by Nursing Research (acknowledgment of receipt 1-6-05)

2004 *Kee, C. C., Foley, B. J., Dudley, W., Jennings, B., Minick, P., & Harvey, S. The Relationship of Nursing Structure and Processes to Patient Outcomes in Two Army Medical Centers. Under review by Western Journal of Nursing Research (11-04)
BOOK CHAPTERS


OTHER PUBLICATIONS


1991 Kee, C. C. (1991). Panel Moderator for Preparing Faculty to Teach Gerontological Nursing: Excerpts from the Pilot Conference. A videotape produced for the Southern Educational Board for showing throughout the 17 state region at a series of approximately 27 regional workshops being funded by a federal grant (Dept. HHS #D10NU24299).


SCHOLARLY PROCEEDINGS


Kee, C. C., Poster Presentation • I just keep going: Living with Osteoarthritis.


Kee, C. C., Symposium Originator and Coordinator: A symposium presentation on • Instrumentation: Developing, Accessing, Refining, and Testing (DART). • Four papers were invited and presented by experts in these areas.

Rice, M. & Kee, C. C. Accessing instruments: Where are they when you need them?


* Minick, P. M., Kee, C. C., Connor, A. Examining the concept of prejudice within the context of nurses’ perceptions of people who are homeless.


* Kee, C. C., Minick, P. M., & Connor, A. Abstract: The perceptions of nursing students and faculty toward people who are homeless.


Proceedings Manual of the Fifth National AJN Conference on Medical-Surgical and Geriatric Nursing, Atlanta, Georgia, October 31-November 3 (refereed):


* Minick, P. M., Kee, C. C., & Connor, A. Abstract: The Perceptions of Nursing Students and Faculty toward People who are Homeless.


### 8. FUNDING

#### Extramural

Extramural Research (funded)


2000 **Kee, C. C.**, Taylor, L. F. Sigma Theta Tau, Epsilon Alpha Chapter, • Older people with osteoarthritis who live in personal care homes: An invisible population. • $750.00, March, 2000


1986 **Kee, C. C.** & Rice, M. Sigma Theta Tau, Epsilon Alpha Chapter, grant of $500 received in January, 1986 for research project on factors influencing success in a BSN program.

#### Extramural Program (funded)

1992 **Kee, C. C.**; Grant author and Program Director. Department of Health and Human Services, Nursing Special Project Grant, Bureau of Health Professions. Georgia State University Reference Number 91155, DHHS , Reference Number D10 NU 24320-02. Continuing Education in Perioperative Nursing Practice, $20,471.00 (continuation award).

1990 **Kee, C. C.**; Grant author and Program Director. Department of Health and Human Services, Nursing Special Project Grant, Bureau of Health Professions. Georgia State University Reference Number 89123, DHHS, Reference Number D10 NU 24320001. Continuing Education in Perioperative Nursing Practice, $56,170.00
Intramural

Intramural Research (funded)

1999  **Kee, C. C.** & Taylor, Leslie. Factors Contributing to Health-Related Quality of Life in Community Residing Elders with Osteoarthritis. CHHS research proposal development award of $4,567 for summer salary for Dr. Taylor.

1997  **Kee, C. C.** Gerontology Center (GSU): Approximately $1,500 in assignment of a GRA, Spring and Summer, osteoarthritis research project

1996  **Kee, C. C.** Gerontology Center Grant (GSU); $1500 in assignment of a GRA for a qualitative research project on Living with Osteoarthritis (Winter quarter); $5400 for partial release time and project expenses; $1500 in assignment of a GRA for a quantitative research project on Adaptation to Osteoarthritis (Spring).

1996  **Kee, C. C.** College of Health Science Grant (GSU) of $1200 for a qualitative study on Living with Osteoarthritis (Winter quarter).


1986  Rice, M. & **Kee, C. C.** Georgia State University grant of $2000 received in June, 1986 for funding of research project on factors influencing success in BSN program.

1984  **Kee, C. C.** Georgia State University grant for $1500 received in 1984 to support research project on Stress, Health, and Social Support in the Aged.

Intramural Technology Grants (funded) (written in role as Associate Dean for Research)

2003  **Kee, C. C.** & Roberts, A. Expansion of CHHS Computer Laboratory for Use by H & HS Undergraduate and Graduate Students. $55,963.

  Kicklighter, J. & **Kee, C. C.** Personal Data Assistants in Dietetic Practice. $19,094.


  **Kee, C. C.** & Pearl, M. Computers and Interactive Functional Anatomy Software. $58,761.

  **Kee, C. C.** & Higby, E. Physical Therapy Kinetic Communicator. $4,900.

9. **SCHOLARLY ACTIVITIES WITH STUDENTS**

  a. STUDENT RESEARCH FUNDING AWARDS (FACULTY SPONSORED)

2004  Zhang, W. Dissertation award (GSU), spring semester, $1,000, 2004


1997 Parker, C. (M. P. Minick, Chair, C. Kee, second reader). Association of Operating Room Nurses, Nursing Degree Completion Grant (for research into The Practices of Expert Operating Room Nurses), $1000.00.

1995 Wagner, D. V. Association of Operating Room Nurses, Nursing Degree Completion Grant (research-based) for $800.00. C. Kee, faculty sponsor.

1995 Koob, P. B. University of Southern Indiana Faculty Research and Creative Work for Students' Perceptions of Faculty's Caring Behaviors and Faculty's Self-Reported Perceptions of Their Own Caring Behaviors, $750. C. Kee, faculty sponsor/co-investigator.

b. STUDENT AWARDS (FACULTY SPONSORED/DIRECTED)


1995 Antinoro, G, Kee, C. C., & Minick, P. M. A comparison of factors contributing to the survival of women with a first-time myocardial infarction. Georgia Baptist Medical Center, First Place, Nursing Research Poster Competition.

c. DISSERTATION COMMITTEES

DISSERTATION COMMITTEE CHAIR


White, Diane. (In progress, 2004). Chair, Dissertation Committee.


Epps, Cynthia. (December, 2001). Chair, Dissertation Committee. Predictors of length of stay, discharge disposition, and hospital charges in elders following hip and knee arthroplasty.

Frith, Karen. (December, 2001). Chair, Dissertation Committee. Effect of conversation on nursing student outcomes in a web-based course on cardiac rhythm interpretation.


Arena, Donna. (May, 1999). Chair, Doctoral/Dissertation Committees. Perspectives toward euthanasia after experiencing the prolonged dying of a loved one.


Willoughby, Deborah. (June, 1995). The Influence of Psychosocial Factors on Women's Adjustment to Diabetes. Chair, Doctoral/Dissertation Committees.

DOCTORAL ADVISORY COMMITTEE CHAIR

Wheatley, Cathy. Chair, Doctoral Advisory Committee, 2002 - 2004 (withdrew)

Parker, Lillian. Chair, Doctoral Advisory Committee, 2002 - 2003

White, Diane. Chair, Doctoral Advisory Committee, 2002 - 2003

Eaton, Elizabeth. Chair, Doctoral Advisory Committee, 2002 - 2004

Wilson, Sandy. Chair, Doctoral Committee, 2001 - (withdrew)

Zhang, Weihua. Chair, Doctoral Committee, 2000 • 2002

Henderson, Lesley. Chair, Doctoral Committee, 1998-2000

Epps, Cindy. Chair, Doctoral Committee, 1998 - 2001

DOCTORAL/DISSERTATION COMMITTEE MEMBER

Parker, Lillian, Member, Dissertation Committee, 2003 - present

Donaldson, Charlene. Member, Doctoral Advisory Committee, 2003 - present
Hart, Patricia. Member, Doctoral Advisory Committee, 2003 - present

Meeks-Solquist, Dianna. Member, Doctoral Committee, 2002 - present

Clark, Deborah. (graduated 2003). Member, Doctoral & Dissertation Committee

Summerville, John. Member, Doctoral Advisory Committee, 1998 - 2004

Marquardt, Marty. (graduated August, 1999). The social adaptation of women with a disabled husband living in a nursing home: A grounded theory study. Member, Dissertation Committee.

Perryman, Jenny. (graduated June, 1999). Member, Dissertation Committee. Development of an instrument to measure health professionals' attitudes, beliefs, and perceptions toward end-of-life decisions.


Penick, Jeffrey M. Note: College of Education student. Lifestyle personality dynamics, health beliefs, and adherence with diabetes regimens. (Graduated, August, 1997). Member, Dissertation Committee.


Foley, Barbara Jo. (December, 1997). Tentative title: Concept of power within the context of nursing advocacy. Member, Doctoral/Dissertation Committees.

Harvey, Susan. (August, 1997). An Interpretive Study of Nurse Managers • Experience with Ethical Dilemmas. Member, Doctoral/Dissertation Committees.


d. RESEARCH PROJECT/THESIS COMMITTEES

RESEARCH PROJECTS/THESSES: Chair (in progress)
RESEARCH PROJECTS/THESES: Chair (completed)


Fraser, Danielle. (May, 2003). Living with CHF.

Gandee, Sandy. (May, 2003). Factors contributing to readmission with CHF.


Wheatley, Cathleen A. (December, 2002). Knowledge and attitudes of health care workers regarding sexuality and aging.

Duncan, Yolanda (with others). (Spring, 2002). A comparison of osteoarthritis disease expression in African American and Caucasian community dwelling older people.


Donalson, Sharlene & Blair, Sandra. (Graduated spring, 2001). Predictors of readmission in a sample of individuals over the age of 65.


Tucker, Dee. (Graduated winter quarter, 1998). The Effect of Music Therapy on Medically Ill Hospitalized Older Adults.

Purvis, Suzanne. (Graduated winter quarter, 1998). The Prevalence of Foot Disorders in a Selected Sample of Community-Residing and Assisted-Living Older People.


Bhatia, Cindy. (Graduated spring quarter, 1998). Nurses • Perceptions Regarding Open vs. Restricted Visitation in Critical Care Units.

Graham, Monica. (Graduated, March, 1996). Medication Use in Older Renal Dialysis Patients.

Saethang, Theresa. (Graduation June, 1996). Medication Use in Older Renal Dialysis Patients.

Dames, Faye. (Graduation March, 1997). Medication Use in Older Renal Dialysis Patients.


Holman, Marie. (Graduated, August, 1995). Self-Reported Sleep Adequacy in a Sample of Hospitalized Elderly Patients. Chair, Research Project.

McKee-Waddle, Rebecca. (Graduated, December, 1995). Organizational Structure, Professional Practice Model, and Organizational Culture. Chair, Research Project.


Brumfield, V. (1994). Nurses' and patients' perceptions of the importance of preoperative teaching in ambulatory surgical centers.


RESEARCH PROJECTS/THESSES: Member


Vlahou, Christine. (2004). Emotion regulation stategies in nurses: Relation to physiological and self-reported emotional reactions to stressful medical stimuli, prior nursing experience, and implications for the individuals. Department of Psychology, GSU.


Besarab, J. (1990). Development of an instrument to measure elderly persons knowledge of over the counter medications.


Estes, S. (1988). The relationship between the perception of needs, functional health status, and decision - making identified by the resident and the nurse and its effect on resident's life satisfaction.


e. OTHER STUDENT EXIT OR HONORS PROJECTS

Lichenwalner, Phyllis (1999). OTC and Prescription Drug Use in the Elderly. Exit project requirement of the Graduate Certificate in Gerontology, awarded by the Gerontology Center, GSU.

Bass, Larissa (1999). Tai-Chi in Older Persons. Exit project requirement of the Graduate Certificate in Gerontology, awarded by the Gerontology Center, GSU.

Smith, Stephanie (1998). Completed an exit project required as part of the Certificate Program in Gerontology of the Gerontology Center at GSU. Activity Director's Approaches toward Exercise in Nursing Home Residents.

10. PRESENTED PAPERS AND POSTERS


2000 **Kee, C. C.** Factors influencing adaptation to osteoarthritis in later life. Poster presentation at the 53rd Annual Scientific Meeting of the Gerontological Society of America, November 20, 2000, Washington, D.C.


1996 **Kee, C. C.** Symposium Developer and Coordinator for • Instruments: Developing, accessing, refining, and testing (DART). • A symposium consisting of four papers presented by experts in instrumentation at the Tenth Annual Conference of the Southern Nursing Research Society, Miami, Florida, February 28-March 2, 1996.


1995 "Minick, P. M., **Kee, C. C.,** Connor, A. et al. Examining the concept of prejudice within the context of nurses' perceptions of people who are homeless. Presented at the Sixth Annual Conference on Critical and Feminist Perspectives in Nursing, Proutsneck, Maine, October 14, 1995. (refereed)

1995 **Kee, C. C., Minick, P. M., & Connor, A.** A research poster session: The perceptions of nursing students and faculty toward people who are homeless at the Ninth Annual Conference of the Southern Nursing Research Society, February 16-18, 1995, Lexington, Kentucky. (refereed)


1995 Wagner, D., **Kee, C. C., & Gray, D. P.** An historical view: The decline of perioperative clinical experiences in nursing curricula; a poster presented at the annual meeting of the Association of Operating Room Nurses, Atlanta, Ga. (refereed)

1994 Marsh, Nancy Sr. & **Kee, C. C.** The knowledge and practice of early detection methods
in 3 groups of women at risk for breast cancer. Oncology Nursing Society (Annual meeting), May 5, 1994, Cincinnati, Ohio. (refereed)

1993 **Kee, C. C.** October 31 - November 3, Group Facilitator for a Special Interest Group: "Staff Nurses - Long-term Care", at the Fifth National AJN Conference on Medical-Surgical and Geriatric Nursing, Atlanta, Georgia

1993 **Kee, C. C. & Willoughby, D.** October 31 - November 3, Quantitative Indices for Evaluating Nursing Journals. A poster presented at the Fifth National AJN Conference on Medical-Surgical and Geriatric Nursing, Atlanta, Georgia. (refereed)

1993 Minick, P., **Kee, C. C., & Connor, A.** October 31 - November 3, The Perceptions of Nursing Students and Faculty toward People who are Homeless. A poster presented at the Fifth National AJN Conference on Medical-Surgical and Geriatric Nursing, Atlanta, Georgia. (refereed)

1993 O'Steen, D. S., **Kee, C. C., & Minick, P.** October 31 - November 3, The Retention of Advanced Cardiac Life Support Knowledge Among Registered Nurses. A poster presented at the Fifth National AJN Conference on Medical-Surgical and Geriatric Nursing, Atlanta, Georgia. (refereed)

1993 Smits, M. W., **Kee, C. C., & Paulk, P.** October 31 - November 3, A Comparison of Intervention Approaches with Gestational Diabetes Patients. A poster presented at the Fifth National AJN Conference on Medical-Surgical and Geriatric Nursing Conference, Atlanta, Georgia. (refereed)

1993 Wagner, D., **Kee, C. C., & Gray, D. P.** February, An historical view: The decline of perioperative clinical experiences in nursing curricula, presented at the Southern Nursing Research Society, Birmingham, Alabama. (refereed)


1991 Yurchuck, R., **Kee, C. C., & LoMonoco, M.** October 10, Faculty Preparation to Teach Gerontological Nursing (a paper presentation). 36th Annual Meeting of the Georgia Gerontology Society. "Sailing into Successful Aging...Who said it's a breeze?", Savannah, GA. (referred)

1990 **Kee, C. C.** March 2, Stress, Functional Health Status, and the Older Adult, at a Gerontology Faculty Research Symposium honoring B. Payne (April), Georgia State University, Atlanta, GA. (invited)

1989 **Kee, C. C.** April, "Growing Old" an Insight radio interview for Georgia State University and WKHS. (invited)

1988 **Kee, C. C.** March 2, "Stressful Life Events, Functional Health Status, and Social Support in the Aged" presented at a poster session for the University System Advances in Gerontology and Geriatrics: Creative Energies for Now and Tomorrow, University of Georgia, Athens, Georgia. (refereed)

1986 **Kee, C. C.** June 13, "When the Going Gets Tough, the Tough Get Going", Keynote
Speaker, Georgia State University School of Nursing Pinning Ceremony, Atlanta, Georgia. (invited)


1983 **Others & Kee, C. C.** Presented: "Promoting Optimal Health Care for Older People by a Better Understanding of Geriatrics": a series of three, two day sessions were presented in which I presented two sessions. The workshop later received an award for excellence. (invited)

1983 **Kee, C. C. & Whittington, F.** "Stress, Social Support, and Health Status in the Elderly" presented to the Georgia Sociological Association, annual meeting. (refereed)

1983 **Kee, C. C.** "Psychosocial Factors in Geriatric Care": presented to the Physical Therapy Association of Georgia, annual meeting. (invited)

11. **HONORS and AWARDS**

1999- present Graduate Faculty (full), College of Health and Human Sciences

1997- present Fellow, Gerontology Center, Georgia State University

2000 **AORN Journal Writers Contest Award** for 1999, 1st place, education category, for
• Clinical Decision-Making Processes in Perioperative Nursing

1998 Outstanding Faculty Award (for significant contributions to gerontological education and research and outstanding service to the Gerontology Center), 1998; awarded by The Gerontology Center of Georgia State University


1981 Outstanding Merit Award, Georgia State University

1980 Certificate of Appreciation, Georgia League for Nursing

**JOURNAL/ABSTRACT/GRANT REVIEW**

2004-present: Reviewer, *Journal of Nursing Scholarship* (formerly Image)

2003 Gerontological Society Association: Abstract review for 2003 annual meeting; acknowledgment noted in conference proceedings errata

1997- present: Referee Panel, *Journal of Advanced Nursing*

2000/01 Reviewer, *Journal of Applied Gerontology*


**Invited Book Reviews:**


1992  Pre-publication chapter review for the second/third edition of Wilson, H. S., Nursing Research text.

1988  Chapter review for Addison-Wesley: Research in Nursing (2nd Ed.) by Holly S. Wilson

1987  Book review for MacMillan Publishers: Adult Health Nursing by Barbara Baily


**12. SERVICE TO THE UNIVERSITY, COLLEGE, AND ACADEMIC UNIT**

**Service to the University**

2004-present  Member, Strategic Planning Group for the University

2002- present  Associate Deans for Research group, member

2003- present  Vice chair, Georgia State IRB

1997-present  GSU Institutional Review Board: Member

1999 -present  Gerontology Center, Curriculum Committee

2002  Search Committee for Associate Vice President for Research, member

2001- 2002  Internal Grants Program Peer Review Committee, Office of Research and Sponsored Programs, member
Faculty Mentoring Grant Review Committee, Office of Research and Sponsored Programs, member

2001  Executive Committee, Gerontology Center, GSU, member

2000  Proposal Reviewer, Faculty Mentoring Grant Review Committee, Office of Research and Sponsored Programs

1999  Gerontology Center, Chair, Awards Committee

1995/97 Gerontology Center, Chair, By-Laws Committee

1996  Recruitment Advisory Committee, Gerontology Center

1996  Spring, Volunteer, Fit Fair

1979/95 Gerontology Center Faculty
Member, Awards Committee, 1995
Chair, Services Committee, 1979-1980
Member, Curriculum Committee, 1987-1990

1993  Member, Search Committee for Head of Collection Development, Pullen Library; Search concluded September, 1993

1991  Advisor, Betty Burson, Graduate Gerontology Certificate Student, Gerontology Center

1991  Presidential Task Force on Enrollment Management: Chair, Retention Committee

1988/90 Organized School of Nursing participation in College of Physical Education Fit Fair

1990  Faculty Advisor, Marie LoMonoco, graduate student for gerontology certificate

1991  Faculty Advisor, Betty Burson, graduate student for gerontology certificate


1987 Organized Heart Fund Drive participation of School of Nursing with Dr. Evangeline Lane

1985/87 University Senate
Planning and Development Committee
Task Force on Proposed Book Store
Task Force on Building Priorities for the University

1983/84 Gerontology Leadership Certificate Program (evaluator)

1981/82 Organized GSU School of Nursing participation in Heart Fund Drive

1979/81 University Senate
Member Academic Affairs Committee, Subcommittee Research
Member Student Life and Development Committee

Service to the College

2004 – present Planning and Program Committee for the Science Teaching Building, representative for the College

2003 – 2005 Special Committee for Promotion to Professor, member

2002/03 Non-Tenure Track Promotion Criteria Task Force, Chair

2002/04 Research Committee, Dean’s Office liaison

2002/04 Promotion and Tenure Committee, Dean’s Office liaison

2002/04 Graduate Faculty Committee, Dean’s Office liaison

2001/02 Search Committee for Director, SON, Chair

2001/02 Promotion and Tenure Committee, member

2001/02 Faculty Advisory Committee, CHHS, member, monthly meetings with subcommittee assignments

2001 Search Committee for Chair, Department of Nutrition, spring, 2001

2001 Search Committee, law position, Department of Criminal Justice, 2000

2001 Ad hoc HHS 7000 course revision task group, fall 2001

2001 Research Committee, CHHS, spring, 2001, member

2001 Post-Tenure Review: faculty member, Department of Social Work

2000 Search Committee for law position, Department of Criminal Justice

2000 Faculty Advisory Committee

2000 Post Tenure Review Committee for a faculty member, Department of Social Work

1999 Search Committee for Department Chair, Department of Nutrition

1999 Research Committee, Member

1999 Search Committee for Assistant Professor, Department of Criminal Justice

1999 Promotion and Tenure Committee, Chair

1998 Promotion and Tenure Committee, Member

1995/96 Faculty Appeals Committee
<table>
<thead>
<tr>
<th>Year</th>
<th>Role and Details</th>
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<tr>
<td>1995</td>
<td>Member, The Gerontology Center Awards Committee (The Anne M. Eaton and Catherine B. Healey Scholarship Awards)</td>
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<td>1994</td>
<td>Member, Planning Committee for the Gerontology Center.</td>
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<td>1991/94</td>
<td>Administrative Council, Member</td>
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<td>1992/93</td>
<td>Research Committee, Member</td>
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<td>1992</td>
<td>Advisory Committee for the Gerontology Center, Member</td>
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<tr>
<td>1992</td>
<td>Advisor, Shirley Everitt, Gerontology Certificate Student, Gerontology Center</td>
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<td>1991/92</td>
<td>Research Committee, Member</td>
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<td>1990/91</td>
<td>Research Committee, Member</td>
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<tr>
<td>1989/90</td>
<td>Chair, Search Committee for Associate Dean, School of Allied Health Professionals</td>
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<td>1990</td>
<td>Member, AD Hoc Dean's Evaluation Committee</td>
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<td>1990</td>
<td>Presented &quot;Evaluating Faculty and Students&quot; with D. Cogan to CHS Chairs with recommendations for the College</td>
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<td>1989</td>
<td>Attended a program on nursing assistants at the Dean's request at the Garden Terrace Nursing Center, sponsored by Beverly Enterprises and the American Red Cross as a College Representative</td>
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<td>1989</td>
<td>Ad Hoc Dean's Evaluation Committee (elected)</td>
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<td>1987/88</td>
<td>College of Health Sciences Alumni Telethon</td>
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<td>1986/87</td>
<td>Promotions and Tenure Committee</td>
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<td>1985/86</td>
<td>Faculty Appeals Committee (elected)</td>
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<td>1979/80</td>
<td>Secretary of the Faculty: College of Health Sciences</td>
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<td>1979/84</td>
<td>Gerontology Grant Committee</td>
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**Service to the School**

<table>
<thead>
<tr>
<th>Year</th>
<th>Role and Details</th>
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<tr>
<td>2003/04</td>
<td>Pre-tenure review committee member</td>
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<tr>
<td>2003/04</td>
<td>Graduate Program Committee, member</td>
</tr>
<tr>
<td>2002/03</td>
<td>ByLaws Committee, member</td>
</tr>
<tr>
<td>2002/03</td>
<td>Graduate Committee, member</td>
</tr>
<tr>
<td>2002</td>
<td>PreTenure Review Committee for SON faculty member</td>
</tr>
</tbody>
</table>
2001/02  Chair, Graduate Program Committee
2001  New Faculty Orientation, August, participant
2001  By-Laws Committee, Member
2001  Graduate Program Committee, Member
2001  Ad hoc IRB Review coordinator, critique and/or IRB applications to GSU IRB
2001  Undergraduate student applicant interviews, participant
2000  Chair, Nominating Committee
1999/01  Graduate Program Committee, Member
1998  Coordinator, IRB Application Review
1998/02  By-Laws Committee, member
1997/1998  Chair, Research Team
1996/97  Research Team (elected)
1996/7  Chair, Graduate Adult Health Nursing course revision, Semester Conversion
1996  Search Committee for Nurse Practitioner Faculty, member
1995  Member, Task Force for Semester Conversion
1995  Admission Task Force for Adult Health Nursing Master's Program
1995  Co-Leader Task Force for New AHN Master's Courses Specialty Sequence
1995  Task Force for Development of Criteria for the E. Louise Grant Award
1995  Task Group PRS
1995  Task Force to Revise the Doctoral Program
1995  NLN Sub Group (Scholarship Criterion)
1994/95  Admission Task Force, Adult Health Master's Program
1994/96  Management Team (elected)
1994/95  Curriculum Team (elected)
1994  Participation in the PhD Applicant Review Process
1994  Member, E. Louise Grant Award, Task Group for Developing Criteria and Process
1994  Assignment Group (elected)
1991  Member, Grady-Georgia State University Task Force for Joint Appointment
1991  Chair, Assignment Group
1991  Recruiter, American Public Health Association, Annual Meeting, Atlanta, Georgia (November, 1991)
1990  Intrastate Research Conference: guided F. Lewis and M. Smits (F. Lewis was main presenter)
1988  Recruitment: Northside Hospital Career Day
1987  Chair, Ad Hoc Committee for revision of Adult Health master's track courses (AHN712, AHN714 and AHN721)
1987  Self-Study: editor for NLN/SACS Self-Study report
1987  GSUNS Orientation for incoming Undergraduate students (September 26, 1987)
1987/88  Admissions, Progression and Retention Committee; doctoral subcommittee
1987/88  Research Committee (elected)
1987/94  Chair, Department of Adult Health Nursing (associated Department committees, search committees, other)
1988/93  Program Evaluation Committee
1987/94  Executive Council, School of Nursing
1992/94  Graduate Program Committee (elected)
1988/92  Piedmont Hospital: assisted Dr. Sarah Helen Kilgore in Piedmont Hospital's annual reception for new graduates and faculty
1991/92  Kellogg Grant, Department Representative
1991/92  Graduate Program Committee
1990/92  Chair, Assignment Group
1987  Self-Study: prepared a number of reports and papers an assignment for the NLN/SACS accreditation visit in Spring 1988
1986/87  Search Committee for Associate Dean, School of Nursing (elected)
1986/87  Task Group on Clinical Evaluation
1986/87  Steering Committee for Undergraduate Curriculum
1986/87  Curriculum Committee
1986/87  Graduate Committee
1986/87  Research Committee (elected)
1986/87  Admissions, Progression and Retention Committee
1986/87  Task Group for N231 Course Development
1985/86  Task Group on Skills in Undergraduate Program, Chair
1985/86  Task Group on Developing a Master's Tract for Gerontological Nursing
1985/86  Search Committee for Adult Health Faculty (elected)
1985/86  Steering Committee for Undergraduate Curriculum
1985/86  Undergraduate Curriculum Committee
1985/86  Promotion and Tenure Committee (elected)
1984/86  Ad Hoc Research Committee
1984/86  Appointed to Search Committee for interim Chairman for School of Nursing
1984/86  Search Committee for Chair of School of Nursing
1984/86  Ad Hoc Committee on Health Assessment
1984/85  Undergraduate Curriculum Committee
   Chair, Task Group on Clinical Criteria for Outstanding Pass.
1983/84  Undergraduate Curriculum Committee
1983/84  Search Committee for Baccalaureate Faculty
1983/84  Ad Hoc Committee on Systems Theory
1983/84  Chair, Curriculum Section
1983/84  Curriculum Evaluation Committee
1983/84  Validation Committee
1982/83  Appointed Group Leader for Faculty Workshop
1982/83  Appointed Group Leader for Faculty Workshop
1982/83  Promotions Committee
1982/83  Undergraduate Curriculum Committee
1982/83  Ad Hoc Committee on Validation
1981/82  Coordinators Council
1981/82  By-Laws Committee
1980/81  Ad Hoc Committee on Remodeling of UL 118
1980/81  Ad Hoc Committee on Validation
1980/81  By-Laws Committee
1979/80  By-Laws Committee
1979/80  Ad Hoc Committee on Validation
1978/79  Faculty Services Committee
1978/79  Steering committee for Curriculum Development
1978/79  Self-Study: Faculty Evaluation Committee

13. SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATIONS

Activities in Professional Organizations

Southern Nursing Research Society
  Local planning committee lead chair for annual conference 2005, Atlanta, GA
  Member, program committee for annual conference 2004

Sigma Theta Tau, Epsilon Alpha Chapter 1975-Present
  Chair, Awards Committee, 1988-2003
  Member, Research Committee, 1992-1993
  Reviewer, Research Committee, 1989
  Elected Counselor, 1985-1987
  Member, Executive Council, 1985-1987

Georgia Nurses Association, Cabinet on Nursing Research, 1997-1998

Southern Gerontological Society, 1987-1997
  Member, Research Committee, 1990-1991

Association for Gerontology in Higher Education (institutional member GSU).
  Member: Local Arrangements Committee for the National Convention, Atlanta, Georgia,
  February, 1986.

Georgia League for Nursing, 1979-1980
  Treasurer, Board of Directors, 1979-1980

Memberships in Professional Organizations

National Association of Clinical Nurse Specialists, 1997-Present
American Association of University Professors, 1994-Present
American Nurses Association, 1979-Present
Georgia Nurses Association, 1979-Present
Gerontological Society of America, 1979-Present
Sigma Theta Tau, International 1975-Present
Southern Nursing Research Society, 1994-Present
American Sociological Association, 1983-2002
Southern Gerontological Society, 1987-97

Scholastic Society Invited Memberships:

1980- Alpha Kappa Delta, International Sociological Honor Society
1975- Sigma Theta Tau, International Honor Society

14. SERVICE TO THE COMMUNITY

Service to Community Organizations

2003-2004  Prevention Research Center, Morehouse School of Medicine, Advisory Board
1987-present  Institutional Review Board: Northside Hospital (research), Atlanta, Georgia
2001-2002  DeKalb Medical Center, Clinical Research Committee, member.
2000-2001  Arthritis Foundation, Georgia Chapter, Georgia Arthritis Action Plan, member, Physical Activity Team.
1997-1999  Senior Connections
           Board of Directors
           Member, Committee on Board and Staff Relations
1995-1996  Senior Connections (formerly the Dekalb Community Council on Aging)
           Board of Directors
           Member, Staff Relations Committee, 1995 -96
           Host Committee, 1995 Benefit Roast
1988-1995  Dekalb Community Council on Aging
           Board of Directors
           Member, Staff Relations Committee, 1994-1995
           Ad Hoc Committee on Food Services, 1991-1993
           Chair, Personnel Committee, 1991-1993
           Chair, Search Committee for President/CEO of the Agency, Summer & Fall 1992
           Member, Personnel and Policy Committee, 1989, 1990
           Interim Chair, Personnel Committee, 1991
1980-1987  Dekalb Community Council on Aging
           Board of Directors
           Member, Personnel and Policy Committee, 1983
           Chair, Personnel and Policy Committee, 1984
           Speaker's Bureau, 1983-1987
           Task Group on Project Independence, 1983
           Secretary to the Board (two terms), 1985-1987
Member, Executive Council (two terms), 1985-1987
Member, Nominating Committee, 1986
Chair, Nominating Committee, 1987

1982-1984 Fulton County High Blood Pressure Committee (American Heart Association)

1980-1987 Health Fair GSU: Active participant in planning and participating in Health Fair at Georgia State University for the general public, faculty and students
CURRICULUM VITAE

LAURA P. KIMBLE, PhD, RN, FNP-C, FAHA
Associate Professor
Byrdine F. Lewis School of Nursing
Georgia State University
PO Box 4019
Atlanta, GA 30302-4019
Office Phone: 404-861-2032
Email: lkimble1@gsu.edu

EDUCATION

<table>
<thead>
<tr>
<th>Dates</th>
<th>Degree</th>
<th>Institution</th>
<th>Major</th>
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<tr>
<td>1982</td>
<td>Ph.D.</td>
<td>University of Rochester</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
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<td>School of Nursing</td>
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<td></td>
<td></td>
<td>Rochester, NY</td>
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<td>1984</td>
<td>M.S.N</td>
<td>University of Kentucky</td>
<td>Adult</td>
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<tr>
<td></td>
<td></td>
<td>Lexington, KY</td>
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<tr>
<td>1980</td>
<td>B.S.N.</td>
<td>Berea College</td>
<td>Nursing</td>
</tr>
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<td></td>
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<td>Berea, KY</td>
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ADDITIONAL TRAINING

<table>
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<tr>
<th>Dates</th>
<th>Specialty</th>
<th>Institution</th>
<th>Location</th>
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<tr>
<td>1994</td>
<td>Family Nurse Practitioner</td>
<td>Emory University</td>
<td>Atlanta, GA</td>
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<td>Post-Master's Program</td>
<td>School of Nursing</td>
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<tr>
<td>1993</td>
<td>Acute Care Nurse Practitioner</td>
<td>University of Rochester</td>
<td>Rochester, NY</td>
</tr>
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<td></td>
<td>Post-Master's Program</td>
<td>School of Nursing</td>
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</table>

LICENSES

1993-Present Registered Nurse, Georgia R110776

CERTIFICATIONS

<table>
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<tr>
<th>Dates</th>
<th>Certification Description</th>
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<tr>
<td>1997-2008</td>
<td>American Academy of Nurse Practitioners Certification as Family Nurse Practitioner</td>
</tr>
<tr>
<td>1995-Present</td>
<td>Certified to practice as nurse practitioner in State of Georgia</td>
</tr>
<tr>
<td>1994-1999</td>
<td>American Nurses Credentialing Center Certification as Family Nurse Practitioner</td>
</tr>
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</table>

HONORS AND AWARDS

2004 Teacher/Scholar Award, Emory University-wide Teaching Award, May, 2004
2003 Research Article of the Year, Council on Cardiovascular Nursing, American Heart Association, Presented at the AHA Scientific Sessions, Orlando, FL, November, 2003
2003 Fulfill American Association of Colleges of Nursing Leadership for Academic Nursing Fellow
2002 Outstanding Alumna Award for Research, University of Kentucky College of Nursing
2001 Fellow of the American Heart Association
2000 Outstanding Alumna of the Berea College Department of Nursing
2000 Georgia Nurses Association Researcher of the Year Award
1998 Nominee, "Dedicated Service to the Emory Community" Faculty Award
1997 Teaching Scholar of the Year, School of Nursing, Emory University
1980 Martha E. Wylie Award, Department of Nursing, Berea, College
PROFESSIONAL POSITIONS

Academic or Research Appointments

Aug. 2004-Present  Associate Professor  Byrdine F. Lewis School of Nursing  Georgia State University  Atlanta, GA

Jan. 2004-Dec. 2004  Interim PhD Program Coordinator  Emory University  Nell Hodgson Woodruff School of Nursing  Atlanta, GA

July, 2003-Dec. 2004  Associate Research Professor  Emory University  Nell Hodgson Woodruff School of Nursing  Atlanta, GA

Oct. 2002-Dec. 2004  Adjunct Associate Professor  Emory University  School of Medicine, Division of Cardiology  Atlanta, GA

Aug. 2002-Dec. 2004  Associate Professor (Research)  Emory University  Nell Hodgson Woodruff School of Nursing  Atlanta, GA

Sept. 1999-Aug. 2002  Associate Professor (Tenured) Coordinator of Acute/Critical Care Graduate Program  Emory University  Nell Hodgson Woodruff School of Nursing  Atlanta, GA

August 1995-Present  Assistant Professor, Coordinator of Critical Care Graduate Program and Adult Nurse Practitioner Post-Master’s Program  Emory University  Nell Hodgson Woodruff School of Nursing  Atlanta, GA

1993-1995  Assistant Professor  Adult Health Department  Emory University  Nell Hodgson Woodruff School of Nursing  Atlanta, GA

1992-1993  Instructor of Nursing/Research Associate at the Cancer Center of the Strong Memorial Hospital  University of Rochester  School of Nursing  Rochester, NY

1991-1992  Research Assistant for Dr. Jean Johnson  University of Rochester  School of Nursing  Rochester, NY

1987-1992  Research Assistant/Project Manager for Dr. Kathleen King  University of Rochester  School of Nursing  Rochester, NY

1984-1987  Assistant Professor of Nursing Education  Indiana Wesleyan University (formerly Marion College)  Marion, IN
### Clinical Positions

<table>
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<th>Year</th>
<th>Position</th>
<th>Organization</th>
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<tr>
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<td>Atlanta, GA</td>
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<tr>
<td>1987-1990</td>
<td>Staff Nurse, per diem Float Pool</td>
<td>Parkridge Hospital and Strong Memorial Hospital</td>
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<td>Rochester, NY</td>
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<tr>
<td>1984-1987</td>
<td>Staff Nurse, per diem Intensive Care Unit</td>
<td>Marion General Hospital</td>
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<td>Marion, IN</td>
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<tr>
<td>1983-1984</td>
<td>Clinical Nurse I, part time Coronary Care Unit</td>
<td>St. Joseph Hospital</td>
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<td>Lexington, KY</td>
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<tr>
<td>1980-1983</td>
<td>Staff Nurse, full time Medical/Cardiac unit</td>
<td>Kings Daughters Hospital</td>
</tr>
<tr>
<td></td>
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<td>Ashland, KY</td>
</tr>
</tbody>
</table>

### EDUCATIONAL TRAINING PROGRAM GRANTS FUNDED


### RESEARCH TRAINING GRANTS FUNDED

**Note:** Research funding prior to 1998 appears under the name L. A. Porter


- 2002 Kamm Steigelman, L. (Applicant), Kimble, L. P. (Sponsor). "Role Change and Adaptation Following First-Time AMI in MidLife Women". AHA Pre-doctoral Fellowship Application. Funded by the American Heart Association, Southeastern Affiliate. *(Funding declined because received funding for same project through NIH)*

- 1999 "Research Training in the Area of Anginal Symptom Recognition and Management " (L. Kimble, preceptor, D. Rollins, student. $2,000 scholarship to student trainee. American Heart Association, Student Scholarship in Heart Disease and Stroke. Funding period: 7/1/99-3/30/00.


### RESEARCH FUNDING

**Note:** Research funding prior to 1998 appears under the name L. A. Porter

- 2004 The Emory-Morehouse Partnership to Reduce CV Disparities (A. Quyyumi, PI, L. Kimble Co-Investigator). National Heart, Lung, and Blood Institute, National Institutes of Health. (15% effort) Total costs: $3,000,000.

- 2001 "Courage Trial" (W. Weintraub, PI). L. Kimble, Co-investigator 5% effort. Veterans Administration and other multiple funding sources. Direct costs: $33,000,000. Funding Period: 1/1/01-12/31/06.
2001 Exploratory Research Center - "Center for Research on Symptoms, Symptom Interactions, and Health Outcomes" (K. Parker, PI). P20NR07798. L. Kimble, Co-Investigator (19% effort) as Assistant Director of the Administrative Core and PI of pilot study, "Perceptions of anginal chest pain and sleep disturbances in patients newly diagnosed with CAD and patients with a previous history of CAD." National Institutes of Health, National Institute for Nursing Research. Direct Costs: $458,193. Funding Period: 7/01/01-6/30/04. (Funding for pilot from 8/1/01 – 7/31/02 only. Direct costs: $20,000)


1997 "Gender Differences in Patterns of Chronic Anginal Pain". #1R29NR04425. (L. P. Kimble, Principal Investigator). National Institute for Nursing Research, NIH. Total costs: $537,505. Funding period: 8/1/97-7/31/02. No cost extension granted 8/1/02-7/31/03.

1997 "Self-Administration of Sublingual Nitroglycerin in Community Dwelling Angina Patients". (L. P. Kimble Principal Investigator) Beginning Grant-in-Aid, American Heart Association, Georgia Affiliate. Total costs: $21,555. Funding period: 7/1/97-6/30/98. No cost extension granted: 7/1/98-6/30/99. (Alternate funding of $14,900 was awarded from the Emory University Research Committee and declined because project funded by AHA).

1995 "Expected and Actual Cardiac Symptoms, Perceptions of Treatment Effectiveness and Emotional Distress following PTCA". (L. Porter, Principal Investigator). Nell Hodgson Woodruff School of Nursing, Emory University ($286 with research assistant for 10 hours/week for 26 weeks).

1995 "Discharge from Acute Care Hospital to Home: A Research and Practice Model of Transitional Distress in Chronic Illness." Nell Hodgson Woodruff School of Nursing, Dean's Initiative Program. (L. Porter- Principal Investigator), Co-investigators: Judy Bezanson, Sandra Dunbar, Deborah McGuire, Donna Owen, Kathy Parker, Barbara Reich ($30,000)

1994 "Development of Instruments to Measure Expected Cardiac Symptoms and Perceptions of Treatment Effectiveness Following Coronary Angioplasty: A Pilot Study". (L. Porter- Principal Investigator) Emory University Research Committee Summer Grant Program, Emory University, Atlanta, Georgia ($4,000).

1993 "Symptom Experience of Patients With Percutaneous Transluminal Coronary Angioplasty". (L. Porter- Principal Investigator). Emory University, Atlanta, Georgia, Nursing Research Center, Nell Hodgson Woodruff School of Nursing. ($175 with research assistant for 10 hours per week during academic year 1993-1994).

1993 "Adaptation to the Internal Cardioverter Defibrillator". (RO1 #5 R01 NR03047 funded by NIH NINR) (S. Dunbar, Principal Investigator) (L. Porter 10% effort- 1993-1996). Contribution to project focused on data management and statistical analysis.

1992 "Cognitive Appraisal of Psychological Stress, Appraisal Contexts and Life Disruption in Patients Having Percutaneous Transluminal Coronary Angioplasty". (L. Porter-Principal Investigator) University of Rochester School of Nursing Alumni Seed Fund, ($600).

Other Research-Related Activities

2001 Completed graduate course, Biostatistics 520 "Clinical Trials Methodology" in the School of Public Health, Emory University.
1996 Selected to participate in conference "A Population-based Approach to Health Care Research and Practice", conducted by the Emory Center for Evaluation Sciences supported by a National Institutes of Health Grant for Educational Workshops in Interdisciplinary Research. 5/11-13/98.

1996 Attended "Advanced Quantitative Methodological Institute III: Quantification of Change" at the University of Michigan, Ann Arbor, 6/22-25/96.

PUBLICATIONS
Note: Publications prior to 1998 appear under the name L. A. Porter

Original Articles in Refereed Journals


Original Articles in Refereed Journals (continued)


Book chapters


Research Abstracts and Proceedings


Research Abstracts and Proceedings (continued)


Research Abstracts and Proceedings (continued)


Research critiques


Non-Peer Reviewed Articles


TEACHING RESPONSIBILITIES

Courses Taught

At Byrdine F. Lewis School of Nursing at Georgia State University
2005-Present  N8020  Univariate Statistical Analysis for Health Care Professionals (Coordinator)
At Emory University, School of Nursing

2003-2004
- N576 Clinical Decision Making for the Emergency Nurse Practitioner I, Co-Coordinator
- N572 Theoretical and Scientific Bases for the Study of Clinical Phenomena, Co-Coordinator
- N507 Theory and Research: Applications, Coordinator
- N736 Quantitative Analysis of Clinical Research Data, Coordinator
- N371 Professional Development II: Research, Coordinator
- N780 Clinical Research Residency I, Coordinator
- N781 Clinical Research Residency II, Coordinator

2000-2001
- N730 Measurement and Design in Clinical Research, Contributing Faculty
- N780 Clinical Research Practicum I, Co-Coordinator
- N505 Seminar in Acute/Critical Care, Co-Coordinator
- N732 Symptoms: Interventions and Outcomes, Co-Coordinator
- N610 Advanced Adult Nursing III, Team Member
- N528 Advanced Physiology/Pathophysiology, Lecturer

1999-2000
- N710 Principles of Health Outcomes Research, Co-Coordinator
- N629 Didactic in Advanced Adult Nursing IV, Coordinator
- N611 Advanced Adult Nursing IV, Team member
- N528 Advanced Physiology/Pathophysiology, Lecturer
- N521 Decision-making for Advanced Practice, Lecturer
- N610 Advanced Adult Nursing III, Team member
- N518 Didactic in Acute Illness Care, Co-Coordinator

1998-1999
- N517 Didactic in Chronic Illness Care, Coordinator
- N611 Advanced Adult Nursing IV, Seminar leader
- N506 Role Development Seminar in Advanced Nursing, Coordinator
- N528 Advanced Physiology/Pathophysiology, Lecturer
- N521 Decision-making for Advanced Practice, Lecturer
- N505 Nursing Theory I, Lecturer
- N540 Advanced Adult Nursing I, Seminar leader
- N610 Advanced Adult Nursing III, Team member
- N573G Post-Master's Adult NP Preceptorship, Coordinator

1997-1998
- N611 Advanced Adult Nursing IV, Team member
- N541 Theory in Advanced Adult Nursing II, Lecturer
- N521 Decision-making for Advanced Practice, Lecturer
- N540 Advanced Adult Nursing I, Co-Coordinator, Seminar leader
- N524 Theory in Advanced Adult Nursing I, Co-Coordinator
- N528 Advanced Physiology/Pathophysiology, Lecturer
- N573G Post-masters's Adult NP Preceptorship, Coordinator
- N570G Post-masters's Nurse Practitioner I, Coordinator
- N521 Decision-making for Advanced Practice, Lecturer
- N524G Post-Master's Adult NP Role Issues, Coordinator
- N573G Post-Master's Adult NP Preceptorship, Coordinator

1996-1997
- N611 Advanced Adult Nursing II, Team Member
- N540 Advanced Adult Nursing I, Coordinator
- N525 Advanced Physiology, Lecturer
- N520 Decision Making in Advanced Practice, Team Member
- N568G Post-Master's Clinical Practice, Coordinator
- N567G Post-Master's Adult NP Preceptorship, Coordinator
- N567G Post-Master's Adult NP Role Issues, Coordinator

1996-1996
- N609: Advanced Adult Nursing IV, Coordinator
N612G: NP Management of Adults, Co-Coordinator
N524G: NP Role Issues, Coordinator
N541: Advanced Adult Nursing II, Lecturer
N540: Advanced Adult Nursing I, Coordinator
N525: Advanced Physiology, Lecturer
N520: Decision Making in Advanced Practice, Team Member
N568G: Post-Master's Clinical Practice, Coordinator
N667G: Post-Master's Adult NP Preceptorship, Coordinator
N676G: Post-Master's Adult NP Role Issues, Coordinator

1994-1995
N515: Adult Health II, Team Member
N568G: Post-Master's Clinical Practice, Coordinator
N610G: Adult NP Care of Subspecialty Populations, Coordinator
N567: Primary Care of Adults, Team Member
N320: Health Assessment-RN, Coordinator
N320: Health Assessment-Taiwanese International Students, Coordinator
N514: Adult Health I, Team Member
N570: Advanced Physiology, Team Member

1993-1994
N320: Health Assessment, Coordinator
N515: Advanced Adult Health II, Team Member
N514: Advanced Adult Health I, Team Member

Doctor of Philosophy in Nursing Advisement-School of Nursing, Emory University
2002-2004 Dissertation Committee Chair for Dorothy Coverson
2002-2004 Dissertation Committee Chair for Lucia Kamm-Steigelman
2002-2004 Dissertation Committee Member for Rose Mary Gee
2000-2004 Dissertation Committee Member for Cathy Vena
2000-2003 Dissertation Committee Member for Carolyn Constantin
2002-2004 Dissertation Committee Member for Anne Koci

Master of Science in Nursing Thesis Advisement-School of Nursing, Emory University
1999 Alison Spencer, “Subarachnoid hemorrhage from a ruptured cerebral aneurysm: Assesment of the family 1 to 3 Years after the Patient's Hemorrhage” (Thesis chair).
1999 Clarice Whitlock, “Patient and spouse appraisal of open heart surgery and patient’s postoperative progression: Fast track versus those who transfer from the ICU on postoperative day one” (Thesis chair).
1996 Maribeth O'Keefe “Perceptions of Disease Severity and Barriers and Benefits to Cardiac Risk Factor Reduction in Younger and Older Women with Heart Disease.” (Thesis chair)

Master of Public Health Thesis Advisement (As Field Advisor)
2003 Cindy Powell, MD, "Factors Determining the Perception of health As Poor or Fair Versus Good or Excellent in Subjects with Known Coronary Atherosclerotic Heart Disease" Department of Epidemiology (Field Advisor)
2000 Gula Aliyeva, MD, "Gender Differences in Chronic Anginal Pain Using A Supplemented Rose Questionnaire. Department of Health Policy and Management. (Field Advisor) Muskie/Freedom Support Act Graduate Fellow."
Directed and Independent Study

1993-2003  Total number of graduate students supervised in directed studies = 30

1997  Facilitated critical care nursing educational experience for international graduate student from Switzerland - Marie-Jose Roulin, April 7 to April 18, 1997.

1995  Facilitated critical care nursing educational experience for 2 WHO international nurses from India - Mrs. Snehalatha Adam and Ms. Shashi Kapil, May 14 to June 21, 1996.

Abstracts with Graduate Student Advisees

Presentations


2002  Rollins, S. & Kimble, L. P. “Exploring women’s symptoms of acute myocardial infarction (AMI) and the influence of role commitments on their decisions to seek medical treatment”. Presented at the Southern Nursing Research Society in San Antonio, TX 2/7-9/02.


Other Activities to Support Teaching

1998  Successfully completed “Fundamental Critical Care Support Provider Course (FCCS)” sponsored by the Society for Critical Care Medicine at the University of Pittsburgh Medical Center, Pittsburgh, PA. April 16 and 17, 1998.

PROFESSIONAL ACTIVITIES

Memberships/Service in Professional Organizations

1986-Present  American Heart Association
  National
    -Executive Committee, Member at Large, Council on Cardiovascular Nursing (1999-2003)
    -Member, Communications Committee, Council on Cardiovascular Nursing (1999-2001)
    -Abstract Reviewer 2001 AHA Asia-Pacific Epidemiology Conference
    -Member, Ad Hoc Committee for CV Nursing Council Membership Survey (1994)
  Local
    Board Member, Grant County, IN Board of AHA (1984-1987)
    Chairman of Program Committee, Grant County, IN Board of AHA (1985-1986)
    Vice-President, Grant County, IN Board of AHA (1986-1987)

1985-Present  Sigma Theta Tau, Honor Society of Nursing
  Local
    Chair, Nominating Committee, Alpha Epsilon Chapter, (1996-1997)
President, Sigma Theta Tau, Eta Chi Chapter, Marion College, Marion, IN (1986-1987)
President-elect, Sigma Theta Tau, Eta Chi Chapter, Marion College, Marion, IN (1985-1986)
Member, Nominating Committee, Alpha Epsilon Chapter (2002-2003)

1993-2000 American Association of Critical Care Nurses
Local
1995-1997 Member, AACN Greater Atlanta Chapter, Research Committee

1998-Present American Nurses' Association
Regional
Georgia 5th district delegate to the State Nurses Association Convention 2002
State
Georgia Nurses Association Continuing Education Review Committee (1/03-1/06)

Other Professional Service Activities
2002-2004 Section Editor for Nursing, Heart Disease: A Journal of Cardiovascular Medicine
2000-Present Editorial Board Member, Journal of Cardiovascular Nursing
1998-2004 Editorial Board Member, Heart Disease: A Journal of Cardiovascular Medicine
2003-Present Reviewer, British Journal of Health Psychology
2002-Present Reviewer, Annals of Behavioral Medicine
2003-Present Reviewer, Pain
2002-Present Reviewer, Journal of Health Care for the Poor and Underserved
2002-Present Reviewer, Journal of Nursing Measurement
2000-Present Reviewer, Nursing Leadership Forum
1998-Present Reviewer, Heart & Lung
1996-Present Reviewer, Research in Nursing & Health
1992-1996 Reviewer, Cardiovascular Nursing
2001-Present Invited member, Leadership Think Tank, Office of Women's Health, Georgia Department of Community Health

CONSULTATIONS
1998-Present Member, Emory Cardiovascular Outcomes Research Group (ECOR)

PRESENTATIONS
Note: Presentations prior to 1997 are listed under the name L. A. Porter

International Presentations


International Presentations (continued)


National Presentations


Regional Presentations

2001  Kimble, L. P., Kamin, S. L., & Fazio, S. "Psychometric properties of the Seattle Angina Questionnaire (SAQ) in a Sample of Women with Chronic Angina. Southern Nursing Research Society Baltimore, Maryland, 2/1-3/01 (research-data based oral paper).

Regional Presentations (continued)


Local Presentations

2004 Kimble, L. P. "Chronic angina and physical function in women: A research trajectory" Emory Cardiovascular Outcomes Research conference, June 18, 2004 (research data-based oral paper).


UNIVERSITY SERVICE

Emory University Wide

2003-2004 Member, Academic Affairs Committee
2003-2004 Member, University Advisory Council on Teaching
2002-2003 Member, Biostatistics Consulting Center, Strategic Planning Committee
2000-2002 Member, General Clinical Research Center Advisory Committee
1998-2001 Member, Emory University Research Committee
1998-2000 Chair, Faculty Council Sub-committee - Consensual Relationships Policy
1997-2000 Member, Faculty Council
1993-2000 Member, Emory Care Oversight Committee
School of Nursing-Emory University

2003-2004 Member, Internal Advisory Committee for 5 year review of SON
2003-2004 Sage Faculty Mentoring Program, New faculty mentor
2002-2004 Member, Research Committee
2001-2002 Member, Admissions Committee
1999-2002 Member, Curriculum Committee
1999-2004 Member, Graduate Faculty Committee
1999-2001 Member, Senior Faculty Search Committee
1998-2000 Member, PhD program curriculum implementation task force
1999-2000 Member, Clinical Trials Task Force
1997-1999 Member, Adult and Elder Health Chair Search Committee
1997-2000 Member, Faculty Committee
1997-2000 Member, Leadership for Internationals graduate major curriculum planning committee
1997 Coordinated, Distinguished Lectureship in Critical Care Nursing and Research
1996-1997 Chair, Admissions and Continuance Committee
1995-2004 Member, Graduate Program Coordinators Group
1995-1996 Chair, Adult Health Critical Care Faculty Search Committee
1994-1995 Member, Adult Health Critical Care Faculty Search Committee
1994-1995 Member, Child & Community Health Faculty Search Committee
1994-1996 Member, Curriculum Committee
1994-1996 Member, Student Committee
1994-1996 Member, Research Committee
1993-1994 Member, Biostatistician Search Committee
1993-1994 Member, Child Health Program Coordinator, Search Committee

School of Nursing-University of Rochester

1992-1993 Member, Undergraduate Task Force

PUBLIC SERVICE


2001-2002 Volunteer small grants writer- Lawrenceville Cooperative Ministry, an organization that provides food and emergency funds to underemployed and homeless persons in Lawrenceville and Dacula, Georgia.

2001 Presented at the Dekalb Medical Center 4th Annual Clinical Research Fair, “Quality Care for Women with Heart Disease: Housework and the Heart”, September 2001


1999-2000 Planning Committee, Emory School of Nursing, Alumni Nurse Practitioner Program


1997 Presented “Reflections of a Novice Researcher: Lessons Learned in the Community of Scholars” at the Alpha Epsilon Chapter of Sigma Theta Tau International, Fall induction ceremony. Atlanta, GA.


1995 Served on Emory University Hospital cardiovascular symposium planning committee for
“Setting the Pace III: Going for the Gold”, April 22 and 23rd, 1996.

1995
Mercy Mobile Health Care, Nurse Practitioner

1996
Presented educational program "Physical Assessment of the Ears, Eyes, Nose, at the Georgia Nurses Association, Atlanta, GA, March 1995.

Revised 8/30/05 lsk
Curriculum Vitae

ANNE C. KOCI, RN, PhD, APRN-BC

Title: Assistant Professor  
Georgia State University

Address: P. O. Box 4019  
Atlanta, Georgia 30302

Home: 1656 Drayton Woods Drive  
Tucker, GA 30084

Phone: (Work) 404-651-4271    (Home) 770 938-0202         Email: akoci1@gsu.edu

EDUCATION:

1970  Michael Reese Hospital School of Nursing, Chicago, IL   Diploma
1978  Indiana University Northwest, Gary, IN   Family Nurse Practitioner
1994  Tennessee Technological University, Cookeville, TN   BSN
1999  University of Tennessee, Knoxville, TN   MSN, Women’s Health NP
2004  Emory University Doctoral student, Atlanta, GA   PhD
Dissertation entitled, “Marginality, Abuse, and Adverse Health Outcomes in Women.”

PROFESSIONAL POSITIONS:

1971-72  Staff Nurse   St. Margaret’s Hospital, Hammond, IN
1977-78  School Health Nurse  Calumet Baptist School, Gary, IN
1979-83  FNP-rural health clinic   Cumberland People’ Health Clinic, Crab Orchard, TN
1983-84  Private Duty Nurse   Self-employed, Crossville, TN
1985-86  Home Health Nurse   Elk Valley Home Health, Crossville, TN
1986-88  FNP-correctional health   Southeast Tennessee State Correctional
1988-90  FNP-rural health   Baxter Medical Clinic, Baxter, TN
1990-95  FNP-rural health   Dr. Richard Braun & Dr. Charles Hinton, Crossville, TN
1995-97  FNP-rural health   Dr. Chet Gentry, Sparta, TN
1998-99  FNP-women’s health   Dr. Kimberly Claypool, Crossville, TN
2000  FNP-chronic pain   Dr. Janet McNeil, Knoxville, TN
2000-2002  Research nurse   Dr. Laura Kimble, Emory University, Atlanta, GA
2003-2004  Co-Investigator on “Worksite Lifestyle Planning Program” a collaboration of Faculty Staff Assistance Program, Nell Hodgson Woodruff School of Nursing and Rollins School of Public Health, Emory University. A pilot research study for worksite health needs assessment. The project was quite successful with expanded implementation throughout the Emory community.
2003-2004  Teaching, Nell Hodgson Woodruff SON, Emory University: “End-of-Life Care” to RN to MSN students. “Spirituality in Nursing” to RN to MSN students. “Health Assessment” to Undergraduate RN students and RN to BSN/MSN students. “Professional Development” to RN to MSN students.
2004- present  Assistant Professor. Currently teaching in the Nurse Practitioner program and guest lecturing in graduate and undergraduate program, Byrdine F. Lewis, School of Nursing, Georgia State University.
LICENSURE AS A REGISTERED NURSE

Georgia, active
Tennessee, inactive
Indiana, inactive
Illinois, inactive

CURRENT AFFILIATIONS:

Southern Nursing Research Society
Sigma Theta Tau International Honor Society of Nursing, Gamma Chi and Alpha Epsilon Chapters
Society for Menstrual Cycle Research
Nurse Practitioners in Women’s Health

PREVIOUS ORGANIZATIONAL AFFILIATIONS:

Tennessee Nurses Association, 1980-2000
  Treasurer, District 17, 1982-1986
  Second Vice President, District 9, 1998 - 2000
  Member, State Advanced Practice Nurse Committee, 1980-2000
  Tennessee delegate to the ANA House of Delegates, Washington DC, June, 1999
  Member, Editorial Board for Tennessee Nurse, a statewide publication of TNA Practitioners of East Tennessee Consultants, 1980-1985
Cumberland County Board of Health, 1985-1989
Cumberland County Mental Health Association
  Member, 1985 - 1990
  Board of Directors, 1986 - 1990

ACCREDITATION:

National certification through the American Nurses Credentialing Center as an Advanced Practice Registered Nurse, Board Certified, Family Nurse Practitioner, 1981 - present.
Tennessee Board of Nursing for prescription writing authority, 1985-2000 (till moved to Georgia).

SEMINARS COMPLETED

Emergency Medicine, Vail, CO, 1989.

HONORS

1986: Cumberland County Mental Health Association: Grant-in-Aid Award
2000 Tennessee Nurses Association, District 9, Outstanding Member Award for action to enhance the viability of District 9.
2000 Emory University. Predoctoral 4-year competitive scholarship.
2002 Mary E. Hayes Scholarship, Michael Reese Nurses’ Alumnae Association, in recognition of achievements in Nursing
2003 Mary E. Hayes Scholarship, Michael Reese Nurses’ Alumnae Association, in recognition of achievements in Nursing

**PUBLICATIONS:**


**PRESENTATIONS:**


Poster presentation: **Koci, Anne**, Strickland, Ora & Cantor, David (2004). Relationship of Cortisol Levels to Perimenstrual Symptoms (PMS) in Women with a History of Physical and
Sexual Abuse. 17th Annual Conference of the Southern Nursing Research Society, Louisville, KY.


Poster presentation: Koci, Anne, Strickland, Ora & Cantor, David (2004). History Of Abuse And Its Relationship With Age Of Abuse And Health Outcomes In Women. 18th Annual Conference of the Southern Nursing Research Society, February, 2005, Atlanta, GA.

Poster presentation accepted at the Society of Behavioral Medicine’s 26th Annual Meeting and Scientific Sessions to be held April 13-16, 2005, Boston, Massachusetts. Koci, Anne; Gomes, Paula; Butler, Susan; Strickland, Ora Health Promotion Within The Worksite.

CURRICULUM VITAE
SHIH-YU (SYLVIA) LEE
700 Briars Bend Alpharetta GA 30004
TEL/FAX (770) 751-6873
E-mail svslee2@yahoo.com

EDUCATION:

University of California, San Francisco, San Francisco, CA
PhD, 2004.
Dissertation research: Acculturation and ICU stress among
Chinese/Chinese-American parents.
Research area: Stress-coping and sleep disturbances, immigrant’s health,
and caregiver’s health.
Dissertation study was supported by the NRSA T32 NR07088, the
University of California, San Francisco, and awarded by the Graduate
Research Division at the University of California, San Francisco.

University of California, San Francisco, San Francisco, CA
MS – Perinatal Clinical Nurse Specialist, 1995
Major: High risk new-born
Minor: Nursing education

University of Florida, Gainesville, FL
BSN, 1991

National Taipei College of Nursing, Taipei, Taiwan
AND, 1978

PROFESSIONAL EXPERIENCES:
2004-present Project Coordinator, Emory University.
- In charge for a clinical trial study “The effect of using cool dialysates
during hemodialysis on the sleep/wake cycle.” National Institute of
Nursing Research funds this study. PI: Dr. Kathy Parker

2003 Research Assistant, University of California, San Francisco
- Sleep Disruption in New Parents: An Intervention Trial.
This study was funded by National Institute of Nursing Research
(NR45345). PI: Dr. Kathryn Lee.
In charge of Actigraphy sleep data analysis and objective sleep data
management.

2002-2003 STAT Nursing Service, San Francisco, CA
- Registry Nurses worked in Level III Neonatal ICU in San Francisco area.

2003 University of California, San Francisco Medical Center
- Per Diem staff nurse in the level III NICU
1998-2000  **Research Assistant**, Georgia State University, Atlanta, GA
- Young Children with Asthma: Home-Based Nurse Intervention (NR044319). PI: Dr. Josephine Brown, Co-PI: Dr. Alice Demi. This study was funded by National Institute of Nursing Research. In charge of the medical record review; design data collect form and data coding system; data entry and data analysis.
- Early Better Baby Brains Development: 1998-1999. This study was funded by Georgia Dept. of Human Resources, Division of Public Health. PI: Dr. Alice Demi. Assisted and coordinated the training workshop, conducted the data entry and data analysis.

1996-2001  **Children’s Healthcare of Atlanta at Emory University**, Atlanta, GA
- Staff RN III and Charge Nurse in Level III Neonatal ICU. Include high risk new born, general surgery, C-V surgery, HFOV, and ECMO.
- Committee member of the Developmental Care and Primary Nursing. Involved in the staff-nurse training program. In charge of the monthly research reports.
- Multiple projects in bereavement follow up, parental supports, and culturally relevant nursing care.

1995-1996  **Northside Hospital**, Atlanta, GA
- Staff RN in Level III Neonatal ICU

1992-1995  **Packard Children’s Hospital at Stanford University**, Palo Alto, CA
- Staff RN III and Team Leader in Level III Neonatal ICU. Include general surgery, C-V surgery, heart transplant, HFOV, and ECMO.
- Neonatal Individual Development trained nurse participated in Dr. Flesher’s NIDCAP study for very low birth weight premature babies.
- Committee member of the Standard Nursing Care Plan, Skin Care and Parent Education.
- Multiple projects in the parent education and the nursing care plan.

1989-1992  **Shands Hospital at University of Florida**, Gainesville FL
- Staff RN and team leader in Level III Neonatal ICU.
- Initiated the primary nursing care committee.

**TEACHING EXPERIENCES:**
2005  **Emory University**, Atlanta, GA
- Guest lecturer for Professional Development (Nursing 371).

1985-1986  **Taipei Ken-Sing Nursing School**, Taipei, Taiwan
- Chief of clinical education in Perinatal and Pediatric Nursing.
- Lectures: Growth and development during infancy and toddler, neonatal physical assessment, cardio-vascular diseases in pediatric patients.
1984-1985  *Kong-Ning Nursing School*, Taipei, Taiwan  
- Chief of Academic Department  
- Conducted a teaching workshop for Nursing Science Instructors from throughout Taiwan.

1978-1984  *National Taipei College of Nursing*, Taipei, Taiwan  
- Clinical instructor and teaching assistant in Fundamental Nursing, Medical/Surgical Nursing, Perinatal Nursing, and Administration.  
- Academic committee.  
- Lectures: Fundamental Nursing – Urinary system and gastrointestinal system.  
- Advisor for class 1984.

PUBLICATIONS:  


POSTERS AND CONFERENCE PRESENTATIONS:  


CURRICULUM VITAE

1. NAME
Linda Ann McGehee

2. OFFICE ADDRESS
Georgia State University
School of Nursing
PO Box 4019
Atlanta, GA 30302-4019
404-651-2866

HOME ADDRESS
480 Claire Dr., NE
Atlanta, GA 30307
404-373-4773

3. PROFESSIONAL LICENSURE
Licensure: R.N., Georgia, 1978-Present
Certification: Clinical Nurse Specialist in Adult Psychiatric and Mental Health Nursing, American Nurses Association, 1984-Present

4. EDUCATION
1993 Ph.D. Georgia State University, Atlanta, Georgia
Major: Community Nursing
1982 M.N. Emory University, Atlanta, Georgia
Major: Adult Psychiatric/Mental Health Nursing
1978 B.S. Emory University, Atlanta, Georgia
Major: Nursing

5. ACADEMIC EXPERIENCE
1993-Present Assistant Professor, Georgia State University, Atlanta, Georgia
1988-1993 Graduate Teaching Assistant, Georgia State University, Atlanta, Georgia
1984-1988 Instructor, Georgia State University, Atlanta, Georgia

6. OTHER PROFESSIONAL EXPERIENCE
1998-2001 Executive Director
The Atlanta Lesbian Cancer Initiative, 1530 DeKalb Ave., NE, Suite A, Atlanta, Georgia 30307
Provide support to lesbians with cancer, their partners and families by facilitating a support group & supervising all support services, conducting research with lesbians and cancer, fund-raising, and educating others concerning the needs of lesbians with cancer
1984-1998  Clinical Nurse Specialist  
Private Practice, Atlanta, Georgia  
Provide group counseling with adult clients, 12 hours per month.

1994-1996  Clinical Nurse Specialist  
Georgia Mental Health Institute, 1256 Briarcliff Road, Atlanta, Georgia 30306  
Provide psychiatric assessments and triage of clients in Admissions Unit.

1984-1989  Administrator In Charge  
Georgia Mental Health Institute, 1256 Briarcliff Road, Atlanta, Georgia 30306  
As a part-time supervisor in a 233 bed state regional psychiatric hospital, responsibilities included supervision of the patients and staff during the evening shift.

1987-1988  Clinical Nurse Specialist  
Women’s Health Center, Georgia Baptist Medical Center, Atlanta, Georgia 30312  
Co-lead two time-limited women’s groups based on the theme “Women Who Love Too Much”.

1982-1987  Clinical Nurse Specialist  
Atlanta Psychiatric Specialist, P.C., 300 Boulevard, NE, Atlanta, Georgia 30312  
Employed a variety of therapeutic modalities such as psychosocial assessments, individual, marital and family counseling. Co-lead two outpatient groups and provided case management with adult psychiatric inpatients.

1983-1984  Clinical Nurse Specialist  
Atlanta Pain Control & Rehabilitation Center, Inc., Atlanta, Georgia 30312  
Provided assessments, individual and group counseling, patient education groups, and stress management groups in an outpatient pain treatment clinic. Also acted as a liaison with the inpatient psychiatric unit.

1979-1981  Charge Nurse  
Psychiatric-Mental Health Unit, Georgia Baptist Medical Center, Atlanta, Georgia 30312  
Initially employed as a staff nurse with subsequent promotion to Day Charge Nurse in the 12-bed adult unit. Responsibilities included supervision of staff, coleading inpatient groups, case management of patients, as well as traditional nursing responsibilities.
1978-1979  Staff Nurse
Oncology Unit, Grady memorial Hospital, Atlanta, Georgia
Provided traditional staff nursing, as well as some charge nurse responsibilities in a 30-bed oncology unit.

7. PUBLICATIONS

Journal Articles


Published Abstracts


Scholarly Proceedings


8. FUNDING

External

2001 Lesbian, Gay, Bisexual, Transgendered Access to Primary Health Care: Development of a primary health care clinic serving gay, lesbian, bisexual, and transgendered clients. Submitted to the U.S. Dept. of Health and Human Services, Bureau of Primary Care, $600,000 (not funded)

2001 The Atlanta Lesbian Cancer Initiative: Volunteer services project, submitted to the Susan G. Komen Breast Cancer Foundation, $39,000 (funded)

2000 African-American Lesbian’s Access to Health Care: Action Research

2000 The Atlanta Lesbian Cancer Initiative: “Courage, Strength and Wisdom”, a photo documentary of lesbians with cancer, their partners and friends, submitted to the Fund for Southern Communities, $1000 (funded)

1999 The Atlanta Lesbian Cancer Initiative: Volunteer services project, submitted to the Susan G. Komen Breast Cancer Foundation, $30,000 (not funded)

1999 The Atlanta Lesbian Cancer Initiative: Volunteer services project, submitted to the Community Foundation for Greater Atlanta, $10,000 (funded)

1999 The Atlanta Lesbian Cancer Initiative: A community cancer project, submitted to the Atlanta Women’s Foundation, $10,000 (funded)

1998 Lesbian Cancer Center, submitted to the Susan G. Komen Breast Cancer Foundation, $23,442 (funded)

1998 The Atlanta Lesbian Cancer Initiative: A community cancer project, submitted to the Atlanta Women’s Foundation, $13,000 (funded)

10. PRESENTED PAPERS


1994  “An Emancipatory Approach to Teaching Diversity in Health Care”.  A panel presentation at Transcultural Interfaces in Nursing and Health Care. Sponsored by Emory University, Atlanta, GA.  September 30, 1994.  (refereed)


1990  “Curriculum Revolution through Caring.” A panel presentation at the Curriculum Revolution: Theories, Progress, and Realities,” sponsored by Kennesaw College, School of Nursing, Atlanta, GA. October 4, 1990. (refereed)

11. HONORS AND AWARDS

2002  Governor appointment to state Community Health Board, July 23, State Capitol, Atlanta, GA

2001  Community Leadership Award, Human Rights Campaign, May 5, 2001, Atlanta, GA


2001  Healing Angel Award, Atlanta Lesbian Cancer Initiative, October 14, 2001, Atlanta, GA.

1998  Leadership DeKalb, Year-long program for community leadership training

1998  Project LEAD, National Breast Cancer Coalition training for community activist for breast cancer

1996  Presented research project on lesbians with breast cancer at Oncology Nursing Society’s student research conference. Sponsored by the National Cancer Institute.

1989  Federal Traineeship for doctoral preparation at Georgia State University


1988  Federal Traineeship for doctoral preparation at Georgia State University

1988  Certificate of Appreciation by Metro Atlanta Advanced Practice Psychiatric Nurse Group for contributions to the organization

1981  Federal Traineeship for graduate work at Emory University

12. SERVICE TO THE UNIVERSITY, COLLEGE, AND ACADEMIC UNIT

2004 -2005  University Advancement of Women Committee

2003-2005  SON Faculty Search Committee member
2001-2003 University Senate, Committee: Faculty Affairs
2001-2005 Chair, Undergraduate Program Committee
2001-2002 Chair, Sub-committee: Undergraduate Curriculum Task Force
2001-2005 Member, School of Nursing, Executive Committee
2000-2001 Co-Chair, Undergraduate Program Committee
1998-2000 Undergraduate Program Committee
1998 Undergraduate Director Search Committee, School of Nursing
1998 Advisory Selection Committee for the Director of the Women’s Studies Institute
1997-1998 Diversity Education Programs Advisory Board, Division of Student Life and Enrollment Services
1997 Unit Faculty Coordinator for the 1996-97 Faculty/Staff University Annual Giving Campaign
1997 Research Initiation Grant Review Committee: Social Sciences for FY98
1997 Served on an interview panel. Advisory Group for the Intern-Extern Psychiatric/Mental Health Program
1996-1997 School of Nursing Semester Conversion Team – Undergraduate
1995-1997 College of Health Sciences Faculty Appeals Committee
1995-1997 School of Nursing Curriculum Team
1996-1997 Co-Chair, School of Nursing Curriculum Team
1992 Student representative to the Dean Search Committee for the College of Health Sciences, Georgia State University
1989-1990 Student representative to the Graduate Program Committee
1986-1987 Faculty Search Committee for the Department of Psychiatric/Mental Health Nursing
1986-1987 Department Chair Search Committee, Department of Psychiatric/Mental Health Nursing
1987 Member, Course Faculty Evaluation Committee
13. SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATIONS

American Nurses Association

American Public Health Association

Georgia Nurses Association (GNA), District 5

Metro Atlanta Advanced Practice Psychiatric Nurse Group (MAAPPNG)
Treasurer, 1987-1988

Oncology Nursing Society

Sigma Theta Tau International, Epsilon Alpha Chapter

14. SERVICE TO THE COMMUNITY

Service to Community

1996 Founder, Atlanta Lesbian Cancer Initiative, June, 1996

1999 Atlanta City Council representative to the Fulton County Board of Health and Wellness, June 1999.

2002 Governor appointment to the State Board of Community Health, July 23.

Service to Professional Community


Service to the Lay Public

1998 Mayor’s Advisory Committee on Lesbian and Gay Issues, Presentation to 14 committee members concerning the needs of lesbians with cancer and the Atlanta Lesbian Cancer Initiative, Atlanta, GA. September 16, 1998.


KRISTA MANNING SMITH MEINERSMANN

978 Urban Life Building  Work phone: 404-651-4552
Byrdine F. Lewis School of Nursing  email: kmeinersmann@gsu.edu
College of Health and Human Sciences
Georgia State University
PO Box 4019
Atlanta, GA 30302-4019

1660 Kings Down Circle  Home phone: 770-390-9204
Dunwoody, GA 30338

CERTIFICATION AND LICENSURE

Advanced Practice Registered Nurse – State of Georgia
American Academy of Nurse Practitioners – Certified as a Family Nurse Practitioner
Basic Cardiac Life Support - certification

EDUCATION EXPERIENCE

University of Alabama  Nursing  1997 - 1998  FNP post master’s certificate
Georgia State University  Nursing  1989 –1995  PhD (Community Focus)
Wright State University  1988  Graduate Statistics Course
Clemson University  Education  1986  Elective Graduate Courses
Clemson University  Nursing  1981 – 1984  MS (Gerontology Focus)
University of Delaware  Nursing  1972 - 1975  BSN
University of Maryland  1971
Chesapeake Community College  1970 - 1971
University of Delaware  1969 - summer

ACADEMIC EXPERIENCE

August 2002 to present  Associate Director of the Undergraduate Nursing Program
and Clinical Associate Professor
Byrdine F. Lewis School of Nursing
College of Health and Human Sciences
Georgia State University
Atlanta, GA 30302-4019

October 2001 to Present  Faculty
University of Phoenix Online
Phoenix, AZ 85040

July 2000 to August 2002  Faculty – Professor
Division of Nursing
Baptist College of Health Sciences
Memphis, TN 38104

Served as faculty of nursing and curriculum coordinator. Faculty practice model allowed for one day a month practice as FNP. Courses taught: health assessment, nursing research, leadership, and community.
<table>
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<tr>
<th>Date Range</th>
<th>Position</th>
<th>Institution</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>September 1990 to May 2000</td>
<td>Faculty – Associate Professor Coordinator for Offsite Programs</td>
<td>Department of Nursing, Brenau University, Gainesville, GA 30501</td>
<td>Served as Coordinator of RN to BSN program from 1992 to 1999. Taught in undergraduate RN to BSN program in Evening/Weekend format and online, in generic BSN program, and in graduate FNP program. Courses taught include health assessment, health policy, research, community health, and nursing theory.</td>
</tr>
<tr>
<td>January 1990 to June 1990</td>
<td>Graduate Teaching Assistant</td>
<td>School of Nursing, College of Health Sciences, Georgia State University, Atlanta, GA 30303</td>
<td>Taught gerontology content, fundamentals, and health assessment.</td>
</tr>
<tr>
<td>September 1987 to August 1988</td>
<td>Instructor</td>
<td>Wright State University-Miami Valley School of Nursing, Wright State University, Dayton, Oh 45435</td>
<td>Taught gerontology content, fundamentals, and health assessment.</td>
</tr>
<tr>
<td>January 1987 to June 1987</td>
<td>Special Adjunct</td>
<td>Sinclair Community College, Dayton, Oh. 45402</td>
<td>Supervised leadership clinical.</td>
</tr>
<tr>
<td>August 1985 to May 1986</td>
<td>Visiting Instructor</td>
<td>College of Nursing, Clemson University, Clemson, SC 29631</td>
<td>Taught medical-surgical clinical with focus on rehabilitation.</td>
</tr>
<tr>
<td>September 1980 to May 1981</td>
<td>Instructor</td>
<td>College of Nursing, Clemson University, Clemson, SC 29631</td>
<td>Taught in skills lab.</td>
</tr>
<tr>
<td>September 1979 to July 1980</td>
<td>Instructor</td>
<td>School of Nursing, Beebe Hospital of Sussex County, Lewes, DE 19958</td>
<td>Pediatrics and obstetrics theory and clinical.</td>
</tr>
</tbody>
</table>

**Other Professional Experience**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 2001-2002</td>
<td>Family Nurse Practitioner</td>
<td>Hope Health Center, Memphis, TN 38104</td>
<td>Faculty practice in clinic serving homeless population. Primary activity was completing the initial history and physical.</td>
</tr>
<tr>
<td>Academic Year 2000-2001</td>
<td>Family Nurse Practitioner</td>
<td>Baptist Minor Med, Memphis, TN 38104</td>
<td>Faculty practice in minor medical center providing urgent care.</td>
</tr>
<tr>
<td>February 1999 to May 2000</td>
<td>Family Nurse Practitioner</td>
<td>Student Health Services, Brenau University 30501</td>
<td>Care of high school and college aged women with episodic illnesses such as sinus congestion, sore throat, and flu.</td>
</tr>
</tbody>
</table>
February 1991 to April 1991  
Captain - Army Nurse Corp
Intermediate Coronary Care Unit
Dwight D. Eisenhower AMC
Augusta, GA
Activated for Desert Storm. Provided direct patient care.

October 1988 to June 1989  
Director of Resident Services
The Atrium at Georgetown Park
4355 Georgetown Square Road
Atlanta, GA 30338
Worked with elderly residents in this retirement center doing initial health assessments and following up on chronic & episodic health problems.

August 1988 to June 2001  
United States Army Reserve
Major, ANC
Various locations and responsibilities.

July 1983 to July 1985  
Nurse Practitioner
Gynecology Associates
112 Montgomery Drive
Anderson, SC 29621
Provided primary gynecology care: first pelvic exams, annual exams, minor gynecology problems, pre- & post-operative care, and initial history & physicals

June 1981 to January 1983  
Staff Nurse: Special Care Unit
Anderson Memorial Hospital
Anderson, SC 29621
Provided direct patient care.

August 1976 to September 1979  
Staff Nurse/Relief Supervisor
ICU, CCU, Float
Beebe Hospital of Sussex County
Lewes, DE 19958
Provided direct patient care and served as 3-11 house supervisor.

June 1975 to July 1976  
Staff Nurse
Intermediate Coronary Care Unit
Crozer-Chester Medical Center
Chester, PA 19013
Provided direct patient care.

PUBLICATIONS

Journal Articles


Book Chapters


Other Publications


FUNDING

2003-2005: Primary Investigator on a qualitative study - Lived Experience of Equine Facilitated Psychotherapy in Adult Female Survivors Abuse. Funded by a CHHS internal grant for $5000.
**SCHOLARLY ACTIVITIES WITH STUDENTS**


**PRESENTATIONS**

Pearls of Wisdom for Doctoral Students: Surviving the First Few Years. A preconference workshop that I co-facilitated with two other individuals. 2004 Southern Nursing Research Society conference, Louisville, KY March 19, 2004 (podium, regional)


Being and Becoming Menstruating Women: A Heideggerian Hermeneutical Analysis of the Stories of Women. A paper presented at the 8th International Research Congress, Ocho Rios, Jamaica, May 31 - June 2, 1996 (refereed, podium, international)


Nullification and the Experience of Menstruation: Theoretical Speculations. Presented at The First International and Interdisciplinary Health Research Symposium/Sino-American Nursing Conference at Peking Union Medical College Hospital, Beijing, China on May 24, 1994. (refereed, podium, international)


Envisioning the Future of Health Care. A presentation made with three colleagues on November 8, 1992 at The Politics of Caring II conference at Emory University in Atlanta, Ga. (refereed, podium, national)

Feminist Leadership Model for Nursing. A paper presented with three other authors, on October 3, 1991 at the Epsilon Alpha Chapter of Sigma Theta Tau meeting. (podium, local)

Treatment Approaches Utilized with Female Adult Survivors of Childhood Sexual Abuse: A Feminist Critique. A paper I wrote that was presented by Linda McGehee at the Critical Theory - Feminist Theory and Nursing Inquiry Conference in Toledo, Ohio on February 16, 1991. I was unable to present the paper myself due to my call to active duty with Desert Storm/Desert Shield. (refereed, podium, national)

Curriculum Revolution Through Caring. A paper presented with two other authors, on October 5, 1990 at the Curriculum Revolution Conference, at Kennesaw State College. (podium, local)


Client Perceived Empathy in Nurse Care Givers and Nursing Home Resident Self-Esteem. A presentation at the 7th Annual Meeting of the Southern Gerontological Society in Norfolk, VA, April 29, 1986. (refereed, podium, national)

Client Perceived Empathy in Nurse Care Givers and Nursing Home Resident Self-Esteem. A presentation at the Gerontologic Research Day in Columbia, SC, April 4, 1986. (refereed, podium, state)
AWARDS

Ann Austin Johnston Outstanding Faculty Award, Brenau University, 1997
The Army Commendation Medal, United States Army, December 5, 1995
The Army Commendation Medal, United States Army, September 30, 1992.
The Army Achievement Medal, United States Army, April 19, 1991.
Excellence in Nursing Award, Gamma Mu chapter, Sigma Theta Tau, 1986.

UNIVERSITY SERVICE

Georgia State University
College of Health and Human Sciences
Chair, NTT Promotion Committee 2004-present
Byrdine F. Lewis School of Nursing
Undergraduate Program 2003-2004
Member of Several Task Forces
Chair, Task Force on Curriculum Overlap in Undergraduate Nursing Program

Baptist College of Health Science:
Chair, Nursing Curriculum and Evaluation 2000-2002
College Curriculum Committee 2001-2002
College Computer User’s Task Force 2000-2002

Brenau University:
SACs Steering Committee 1998-2000
Chair SACs subcommittee 1998-2000
Ad Hoc Distance Learning Committee 1999-2000
Nursing Department Graduate Committee 1996-2000
Academic Affairs 1998-1999
Long Range Planning Committee 1996-1998
International Education Committee 1996-1999
Gender Studies Ad Hoc Committee 1996-1999
Freshman Seminar Faculty 1997-1998
Promotion Subcommittee 1996-1997
Nursing Department Curriculum and Evaluation Committee 1996-1998
BANS Advisor 1996-1997
State Wide RN Articulation Evaluation Committee 1995-1999

SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATIONS

March 2004 to Present: Member Local Planning Committee for 2005 Southern Nursing Research Society Annual Meeting

May 2003 to Present: Corresponding Secretary, Epsilon Alpha Chapter, Sigma Theta Tau

March 2003, November 2002 & October 2001: Site visitor for CCNE

1998-2000: Nominating Committee, Nu Gamma Chapter, Sigma Theta Tau

1996-1997: Georgia League of Nursing Planning Committee for Annual Meeting
SERVICE TO THE COMMUNITY

March 2004 to Present: Member of Cultural Competency and Disparities Action Group for Dekalb County.

June 2003: Judge for HOSA convention, Atlanta, GA

May 2001 to July 2004: Coordinating Council, Unitarian Universalist Womenspirit

December 2001- 2002: Our Whole Lives Facilitator, Neshoba Unitarian Universalist Church

June 2001: Judge for HOSA convention, Atlanta, GA

2000-2001: Clinical Ambassador, Hope and Healing Center, Memphis, TN

1999-2000: Event Coordinator, Unitarian Universalist Womenspirit Spring Retreat

January 2000: Habitat for Humanity, construction team.

1990-1999: Enrollment Coordinator and/or Housing Coordinator, Southeastern Unitarian Universalist Summer Institute

July 9 - August 2, 1996: Atlanta Committee for the Olympic Games, Venue Communications Center at Georgia State University

December 15-23, 1996: Member of Health Team with Eternal Hope for Haiti that provided health care to Haitian's in and around Cap Haitian, Haiti.

January 1990 to January 1991: Member of the Health Team of the Atlanta Task Force for the Homeless.

September 1984 to June 1986: Nursing Coordinator of the Anderson Area Health Clinic, a voluntarily staffed health clinic designed to serve the medically needy in the Anderson, SC area.
CURRICULUM VITAE

Margaret F. Moloney, PhD, RN, ANP, CS  Home Address:
Associate Professor  2351 Doreen Ct., N.E.
Byrdine F. Lewis School of Nursing  Atlanta, GA 30345
Georgia State University  Tel: (404) 633-9195
Atlanta, Georgia 30302-4019
Tel: (404) 651-1717 FAX: (404) 651-3096
e-mail: mmoloney@gsu.edu

EDUCATION

<table>
<thead>
<tr>
<th>Dates</th>
<th>Degree</th>
<th>Institution</th>
<th>Major</th>
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<tbody>
<tr>
<td>1993</td>
<td>PHD</td>
<td>Georgia State University</td>
<td>Family &amp; Community Nursing</td>
</tr>
<tr>
<td>1977</td>
<td>MSN</td>
<td>St. Louis University</td>
<td>Medical-Surgical Nursing</td>
</tr>
<tr>
<td>1972</td>
<td>BSN</td>
<td>Illinois Wesleyan University</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

LICENSES

1987 - Present  Registered Nurse, Georgia License #RO86246
1972 - 1987  Registered Nurse, Missouri

CERTIFICATIONS

1981 -  Adult Nurse Practitioner, American Nurses Credentialing Center
2000 -  Certificate of Added Qualification in Menopause (Certified Menopause Clinician), North American Menopause Society and National Certification Corporation for the Obstetric, Gynecologic and Neonatal Nursing Specialties
7/8/03 – 7/8/05  CPR certification, American Heart Association

PROFESSIONAL POSITIONS

Academic Appointments

2004 -  Associate Professor  Byrdine F. Lewis School of Nursing
Coordinator, FNP program  Georgia State University
Atlanta, GA

2000 - 2004  Associate (Clinical) Professor  Nell Hodgson Woodruff School of Nursing
Emory University
Atlanta, GA

1995 – 2000  Assistant Professor  Nell Hodgson Woodruff School of Nursing
Emory University
Atlanta, GA
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001 - 2004</td>
<td>Health Scientist</td>
<td>Centers for Disease Control &amp; Prevention, Office of Men’s Health (IPA)</td>
</tr>
<tr>
<td>1983 - 1987</td>
<td>Assistant Professor</td>
<td>Deaconess College of Nursing</td>
</tr>
<tr>
<td></td>
<td>Medical Surgical Nursing Community Health</td>
<td>St. Louis, MO</td>
</tr>
<tr>
<td>1979 - 1981</td>
<td>Adjunct Instructor, Community Health</td>
<td>St. Louis University School of Nursing</td>
</tr>
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<td>St. Louis, MO</td>
</tr>
</tbody>
</table>

**Clinical Positions**

- **2004 - & 2001 - 2003**
  - Nurse Practitioner
  - Planned Parenthood of Atlanta
  - Atlanta, GA

- **2004**
  - Nurse Practitioner
  - Neurology & Headache Specialists of Atlanta, L.L.C.

- **2000 - 2001**
  - Nurse Practitioner Internal Medicine
  - Private MD Practice
  - Sandy Springs, GA

  - Nurse Practitioner Adult Health, GYN
  - Meridian Medical Group
  - Atlanta, Georgia

- **1994 - 1995**
  - Coordinator and Nurse Practitioner (Mid-years Women’s Health)
  - Prime Time Adult Women's Health Center
  - Atlanta, Georgia

- **1986 - 1987**
  - Nurse Practitioner Initiated Student Health Service
  - Deaconess College of Nursing
  - St. Louis, Missouri

- **1983 - 1987**
  - Nurse Practitioner
  - Planned Parenthood
  - St. Louis, Missouri

- **1980 - 1983**
  - Nurse Practitioner Initiated first NP position, first St. Louis HMO Internal Medicine
  - Physicians Multispecialty Group, Inc.
  - St. Louis, Missouri

- **1977 - 1980**
  - Nurse Practitioner Internal Medicine
  - St. Louis Comprehensive Neighborhood Health Center
  - St. Louis, Missouri

- **1975 - 1977**
  - Staff Nurse Medical Surgical Nursing Telemetry
  - Incarnate Word Hospital
  - St. Louis, Missouri
1972 - 1975  Public Health Nurse  Division of Health, City of St. Louis  
St. Louis, Missouri

1972  Staff/Charge Nurse  Barnes Hospital, St. Louis, MO  
Medicine and Psychiatry

PUBLICATIONS

Published Articles


1997  Moloney, M.F. Clinical sidebar by Margaret Moloney. *Image: Journal of Nursing*
Scholarship. 29(1), 80. (invited)

1997  Moloney, M.F. The meanings of home in the stories of older women. Western Journal of Nursing Research, 19 (2), 166-176. (refereed)


Accepted Articles

Book Chapters


Internet-Based Publications


2001  Moloney, M.F. Know yourself and your risks. (Centers for Disease Control & Prevention Office of Women’s Health). Web page development.


Abstracts


Newsletters And Columns


2002  Moloney, M.F. “Migraine headaches can decrease the quality of life for some perimenopausal women.” The Champion. Community newspaper, Decatur GA.

1997  Moloney, M.F. Being your own nurse: Taking care of yourself when you're sick. Women's news and narratives: the newsletter of the Emory Women's Center.


1996  Moloney, M.F. Calcium: How to counsel your female clients. Contraceptive Technology Update, 17(11), 139-141.

1996  Moloney, M.F. Don’t be puzzled about progesterones: Answers to your top questions about progesterone. Contraceptive Technology Update, 17(8), 102-104.

1996  Moloney, M.F. Answers to your top questions on estrogen. Contraceptive Technology Update, 17(5).


1995  Moloney, M.F. Bone density testing. The West Paces Medical Center/HCA newsletter.

1993  Moloney, M.F. Critical theory. Qualitative Research Section Newsletter, 5(1), 6-8. (Midwest Research Society)
**Conference Proceedings**


**EXTERNAL FUNDING**

**Research Grants Funded**

2002 “PASSAT Study.” Medtronic, Inc. $19,193 S. Dunbar, P.I., Deaton, C., Moloney, M.F. 01-02 to 01-03.


**Research Grant Applications Pending Review**

**Research Grants Approved But Not Funded**

2000 Moloney, M.F. “Migraines in midyears women following hysterectomy.” Nell Hodgson Woodruff School of Nursing, Emory University.

**INTERNAL FUNDING**

**Research Grants Funded**

1998 – 1999 Moloney, M.F., P.I. “An Exploratory Study of Migraines in Perimenopausal Women.” Nell Hodgson Woodruff School of Nursing, Emory University (Faculty Scientist Award fund).

1997 - 1998 Moloney, M.F., P.I. "Inner Strength: the Stories of Mid-Years Women." Internal grant award, $5000, Nell Hodgson Woodruff School of Nursing, Emory University.

**SCHOLARLY ACTIVITIES WITH STUDENTS**

**Doctor of Philosophy in Nursing Advisement**

Byrdine F. Lewis School of Nursing, Georgia State University  
2004 - Advisor, Sharon Chalmers

**School of Nursing, Emory University**

2003 – 2004 Dissertation Committee Chair, Maeve Howett  
2003 -- 2004 Dissertation Committee Member, Leila McWhinney-Delaney  
2003 – 2004 Dissertation Committee Member, Lucia Kamm-Steigelman
2003-- 2004  Dissertation Committee Member, Susan Ashford
2003  Dissertation Proposal Reader, Laura Wagner

Other Graduate Service Activities
2003  External reviewer, MSc Dissertation of Ms. C. Allen, University of Cape Town, South Africa

TEACHING RESPONSIBILITIES
2004  N8035  Philosophy of Science  Course Coordinator
     N7500  Advanced Assessment  Faculty

2003 - 2004  N700  Philosophy, Theory and Nursing Science  Course Coordinator
       N734  Qualitative Research Methods  Course Coordinator
       N575  Nurse Practitioner I  Faculty
       N573  Nurse Practitioner IV  Faculty
       N571  Nurse Practitioner II  Faculty
       N797R  Instrumentation and Design  Lecturer
       N507  Theory/Research: Applications  Lecturer
       N371  Professional Development II: Research  Lecturer

2002 - 2003  N797R  Independent Study in Qualitative Research Methods  Course Coordinator
       N571  Nurse Practitioner II  Faculty
       N700  Philosophy, Theory and Nursing Science  Faculty
       N507  Theory/Research: Applications  Lecturer
       N460  Clinical Nursing III: Developing Families  Lecturer
       N507  Theory/Research: Applications  Lecturer
       N797R  Instrumentation and Design  Lecturer
       N361M  Clinical Nursing II: Maturing & Aging Families  Lecturer
       N572  Nurse Practitioner III  Lecturer

2001 - 2002  N697R  Independent Study in Qualitative Research Methods  Course Coordinator
       N575  Advanced Assessment and Wellness  Course Coordinator
       N700  Philosophy, Theory and Nursing Science  Faculty
       N507  Theory/Research: Applications  Lecturer
       N460  Clinical Nursing III: Developing Families  Lecturer
       N507  Theory/Research: Applications  Lecturer
       N371  Professional Development II: Research  Lecturer

2000 - 2001  N572  Nurse Practitioner III  Lecturer
       N371  Professional Development II: Research  Course Coordinator
       N460  Clinical Nursing III: Developing Families  Lecturer
       N507  Theory/Research: Applications  Course Coordinator
       N571  Nurse Practitioner II  Faculty
       N571  Nurse Practitioner II  Family Nurse Midwife Program  FNP Coordinator
       N521  Advanced Decision Making  Course Coordinator
N575  Advanced Assessment and Wellness Across the Lifespan  
Course Coordinator
N700  Philosophy, Theory and Nursing Science  
Faculty

1999 – 2000
N575  Wellness Across the Lifespan  
Clinical Faculty
N571  Nurse Practitioner II  
Clinical Faculty
N573  Nurse Practitioner IV  
Clinical Faculty
N700  Philosophy, Theory and Nursing Science  
Faculty

1998 - 1999
N572  Nurse Practitioner III  
Course Coordinator
N573  Nurse Practitioner IV  
Clinical Faculty
N505: Theory/Research I: Foundations  
Lecturer
N506: Theory/Research II: Applications  
Lecturer

1997 - 1998
N572: Nurse Practitioner III  
Course Coordinator
N506: Theory/Research II: Applications  
Lecturer
N505: Theory/Research I: Foundations  
Lecturer

1996 - 1997
FNP  Post-Master’s Program  
Program Coordinator
N573-G Nurse Practitioner Preceptorship  
Course Coordinator (Post-master's level)
N523-G Clinical Practice for NPs  
Course Coordinator (Post-master’s level)
N516  Scholarly Inquiry II  
Course Co-Coordinator
N515  Scholarly Inquiry I  
Lecturer

1995 - 1996
N573-G Nurse Practitioner Preceptorship  
Course Coordinator (Post-master's level)
N523-G Clinical Practice for NPs  
Course Coordinator (Post-master's level)
N571  Nurse Practitioner II  
Lecturer, Clinical Advisor
N516  Scholarly Inquiry II  
Lecturer

1986 - 1987
Advanced Leadership-Management  
Lecturer/Clinical Instructor
Community Health (RN to BSN)  
Instructor

1983 - 1987
Medical-Surgical Nursing  
Lecturer/Clinical Instructor

1979 - 1981
Community Health Nursing (RN to BSN)  
Lecturer/Clinical Instructor

PRESENTATIONS
International Presentations


2003 Deaton,C., Dunbar, S.B., Moloney, M.F., McGory-Usset, M., Sears, S.F., Ujhelyi,M. “Patient experiences with atrial fibrillation and treatment with the implantable atrial defibrillator (IAVD).” European Society of Cardiology. (data-based poster)


1997 Moloney, M.F. "Gathering the memories: the value of storytelling." Nursing at the Threshold of the 21st Century - Connecting Conversations of Nursing Practice; the Second Biennial International Connecting Conversations Conference, Palmerston North, New Zealand (Massey University). (podium)

1997 Moloney, M.F. "Stories you don’t want to hear." Nursing at the Threshold of the 21st Century - Connecting Conversations of Nursing Practice; the Second Biennial International Connecting Conversations Conference, Palmerston North, New Zealand (Massey University). (podium)

National Presentations


2001  Moloney, M.F. “What is this life stage called menopause?” The Big M: Examining and Celebrating Menopause. Office of Women’s Health, Centers for Disease Control and Prevention, Atlanta, GA.

2001  Moloney, M.F. “To be or not to be on hormone replacement therapy.” The Big M: Examining and Celebrating Menopause. Office of Women’s Health, Centers for Disease Control and Prevention, Atlanta, GA. (podium, invited)

2001  Moloney, M.F. “Care of women with migraines.” National Association of Nurse Practitioners in Women’s Health, Fourth Annual Conference, Orlando, FL. (invited, podium)


2000  Risjord, M., Moloney, M.F., Dunbar, S. “Methodological triangulation in nursing research.” Second Annual St. Louis Philosophy of Social Science Roundtable, St. Louis, MO. (podium)

1999  Moloney, M.F. “Management of migraine headaches in the perimenopause.” American Academy of Nurse Practitioners, Atlanta, GA. (poster)


1997  Moloney, M.F. "Managing the Hormone Replacement Therapy Episode of Care." Cost Effective Treatment of Mid-Life Women’s Health Under Managed Care Conference, Wash., D.C. (invited podium),


1992  Moloney, M.F. "Incorporating menopause care into your practice." ACNM-NAACOG Partners in Excellence Conference, Atlanta, GA. (podium)

1992  Moloney, M.F. "Nurse practitioners as women healers: A critical analysis of the nurse practitioner role." Critical and Feminist Perspectives in Nursing Conference, Toledo, OH. (podium)


Regional Presentations
2005  Moloney, M.F. "Predicting migraines: Prodromes and triggers." The Virginia Lee Franklin Memorial Conference, Nell Hodgson Woodruff School of Nursing, Emory University (invited, pending).

2005  Moloney, M.F. "Research: The lived experience of migraines in perimenopausal women. The Virginia Lee Franklin Memorial Conference, Nell Hodgson Woodruff School of Nursing, Emory University (invited, pending).

2003  Moloney, M.F. “Complementary and alternative therapies in mid-years women’s health.” Regional Training Center, Emory University School of Medicine, Atlanta, GA. (invited podium).

2003  Deaton, C., Dunbar, S.B., Moloney, M.F. “Patient experiences with atrial fibrillation and treatment with the implantable atrial defibrillator (IAD).” Southern Nursing Research Society. Orlando, FL. (data-based podium presentation)


1999  Moloney, M.F. "Leap of faith: the process of becoming strong." Southern Nursing Research Society Conference, Charleston, SC. (data-based podium)

1998  Moloney, M.F. "Silent strength in women's struggle for health." Nursing's Human Touch: An Overview of Nursing Research in the GNA 5th District. 5th District Georgia Nurses' Association, Atlanta, GA. (invited podium)
1997  Moloney, M.F. "Diagnosis and treatment of the perimenopause." Women's Health Update, Regional Training Center (Emory University, Atlanta, GA). Greensboro, NC. (invited podium)

1990  Kosowski, M., Grams, K., Moloney, M.F. "Curriculum revolution in nursing through caring." Kennesaw State University, Atlanta, GA. (podium)

Local and State Presentations


2002  Moloney, M.F. “Migraines in perimenopausal women.” Pi Gamma Chapter of Sigma ThetaTau International, Georgia Baptist College of Nursing of Mercer University, Atlanta. (invited podium)

2001  Moloney, M.F. “Management of migraines in women.” Gwinnett, Rockdale, and Newton County Public Health Nurses and Nurse Practitioners, Lawrenceville, GA. (invited podium)

2001  Moloney, M.F. “Update on HRT.” Gwinnett, Rockdale, and Newton County Public Health Nurses and Nurse Practitioners, Lawrenceville, GA. (invited podium)

1999  Moloney, M.F. Migraine headaches in perimenopausal women.” Menopause Midlife Forum, Atlanta. (invited podium)

1997  Moloney, M.F. "The importance of the concept of home in community health nursing." Georgia League for Nursing Annual Meeting, Macon, Georgia. (data-based poster)

1995  Moloney, M.F. "Must mood swings accompany women's middle years?" Georgia Psychological Association Annual Meeting, Atlanta, GA. (podium)

1994  Moloney, M.F. "Finding strength in being at home: a theme in the stories of older women." Georgia State University Department of Sociology, the Qualitative Research Group's Spring Meeting, Atlanta, GA. (invited podium)

1994  Moloney, M.F. "Primary care of clients with respiratory symptoms." Emory University, the Nurse Midwifery Education Program, Atlanta, GA.

1991  Moloney, M.F. "A feminist model for nursing leadership." Epsilon Alpha chapter of Sigma Theta Tau, Atlanta, GA.
HONORS AND AWARDS
2005 Invited speaker, The 2005 Virginia Lee Franklin Memorial Conference, Nell Hodgson Woodruff School of Nursing, Emory University (pending).
2004 Invited speaker: the Emory Center for Interactive Teaching. Educational Conference on Academic Technology at Emory (EduCATE): A forum for teaching and research using information technology resources.
2002 – 2004 Graduate Faculty, Emory University.
2002 Halle Institute Faculty Trip to India, Emory University.
2000 Research training: Developing nurse scientists. National Institute of Nursing Research Summer Institute, National Institutes of Health, Bethesda, MD.
1997 - 1999 Faculty Scientist Award, Nell Hodgson Woodruff School of Nursing, Emory University.
1997 "The importance of the concept of home in community health nursing," Poster Presentation, Second Place in the Category of Nurse Educator, Georgia League for Nursing Annual Education Meeting.
1994 - 1995 Regional Research Dissertation Award, Sigma Theta Tau International Nursing Society, Region Seven.
1990 Maymi Walker Chandler Memorial Scholarship, Georgia State University
1986 Charter member Theta Pi chapter, Sigma Theta Tau

PROFESSIONAL ACTIVITIES
University Service
Georgia State University

School of Nursing: Georgia State University
2004 Presented migraine research and submitted draft of grant for mock grant review, Byrdine F. Lewis School of Nursing, Dec. 11th, 2004.

School of Nursing Committees: Georgia State University
2004 – 2005 Graduate Program Committee
2004 – 2005 Chair, Faculty Search Committee
2004 – 2005 Research Support Group
2004 – 2005 Coordinator, Family Nurse Practitioner Program

University Service
Emory University
2002 – 2004 Graduate Faculty, Emory University.
2001 “Health in India: Reflections from the 2002 Halle Institute Faculty Trip.” Presentation for the Rollins School of Public Health, with Dr. Vicki Hertzberg and Dr. Nathan Flacker.
2001 “Alternative Therapies in Menopause Treatment.” Presentation, The Emory Women’s Center, Emory University.
2000 “The X-files: Everything you ever wanted to know . . .” Presentation for The Emory Women’s Center, Emory University.
Women’s Center.
1999- 2004 Advisory Board, Emory Women’s Center.
1999- 2000 Faculty alternate member, President’s Commission on the Status of Women.
1999 “Empty nest—not empty years: health during midlife.” Presentation for Emory Family Weekend, Emory University.
1999 “Everything you ever wanted to know but were afraid to ask.” Presentation for The Emory Women’s Center, Emory University.
1998 "Preventive health practices for women: Current recommendations." Presentation for The Emory Women's Center, Emory University.
1998 "Popping pills: taking over-the-counter drugs." The Emory Women's Center, Emory University.

School of Nursing- Emory University
2002 “Health in India: Reflections from the 2002 Halle Institute Faculty Trip.” Presentation for the Nell Hodgson Woodruff School of Nursing, with Dr. Vicki Hertzberg.
2001 “Care of the Woman with Migraine Headaches.” Presentation, Nell Hodgson Woodruff School of Nursing Annual Preceptor Workshop.
2000 “Lessons learned from the NINR summer research institute.” Research Roundtable, Nell Hodgson Woodruff School of Nursing, Emory University.
2000 “Migraine headaches in perimenopausal women.” Research Roundtable, Nell Hodgson Woodruff School of Nursing, Emory University.

School Of Nursing Committees- Emory University
2002 – 2004 Doctoral Program Committee
1995 - 2004 MSN Faculty
2002 – 2003 Clinical Promotions Committee
2001 – 2002 Research Committee
1999 - 2002 Chair, Bylaws Committee
1999 – 2001 Educational Resources and Technology committee
1999 – 2000 Faculty Pay Equity Committee
1998 -- 1999 Curriculum Subcommittee for PhD Program
1996 -- 1997 Woodruff Scholarship Selection Committee
1996 -- 1997 Research Committee
1997 Faculty Search Committee, Family/Community Department
1995 -- 1996 Institutional Review Board

PROFESSIONAL ACTIVITIES
Membership/Service In Professional Organizations
2001- National Organization of Nurse Practitioner Faculties
2000- National Association of Nurse Practitioners in Women’s Health
    Research committee, 2001-
    Abstract Reviewer 2004 for Conference Poster Presentations
    Abstract Reviewer 2003 for Conference Poster Presentations
    Abstract Reviewer 2002 for Conference Poster Presentations
1998 Society for Menstrual Cycle Research
    Membership coordinator, 2004-
Abstract reviewer, 2003

1997-2003 Southern Nursing Research Society
Conference Moderator, Annual Conference, 2005 (pending)
Conference Moderator, Annual Conference, 1999

1997- North American Menopause Society
Developed test items for the 2004 Menopause Practitioner credentialing examination (2003)
Wrote material on headaches (diagnosis and management) for Menopause Core Curriculum Study Guide (2002); Revised these sections as Menopause Practice: Clinician’s Guide (2003) and (2004)

1997-1998 American Academy of Nurse Practitioners
1972-1987 American Nurses Association
1987 Georgia Nurses Association
Communications Committee, Prescriptive Authority, 1996-1997
Liaison for NHWSON, Prescriptive Authority legislation information, 2000-2001
Georgia Nurses Association, Communication Committee for Prescriptive Authority Joint Task Force, 1994-1997

1980 Sigma Theta Tau
Reviewer, research grant proposals for Alpha Epsilon chapter, 2002-2003 and 2003-2004
Research Committee, Alpha Epsilon Chapter, 1997-1998
Chair, Regional Dissertation Award Committee, Sigma Theta Tau Region Seven, 1996

1972-1987 Missouri Nurses Association
Vice-chair, 3rd District community health section, 1974-76

Service to Other Professional Organizations
2002 Conference planning committee member, CDC/ATSDR Advancing the Health of Women: Prevention, Practice and Policy conference.
2001 Expert reader, Nurse Practitioner page of “Explore the Opportunities-Health Careers in Georgia. Southwest Georgia Area Health Education Center (AHEC)
1995-1996 Georgia Hospital Association, committee for standards for NPs in acute care settings
1995 Board member, The Council of Women in Healing, Atlanta, GA
1994 Clinical Study Team on Breast Disease, Southeastern Health Services
1991-1992 Graduate Student Life Committee, Georgia State University
1990-1991 Graduate Programs Committee, Georgia State University
1990-1991 Emory University, Program Planning Committee, 1991 Annual Nurse Practitioner Conference "Women and their Health"
1989-1990 Medical Records Committee, Southeastern Health Services, Atlanta, GA
1986-1987 Resources, Services, & Facilities Committee, Deaconess Hospital, St. Louis, MO
1983-1986 Faculty Development Committee, Deaconess Hospital, St. Louis, MO
1985-1987 Medical Resources Committee, Deaconess Hospital, St. Louis, MO
1984-1987 Home Health Advisory Board, St. Louis Neighborhood Health Center, St. Louis
1978-1982 APRN preceptor, St. Louis University, St. Louis, MO
1978-1982 APRN preceptor, University of Missouri - Columbia, MO
Other Professional Service Activities

2004  Manuscript Reviewer, Journal of Nursing Measurement
1994 - present Manuscript Reviewer, Journal of Nursing Scholarship
2004  Manuscript Reviewer, Women's Health Issues: Official Publication of the Jacobs Institute of Women's Health
2000  Manuscript Reviewer, Journal of Advanced Nursing

COMMUNITY ACTIVITIES


2004  Moloney, M.F. “Coping with migraine headaches.” Sister to Sister (women’s group), New Life Presbyterian Church, Atlanta, GA. (invited).


2002  Moloney, M.F. “The menopause transition.” Federal Women Program, the Food and Drug Administration, Southeast Regional Laboratory, Atlanta, GA.


1997  Moloney, M.F. "Care for mid-years women: issues in menopause." Gwinnett, Rockdale and Newton County Public Health Nurses and Nurse Practitioners, Lawrenceville, GA.

1995  Moloney, M.F. "Only one body: care and maintenance of the one you have. " A series of health topics for men and women on illness prevention, the midyears, and contraception, the Unitarian Universalist Congregation of Atlanta

1995  Moloney, M.F. "Menopause and women's needs," public service sound bites produced for Peach radio, Atlanta, GA.

1995  Moloney, M.F. "Midyears women and menopause," Newton County Health Department APNs and nursing staff, Newton, GA.

1995  Moloney, M.F. "Midyears women and menopause," Gwinnett County Health Department APNs and nursing staff, Lawrenceville, GA.


1995  Moloney, M.F. "Issues in midyears women's health," women's group of the Community Church of God, Atlanta, GA.

1995  Moloney, M.F. "Well care and prevention: what do women need in an annual checkup?" Victors, a support group of women survivors of abuse,
Atlanta, GA.

Prime Time Health Centers and West Paces Medical Center staff.

1994  Moloney, M.F. "Menopause: facts and fallacies," DeKalb Business and
Professional Women's Association, Decatur, GA.

COMMUNITY SERVICE
2004 - Nurse Practitioner, Planned Parenthood of Atlanta (volunteer)
2004 - Board of Trustees, Unitarian Universalist Congregation of Atlanta
2001 - Hospitality Committee, Unitarian Universalist Congregation of Atlanta
2001 - 2002 Blood donor, American Red Cross
2000 - Secretary-Treasurer, Citizens for the Middle Ground, Unitarian Universalist
Congregation of Atlanta

CONSULTATIONS
1997 - present Developmental support of APRN protocols for treatment of urinary tract infections, care
of menopausal women, and hormone replacement therapy. Gwinnet/Rockdale/Newton
County Health Departments, Georgia Department of Human Resources
1995 Evaluation of the Student Health Service, Brenau University, Gainesville, Georgia

CONTINUING EDUCATION
2004 International Qualitative Health Research Conference. (May, 2004). (contact hours).
2003 "Women's health care in the new millenium." National Association of Nurse Practitioners in
Women's Health. (12.3 contact hours).
2003 “Going with the flow: Mapping the course of menstrual experience.” Society for Menstrual Cycle
Research. (15 contact hours).
CEUs).
2002 “Tailoring ERT/HRT”. The North American Menopause Society. (1.0 CEUs).
2002 “International nursing: Expanding the boundaries.” Alpha Epsilon Chapter, Sigma Theta Tau.
Nell Hodgson Woodruff School of Nursing.
2001 “Women’s health care in the new millennium.” National Association of Nurse Practitioners in
Women’s Health.
CEUs).
Menopause Society. New York, N.Y. (3 CEUs)
2000 “Therapies for postmenopausal osteoporosis: Basic science to clinical application.” The North
American Menopause Society. (1.5 CEUs)
2000 “Research training: Developing nurse scientists.” National Institute of Nursing Research,
National Institutes of Health, Bethesda, MD. (25.5 CEUs).
2000 “Research career development in the new millenium: Day one.” Wesley Woods Geriatric
Hospital. (3.3 CEUs).
2000 “A day of women’s health.” Centers for Disease Control and Prevention.
2000 “Netting the benefits of the web: web-based self-study modules on tuberculosis.” Centers for Disease Control and Prevention. (1.2 CEUs).
1999 “Advanced Pharmacology.” Emory University School of Nursing. (3 semester hours).
1999 “Teaching portfolio workshop.” Emory University.
Kathleen L. Patusky PhD, APRN-BC
Assistant Professor
Georgia State University Byrdine F. Lewis School of Nursing
College of Health and Human Sciences
P.O.Box 4019
Atlanta, GA 30302-4019
404-651-3320 (office)
kpatusky@gsu.edu

EDUCATION
1989-1999  Ph.D. in Nursing and Psychology (Lifespan Development), October, 1999
University of Michigan, Ann Arbor, MI
Dissertation Topic: Event-Generated Dependence and its Psychological
Sequelae in Older Adults
Committee Co-Chairpersons: Professor Toni Antonucci (Psychology),
Associate Professor Bonnie Hagerty (Nursing)

1982-1984  Doctoral study, General Psychology
United States International University, San Diego, CA

1980-1981  MA in Counseling
National University, Vista, CA

1967-1971  BSN with Honors and Distinction
University of Connecticut, Storrs, CT

PROFESSIONAL CREDENTIALS
Active Registered Nursing License  Georgia  RN165643 CNS/PMH
ANA Certified Specialist in Adult Psychiatric
and Mental Health Nursing  037349
California Community College Teaching
Credential  284994

PROFESSIONAL EXPERIENCE
August 2003 - present  Assistant Professor, Georgia State University Byrdine F. Lewis School of
Nursing, College of Health and Human Sciences, Atlanta, GA
Assignments: Leadership and Management in Nursing; Health and Human
Lifespan Development (both undergraduate courses). Theories of Advanced
Psychiatric Nursing; Psychiatric/Mental Health Nursing of Families (both
masters courses); Theory Construction (doctoral course).

Sept. 2002 - Dec. 2002  Lecturer, University of Michigan School of Nursing, Ann Arbor, MI
Assignments: Curriculum design, Geropsychiatric Nursing Post-Masters
Certificate program, web-supported; Psychiatric-Mental Health Nursing clinical
section (undergraduate program)
PROFESSIONAL EXPERIENCE (Continued)

May 2000 - August 2002  Assistant Professor, Clinical, Wayne State University College of Nursing, Detroit, MI (Semester system)
Courses: Advanced Practice Mental Health Nursing courses (masters program); Psychiatric-Mental Health Nursing clinical section (undergraduate program); Health Promotion and Health Maintenance (undergraduate program, clinical section).

Dec. 1997 – April 2000  Assistant Professor, Oregon Health Sciences University at OIT, Klamath Falls, OR (Quarter system) (non-tenure track)
Courses: Mental Health Nursing (didactic and clinical segments; also responsible for identification and initiation of clinical sites); Reflective Practice (senior level capstone course, clinical segment); Foundations of Nursing (junior level introductory course); Research Field Experience (senior level independent study); Understanding and Intervening with Mental Health Problems of Older Adults (required masters/doctoral gerontology course, distance learning).

1997  Teaching Assistant, Undergraduate Research Utilization, School of Nursing, University of Michigan.

1991-1997  On Call and Staff Home Health Nurse, Psychiatric and Medical-Surgical Nursing; Program Supervisor, Psychiatric Home Health Care, Child and Family Services Skilled Home Care, Ypsilanti, MI.

1992-1995  Teaching Assistant, Department of Psychology, University of Michigan.
Courses: Human Development across the Lifespan (lower division undergraduate gateway course); Developmental Psychology Lab Section (upper division undergraduate lab); Patterns of Human Development (Inteflex Medical School Program).

1989-1995  Research Assistant, School of Nursing, University of Michigan.
Studies: Dr. Seon Ae Yeo, Exercise in Pregnant Women; Drs. Shake Ketefian and Richard Redman, Nursing Self-Governance; Drs. Bonnie Hagerty and Judith Lynch-Sauer, Relatedness Theory Development, Relatedness and Depression.

1989-1991  Teaching Assistant/Clinical Nursing Instructor, Psychiatric-Mental Health Nursing, School of Nursing, University of Michigan.

1990  Temporary Head Nurse (Summer), Psychiatric Units, Foote Hospital, Jackson, MI.

1987-1989  Per Diem Nurse, Tri-City Hospital Psychiatric Unit and Oceanview Chemical Dependency Recovery Center, Oceanside, CA.

1987-1989  Contract Psychiatric Home Care Nurse, Allied Home Health Association, San
PROFESSIONAL EXPERIENCE (Continued)

Diego, CA.

1985-1987  Project Director, Public Health Service Grant, Psychiatric Home Care Program, Allied Home Health Association, San Diego, CA.

1983-1988  Division/Executive Officer, U.S. Naval Reserves, Naval Hospital Camp Pendleton, Unit 319, Camp Pendleton, CA.


1971-1982  Staff/Charge Nurse/Supervisor.  Medicine (9 months) /Obstetrics (16 months) /Psychiatry (8.5 years).  U.S. Navy Nurse Corps, Naval Regional Medical Centers Oakland/Guam/ Long Beach/ Camp Pendleton.

RESEARCH EXPERIENCE

2004-present  Georgia State University Summer Grant: Relatedness Training for Nursing Students. Longitudinal intervention study of traditional and accelerated nursing students, trained in the use of the Theory of Human Relatedness to enhance the nurse-patient relationship and collegial relationships.

2001-2002  Wayne State University Summer Grant and College of Nursing Summer Grant: Psychometric Analysis of Relatedness Instruments. Psychometric analysis of reciprocity instrument developed by researcher, along with sense of belonging instrument as measures of interpersonal relatedness.

1998-1999  Faculty Intramural Research Award, Oregon Health Sciences University (co-investigator with L. Dzurec): Fatigue/Relatedness Themes Expressed by Tired Women. Hermeneutic study of the relatedness themes described by women reporting high levels of fatigue.


1993-1995  Relatedness instrument development project. Assisted with item development, data collection and analysis of the Sense of Belonging Instrument (with B. Hagerty).


1989-1993  Relatedness research project. Participated in theory development involving integrative literature review, focus group facilitation, phenomenological analysis of focus group data regarding relatedness experiences of adults (with B. Hagerty and J. Lynch-Sauer).

RESEARCH GRANTS/FELLOWSHIPS

2004  Georgia State University: Relatedness Training for Nursing Students. 15% of salary.

2001-2001  Wayne State University Summer Grant and College of Nursing Summer Grant: Psychometric Analysis of Relatedness Instruments. $17,000.

1999  Northwest Health Foundation Grant: Relatedness in High School Students. Principal Investigator of research group including faculty at Oregon Health Sciences University and the University of Michigan. Not funded.

1998-1999  Co-Investigator, Faculty Intramural Research Award: Fatigue/Relatedness Themes Expressed by Tired Women. $3,000.

1997  Agency for Health Care Policy and Research dissertation funding. Approved, not funded.


1996  Sigma Theta Tau International Honor Society of Nursing, National Small Grant. Dissertation funding.

1996  Blue Cross/Blue Shield of Michigan Foundation, Student Award. Dissertation funding.
1996 University of Michigan School of Nursing New Investigator Award. Dissertation funding.

RESEARCH GRANTS/FELLOWSHIPS (Continued)

1996 University of Michigan Rackham Graduate School Dissertation Grant.


RESEARCH INTEREST AREAS

Relatedness theory - instrument development; intervention research; self-care management

Psychiatric home care - program quality, interventions, and outcome research; domestic violence

Interventions and outcomes research

Developmental psychopathology - emergence of dependence in older adults vs. successful aging; school violence in children and adolescents

Complex adaptive systems and nonlinear dynamics - methodology; contribution to theory development

STUDENT RESEARCH ADVISEMENT

Doctoral
Dissertation Committee Member, Ann Bellar, “The Influence of the Environment on Resistiveness to Care and the Effectiveness of an Intervention to Decrease Resistiveness to Care in People with Alzheimer’s Disease Residing in Long Term Care Institutions,” October 2002.

Masters
Masters Research Project Advisor, Jeff Guajardo, “A Comparison of Traditional and Accelerated Nursing Students on Program Entry.”


PUBLICATIONS
Journal articles


PUBLICATIONS (Continued)


Book chapters


**Dissertation**


**PRESENTATIONS**

**Professional Conferences**


Experience. Paper presented at the annual meeting of the Midwest Nursing Research Society Conference, Oklahoma City, OK.


Abstracts


Poster Sessions


Invited Class Presentations


Patusky, K.L. (2003, October). Leadership. NURS4490/6010 Baccalaureate Nursing Perspective for Registered Nurses (RN/BS/MS Bridge Course). Georgia State University School of Nursing.


Kathleen L. Patusky PhD, RN, CS

Harper In-Patient Psychiatric Unit.


**PROFESSIONAL ACTIVITIES**

2003-present Committee memberships: Undergraduate Program Committee

2001-2002 Committee memberships and activities: Director, Psychiatric-Mental Health Nursing Graduate Program; Doctoral Program Committee, Search Committee; Curriculum Committee; Sigma Theta Tau Lambda Chapter Program Chair.

2001 Committee memberships and activities: Curriculum Committee (Winter)

2000 Member, Board of Directors, Klamath Crisis Center, Klamath Falls, OR

1998-2000 Committee memberships and activities: Office of Technology Innovation and Evaluation committee member; Faculty Instructional Technology Award review team member; Technology Learning and Teaching Roundtable member; Gerontological Research Group member; Student Nurses’ Association advisor; Southern Oregon OHSU Inter-campus Research Group founder and member; OHSU at OIT Promotion and Tenure Committee member; Klamath Crisis Center/Harbor House organizational committee member.

1994-1996 International Affairs Committee, Doctoral Students’ Organization Representative, School of Nursing, University of Michigan.

1993-1997;
2000 - present Midwest Nursing Research Society, Member.

1992-1993 Sigma Theta Tau International Honor Society of Nursing, Rho Chapter, Doctoral
Students’ Organization Representative.

1992-1997  Professional Advisory Committee, Member, Child & Family Services Skilled Home Care, Ypsilanti, MI.


Professional Organization Memberships:
  Geriatric Nurses Association
  Clinical Nurse Specialists Association
  Southern Nursing Research Society.
  Sigma Theta Tau International Honor Society of Nursing

CONSULTATION SERVICES
2002  Macomb County Community Mental Health Center, Chesterfield, MI. Administration; Nursing leadership.

1994  Hurley Hospital, Flint, MI. Psychiatric home care program.

1992-1997  Child and Family Services Skilled Home Care, Ypsilanti, MI. Clinical supervision, Psychiatric Home Care program.


HONORS AND AWARDS
1992  Center for the Education of Women Margaret Dow Towsley Scholarship.
       University of Michigan, Ann Arbor, MI.
1989  Regents’ Fellowship. University of Michigan, Ann Arbor, MI.
1971  Robert C. Cleverdon Award in Nursing. University of Connecticut, Storrs, CT.
1970  Membership, Sigma Theta Tau, National Honor Society of Nursing.
1969  U.S. Navy Nurse Corps Candidacy Program.
REFERENCES
Shake Ketefian EdD, RN, FAAN; Director, Office of International Affairs; University of Michigan School of Nursing; 400 North Ingalls Building; Room 3216; Ann Arbor, Michigan 48109-0483. (734) 763-6669. ketefian@umich.edu

Marilyn Oermann PhD, RN, FAAN; Professor; Wayne State University College of Nursing; 252 Cohn Bldg.; 5557 Cass Ave.; Detroit, MI 48202. (313) 577-4230. moermann@msn.com

Bonnie Hagerty PhD, RN, CS; Associate Professor; University of Michigan School of Nursing; 400 North Ingalls Building; Room 2352; Ann Arbor, Michigan 48109-0483. (734) 764-2866. bmkh@umich.edu

Reg A. Williams PhD, RN, CS, FAAN; Professor; University of Michigan School of Nursing; 400 North Ingalls Building; Room 4352; Ann Arbor, Michigan 48109-0483. (734) 647-4927. rawill@umich.edu

Carol Craig PhD, FNP-c; Associate Professor; School of Nursing; Oregon Health Sciences University at OIT; 3201 Campus Drive; Klamath Falls, Oregon 97601-8801. (541) 885-1401. craigc@oit.edu

Linda S. Smith DSN, RN; Assistant Professor; School of Nursing; Oregon Health Sciences University at OIT; 3201 Campus Drive; Klamath Falls, Oregon 97601-8801. (541) 885-1360. smithli@oit.edu
LINDA ANNE (Lynn) PFAFF MS, APRN, BC
2415 Lauderdale Drive, Atlanta, Georgia 30345
Telephone Office: 404-327-8888

LICENSURE
Nursing: Georgia License #; Arizona License 
RN -
Authorized as CNS by Georgia State Board of Nurses

EDUCATION
2004 Doctorate Course EPY 8180
2000 EMDR - Level Two Training
EMDR Institute
1999 EMDR-Level One Training
EMDR Institute
1998 Post Masters Pharmacology
Georgia State University, Atlanta, Georgia
1997 Master of Science
Georgia State University, Atlanta, Georgia
Adult Psych / Mental Health
College of Health and Human Sciences
1996 Bachelor of Science
Georgia State University, Atlanta, Georgia

College of Health and Human Sciences
1994 Georgia State Insurance License
(Life, Health, Disability)
1991 Northside Hospital Reentry Program
Atlanta, Georgia
1974 Associate Degree Nursing
Phoenix College, Phoenix, Arizona
RN

Certification:
2000    ANCC Certification Clinical Nurse Specialist Adult Psychiatric Mental Health
2002    CPR: Health Care Provider American Heart Association
1999    Red Cross Mental Health Provider Disaster Services
1993    *Management Course  Aetna / Healthways
        *Surgical Course: Scrubbing, West Paces Medical Center: Educational
        * Instrumentation, Draping Surgical Services
        * X-Ray Operation Certificate Lisa Cowart RTCR : Radiology
1992    Chemotherapy Administration: University of Tennessee: Medical Center
        Didactic and Administration at Knoxville.

CLINICAL EXPERIENCE MENTAL HEALTH
Private Practice: Psychotherapy for individual, couple, family, group. EMDR. Education and Consultation. Ongoing Supervision
Clinical Instructor: Georgia Baptist College Nursing, Baptist/ Mercer University, Georgia State University
Uppergate / Emory Hospital : Supervision under Brenda Cibulas, CS
Assessment, individual therapy, group therapy, family, consult services  (adult)
Mental Health IDC: Supervision under Dr. Steve McDaniel, M.D. & Jennifer Turner, CNS
Assessment, individual therapy, (adult)
Dekalb Addiction Center: Supervision under Bea Yorker, CS and Pat Smith, RN
Group therapy (children)

PROFESSIONAL EXPERIENCE
Fall 2001- Current  Georgia State University School of Health and Human Sciences (Faculty) (Assistant Clinical Professor)
Jan 2000-2002       Georgia Baptist College of Nursing ( Clinical Psych. Instructor)
Jan. 2000 -Spring  Georgia State University. Instructor. Research Methodology HHS 3500 (School of Health and Human Sciences)
1999 - 2000           Auburn University  (Consult Liaison for national research project)
1998- Current         Lynn Pfaff Inc., Private Practice CS. Psychiatric Mental Health
1995 - 1997           Haven House, PRN Staff Nurse/House Manager (AIDS Hospice)
1994 - 2003           Self Employed, Insurance Agent/Broker
3/94 - 12/94           Northlake Ambulatory Surgery Center, PRN ( OR, PACU, Admin.)
8/93 - 12/93           Aetna / Healthways, Site Manager (Direct Delivery Family Practice)
11/92 - 8/93           Atlanta Medical, Physician Extender (ENT, Head and Neck Surgery)
6/92- 11/92            Cancer Specialist of Georgia (Clinical Site Manager Oncology)
2/92 - 6/92            BMA Tucker Dialysis, Staff Nurse
7/91 - 2/92            Northside Hospital, PRN Staff Nurse (Oncology)
1974 - 1976           Professional Registry, RN ( ICU, Staff Relief, and Private Duty)

OTHER MEDICAL WORK EXPERIENCE
1995-1996             Kellogg Program GSU/Moorehouse University/Clarke Atlanta
1995-1996             Clinical Community Health, Lithonia: Home Health: Hospice
1971 -1974            Nursing Assistant, Phoenix, Arizona
1969 - 1970           Ward Clerk Psychiatric Unit , Morristown, New Jersey

RESEARCH
Consult Liaison for federally funded research project/ Auburn University 1999
Grief, Social Support, and Stressors in HIV-Infected Gay Men  1997
Research Data Gathering (Oncology, Surgery, Mental Health)

COMMITTEES
MAAPPNG : Vice President and Program Chair
QA & QI - (Oncology, Surgery)
Patient Education- (Oncology, Surgery, Family Practice, Mental Health, Home Health)
Policies and Standards- (Oncology, Surgery, Family Practice, Mental Health)
OSHA Standards Staff Education and Compliance (Family Practice)
Marketing- (Surgery, Mental Health Private Practice)

**UNRELATED TO MEDICAL WORK EXPERIENCE**
Sales and Sales Manager
Banking
Licensed Paraprofessional with Dekalb County School System
Licensed Insurance Broker/ Georgia: Health, Life, Disability

**PROFESSIONAL ORGANIZATIONS**
Current : Past: ONS
Sigma Theta Tau , ANAC, MAAPPNG, APNA, GNA

**VOLUNTEER WORK**
Current- Red Cross Mental Health Provider Disaster Services
Current -Positive Impact Past- Haven House, Common Ground, AIDS Survival

**REFERENCES** - Furnished upon request
Christina Quinn  
1138 Pine Valley Road  
Griffin, GA 30224  
770 228 7468

PROFESSIONAL EDUCATION

<table>
<thead>
<tr>
<th>Date</th>
<th>Institution</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/98</td>
<td>Louisiana State University Medical Center, New Orleans, LA</td>
<td>Doctor of Nursing Science (Clinical Investigation &amp; Graduate Nursing Education)</td>
</tr>
<tr>
<td>8/88</td>
<td>Texas Woman's University Houston, TX</td>
<td>Master of Science (Medical/Surgical Nursing &amp; Teaching Role)</td>
</tr>
<tr>
<td>5/80</td>
<td>University of San Francisco San Francisco, CA</td>
<td>Bachelor of Science in Nursing</td>
</tr>
</tbody>
</table>

PROFESSIONAL EXPERIENCE:

<table>
<thead>
<tr>
<th>Date/s</th>
<th>Employer/Title/Responsibilities</th>
</tr>
</thead>
</table>
| 8/01-present | Georgia State University  
Atlanta, GA  
Assistant Professor  
Teaching courses in the School of Nursing and College of Health and Human Sciences; also a member of Graduate Faculty and Gerontology Faculty |
| 8/99-8/01 | Southern Illinois University at Edwardsville  
Edwardsville, IL  
Assistant Professor  
Springfield Site Coordinator (May 2001-present). Taught courses in the RN-BSN curriculum and graduate nursing program. Used Web based programming (Web CT) to develop a second semester Pharmacology course (Basic BSN program). Chair of two thesis committees; member on three thesis/project committees. |
| 5/99-6/01 | Aaron Nursing  
Springfield, IL  
Home Health Nurse  
Performed assessments and nursing interventions with adult medical surgical patients and psychiatric patients. Performed dressing changes and venipunctures on adults as needed. |
8/97-12/98  University of Miami, School of Nursing  
Coral Gables, FL  
Nursing Instructor  
Course coordinator for first and second semester Junior level nursing courses in the BSN program. Clinical instructor for both courses.

1/97-5/97  Louisiana State University Medical Center,  
Graduate Nursing Program  
New Orleans, LA  
Graduate Teaching Assistant  
Assisted in creating and teaching a graduate level Research Utilization course.

8/96-5/97  Our Lady of Holy Cross College, Division of Nursing  
New Orleans, LA  
Assistant Professor  
Clinical instructor for Junior and Senior level BSN students. Lectured in Adult Health Nursing Courses.

8/95-9/96  Tulane University Hospital  
New Orleans, LA  
Staff nurse, Flexpool  
Worked part-time on various medical-surgical units.

8/95-5/96  Louisiana State University Medical Center  
Graduate Nursing Program  
New Orleans, LA  
Graduate Assistant  
Assisted in organizing a grant-sponsored elementary school based employee health program. Performed literature reviews related to faculty research projects. Compiled the results of a five-year nursing graduate survey.

1/94-12/96  First American Home Care  
Metairie, LA  
Case Manager in Home Health  
Nursing care for adult home health patients. Supervisory visits to evaluate home health aide and LPN care plans. Re-evaluated and revised plan of treatment for each patient in the case load.
8/92-12/93 University of North Carolina at Wilmington
School of Nursing
Wilmington, NC
**Director of Simulation Laboratory & Lecturer**
Taught nursing skills and evaluated competencies of each skill to all levels of baccalaureate nursing students. Lectured in Pharmacology course.

8/91-5/92 Texas Christian University, School of Nursing
Fort Worth, TX
**Assistant Professor**
Pharmacology instructor. Clinical instructor for sophomore students. Assisted in basic nursing skills lab.

9/89-6/91 Westminster College, School of Nursing
Salt Lake City, UT
**Assistant Professor**
Team member in Adult Health and Critical Care Nursing. Clinical instructor for students in critical care. Developed Emergency Care course.

7/89-6/91 Holy Cross Hospital
Salt Lake City, UT
**Staff nurse, Float pool**
Part-time staff nurse on chronic/infectious disease unit.

8/88-6/89 Mississippi Gulf Coast Community College
Gulfport, MS
**Nursing instructor**
Team member for Basic Nursing Course and clinical instructor.

2/88-6/89 Memorial Hospital at Gulfport
Gulfport, MS
**Staff nurse, Telemetry unit**
After attending a four-week Critical Care Course, worked full time caring for telemetry patients.

11/87-1/88 NURSEFINDERS and Curaflex Health Services
Arlington, TX
**Staff nurse, part time**
Provided home health care nursing to adult oncology and pediatric patients.

7/86-9/87 The Methodist Hospital
Houston, TX
Clinical Practitioner Teacher
Planned and coordinated a 12-week Nurse Internship Program for graduate nurses. Supervised clinical activities and provided inservices to nurses on several units.

6/80-7/86 Hermann Hospital
Houston, TX
Assistant Head Nurse, Orthopedics
Managed and provided clinical supervision to staff nurses on a 40 bed Orthopedic/Plastic Surgery unit.

PUBLICATIONS:

Research

Louisiana State University Medical Center, New Orleans, LA
Home Health Nursing Patients: Symptom management strategies and their relationship to symptom status, quality of life, and acute health service utilization.

Master’s Thesis (1988)
Texas Woman’s University
Evaluation Procedures of Nurses Employed in Home Health Care Settings.

Publications


http://nursing center.com/resources/theme.cfm?ID=22


Publications (other)


Fonza, M., Mulcahy, M. & Quinn, C. Nurses have many roles in helping patients. The State Journal Register, Springfield, IL. September 17, 2000 (editorial).

PROFESSIONAL PRESENTATIONS:

Paper Presentations

7/21/04 Sigma Theta Tau, International  
2nd International Evidenced Based Nursing Preconference  
Dublin, Ireland  
A structured approach to improving nursing care and decreasing Hospitalization of home care patients with CHF

3/11/04 Beta Omicron Chapter, Sigma Theta Tau International  
Bridging Practice Through Research  
Augusta, GA  
Home Health Nursing: A structured approach to improving nursing Care and decreasing hospital readmissions of CHF patients  
Presentation accepted 9/03

3/11/04 Beta Omicron Chapter, Sigma Theta Tau International  
Bridging Practice Through Research  
Augusta, GA  
Panel Discussion: Charting your course for Graduate Education  
Presentation accepted 9/03

11/05/03 Sigma Theta Tau, International.  
Toronto, Ontario, Canada  
37th Biennial Convention  
Web-enhanced pharmacology for undergraduate nursing students

10/06/03 National Association of Home Care
Orlando, Florida
National Association for Home Care and Hospice &
the World Congress on Home Care & Hospice.
Home Health Nursing: Improving symptom management and
quality of life to decrease hospital readmissions of patients with
CHF

7/15/03  5th Annual WebCT Users Conference
San Diego, CA
WebCT: Impact 2003
Web-enhanced pharmacology for undergraduate nursing students.

10/4/01  Cleveland State University National Nursing Conference.
Cleveland, Ohio
Communities and Populations: Preparing Nurses for the Future.
Presented during one of the concurrent sessions. Topic: Home
Health Symptom Management Model (results from my dissertation
research).

2/19/99  SNRS Conference. 13th Annual Conference of the Southern
Nursing Research Society. Charleston, SC
Title: Analysis of the Home Health Symptom Management Model:
Personal Variables, Symptom Management Strategies, and
Outcomes.

11/13/98  Nursing Research Conference: Gamma Lambda Chapter, Sigma
Theta Tau, International
University of Southern Mississippi, Biloxi, MS
Title: Analysis of the Home Health Symptom Management Model:
Personal Variables, Symptom Management Strategies, and
Outcomes.

11/10/98  November Program Meeting: Beta Tau Chapter, Sigma Theta Tau,
International
University of Miami
Title: Analysis of the Home Health Symptom Management Model.

11/21/97  10th Nursing Research Day, New Orleans, LA
Title: Research Utilization (RU): A challenge for nursing graduate
education to improve patient care.

11/21/97  10th Nursing Research Day, New Orleans, LA
Title: Analysis of the Home Health Symptom Management Model:
Personal Variables, Symptom Management Strategies, and
Outcomes.
Poster Presentations

4/14/99  Bradley University Nursing Research Conference.
Peoria, IL
Title: Analysis of the Home Health Symptom Management Model.

Presentations (guest lecturer)

4/03 & 12/03  End-Of-Life Issues; NURS2080 Concepts in Nursing

2/03  Health Fair for Seniors
GSU, Gerontology Institute
Alpharetta Campus
Topic: Osteoporosis in Older Adults

11/02  End-Of-Life Issues; NURS2080 Concepts in Nursing (sophomore students)

5/02  Chronic problems in children and adolescents in Death & Dying;
PCN 7430 (pediatric nurse practitioner students)

3/02  End-of-Life Nursing Education Curriculum; School of Nursing
Faculty meeting

3/02  Structural Equation Modeling; NUR8051 Quantitative Research
Methods (doctoral students)

2/97  Invited speaker for Master’s level course in Adult Health Nursing.
Title: Self Concept/Self Perception

1/96-5/96  Lectures presented for Master’s level course in Adult Health
Nursing as partial requirement for Doctoral Course: Fieldwork
in Graduate Nursing Education.
Titles: Case Management/Critical Pathways; and, Self Concept/
Self Perception

Submissions for Presentations

12/17/03  Sigma Theta Tau, International
15th International Nursing Research Congress
Dublin, Ireland Scheduled: 7/22/04
Submitted abstract for paper presentation

RESEARCH PROJECTS
3/03 Home Health Nursing: Improving Symptom Management and Quality of Life to Decrease Hospital Readmissions of Patients with CHF. Collaborating with West Georgia Home Care in LaGrange, GA to evaluate a new nursing intervention and approach to caring for their CHF population.

GRANTS AND CONTRACTS

Internal funding:

May 2004: Summer Fellowship funding to prepare a manuscript With a focus on an end of life issue in home care
Amount = $7950

April 2002: Maymester funding to develop a web-based course in nursing pharmacology. Georgia State University.
Amount = $5000

Intramural funding:

November 2002: Intramural grant from CHHS at Georgia State University to implement a research project at a home health agency on caring for CHF patients.
Amount = $4303

External Funding:

June 2003: As a member of the Atlanta Foot Care Coalition, I assisted in submitting a grant to the 2003 Thanks Mom and Dad fund. This was not funded.

PROFESSIONAL AND HONORARY ORGANIZATIONS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>11/02-present</td>
<td>Sigma Theta Tau, Epsilon Alpha</td>
<td>Vice president</td>
</tr>
<tr>
<td>5/91-present</td>
<td>Sigma Theta Tau, Iota Iota Chapter</td>
<td>Member</td>
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<tr>
<td>1/85-present</td>
<td>American Nurses Association</td>
<td>Member</td>
</tr>
<tr>
<td>5/98-5/99</td>
<td>Sigma Theta Tau, Beta Tau Chapter</td>
<td>Counselor/Member</td>
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<tr>
<td>9/95-8/99</td>
<td>Southern Nursing Research Society</td>
<td>Member</td>
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8/91-5/92  Texas Nurses Association    Member
7/87-9/87  Texas Nurses Association    Board member
1/85-9/87  Texas Nurses Association    Chair
          Career Fair Committee
1/90-6/93  American Association of Critical Care Nurses    Member

HONORS AND AWARDS:

1/99    Regional Research Dissertation Award, Region 7 
        Sigma Theta Tau, International

12/98   F.A. Davis Award for Writing Excellence 
        Louisiana State University Medical Center 
        School of Nursing 
        Pre-commencement Ceremony

12/98   Outstanding Doctoral Graduate Award 
        Louisiana State University Medical Center 
        School of Nursing

5/91    Iota, Iota Chapter, Sigma Theta Tau

4/88    Honoree at Student Honors Convocation for 
        Masters Degree Program in Nursing 
        Texas Woman’s University

TEACHING:

Courses

Georgia State University
NURS 3910    Community Health (clinical)
NURS 4620    Complex Clinical Cases
NURS2061    Pharmacology
NURS2160    Basic Skills (lectures & clinical)
NURS4490/6010    Transition to Advanced Nursing Practice
HHS 3500    Research Methods: Concepts and Techniques
AHN 7040    Clinical Practicum in Adult Health Nursing

Southern Illinois University Edwardsville
N335 Health Assessment    (RN-BSN curriculum)
N316 Issues in Professional Nursing (RN-BSN curriculum)
N314 Pharmacology II (BSN curriculum)
N437 Management & Role Change in Nursing (RN-BSN curriculum)
N480 Community Health (RN-BSN clinical instructor)
N487 Senior Synthesis and Practicum (RN-BSN and BSN curriculum)
N580 Nursing Research Designs and Methods (Graduate nursing curriculum)

University of Miami
Nur 320 Foundations of Nursing in a Multicultural Society I
Nur 321 Foundations of Nursing in a Multicultural Society II

Our Lady of Holy Cross College
Nsg 308 Nursing III
Nsg 400 Nursing IV

University of North Carolina
Lecturer in Pharmacology course

Texas Christian University
Pharmacology

Westminster College
Adult Health and Critical Care Nursing
Pharmacology
Emergency Care Course

SERVICE:

University Committee and Administrative Responsibilities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Committee</th>
<th>Position</th>
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<tbody>
<tr>
<td>1/04-present</td>
<td>AHN Task Force</td>
<td>Chair</td>
</tr>
<tr>
<td>11/03-present</td>
<td>Nominations Committee</td>
<td>Member</td>
</tr>
<tr>
<td>8/02-present</td>
<td>CCNE Standard IV</td>
<td>Chair</td>
</tr>
<tr>
<td>9/01-present</td>
<td>Admissions Criteria Subcommittee</td>
<td>Chair</td>
</tr>
<tr>
<td>8/01-present</td>
<td>Undergraduate Program Committee</td>
<td>Member</td>
</tr>
<tr>
<td>8/99-6/01</td>
<td>FACR Committee (Faculty, Alumni, Community Relations)</td>
<td>Member</td>
</tr>
</tbody>
</table>
3/01-6/01 Peer Evaluation Committee Member
1/01-8/01 Springfield-Site Building Committee Member
8/99-5/00 Curriculum Sub Committees: Member
  RN-BSN committee
  Fundamentals in Nursing
  Medical Surgical Nursing
8/97-12/98 Curriculum Committee Member
University of Miami
1/93-12/93 Professional Development Member
University of North Carolina
School of Nursing
9/91-5/92 NLN Self Study Steering Committee Member
Texas Christian University
9/91-5/92 Faculty Relations Committee Member
Texas Christian University
8/90-6/91 Admission and Progression Committee Member
Westminster College

Professional/Community Service:

9/9/04 Reviewer for manuscript Member
Journal of Nursing Measurement
Ora Strickland, editor
9/02-present Dekalb Medical Center Clinical Research Member
Committee; faculty representative
2/03-present Atlanta Foot Care Coalition Member
6/04 Collected and Analyzed data Researcher
for the Basic Foot Care Awareness
and Training for Professionals workshop
CONTINUING EDUCATION:
1/19-1/21  (planning to attend:
Annual Assembly of American Academy of Hospice and Palliative
Medicine and Hospice and Palliative Nurses Association
New Orleans, LA
_____ contact hours

10/8/04  Preventing sexual coercion among adolescents
Women's Health Section, family planning
Emory Training Center

9/20/04  Program Validation
Educational Resources Inc, (ERI)
5 contact hours

6/18/04  Basic Foot Care Awareness and Training for Professionals
Piedmont Hospital
6.3 contact hours

5/15/04  Medicaid changes in 2004
National Gerontological Nurses Association
1.0 contact hour

9/03  Infectious Disease
National Gerontological Nurses Association
1.2 contact hours

7/03  Managing the post-MI patient
Medical World Conferences
4.8 contact hours

6/03  2003 Regional Research conference
Nell Hodgson Woodruff School of Nursing
A 2-day conference focused on research career
Development
10.8 contact hours

3/03  Clinical Update for Nurse Educators
Emory Healthcare
5.1 contact hours
5/02  Make the Web Connection Program. Web CT workshops for faculty planning to use a web-based approach to teaching in their courses at GSU.

1/02  End-of-Life Nursing Education Consortium. A 3-day course providing knowledge and skills in end-of-life care as well as specific teaching/learning resources to use in improving nursing care content in various nursing programs.

6/01-7/01  Faculty Summer Institute. A 6 week course dedicated to faculty interested in learning new technology tools for use in internet courses. The newest version of WebCT will also be introduced. Developed by the Faculty Technology Center at SIUE.

9/00  NLN Educational Summit 2000. Nashville, TN
1. **Name:** Armenia M. Williams

   Office and Home Address:

   Office Address and Telephone: Georgia State University School of Nursing  
P.O. Box 4019  
Atlanta, GA 30302-4019  
(404) 651-4274    FAX: (404) 651-3096

   E-Mail: awilliam@gsu.edu

   Home Address and Telephone: 6235 Rockland Road  
Lithonia, GA 30038  
(770) 482-8412

3. **Professional Certification and Licensure:**

   Registered Nurse and Certified Family Nurse Practitioner, Georgia  
Expiration date: 1-31-07

   Family Nurse Practitioner, Certified by the American Nurses Association (ANCC)  
Expiration date: 3-31-06

   CLIA Certified Laboratory Director, original certification, July 1993. Current.

4. **Education:**

   Georgia State University  
School of Nursing  
Atlanta, GA  
N 755, Non-degree support for Continued FNP Certification  
Winter 1996  
5 quarter hours academic credit

   University of Georgia  
Department of Political Science  
Athens, GA  
D.P.A. (Doctor of Public Administration-Health Policy)  
1991

   Emory University  
School of Medicine  
Atlanta, GA  
Certificate (Family Nurse Practitioner)  
1972

   Emory University  
School of Nursing  
Atlanta, GA  
M.N. (Teaching Public Health Nursing)  
1964

   Emory University  
School of Nursing  
Atlanta, GA  
B.S.N.  
1963
5. **Academic Experience:**

- **1979-present**  
  Associate Professor with tenure  
  Georgia State University, School of Nursing  
  Atlanta, GA

- **1993-1994**  
  Acting Chairperson, Department of Community Health Nursing  
  Georgia State University  
  Atlanta, GA

- **1975-1979**  
  Joint Appointment  
  College of Urban Studies  
  Georgia State University  
  Atlanta, GA

- **1973-1979**  
  Georgia State University  
  Assistant Professor, School of Nursing  
  Atlanta, GA

- **1971-1973**  
  Adjunct Faculty  
  Emory University School of Medicine  
  Department of Preventive Medicine and Community Health  
  Atlanta, GA

6. **Other Professional Experience:**

- **1973**  
  Chief of Nursing Services/Assistant Health Services Director  
  Atlanta Southside Comprehensive Health Center  
  Atlanta, GA

- **1971-1973**  
  Consultant for Nurse Practitioner Programs  
  Office of Economic Opportunity  
  Washington, DC

- **1971-1973**  
  Team Director, Emergency & Special Services  
  Atlanta Southside Comprehensive Health Center  
  Atlanta, GA

- **1970-1973**  
  Coordinator, Family Nurse Practitioner Program  
  (First program in the state of Georgia)  
  Atlanta Southside Comprehensive Health Center  
  Atlanta, GA
1970  Outreach Supervisor  
Atlanta Southside Comprehensive Health Center  
Atlanta, GA

1967-1969  Public Health Nurse Supervisor  
DeKalb County Health Department  
Decatur, GA

1964-1966  Public Health Nurse  
DeKalb County Health Department  
Decatur, GA

1963  Staff Nurse, Medical  
Emory University Hospital  
Atlanta, GA

7. **Courses Taught:**

**Doctoral Level:**

Nursing 8000, Vulnerable Populations. Responsible for the course design. Taught two times on a biennial basis, 2000 and 2002.


Nursing 831 and Nursing 832 prior to Curriculum conversion, taught each of these three times, course administrator twice for each course.

**Master’s Level:**


Course Administrator, many times for N6000 and N6910/N6920, pre-requisites for the RN-MS students.

Course Administrator, many times for Nursing 782, a discontinued course that focused on health policy issues.

**Undergraduate Level:**
Nursing 3910/N3920, Community Health Nursing, course administrator for many offerings and clinical supervision of clinical groups or screening activities. Course administrator and/or clinical supervision of the community health nursing courses from 1974 through the present.


Prior to these course offerings, nursing courses in physical assessment, family nursing, management and leadership, health policy, nursing in alternative settings and other were taught from 1973-1998.


8. Publications:

a. Journal Articles:


Published (All are national or international circulation):


Williams, A.M. (Spring 2003). MAPPING as a Community Assessment Tool in
DeKalb County. Newsletter of the Public Health Nursing Section, American Public Health Association. (Refereed).


b. Book chapters: none

c. Books and monographs:


Williams, A. M. (1974). (Contributing author as part of the Kellogg Foundation Project on Nursing Education). Pathways to Practice: Part II. Atlanta, GA: Southern Regional Education Board, (Invited for participation but submitted materials were refereed prior to publication, with national circulation).


d. Published abstracts (All refereed, national or international circulation):


e. Scholarly proceedings:


9. Funding:

i. External:

October 2000. American Nurses Foundation: $5,000.00 for “Rural Research: Technology and Service.” Primary investigator with Dr. Judith Wold as co-investigator. Research grant for cardiovascular disease prevention intervention testing in small rural industries.

May 1999. American Association of Occupational Health Nurses: $5,000.00 for the First AAOHN Experienced Researcher Award.. Primary investigator with Dr. Judith Wold as co-investigator. Research grant for cardiovascular disease prevention intervention testing in small rural industries.

April 1999. Status of Health in DeKalb: $5,000.00 for “Lithonia Prevention Project.”: Cardiovascular Nutrition and Physical Activity Project.

December 1998. General Mills Foundation. $43,560.00 for “Community Partnership Project.” Georgia State University received funds for a part-time clinical instructor, Newton County Schools received funds to purchase vision and hearing screening equipment, and Newton County Board of Health received indigent health funds for follow-up of vision and hearing problems. Initiator and leader of project.

February 1993. Sigma Theta Tau, Epsilon Alpha Chapter. $750.00 received as a Research Award. for occupational health research. Primary Investigator with Dr. Judith Wold: as co-investigator.

Fall 1987-Spring 1996: Continuing Education Series for Nurse Practitioners: Contracts negotiated with the Georgia Department of Human Resources. Served as Director for 1-3 funded programs for each of these academic years. The contracted funds were as follows (each program received additional funds from registration
and drug companies and/or medical personnel recruitment companies):

1995-96 - $6,000.00 seed money for two programs
1994-95 - $5,000 seed money for two programs
1993-94 - $5,000 seed money for two programs
1992-93 - $5,000 funded two programs
1991-92 - $2,500 funded one program
1990-91 - $7,500 to fund three programs
1989-90 - $1,900 to fund one program
1988-89 - $8,000 to fund three programs
1987-88 - $12,000 to fund three programs

Winter 1975-Spring 1998: Continuing Education: Basic Skills in Physical Assessment for Public Health Nurses. Contracts negotiated with the Georgia Department of Human Resources. Served as Director for programs offered twice a year from 1975-1989, three times a year 1990-1995, and twice a year 1996-1998, with a total contract over 23 years of $475,000.00. Funding was on a fee basis of $360-$400 per participant. Also served as lecturer and practicum director for at least 4 of the 14 days of each session.

Winter 1973: Model Cities Expansion for Atlanta Southside Comprehensive Health Center - $300,000, from U.S. Public Health Service Neighborhood Health Center funds. Wrote grant while serving as Assistant to Health Services Director.

ii. Internal:

November 1997. Center for Teaching and Scholarship, Georgia State University. $2,700.00 to fund a workshop entitled “Technology Workshop For Health Sciences Professions.” Chaired a group which included Dr. Jo Jones, Lorine Spencer, Dr. Stephanie Summers, Randy DeKler, Dr. Mildred Cody, Dr. James Wolk, Dr. Dee Bullard, and Jean Weed.. Faculty Development Grant.

Fall 1997. Quality Improvement Grant for Equipment, Georgia State University. $25,000.00. Dr. Jo Jones (Director), Dr. Armenia Williams, and Lorine Spencer..

Spring 1996. Dean’s Office, College of Health Sciences: $250.00 editorial support, $150.00 travel support for Area Grant Re-submission.
Spring 1995. Dean’s Office, College of Health Sciences: $750.00 support for Area Grant Submission.

Spring 1994. Dean’s Office, College of Health Sciences. $800.00 to fund GRA analysis of data for the Occupational Health Research Study with Dr. Judith Wold.


Spring 1989. Georgia State University Continuing Education Funds, $2,000 “Physical Assessment for School Nurses.” Wrote grant and served as Director.

Spring 1980. Georgia State University Continuing Education Funds, $2,500 “Videotape Continuing Education - Cardiac Physical Assessment Series.” Wrote grant and served as Director.

Spring 1980. Georgia State University Continuing Education Funds, $1,500. “Physical Assessment for School Nurses.” Wrote grant and served as Director.

Spring 1976. Georgia State University Small Grants Funds for Continuing Education. $5,000 “Patient Education Project.” Wrote grant and served as Director.

10. Scholarly Activities with Students:

a. Student research funding:

   Summer 2000-Summer 2001: Judith Luce Bryan. $2,000.00 award from the American Heart Association. Mrs. Bryan, a Family Nurse Practitioner master’s student, is the first American Heart Association Student Scholar in the College of Health and Human Sciences. Dr. Armenia Williams is her sponsor for this award.

   Student awards: Judith Luce Bryan as above.

Dissertation Committees:
1998-2001 Chair, Doctoral Dissertation Committee, Georgia State University School of Nursing, for: Johnson, Barbara. “Organizational Culture and Job Satisfaction as Antecedents for Empowerment of Associate Degree Nursing Faculty.” Graduation May 2001.


Thesis/Research Project Committees:

2000-01 Chair, Master’s Research Project Committee, Georgia State University School of Nursing. J. Luce Bryan, who received a $2,000.00 award as an American Heart Association Student Scholar for a one year research project on hypertension.


1998 Chair, Master’s Research Project Committee, Georgia State University School of Nursing, for: Armstrong, Annelore; Davis, Carrie; & James, Tanya, “Data Collection and Analysis of Cardiovascular Disease Risk Reduction Activities in a Small Industry”. Completed Fall 1998.


1996-7 Chair, Master’s Research Project Committee, Georgia State University School of Nursing, for: Ann Mason. “Use of Health Risk Appraisal in Female Day Care Workers”, completed Spring 1997.


1994 Chair, Master’s Research Project Committee, Georgia State University School of Nursing: Taylor, R. “Identifying Health Stressors and Risk Factors for Disease in First Generation


1992-3 Chair, Master’s Thesis Research Committee, Georgia State University School of Nursing, for Nash, L. “The Impact of Medicare’s Prospective Payment System on a Home Health Agency”. Completed Spring 1993.

1992-3 Chair, Master’s Thesis Research Committee, Georgia State University School of Nursing, for: Spicer, T. “Nurse Practitioners Serving Rural Areas and Rural Persons with AIDS in Georgia: Which Services Are Needed and Wanted”. Completed Spring 1993.

1992 Chair, Master’s Thesis Research Committee, Georgia State University School of Nursing, for: Tezera, B “The Presence of Risk Factors for Coronary Heart Disease and Stroke in Young Black Males Between the Ages of 20 to 30 Years”. Completed Fall 1992.


1988 - Chair, Master’s Thesis Committee, Georgia State University School of Nursing, for: Elia, P. “Attitudes of High Risk Mothers Concerning Childhood Immunization”. Completed Spring 1988.

1990 - Member, Master’s Thesis Committee, Georgia State University School of Nursing, for: Kozeny, D. “Trauma Patients’ Perceptions of Psychological Stressors in the Emergency Department. Completed Summer 1990.

Other student exit or honors projects: none
Other contributions to student accomplishments:

Students have been included in many papers and presentations at the American Public Health Association annual meetings. A master’s student, Ann Mason, was second author on the *The AAOHN Journal* published in 2001. GRA funding has been a part of research funds received from the American Nurses Foundation, the American Association of Occupational Health Nurses, and the DeKalb Status of Health grants. In addition, GRA payment is supported by revenue paid for cardiovascular screening services by small industries which pay for these services.

One master’s student, Ruby Taylor, presented her master’s research project at the 1995 International Transcultural Nursing Conference.

Two master’s students presented their master’s thesis research at the Southern Nursing Research Conference, as follows:

1992: Belinda Tezera

1991: Lois Prest

One master’s student, Patty Elia, presented her master’s thesis research at the Georgia Public Health Conference and at a vaccine focused conference sponsored by the Centers for Disease Control and Prevention in 1988.

11. Presented papers and posters:

2004


Williams, A. M., Wold, J. L., Gaines, S., Leary, J., Gibson, B. L., & Landrum,

2003


2002


2001


June 1999. One paper presented to Secretary of Health and Human Services Secretary Donna Shalala as part of the United States Public Health Service Primary Care Health Policy Fellowship Program: Integrating Mental Health into Primary Care Funding and Services. Washington, DC.


Williams, A., Wold, J., Armstrong, A., Davis, C., & Adams, T. “A Community Partnership for Health: School of Nursing, Private Corporation, Community Hospital, and County Board of Health.” Public Health Nursing Section.

Williams, A. & Wold, J. “Nursing Intervention for Healthy Behavior Change to Reduce CVD Risk in Child Day Care Workers.” Public Health Nursing Section.

November 1997. One Poster presented at the American Public Health Association Annual


Williams, A. “Nursing Participation in Health Planning: Core Functions” Public Health Nursing Section.


Williams, A.M. “Linking Environmental Health Education to Public Health Science: Nursing Education.” Environmental Health and Safety Section.

Williams, A.M. “Examination of the Political Activism Lived Experience of Baccalaureate Nursing Students.” Public Health Nursing Section.


Williams, A.M. & Wold, J.L. “Cholesterol Measures as an Index to Occupational Health Benefit Access.” Medical Care Section.


CURRICULUM VITA

Name                                                                 Judith Lupo Wold

Office Mailing Address

Georgia State University
School of Nursing
P. O. Box 4019
MSC2A0965
Atlanta, GA  30302-4019
(404) 651-4275

Home Mailing Address

5820 Riverwood Drive
Atlanta, GA  30328
(404) 252-9877

Professional certification(s) and licensure

Licensure:  R.N., Georgia

Education

1993  Ph.D. Georgia State University
      Atlanta, Georgia
      Major: Education Administration:
      Higher Education
      Cognate: Gerontology

1981  M.N. Emory University
      Atlanta, Georgia
      Major: Family and Community Health Nursing

1980  B.S. Georgia State University
      Atlanta, Georgia
      Major: Nursing

1974  A.S. Georgia State University
      Atlanta, Georgia
      Major: Nursing
Academic experience

2003-present  Academic Fellow, Lillian Carter Center for International Nursing, Nell Hodgson Woodruff School of Nursing, Emory University

2001-Spring 2003  Distinguished Scholar in Residence, Lillian Carter Center for International Nursing, Nell Hodgson Woodruff School of Nursing, Emory University
Interim Director, Office of Service Learning- 2002-03,
Interim Director, MSN/MPH Program

1996-2001  Director, School of Nursing, GSU

1995-1997  Director, Undergraduate Programs, GSU

1995-present  Associate Professor with Tenure/Graduate Faculty Status

1993-1995  Coordinator, Undergraduate Programs in Nursing
School of Nursing
Georgia State University

1989-1995  Assistant Professor
School of Nursing
Georgia State University

1985-1989  Instructor
Georgia State University, School of Nursing
Atlanta, GA

Other professional experience

1984-1985  Corporate Health and Safety Manager
Oxford Industries
Atlanta, GA

1981-1984  Instructor
School of Nursing
Georgia State University

1982-1983  Patient Educator-Cardiac Rehabilitation
St. Joseph's Hospital
Atlanta, Georgia  (Summer)
1980-1981  Patient Educator-Cardiac Rehabilitation  
St. Joseph's Hospital  
Atlanta, Georgia  (Summer)

1976-1979  Office and Surgical Nurse  
C.D. McCord, Jr., M.D.  
Atlanta, Georgia

1974-1976  Clinic Nurse - STD Clinic  
Fulton Co. Health Department  
Atlanta, Georgia

Publications

Journal articles


**Commissioned Manuscript:**

Commissioned by Dr. Anna Maslin, Chair, for the Commonwealth Steering Committee for Nursing and Midwifery, 2003. Wold, J., McQuide, P., Golden, C., Salmon, M., & Maslin, A. *Caring that Counts: The evidence base for the effectiveness of nursing and midwifery.* This paper was distributed to Ministries of Health in all commonwealth countries and to WHO and ICN.

**Submitted**


**Book chapters**


**Other**

**Published abstracts:**


Wold, J & Salmon, M (2002). Global Nursing Partnerships: Strategies for a Sustainable Nursing Workforce . Published Abstracts of the 130th Annual Meeting of the APHA (Abstract # 41076) (4205.0)

Williams, A. Wold, J. (2002). Cardiovascular health: Screening to personalize media data. Published Abstracts of the 130th Annual Meeting of the APHA (Abstract #39148)

Williams, A. Wold, J. (2002 ). Rural work sites and evidence based practice: Health policy. Published Abstracts of the 130th Annual Meeting of the APHA (Abs # 40118 )

Williams, A. Wold, J., Tolbert, T. & Bryan, J. (2001). Reaching college students through health risk appraisal. Published abstracts of the 129th Annual Meeting of the APHA. (5136.0)
Wold, J., Williams, A., Spencer, L., & Robinson, C. (2001). Teaching the core competency of policy development to baccalaureate nurses. Published abstracts of the 129th Annual Meeting of the APHA. (5073.0)

Pittman, K., Wold, J., & Gaines, S. (2001). Comprehensive health promotion for adolescents through a student: public health partnership. Published abstracts of the 129th Annual Meeting of the APHA. (5136.0)

Wold, J., Gaines, S. & Bean, M. (2001). A vision for a healthier population: strategic planning in a southern health district using the creating process. Published abstracts of the 129th Annual Meeting of the APHA, (5256.0)

Spencer, L. & Wold, J. (2001). A collaborative initiative to educate youth about health and health careers. Published abstracts of the 129th Annual Meeting of the APHA, (4319.0-1)


Spencer, L., Wold. J. (1999). School based collaboration links into summer math and science academy, Published abstracts of the 127th Annual Meeting of the APHA.


Non-refereed Publications


Scholarly proceedings from conferences and annual meetings of professional associations


Journal Review Boards:

Reviewer, Nursing Outlook 2003-present
Reviewer, Applied Nursing Research 2003-present
Reviewer, Journal of International Nursing-on-line

Funding
External Awards
Research

2000 American Nurses Foundation Award for $5000 for “Rural Research: Technology and Service co PI with Dr. Armenia Williams (Funded).

1998 AAOHN Experienced Researcher Award with Dr. Armenia Williams for Occupational Health Cardiovascular intervention Program(co-PI) $5500 (Funded)

Approved: No funding Available


Submitted but not funded


1997 RO1 Judith Wold PI “Lay Healthworkers Sow Seeds for Farmworker Health.” Submitted to NIH-NINR for $950,000, Jan. interdisciplinary with Lorine Spencer, Julia Perilla, Cheryl Schenk, Astrid Wilson

1996 Resubmitted with revisions AREA Grant to DHHS, Public Health Service with Dr. Armenia Williams. "Reducing Cardiovascular Risk in Rural Workers. June, 1996 Priority Score 231


**Other awards**

*External Funding:*

2002-2005-- Project Co-Director, with S. Gaines. Public Health Nurse Child Care Health Consultant Program (Childcare Advantage Network). Funding awarded to: (1) offer executive training to District Nursing Directors in Georgia’s nineteen Health Districts to prepare them to establish Child Care Health Support Systems in their, (2) train Public Health Nurse Child Care Health Consultants (CCHCs), and (3) evaluate the outcomes of CCHC interventions over a three-year period. Funded by the Basic Nurse Education and Practice Program, Division of Nursing, Department of Health and Human Services, Health Resources and Service Administration for $520,647 direct and indirect costs for three years, July 1, 2002 – June 30, 2005 (Grant # 1-D11 HP 00509-01).

2004  Georgia Healthcare Foundation, $32,000 to NHWSN, Emory University for expansion of Farmworker Family Health Program.

2003  USAID, “Proposal for Distance Learning Facilities in support of Building Sustainable Primary Health Care in the Country of Georgia with emphasis on Nursing, Public Health and Healthcare Management Education.” $1,000,000. Funded to Partners for International Development (NGO)

2001-2002  HRSA Special Projects Grant to Teach PHN Students Policy Development, $25,000

2001  Nurse Traineeship Award, $120,617 (Funded)

2000  Nurse Traineeship funded $107,507. (Funded)

1999  Division of Nursing Public Health Nurse Training Grant for $25,000 for “Teaching the Core Competency of Policy Development.” (Funded).

1999  State training Grant with Kathleen Pittman for Adolescent Health, $134,489.00 (Funded).

1998  Coalitions for Prevention, CDC Grant- co-PI with Dan Blumenthal, et al., Morehouse School of Medicine, $2,881,586/5 years. (Funded.)

1998  Nurse Traineeship Grant, $120,000 (Funded)

1997  Nurse Traineeship Grant, $149,000 (Funded)

1997  HRSA Health Professions Training Grant Partnership for Health Professions/ Morehouse School of Medicine, $21,000 for a Summer Scientific Academy for MLK Middle School. With Lorine Spencer and Dee Baldwin (Funded)
1991-94 A Mentor/Mentee Enrichment Program for Students from Disadvantaged Backgrounds, submitted to DHHS, Nursing Special Projects, Division of Nursing, co-PI with Dee Baldwin, PhD, RN. Funded 5/91 for $217,169.00 for three years. (Funded).

Submitted pending funding

1. Project Director, Childcare Health Instructor-Leadership Development, with JS. Gaines (Project Co-Director) and J.M. Leary. Submitted to Nurse Education, Practice, and Retention Program, Division of Nursing, Department of Health and Human Services, Health Resources and Service Administration. In Review. Requested $583,737 direct and indirect costs for three years, July 1, 2005 – June 30, 2008 (Application # 00021281).

Travel Awards:
I have received ten travel awards from the American International Health Alliance (funded by US AID). The first to visit the Republic of Georgia in September of 1993 to assess the status of the nursing education system in the Republic. The second was to travel to Washington, D.C. to the conference on Nursing Education in the Newly Independent States. A consortium of all the AIHA partnerships involved with nursing education met August 19, 1994 to discuss collaboration in improving curriculum for nurses. The third was to return to the newly independent states in April, 1995 (St. Petersburg, Russia and Tbilisi, Georgia) to continue work in advancing nursing education. Met with rectors of two major universities in Tbilisi to discuss establishing nursing programs and with the health reform ministers to discuss licensure and accreditation. The fourth award in June of 1996 was to attend a meeting in Washington D.C. of partnership liaison's for nursing in NIS designated areas. The fifth award was to return to Tbilisi in Spring of 1996 for a train the trainer workshop on leadership and to initiate the Georgian Nursing Association. Additionally, two faculty from the college accompanied me for one of the two weeks to discuss implementing Health Sciences in Georgia. The sixth and seventh awards were for 1997. I returned to Tbilisi for two weeks and then traveled to Tashkent for a AIHA-AHC conference on education for health care workers. Eighth Award-AIHA has granted funds for three faculty course developers from the new program to come to Atlanta in May 1998. I returned to Tbilisi in June of 1998 to interview students for the University based program. In May of 1999, I traveled to Tbilisi with President Carl Patton and International Program Director John Hicks to dedicate the School of Business Consortium and to discuss future plans for Nursing. My most recent trip was in October of 2002 to begin preparation for educating nurses who will be working in the new World Bank Funded Hospital (Gudashari Hospital) and including TSU in accrediting workshops done for the nurses. Met with the Prime Minister, Avto Jorbenadze, the Minister of Health, Amiran Gamkrelidze, and the Vice Minister of Health, Marina Gudashari to discuss plans for nursing. July/August, 2004 $5000 from Partners for International Development/American International Health Alliance to offer 4 seminars to nurses in the National Medical Center and Central Children’s Hospital. “Paradigm Shifts in Nursing,” “Health Promotion and
Disease Prevention, “Community Diagnosis,” and “Epidemiology.” Procured $1000 funding for Cholesterol Screening for rural Occupational Health Site in Kaspi, Georgia.

**Approved: No funding Available**

- **2001** With Sherry Gaines and Lorine Spencer to DHHS, Training Grant to Prepare Public Health Nurses as Child Health Care Providers

- **1998** Sowing Seeds of Health for Migrant Farmworkers, Health Resources and Services Administration, Bureau of Primary Health Care, (HRSA) $260,044. Approved but not Funded, with Lorine Spencer, et al.

**Submitted/Not Funded:**

- **2004** Steps to Achieving Real Health (STAR Health) to DHHS, HRSA, MCH, Co-director with A. Williams, submitted April, 2004 for $441,000+ for 3 years. Demonstration project.


- **2002** Submitted to Southern Region and Southern Rural Development (SARE). Promoting Farm Worker Health Through Collaborative Partnership, $10,000

- **2002** Submitted to the Charles M. and Mary D. Grant Foundation, a proposal to expand the Migrant Farm Family Health Program, $150,000 over three years. Not funded.

- **1999** Sowing Seeds of Health for Migrant Farmworkers, Health Resources and Services Administration, Bureau of Primary Health Care, (HRSA) with Lorine Spencer, et al.

- **1995** Robert Wood Johnson Foundation Grant, The Georgia Nursing Workforce Consortium, with Lorine Spencer for $200,000 for 3 years (co-director).

- **1994** FIPSE Grant "Volunteers in Care to Others: Reality and Innovation," with Dr. A. Williams

**Internal Research**

- **1997** Health Perceptions, Knowledge, Practices, And Intentions of a Middle
School Community, Principal Investigator, Astrid Wilson with Dr. Kathleen Pittman, Dr. Judith Wold and Professor Lorine Spencer, Grant submitted for the Georgia State University Research Initiation Grant. Funded for $5,000.

1993 A Comparison Study of Health Services Impact: Neuman's Health Care Systems Model and Cardiovascular Risk Factors in Occupational Settings, with A. Williams, DPA, RN. Funded by Epsilon Alpha Chapter of Sigma Theta Tau for $750.00. (Funded)

1992 Comparison Study of Health Services Impact: Occupational Health Settings and Cardiovascular Disease, with A. Williams, DPA, RN. Funded by Georgia State University Research Enhancement Grant Program for $4,968.00. (Funded).

Other funding
2003 Awarded $2000 funding by NHWSN of Emory University for MEDICC educational trip Cuba to lead a study the Cuban Health Care system. January 4-15, 2003

2002 Awarded $2000 funding by NHWSN of Emory University for MEDICC educational trip Cuba to study the Cuban Health Care system. January (Funded)

2000 Awarded $10,000 by the International Initiatives Committee for a joint COE-SON Program with South Africa and Botswana (Funded).

1999 Continuation of Georgia to Georgia grant submitted, July, 1999, $6,000. GSU International Grant for Transcaceausus Project (Funded)

1998 Continuation of Georgia to Georgia grant submitted, July, 1998, $14,000. GSU International Grant for Transcaceausus Project (Funded)

1998 Scholarship of Teaching, Developing a Health and Human Service Website. Pittman, K., Wold, J., Wilson, A., Spencer, L., Browning, B. $1500.00 (Funded)

1997 Continuation of Georgia to Georgia grant submitted, July, 1997, $6000. GSU International Grant (Funded)

1996 Provost’s International Initiatives Grant “Georgia to Georgia: Healthier Populations. Continuing Interdisciplinary CHN faculty consultation with Rebecca Mullis and Jim Wolk to the Country of Georgia $15000 (Funded).

1996 Provost’s International Initiatives Grant “Georgia to Georgia: Healthier Populations. Interdisciplinary CHN faculty consultation to Republic of Georgia $8000 (Funded)

1988  A Mentor/Mentee Enrichment Program for Disadvantaged Students co-authored with Dee Baldwin, Ph.D.; Funded for $1,555 by Georgia State University Research and Grants Program. (Funded).

Student Facilitation

Doctoral/Dissertation Committees

Carolyn Andrews  Doctoral Advisory Committee, Committee member—GSU, April, 2004 to present.


Frances E. Johnson-1998-2000 Comprehensive Examination and Dissertation Committee member: *Critical thinking skills of baccalaureate nursing students in a collaborative nursing program*. Graduation May, 2002


Diane Vann- 1998 Comprehensive Examination Committee

Thesis Committees

Masayo Nishiyama  (2004 to present) MSN/MPH external faculty thesis advisor. An evaluation of quality for nursing administration at the National Medical Center and Iashvili Children’s Hospital, Republic of Georgia, Emory University

Amanda Nickerson (2004 to present) MSN/MPH external faculty thesis advisor. An evaluation of quality for nursing staff at the National Medical Center and Iashvili Children’s Hospital, Republic of Georgia. Emory University


Other student exit or honors projects

Master's Project:

Pilcher, Linnea (1996) What is the knowledge of testicular cancer and early detection in a population of males aged 18-35. First reader


Morgan, Monica and Alisa Townsend (1997) Georgia to Georgia-Healthier Populations-Health Risk Appraisal Comparison among US and Georgian Nurses

Rodriquez, Cynthia and Denise Cousins (1998) Migrant Farmworker Health-Master’s Project

Walden-McBride, Deborah, Shontell Hood, Rowell, Deborah (1998) Planning an Inner City Health Fair

Other contributions to student accomplishments

Independent Studies:

Fall 2004  N 7960: GSU, Pope, Sheila — Analysis of 2004 Farmworker Family Health Program Data

Fall 2004  N 7960: GSU, Hardy, Jenny—Comparison of Hemoglobin and Glucose data—Farmworker Family Health Program 2003 and 2004

Fall 2002  N. 697R Directed Read with IH MSN/MPH student Chassea Golden. Survey of Global Chief Nursing Officers with regard to evidence based grey literature in nursing.

Winter 1993  N. 404 Directed Reading Sherry Teronde - Undergraduate Student Health Care Reform.

Scholarly Presentations and Papers

Invited:

2003  March 8, International Health Medical Education Consortium (IHMEC), Global Nursing Shortages and Solutions, New York. (Panel presentation) (International)

2002  March 8, Georgia DHR Annual Public Health Summit for Nursing Education and Service: Visioning Life long Education for Public Health Nurses, Callaway Gardens. Teaching the Core Competency of Policy Development to Undergraduate Students (Podium presentation) (State)

2001  March 8, Education and Service: Visioning Life long Education for Public Health Nurses, Callaway Gardens. Strategic Planning for a Health Department Public Health Nursing Unit. (Podium presentation) (State)


1997 February 21-23. Roundtable on International Efforts, Sigma Theta Tau International, Sigma Theta Tau Region 7 Conference, Chapel Hill, NC. (Regional)

1996 April 19. Roundtable on Environmental Health and Nursing, Fourth Annual Community Health Day, Atlanta (Local)

1995 October 10, Leadership and mentoring, Sigma Theta Tau, Beta Nu Chapter Fall Banquet, Greenville, NC (Podium presentation) (Regional)

1995 September 8, Dialoguing with other cultures: Tbilisi, Republic of Georgia with C. Futch and L. Hurt. Georgia Baptist Alumni Association (podium presentation) (local)

1995 May 26, Leadership and Sigma Theta Tau, presentation to Local Honor Society Induction, Columbus College, Columbus, Georgia. (State)


1994 April 1, Role Models as Mentors with Dr. Dee Baldwin. Ethnic Crossroads on College Campuses 1994. Omni International Hotel, Sponsored by GSU (Podium presentation) (Local).

1994 January 24, 1994, Evaluation of a Mentor Program on Student Satisfaction and Retention in a Baccalaureate Nursing Program. Georgia Baptist School of Nursing Honor Society. (Podium presentation) (Local)

1993 October 28, 1993, The Mentor/Protege Relationship in Research. Presentation to the Gamma Zeta Chapter of Sigma Theta Tau, Greensboro, N.C Board of Directors and Chapter Dinner meeting (Podium presentation) (Regional).


1990  December 7. *Ethics and STDs*. Presentation to Nurse Practitioner Workshop, Georgia State University, Atlanta, GA (Podium presentation) (Local).

1990  November 17. *Chapter Governance*. Sigma Theta Tau Region 7 Conference, Atlanta, GA (Podium presentation) (Regional).

1987  April 1. *Which Health Care Coverage is Right for You?* Georgia Power Lunch and Learn Series, (Local)


1987  February 23. *Epidemiology*-Guest Lecturer, Kennesaw College School of Nursing, (Local)

1987  February 18. *Which Health Care Coverage is Right for You?* Lunch and Learn Series on Health Promotion, G.S.U., (Local)


**Refereed:**


2004  November 6-10, 132\textsuperscript{nd} Annual Meeting of the APHA. Baldwin, D.,


2002 October 23-25, 15th Annual East Coast Migrant Farm Building Academic-Community Partnerships: A Model that Works. Panel Presentation with Bruce Gould, MD, Associate Dean for Primary Care at the University of Connecticut and Charles Taylor, South Georgia Farm Worker Project, Decatur County Health Department.(Podium presentation) (Regional).


1999  Nov. 7-11, 127th Annual Meeting of the APHA, *School based collaboration links into summer math and science academy*, Spencer, L. Wold, J. (Podium presentation) (International)


1999  Nov. 7-11, 127th Annual Meeting of the APHA, *Health perceptions, knowledge, practice and intentions of a middle school community*, Wilson, Wold, Pittman & Huff (Podium Presentation) (International)


1998  Nov. 15-19, 126th Annual Meeting of the APHA, Public Health Nursing Section, Williams, A., Wold, J. *Nursing intervention for healthy behavior change to reduce cvd risk in child day care workers*. (Podium Presentation) (International)


1995 May 1, Mentoring for Leadership with Students from Disadvantaged Backgrounds, with D. Baldwin, International Mentoring Conference, San Antonio, TX (Podium Presentation) (National)

1994 November 14, with A. Williams, Strategies for Health Promotion and Disease Prevention in Small Rural Industries, at GAPHE/GRHA Joint Annual Conference, Hyatt Regency Hotel, Savannah, GA. (Podium presentation) (State)

1994 December 1-2, Student/Faculty Practice and Research in Occupational Health: Health Promotion and Outcome Evaluation with A. Williams. SCCEN, Challenges in Intervention Research, J.W. Marriott Hotel, Atlanta, GA. (Poster Presentation) (Regional)

1994 October 7-8, Student Participation in Community-University Coalitions: Prevention in Practice for Community Health Nursing Students with A. Williams. NLN Council of Community Health Services Annual Meeting. Portland, Oregon. (Poster presentation) (National)

1994 June 9-11, Evaluation of Satisfaction and Retention in a Mentor Program for Students from Disadvantaged Backgrounds. ACHNE Spring Institute, San Antonio, TX. (Paper presentation) (International)

1994 May 22-24, Coalitions in Community Health Education with A. Williams. Annual Community Health Conference, University of North Carolina, School of Public Health, Chapel Hill, NC (Poster presentation)(National)

1994 April 8, Satisfaction and retention in a mentor program for students from disadvantaged backgrounds; and A critical analysis of women as mentors with Dee Baldwin, Diversity in Mentoring Conference, Atlanta Hilton, Atlanta, GA. (Podium presentation) (International)

1993 October 26, Practice and research in occupational health: Health promotion and outcome evaluation, with A. Williams. ACHNE educational session APHA, San Francisco, CA (Podium presentation) (International)
1993 October 25, *A Worksite Health Promotion Program that Works* with A. Williams, DPA. Occupational Health Section, APHA, San Francisco, CA (Poster presentation) (International)

1993 June 2-5, *Coalition Building in Georgia* with Ruth Schultz and A. Williams. ACHNE Spring Institute, Boston. (Poster Presentation) (International)

1993 April 1-3, *The Nursing Mentor Program: Evaluating the First Year* with Dee Baldwin. Sixth Annual Diversity in Mentoring Conference, Atlanta Hilton, Atlanta, GA (Podium presentation) (International)

1993 April 1-3 *Matching Mentors and Proteges in Nursing Education: Strategies that Work* with Dee Baldwin: Sixth Annual Diversity in Mentoring Conference, Atlanta Hilton, Atlanta, GA (Podium presentation) (International)


1992, Nov. 11, *Faculty Practice: Role model for Baccalaureate Clinical Instruction* with Armenia Williams. ACHNE sponsored Undergraduate Education Session. APHA Conference, Washington, DC (Podium presentation) (International)

1992, May 19. *Mental Health Aspects of Community Services: The Nurses Role with Families* with A. Williams, B. Matthews, C. Jackson, 16th Annual Community Health Nursing Conference, University of North Carolina, School of Public Health, Chapel Hill, N.C. (Poster presentation) (National)

1991 October. *Combating Violence: Student Perspectives for the Year 2000* with Brenda Matthews and Armenia Williams. GNA Conference, Gainesville, GA (Poster Presentation) (State)


1991 April 18-20. *Mentoring: An Approach for Retention of Students from Disadvantaged Backgrounds* with Dr. Dee Baldwin at Diversity in Mentoring Conference, Chicago, IL (Podium presentation) (International)


1988  May 4-6. *Perceived Health and Health Risks of Rural Georgians* with J. Mistretta.  G.S.U., Sigma Theta Tau, V.A., and Grady Memorial Hospital Annual Research Conference, Waverly Hotel, Atlanta, GA (Podium presentation) (Local)


**Honors and awards**

2004  Recipient, with J.W. Wold, M. Bean, & J.M. Leary, of the 2004 “Forging Partnerships through Collaboration” Award, Georgia Division of Public Health, Office of Nursing for work done with Healthy Childcare ETC in Health District 1-1.

2003 to present  Fellow, Lillian Carter Center for International Nursing, Nell Hodgson Woodruff School of Nursing, Emory University, 2003

2003  Invited as Visiting Professor in the Healthcare Sciences Management Center, Medical Department, Tbilisi State University, February 1, 2003 to August 30, 2003

2000  Invited to serve on Membership Committee, American Association of Colleges of Nursing (AACN)
1997   Nominated to run for Director of Sigma Theta Tau International Honor Society of Nursing, 75th Biennium


1995   Certificate of Appreciation, Mortor Board Honor Society for student support.


1995   Nominated for Carnegie Teaching Award by Dr. Sherry Gaines, Acting Dean for the College of Health Sciences for Nursing

1995   Who’s Who of Professional and Business Women

1995   Certificate of Appreciation from American Heart

1995 to present   Elected to Phi Beta Delta Society of International Scholars, Georgia State Chapter

1988 to present   Elected to Kappa Delta Pi National Honor Society of Education.

1994-95   Who’s Who in American Nursing, 5th ed

1994   Certificate of Appreciation GSU Student Life and Oct. 20, 1994


1993-94   Who's Who in American Nursing
1993  Certificate of Appreciation from Sigma Theta Tau International for Contributions on the Region 7 Coordinating Committee.

1993  Certificate of Appreciation from Sigma Theta Tau International for Contributions to the success of the Region 7 Assembly in Charleston.


1990-91  Who's Who in American Nursing

1990-91  Who's Who in the South and Southwest


1984-85  Certificate of Appreciation, American Heart Association, Fulton County Committee on Hypertension

1984-85  Who's Who in American Nursing

1980 to present  Sigma Theta Tau International Honor Society of Nursing. Charter member of Epsilon Alpha Chapter at GSU.

1980  Golden Key Honor Society, Georgia State University.

1979  Local Honor Society of Nursing, G.S.U. School of Nursing

Service

A.  Service to the Institution

School
2000, Keynote speaker, GSU-CHHS Health Careers Fair, April 7, 2000
2000, Judge for City of Atlanta Middle and High Schools Science Fair, Feb. 22.
1997, June Keynote Address (Invited) to Senior Pinning Ceremony, Galleria
1994-96 Chair NLN Self Study-APACE Program Review
Led successful accreditation process for the maximum re-accreditation (8 years) for the School of Nursing. Coordinated efforts of faculty teams and successfully completed computerized self-study. Co-directed the curriculum team for the NLN review. Assembled necessary materials for review by accreditation visitors.

Led University APACE review team. With Dr. Gaines and Dr. Baldwin, wrote the APACE review for the undergraduate and master’s program. Coordinated reviewer’s visit. Answered recommendations of APRC committee.

1996-Search committee-Nursing Learning Lab Coordinator
1996-1998 Undergraduate Semester Conversion taskforce-co-chair
1996-2001 Participant in PhD Admissions process
1995-2001 Representative to Regents subcommittee on Nursing for the
1995 Taskforce on The Future of Nursing Education in Georgia for

1995-2001 Management Team-ad hoc member
1995-2001 Curriculum Team-ad hoc member
1994-95 Curriculum Team
1994-95 Management Team
1993-95 Assignment Committee
1991-92 Curriculum Revision Committee
1990-93 Student Affairs Committee
1989-95 Undergraduate Program Committee (co-chair 93-94)
1989-90 RN-MN Task force - co chair
1988-89 Executive Committee
1988-89 Student Affairs Committee
1987-89 Curriculum Committee/Undergraduate
1985-87 Self-study/Resources Task Force
1986-89 Task Force on Nursing Clinic at G.S.U. Child Development Center
1985-87 Community Health Specialty Group
1986-87 Advisory Committee Task Force
1985-89 Student Services Committee (Chair 1986-87)
1983-84 Clinical Agencies Task Force
1982-84  Nominating Committee
1982-84  Student Services Committee
1981-82  Learning Resources Committee

**College**

**2004-2006**  **Promotion and Tenure Committee**
2000-2002  Morehouse School of Medicine Partnerships for Health Professions Education Project, Board of Directors
2000-present  Advisory Board Member, SPCC-AHEC Board of Advisors, Chair of Strategic Planning Committee and member of Finance Committee.
1997-2001  Area Health Education Consortium (AHEC) Advisory Committee for the State of Georgia (Invited) Preceptor Subcommittee, Nursing Subcommittee
1997  Chair-Physical Therapy Department Chair Search
1996-2001  Leadership Team/Administrative Group
1996  Dean’s Search Committee
1996  Summer-Commencement Guide
1996  Interdisciplinary Curriculum Task Force
1995  Panther Preview, November
1994-present  Southeastern Primary Care Consortium (Atlanta AHEC), Board of Directors
1994  Barbara Payne Lectureship Planning Committee
1993-96  Dean's Executive Council
1990-92  Student Affairs Committee
1988-89  Ad Hoc Advisory Committee on Public Relations and Recruitment
1988-95  Academic Affairs (Chair, 1990-91) (Secretary, 93-94).
1987-88  Dean's 20th Anniversary Committee
1986-87  Honors Graduation Committee

**University**

1997-98  Institute for Health Policy--Faculty Associate--invited
1997  Library Search Committee for two positions-Bill Kinyon, Chair
1997-98  QIF (Instruction) Committee
1996-2001  University Senate
  **APACE** Committee-Undergraduate Council-Centers Review sub-Committee, International Education Subcommittee (1997-98)
  International Initiatives Sub-committee, Planning and Development Subcommittee (1997-98, 98-99)
1996-present  International Programs Strategic Planning Committee-
             chair-tuition waiver sub committee
1995-1999     University strategic Planning Committee

Other Administrative Duties:

1996-present  Director-School of Nursing
1995-present  Director, Undergraduate Programs
1993-95       Undergraduate Program Coordinator
1987-91       Recruitment Liaison
1985-91       Clinical Resource Liaison
1983-84       Clinical Agency Coordinator for Contracts

Team Leading/Course Coordinating
2004-Fall N 4600, N. 4610
2003-Fall N 4490/6010, N. 4610
1997-Summer N 230, N 860
1996-Summer N 230
1995-Summer N 230
1995-Spring  N 419
1995-Winter   N 419
1994-Fall     N 392
1994-Summer   N 230
1994-Spring   N 391-N 691
1994-Winter   N 391-N 691
1993-Summer   N 230
1992-Summer   N 230
1991-Spring   N 453
1991-Winter   N 451/651
1990-Fall     N 451/651
1990-Summer   N 398/600
1990-Winter   N 451
1989-Fall     N 451
1989-Summer   N 449
1988-Summer   N 449
1986-Fall     N 451
1984-Spring   N 453
1983-Winter   N 442

Service activities in professional organizations
Service to the Profession
Local:
2000  Nurse Week Reception, invited by Susan Post to discuss
Nursing Shortage/Buckhead Ritz Carlton


1997  January  Host- “Forum for Education and Public Health” for area educators and practitioners to dialogue regarding nurse practitioner issues in the state. Georgia Department of Human Resources-Public Health Nursing

1996  Spring  Reviewed and evaluated Special Initiative Proposals for the DHR Cancer Control Program on Breast Health

Regional:

2004-present  Member, Healthy Childcare, ETC (Empowerment Through Consultation) Steering Committee, Georgia Health District 1.1.

2000,  July 14, Invited Panel Presentation--Nursing Shortage--Hyatt Hotel-Hilton Head, South Carolina, South Carolina Health Alliance

2000,  June 12-14, Invited Panel Presentation--Nursing Shortage--Hilton Head, South Carolina, SCONE/GONE, GHA

National:

2002, DHHS, HRSA, Bureau of Health Professions Basic Nurse Education Grant Review, April 15-18, Silver Springs, MD.

APHA abstract Reviewer for PHN Section, 130th and 131st Annual meeting.

2001, DHHS, HRSA, Bureau of Health Professions Basic Nurse Education Grant Review, June 3-7, Silver Springs, MD.

Memberships

Georgia State University Alumni Association, (Charter Member) 1987 to present; Treasurer, 1988-89; Board of Directors, 1991-93.

State:
Statewide Area Health Education Center (AHEC) Network

Community Health Nurse Coalition, 1992 to 1998

Community Health Council 1984 to 1991
School Health Task Force 1988 to 1991
Nomination for Chair - Community Health Council 1985 & 1989


Regional:

SCCEN, 1993 to 2001 (School of Nursing)

National:

AACN, 1996-2001 Member through SON
1999-2000 Faculty Practice Sub-committee
2000-2002 Membership Committee


American Nurses Association 1980 to 1991, 1994 to present

American Association of Occupational Health Nurses, Atlanta Chapter, 1984-85; Associate Member 1986-87

International:

Association of Community Health Nursing Educators 1989 to present: Asked to serve out treasurer's term for 1994-95 by board of directors; Elected as Treasurer, 1990-91 International organization
Finance Committee 1993-95, 1995-97.
Southern Member at Large 2004-2006

American Public Health Association 1982 to present:
Peer Review of Abstracts for Presentations/Posters, 2002 and 2003
Planning Committee for Centennial Celebration of Public Health Nursing 1992
Public Health Nursing Section, Research Committee, 1989-91

**Sigma Theta Tau International Honor Society of Nursing**
Charter member of Epsilon Alpha Chapter 1980 to present.
By-laws committee 1980-81.
Treasurer 1981-83.
President 1983-89.
Eligibility committee, 92-94.
Region 7 Coordinating Committee - 1987-89,
Mentoring Coordinator 1989-93.
Sigma Theta Tau Region 7 Activities Planning Committee, for Region 7 Conference, Atlanta, Ga., November 1990.
On-site coordinator for Sigma Theta Tau International Teleconference "Knowledge Building" Atlanta, 1/20/87.
Nominated for Secretary of Sigma Theta Tau International, 1993 Biennium.
Nominated for Director, Sigma Theta Tau International, 1997
Chair, Chapter Heritage Award for Region 7 conference, 1998, 2000, 2001


**Phi Beta Delta International Society of Scholars**, 1995 to present

**Other Professional Service:**
**Consultation:**
1994-1995 Consultant to Mosby & Company for a series of eight educational films on teaching community health nursing to undergraduate students.

1993 Assessment of nursing educational system, Tbilisi, Republic of Georgia. Invited by American International Health Alliance to participate in partnership with Emory/Morehouse/Grady-City Hospital #2 Tbilisi exchange for upgrading health care in the Newly Independent States. September 10-19, 1993, Tbilisi, Republic of Georgia.
Service to the Community

American Heart Association - Fulton County
1996 Certificate of Appreciation
1996 Heartsaver Saturday-Volunteer
1994 September 29 Heart Walk Volunteer
1994 to 2001 Worksite Committee for "Heart at Work"
   Committee member
1984 to 2001 Committee on High Blood Pressure
   Committee member
1984 to 2003 C.P.R. Instructor, 1984 to present (American
   Heart Association) Red Cross First Aid
   Instructor 1985-86

C.P.R. Recertification Course for Faculty, January, 1987; May,
1987; December, 1987; March, 1988; December 1989; Instructor
for all courses. Also student and lay public courses taught in
Summer 89 x 2, Fall, 89 x 2, Spring 90 x 2. Winter 90 for 40
sophomore students - GSU, Summer & Fall 91. Oct. 91, Georgia
Association of Young Children. Summer Quarter, 1992 for
Mentor Students; Fall quarter, 1992 for 30 sophomore students for
GSUNS. Summer Quarter, 1993, Mentor Students; Spring

1993 Volunteer for the Atlanta Project,
   Immunizations April 26 at Aldredge Health
   Center.

   Christmas Giving Project with Jim Wold.

1986-1992 WXIA Health Fair Alive Volunteer
   (Health Fair Discontinued in 92).

1990 Special Olympics, Physical exams for
   participants (January).

1989 "Insight" GSU Public Affairs Program,
   "Tanning and Your Skin" Radio
   Broadcast989 Woodward
   Academy, speaker at "Frontiers in Health"

1986 Muscular Dystrophy Telethon-volunteer,
   Labor Day
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<tr>
<th>Year</th>
<th>Activity Description</th>
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<tr>
<td>1986</td>
<td>Presentation to Riverwood High School Health Class--S.T.D., Spring</td>
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<td>1983-1984</td>
<td>Hospice of the South-Advisory Committee</td>
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<tr>
<td>1983</td>
<td>Medical/Nursing Back-up, Alpha Xi Delta Lung Run</td>
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<td>1981-1983</td>
<td>Advisor-Underwood Hill Elementary School</td>
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<td>1981-1983</td>
<td>Volunteer-11 Alive Health Fair</td>
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Byrdine F. Lewis School of Nursing
Budget Summary: July 1, 2001 to June 30, 2005

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<tr>
<th>PERSONAL SERVICES</th>
<th>7/01/04 -- 6/30/05</th>
<th>7/01/03 -- 6/30/04</th>
<th>7/01/02 -- 6/30/03</th>
<th>7/01/01 -- 6/30/02</th>
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<td>2,023,532.00</td>
<td>2,021,532.00</td>
<td>1,941,723.00</td>
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<tr>
<td>Staff</td>
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<td>256,148.00</td>
<td>254,279.00</td>
<td>255,141.00</td>
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<td>Summer Faculty</td>
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<td>135,238.00</td>
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<td>Part-time Instructor</td>
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<td>Equipment</td>
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<td>Total Non-Personal Services</td>
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| TOTAL:                     | 2,679,531.00       | 2,694,907.00       | 2,620,528.00       | 2,579,489.00       |

Additional Sources of Funding:

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<td>TENET</td>
<td>FY 2007</td>
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<td>Release Time</td>
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<td>Indirects</td>
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12/1/2005
### TABLE B-4

**FY 2003 CREDIT HOURS TAUGHT BY NURSING FACULTY BY LEVEL AND FACULTY TYPE**

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<th>FACULTY TYPE</th>
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<th>UGRAD</th>
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<th>TOTAL</th>
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<tbody>
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<td>236</td>
<td>654</td>
<td>693</td>
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<td>3894</td>
<td>3374</td>
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### TABLE B-5
**NURSING**

Average Annual # of faculty members by rank and status

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<th>FY 03</th>
<th>FY 04</th>
<th>FY 05</th>
<th>3 YR AVG</th>
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<td>2</td>
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<td>7</td>
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Average Annual Credit Hours by Level

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<td>3317</td>
<td>3520</td>
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Average Annual Credit Hours by Faculty Type

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* CROSS LISTED COURSE
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NURSING

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<td>3.27</td>
<td>230 400</td>
</tr>
<tr>
<td></td>
<td>MS NUR FNP</td>
<td>3.14</td>
<td>567 640</td>
<td>3.33</td>
<td>540 655</td>
<td>3.22</td>
<td>580 630</td>
</tr>
<tr>
<td></td>
<td>MS NUR PMH</td>
<td>3.64</td>
<td>489 494</td>
<td>3.63</td>
<td>513 490</td>
<td>3.63</td>
<td>513 490</td>
</tr>
<tr>
<td></td>
<td>MS NUR PWH</td>
<td>2.89</td>
<td>310 280</td>
<td>3.03</td>
<td>310 280</td>
<td>3.44</td>
<td>310 280</td>
</tr>
<tr>
<td>FY05</td>
<td>CER FNP</td>
<td>2.97</td>
<td>480 410</td>
<td>3.03</td>
<td>480 410</td>
<td>2.96</td>
<td>480 410</td>
</tr>
<tr>
<td></td>
<td>CER NUR ADH</td>
<td>3.03</td>
<td>420 505</td>
<td>3.09</td>
<td>330 400</td>
<td>3.12</td>
<td>330 400</td>
</tr>
<tr>
<td></td>
<td>CER NUR CHP</td>
<td>3.01</td>
<td>478 478</td>
<td>3.23</td>
<td>440 420</td>
<td>3.23</td>
<td>440 420</td>
</tr>
<tr>
<td></td>
<td>CER NUR PMH</td>
<td>2.90</td>
<td>2.92</td>
<td>2.92</td>
<td>2.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CER NUR PWH</td>
<td>3.01</td>
<td>3.10</td>
<td>3.10</td>
<td>3.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHD NUR HPP</td>
<td>3.83</td>
<td>520 435</td>
<td>3.60</td>
<td>510 393</td>
<td>3.60</td>
<td>520 465</td>
</tr>
</tbody>
</table>

### TABLE E-2
SELECTION RATIO OF APPLICANT/ACCEPTED GRADUATE STUDENTS
FY 2003 - FY 2005
NURSING

<table>
<thead>
<tr>
<th>FY</th>
<th>ACADEMIC PROGRAM</th>
<th># OF APPLICANTS</th>
<th># OF ACCEPTED</th>
<th>RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY03</td>
<td>CER NUR FNP</td>
<td>1</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPH PH</td>
<td>4</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>MS NUR</td>
<td>34</td>
<td>28</td>
<td>82.4%</td>
</tr>
<tr>
<td></td>
<td>MS NUR ADH</td>
<td>21</td>
<td>13</td>
<td>61.9%</td>
</tr>
<tr>
<td></td>
<td>MS NUR CHP</td>
<td>15</td>
<td>11</td>
<td>73.3%</td>
</tr>
<tr>
<td></td>
<td>MS NUR FNP</td>
<td>59</td>
<td>34</td>
<td>57.6%</td>
</tr>
<tr>
<td></td>
<td>MS NUR PMH</td>
<td>11</td>
<td>7</td>
<td>63.6%</td>
</tr>
<tr>
<td></td>
<td>MS NUR PWH</td>
<td>11</td>
<td>6</td>
<td>54.5%</td>
</tr>
<tr>
<td></td>
<td>PHD NUR</td>
<td>4</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>FY04</td>
<td>CER NUR FNP</td>
<td>13</td>
<td>11</td>
<td>84.6%</td>
</tr>
<tr>
<td></td>
<td>CER NUR PMH</td>
<td>1</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>CER NUR ADH</td>
<td>25</td>
<td>14</td>
<td>56.0%</td>
</tr>
<tr>
<td></td>
<td>CER NUR CHP</td>
<td>31</td>
<td>14</td>
<td>45.2%</td>
</tr>
<tr>
<td></td>
<td>CER NUR FNP</td>
<td>96</td>
<td>47</td>
<td>49.0%</td>
</tr>
<tr>
<td></td>
<td>MS NUR PMH</td>
<td>16</td>
<td>7</td>
<td>43.8%</td>
</tr>
<tr>
<td></td>
<td>MS NUR PWH</td>
<td>30</td>
<td>19</td>
<td>63.3%</td>
</tr>
<tr>
<td></td>
<td>PHD NUR HPP</td>
<td>12</td>
<td>6</td>
<td>50.0%</td>
</tr>
<tr>
<td>FY05</td>
<td>Program</td>
<td>Before</td>
<td>After</td>
<td>Improvement</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>--------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>FY05</td>
<td>CER CHP</td>
<td>2</td>
<td>1</td>
<td>50.0%</td>
</tr>
<tr>
<td>FY05</td>
<td>CER FNP</td>
<td>5</td>
<td>4</td>
<td>80.0%</td>
</tr>
<tr>
<td>FY05</td>
<td>CER NUR FNP</td>
<td>3</td>
<td>2</td>
<td>66.7%</td>
</tr>
<tr>
<td>FY05</td>
<td>CER NUR PWH</td>
<td>1</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td>FY05</td>
<td>MS NUR ADH</td>
<td>43</td>
<td>28</td>
<td>65.1%</td>
</tr>
<tr>
<td>FY05</td>
<td>MS NUR CHP</td>
<td>37</td>
<td>28</td>
<td>75.7%</td>
</tr>
<tr>
<td>FY05</td>
<td>MS NUR FNP</td>
<td>131</td>
<td>54</td>
<td>41.2%</td>
</tr>
<tr>
<td>FY05</td>
<td>MS NUR PMH</td>
<td>14</td>
<td>11</td>
<td>78.6%</td>
</tr>
<tr>
<td>FY05</td>
<td>MS NUR PWH</td>
<td>33</td>
<td>16</td>
<td>48.5%</td>
</tr>
<tr>
<td>FY05</td>
<td>PHD NUR HPP</td>
<td>11</td>
<td>4</td>
<td>36.4%</td>
</tr>
<tr>
<td></td>
<td>FY 2003</td>
<td>FY 2004</td>
<td>FY 2005</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td># TT Faculty</td>
<td>13</td>
<td>15</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td>865</td>
<td>1036</td>
<td>1102</td>
<td></td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>234</td>
<td>236</td>
<td>274</td>
<td></td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>66.5</td>
<td>69.1</td>
<td>84.8</td>
<td></td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>18.0</td>
<td>15.7</td>
<td>21.1</td>
<td></td>
</tr>
<tr>
<td># Graduate Faculty</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td>27</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Ph.D./Grad Faculty Ratio</td>
<td>2.3</td>
<td>2.3</td>
<td>2.8</td>
<td></td>
</tr>
</tbody>
</table>

TABLE G-1
NURSING
STUDENT/FACULTY RATIOS, FY 2003-2005
Collection Overview
The University Library contains more than 1.4 million volumes, including approximately 4,800 active serials (newspapers, journals, magazines, etc.), 20,000 media materials, and over 293 electronic databases, many of which include full-text. The University Library is also a Federal Document Depository and has more than 800,000 government documents.

School of Nursing Library Resources and Services
The University Library supports the curriculum and research of the College of Health and Human Sciences' School of Nursing by providing access to current resources, assisting individual students with research questions and class projects and conducting instructional classes on specialized health sciences resources. To meet the diverse needs of the school, the Health Sciences Liaison Librarian identifies and purchases relevant resources, manages the budget for the School of Nursing collection, and creates instructional materials to assist students and faculty in utilizing the collection. The Health Sciences Liaison works collaboratively with the appointed departmental Faculty Liaison in accomplishing these goals.

Collection Development Policy
The library creates a collection development policy for each department it serves. This policy identifies subject areas and types of materials that are most important to the research and curriculum needs of the department. The collection development policy for the School of Nursing specifies:

- Primary emphasis is on current imprints. Some retrospective acquisition will be made of standard or classic works not in the collection. Older material may be ordered if specifically requested by faculty.

- Only English language or translated materials will be acquired.

- Primary emphasis is on materials relating to the United States. International materials, especially those relating to Australia, Canada and Great Britain are of interest.

- Research and graduate level materials are of primary importance.
- Research methodology, nursing theory and theorists are of great interest. Works on the history of nursing, textbooks, and consumer education materials are selectively purchased.

- Monographs and periodicals are of primary importance. There is some interest in audiovisual and computer interactive materials.

Subject Subdivision Include

- **Major Curriculum**
  - Conceptual Foundations of Nursing and Trends
  - Pharmacology
  - Basic Concepts of Nursing Care
  - Basic Health Assessment and Nursing Skills
  - Caring for Adult Populations
  - Caring for Childbearing Families
  - Caring for Children and Adolescents
  - Psychiatric/Mental Health Care for Populations
  - Caring for Families and Communities
  - Leadership and Management in Nursing
  - Complex Health Care Problems Across the Lifespan

- **Specializations for the Masters level**
  - Adult health
  - Child health
  - Family nurse practitioner
  - Perinatal women’s health
  - Psychiatric mental health

- **Curriculum for the Doctoral level**
  - Theoretical and philosophical foundations of nursing
  - Theory construction
  - Human-environment interactions
  - Health in vulnerable populations
  - Ethics for research scientists
  - Advanced nursing research
  - Quantitative methods
  - Qualitative methods
  - Instrument evaluation and construction
  - Multivariate statistics

**Nursing Books and Serials**

Using select call number ranges, it is estimated that approximately 56,800 book titles and 3,500 serials related to medicine in the University Library. There are approximately 5,000 books and 230 serials pertaining specifically to nursing.
Nursing Databases

The University Library subscribes to more than 30 databases that provide access to some aspect of medical and/or nursing information. Listed in the table below are some of the most important databases for research on nursing issues.

<table>
<thead>
<tr>
<th>Database</th>
<th>Types of Publications</th>
<th>Number of Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINAHL: Nursing and Allied Health</td>
<td>Nursing and allied health journals, publications of the American Nurses Association and the National League for Nursing, nursing dissertations, selected other biomedical journals, plus psychology and management journals (selected coverage).</td>
<td>Indexes and abstracts 800 journals</td>
</tr>
<tr>
<td>Pre-CINAHL: Nursing and Allied Health</td>
<td>New journal articles prior to the assignment of full subject indexing</td>
<td>Indexes and abstracts 800 journals</td>
</tr>
<tr>
<td>Medline</td>
<td>Journals related to medicine, nursing, dentistry, veterinary medicine, the health care system, and preclinical sciences from The National Library of Medicine’s bibliographic database.</td>
<td>Indexes and abstracts indexes 4800+ sources; 90 full text</td>
</tr>
<tr>
<td>Web of Science</td>
<td>Bibliographic data, searchable author abstracts, and cited references to journals in the sciences, social sciences, and humanities.</td>
<td>Indexes and abstracts 8,000+ peer-reviewed journals in the sciences, social sciences and humanities Index</td>
</tr>
<tr>
<td>Cochrane Library</td>
<td>Regularly updated collection of evidence-based medicine databases, including systematic reviews and protocols, abstracts of reviews of effects, central register of controlled trials, methodology reviews, health technology assessment, and economic evaluations.</td>
<td>2170 Complete Reviews and 1500 Protocols</td>
</tr>
<tr>
<td>Health Source: Nursing/Academic Edition</td>
<td>Scholarly full-text journals focusing on nursing, allied health fields, and many medical disciplines.</td>
<td>520 journals full-text and 550 journals indexed and abstracted</td>
</tr>
<tr>
<td>Database</td>
<td>Types of Publications</td>
<td>Number of Publications</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Current Contents Connect</td>
<td>Citations and abstracts in numerous disciplines, including the medical and natural sciences.</td>
<td>Indexes and abstracts 7,000 scholarly journals as well as 2,000 books</td>
</tr>
<tr>
<td>PsycINFO</td>
<td>Citations and abstracts from journals, dissertations, chapters, books, and reports in all areas of psychology.</td>
<td>Indexes and abstracts 1,500+ journals</td>
</tr>
<tr>
<td>Biological Abstracts</td>
<td>Journal articles in all areas of the life sciences, including biology, biochemistry, botany, biotechnology, preclinical and experimental medicine, agriculture, veterinary medicine, and zoology.</td>
<td>Indexes and abstracts 4,000+ journals</td>
</tr>
<tr>
<td>Medical and Pharmaceutical Biotechnology Abstracts</td>
<td>Journal articles covering research in biotechnology, molecular biology, medical genetics, human health, and the diagnosis and treatment of diseases through the use of biotechnology</td>
<td>Not given</td>
</tr>
<tr>
<td>Science Direct</td>
<td>Journals in the life, physical, medical, technical, and social sciences.</td>
<td>Full text of 1,000+ Elsevier Science journals; indexes and abstracts other core science journals</td>
</tr>
<tr>
<td>Wiley InterScience</td>
<td>Scientific, technical, medical, and professional journals.</td>
<td>Full text of 400+ journals</td>
</tr>
</tbody>
</table>

* N/A indicates these figures are not available.

**Library Budget**

The table below illustrates the overall materials budget allocations of the library during the past five years and the line items through which money is allocated for the purchase of education related resources.
Library Materials Budget FY01-FY05

<table>
<thead>
<tr>
<th></th>
<th>FY05</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Budget Total</td>
<td>$4,200,310</td>
<td>$4,125,240</td>
<td>$3,921,516</td>
<td>$4,039,187</td>
<td>$4,453,165</td>
</tr>
<tr>
<td>Approval books (total)</td>
<td>$560,000</td>
<td>$500,000</td>
<td>$520,000</td>
<td>$473,525</td>
<td>$415,937</td>
</tr>
<tr>
<td>Science Approval Books (including Nursing)</td>
<td>$50,000</td>
<td>$40,200</td>
<td>$41,808</td>
<td>$48,882</td>
<td>$44,937</td>
</tr>
<tr>
<td>Firm Orders--incl. Media (total)</td>
<td>$657,040</td>
<td>$530,454</td>
<td>$380,872</td>
<td>$240,831</td>
<td>$400,043</td>
</tr>
<tr>
<td>Serials (total)</td>
<td>$2,983,270</td>
<td>$3,094,786</td>
<td>$3,020,644</td>
<td>$3,324,831</td>
<td>$3,637,646</td>
</tr>
</tbody>
</table>

Description of Budget Lines & Types of Materials

- **Approval Books**
  Many of the books used to support the School of Nursing are purchased through the approval plan set up with Yankee Book Peddler, Inc. Based on subject and publisher profiles for each department, Yankee Book Peddler, Inc. selects and sends books to the library for review. The liaison librarian checks these books to ensure consistency with the approval plan profiles and sends back any items that seem inappropriate for the collection. Books related to Nursing are purchased from a general fund set up for the Science and Health Science areas. For FY05 the amount allocated for Science resources through the approval plan was $44,937.

- **Firm Orders**
  Firm order accounts are used to purchase books as well as media materials (videos, DVDs, recordings, etc.) not received through the approval plan. These purchases are based on selections made by the Health Science Liaison Librarian or through recommendations by faculty and students. In FY05 $400,043 was allocated for purchases of resources through firm orders across all subject areas, with approximately $7,350 allocated for Nursing.

- **Reference Resources**
  The Library has a solid reference collection containing dictionaries, encyclopedias, biographical sources, bibliographies, sourcebooks, and directories. While many of these resources are purchased through firm orders and the approval plan, numerous items have been set up as
standing order purchases and the monies for these items are allocated through the serials budget.

- **Serials**
  The budget for serials includes funding allocated for periodicals, electronic databases and annual reference publications such as directories, handbooks, etc. The current library budget does not specify specific monies for each academic department, but rather groups all serial purchases into one budget line. The interdisciplinary nature of journals makes budgeting by department more difficult; thus, specific budget amounts for academic areas are not available. The overall allocation for library serials in FY05 was $3,637,646.

**Other Library Services**
For resources not available at the University Library, patrons can request materials through the library’s ILLiad service. The Interlibrary Services Office can obtain most types of materials, including books, microfilmed newspapers, dissertations, theses, and periodical articles. Audio-visual materials may be requested, but are sometimes difficult to obtain on loan. This service is free of charge to Georgia State University faculty, staff and students. Books available at other University System libraries may be obtained through GIL Express.

In addition to the numerous resources available, the library provides several services. Most importantly, each academic department is assigned a library liaison. In addition to performing collection development activities and serving as an advocate for their individual academic departments, liaisons provide in-depth reference and consultation services, are involved in instructional and orientation activities, create instructional materials such as subject and course web guides, and develop new information services.

**Additional Library Needs**
An evaluation of the collection and poll of the faculty indicates that the University Library’s holdings support most of the needs of the School of Nursing programs through the doctoral level. The Brandon/Hill list of books and journals for a small medical library was checked against our collection and appropriate selections made to fill collection gaps. The Public Health Area of Focus, which includes nursing, has allowed for the addition of significant periodical titles as well as the Cochrane Library of evidence-based medical databases. Furthermore, GSU students can access the Emory University Health Sciences Library and the Morehouse School of Medicine Library for more specialized medical research needs.
A few specialized journals in nursing throughout the lifespan and nursing research have been identified and will be purchased when funds permit.

University Library Contact
Lyn Thaxton, Behavioral Sciences Liaison and Interim Nursing Liaison
Librarian: 404-463-9946 / lthaxton@gsu.edu
5000 College of Health and Human Sciences

5010 Office of the Dean
870 Urban Life Center
404/651-3030
http://chhs.gsu.edu

Susan J. Kelley, Dean
Christine A. Rosenbloom, Associate Dean for Academic Affairs

The College of Health and Human Sciences is committed to the preparation of health and human science professionals. The graduate programs build on undergraduate education and prepare the students for advanced practice, for research, and for leadership in the health and human science professions. The programs are designed to meet the health and human service needs of the citizens of Georgia. Involvement in research and practice in the urban community is encouraged. The programs are responsive to the needs of both full-time and part-time students and to students entering both first and second careers. Courses are delivered through a variety of modes including classroom and laboratory instruction, web-based instruction, and distance technology.

5020 Mission
The mission of the College of Health and Human Sciences is to engage in teaching, scholarly endeavors, and service activities that improve health and well-being and address social justice issues within a multi-cultural society. This is accomplished through a unique professional and academic interdisciplinary environment and a community-focused approach that enriches student learning, fosters leadership development, and furthers the pursuit of science.

5030 Accreditation
The Master of Science degree program in nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). The Doctor of Physical Therapy (DPT) degree program is accredited by the Commission on Accreditation in Physical Therapy Education. The Master of Social Work (MSW) degree program is accredited by the Commission on Accreditation of the Council of Social Work Education (CSWE). The Dietetic Internship Certificate program is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association.

5040 Programs Offered
The College of Health and Human Sciences offers the following graduate programs:
Master of Public Health
Master of Science: major in health sciences (concentrations in nutrition and respiratory care)
Master of Science: major in criminal justice
Master of Science: major in nursing (concentrations in adult health CNS/NP, perinatal/women’s health CNS/NP, child health CNS/NP, psychiatric/mental health CNS, and family nurse practitioner)
Master of Social Work (concentration in community partnerships)
Doctor of Philosophy: major in nursing (focus in health promotion, protection, and restoration in vulnerable populations)
Doctor of Physical Therapy
Dietetic Internship Certificate and Combined Dietetic Internship/Master’s Degree Program
Post-Master's Certificates in all clinical areas in nursing
Certificate in Public Health
Certificates in Social Work (forensic social work and child welfare leadership)

5050 Academic Units

5050.10 Department of Criminal Justice
1281 Urban Life Center
404/651-3515
http://www.cjgsu.net
Michael S. Vaughn, Chair
Mark D. Reed, Graduate Program Coordinator
Faculty: Blackwell, Camp, Collins, Dabney, Finn, Friedmann, Holleran, Reed, Taylor, Terrill, Topalli, Vaughn, Warner

5050.20 Institute of Public Health
One Park Place South, Suite 660
404/651-3723
http://publichealth.gsu.edu
Michael P. Eriksen, Sc.D., Director
Valerie A. Hepburn, Associate Director
Faculty: Eriksen, Hepburn, Kreuter, Okosun, Toal

5050.30 School of Health Professions
Lynda T. Goodfellow, School Director

Division of Nutrition
8th floor, Urban Life Center
404/651-3085
http://chhs.gsu.edu/nutrition
Missy Cody, Division Head and Graduate Program Director
Barbara Hopkins, Director, Dietetic Internship Certificate Program
Faculty: Baxter, Benardot, Cody, Doucette, Hopkins, Kicklighter, O’Leary, Roman, Rosenbloom, Thompson

Division of Physical Therapy
12th floor, Urban Life Center
404/651-3091
http://chhs.gsu.edu/pt
Leslie F. Taylor, Division Head and DPT Program Director

Faculty: Donnelly, Michael, Pearl, Taylor, Thompson, Tieman, Tunney, Wang, Warren

**Division of Respiratory Therapy**

12th floor, Urban Life Center
404/651-3037
http://chhs.gsu.edu/cardio

Lynda T. Goodfellow, Division Head

Faculty: Gardenhire, Goodfellow, Harwood, Petty, Powell

5050.40 School of Nursing

960 Urban Life Center
404/651-3040
http://chhs.gsu.edu/nursing

Alice S. Demi, School Director
Cecelia G. Grindel, Associate Director for Graduate Programs

Faculty: Bacon, Baldwin, Browning, Carmon, Colman, Cranwell-Bruce, Demi, DiFalco, Doerr, Gaines, Gebhardt, Gordon, Grantham, Grindel, Hayes, Hewell, Horne, Howell, Kassens, Kee, Kelley, Koci, McGehee, Meinersmann, Minick, Moloney, Patusky, Pfaff, Quinn, Sipe, Weston, Williams, Wold

5050.50 School of Social Work

12th floor, Urban Life Center
404/651-3526
http://www.gsu.edu/socialwork

James L. Wolk, School Director

Faculty: Beck, Bennett, Brooks, Carrillo, East, Ivery, Johnson, Ligon, Littrell, Lyons, Norrington, Ohmer, Park, Wertheimer, Whitley, Wolk

5060 Office of Academic Assistance

811 Urban Life Center
404/651-3064

The Office of Academic Assistance in the College of Health and Human Sciences 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 and schedule revisions each semester. In addition, advisers provide information concerning college and university policies and procedures, as well as information on services available throughout the university.

5070 Graduate Assistantships
A number of graduate assistantships are available for qualified candidates in the College of Health and Human Sciences. Further information regarding availability and qualifications for these positions can be obtained by contacting the graduate director/coordinator in each department/school or the Office of the Associate Dean for Research in the College of Health and Human Sciences.

5090 Admission to a Graduate Program

A person seeking to pursue any of the college’s programs of graduate study must be admitted to Georgia State University through the College of Health and Human Sciences. Applicants must also be admitted to the program’s department, school or division. The requirements for admission stated in the following sections are established by the College of Health and Human Sciences and the departments, schools, or divisions of the program. Acceptance into one of the programs in the College of Health and Human Sciences does not imply acceptance into any other program.

5090.05 Application Options

There are two ways to apply to graduate programs in the College of Health and Human Sciences. These options can be accessed by clicking on “Admissions” at the college’s website at http://chhs.gsu.edu. Each program’s deadlines and requirements are also found on this site.

1. Applications can be completed and submitted electronically. Application Instructions and Information are accessed when “Apply Online” is selected from http://chhs.gsu.edu/admissions.
2. Application materials and forms can be printed and/or downloaded from http://chhs.gsu.edu/admissions.

5090.10 Nondegree Admission

Nondegree status is available under some programs in the College of Health and Human Sciences. A student is admitted to this status at the option of the department/school/division concerned; some units do not offer courses for nondegree students. Under this category, a student is limited to 12 semester hours of graduate course work and must obtain permission to enroll in desired courses each semester.

The following materials are required for admission:
1. Application for Graduate Study, College of Health and Human Sciences.
2. A $50 application fee.
3. Two copies of official transcripts from the institution where the baccalaureate or higher degree was earned.
4. Any supplemental materials required by the department concerned.
5. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” in this chapter for more information.

5090.15 Transient Student Admission

A student enrolled in a graduate degree program at another accredited institution may seek admission as a transient student in the college. Admission requirements include an application, application fee, certificate of immunization, and a letter of good standing from the institution the applicant is presently attending. The letter should include the courses approved by the home institution.

Admission to transient status is normally for one semester only. A transient student who wishes to enroll for a subsequent semester at Georgia State must file an Application for Reentry with the Office of the Registrar/Student Services, Room 227 Sparks Hall. If the student wishes to enroll in courses other than those listed in the original letter of good standing, the home institution must submit a new letter indicating approval of those courses.

Although the university cannot guarantee the availability of space in desired courses, every effort will be made to assist students in the registration process. The student is responsible for requesting that transcripts of grades earned at Georgia State be sent to the home institution.
5090.20 International Student Admission

It is the policy of Georgia State University to encourage the enrollment of students from other countries. The University subscribes to the principles of international education and to the basic concept that only through education and understanding can mutual respect, appreciation and tolerance of others be accomplished. The recognition of the values of cultural exchange is inherent in our philosophy of education and is predicated on an awareness of the need to foster better cooperation, friendship, and understanding among the peoples of the world. In this regard, we welcome international students to our campus because we believe in a cultural exchange program which will be beneficial to our own student body, to the international students involved, and to metropolitan Atlanta.

**Academic Credentials:** Applicants who have completed all or part of their education outside the United States are required to have their foreign credentials evaluated by an independent evaluation service. For graduate admissions, the College of Health and Human Sciences recommends Josef Silny and Associates, Inc. ([http://www.jsilny.com](http://www.jsilny.com)). The college will also accept evaluations of foreign credentials from Educational Credential Evaluators, Inc. ([http://www.ece.org](http://www.ece.org)) and World Education Services ([http://www.wes.org](http://www.wes.org)). If Josef Silny & Associates is used as the independent evaluation service, transcripts do not have to be provided by the applicant.

Academic credentials must be original documents with authoritative signatures, seals, stamps, etc. Whenever possible, these should be sent by the institution responsible for issuing such documents. In cases where it is impossible for an applicant to have these credentials sent from such institutions, the applicant should forward a duly “notarized” or “attested to” copy. The notarization should be done by the proper institutional official or by the Ministry of Education in the home country. Documents in a language other than English must be accompanied by translations. Translations should be made by the home country embassy or an appropriate official, and the original copies of the translations, acceptably notarized as described above, must be provided. As a general rule, documents translated by the Office of the American Friends of the Middle East (AFME) or the Institute of International Education (IIE) will be acceptable.

**English Proficiency:** In addition to meeting the regular admission requirements, international applicants whose native language is not English must submit official scores on the Test of English as a Foreign Language (TOEFL) before admission can be considered. Scores can not be more than two years old. The test is not required of international applicants who have received a bachelor’s degree from a regionally accredited U.S. institution.

**Financial Resources:** Applicants who plan to attend Georgia State University on an F-1 or J-1 visa must submit a Financial Statement showing the financial support necessary for the costs associated with the first year of study.

**Course Load:** The international student with a student visa is required to carry a full course of study in fall and spring semester. A full course of study at Georgia State University is nine semester hours for graduate students. International students cannot be admitted as nondegree students.

5090.25 Changing Semester of Entry

Admission to a graduate program in the College of Health and Human Sciences is valid only for the semester, the degree, the major and the concentration specified in the letter of acceptance. The student who does not enroll for the semester for which acceptance was granted should notify the college of this decision. In most programs, students who do not enroll for the semester they are accepted are not guaranteed admission in a subsequent semester. Students generally have to reapply to the program and must be reconsidered for admission.

5090.30 Reentry Students

A reentry student is a student who has been enrolled at Georgia State University and who:

1. Has not registered for courses at Georgia State during the previous 12 months; or
2. Attended any semester as a transient student and wishes to attend an additional semester as a transient student.

Graduate students in the College of Health and Human Sciences may only reenter the same graduate program or status in which they were last enrolled. Students must be approved for reentry through the college and department, school or division. Students who have attended Georgia State University in both
undergraduate and graduate categories may apply to reenter in either category. Transient students should refer to the “Transient Student Admission” section in this chapter.

5090.35 Admission to the Doctor of Physical Therapy Program

Candidates for admission to the entry-level doctor of physical therapy degree program in physical therapy must be able to demonstrate abilities to meet certain technical standards of performance necessary to carry out their activities as health professionals. They must demonstrate the functional use of their senses that will allow them to elicit appropriate information to perceive nonverbal communications from patients or clients. They must be able to communicate effectively and efficiently in oral and in written form. Additionally, each candidate should be physically able to provide reasonable care and emergency treatment when necessary.

All candidates must possess those intellectual, ethical, physical, and emotional attributes required to undertake the full curriculum and to achieve the levels of competence required by the faculty. They must possess the emotional health required for full utilization of these abilities in order to exercise good judgment in their activities as health professionals.

Prerequisites

The D.P.T. curriculum demands rigorous scholarly effort. Students with diverse strengths and backgrounds are encouraged to apply to the program. To gain admission, students must possess a baccalaureate degree from an accredited college or university. The baccalaureate degree must be completed prior to matriculation into the D.P.T. program. The baccalaureate degree should be in a student’s area of interest. The program is designed for the person with an undergraduate degree in a field other than physical therapy.

- Students are required to complete the following prerequisite courses:
  - 2 courses in anatomy and/or physiology
  - 2 courses in physics
  - 2 courses in chemistry
  - 1 course in statistics
  - 1 course in biology
  - 1 course in psychology
  - 2 courses in English composition and rhetoric

- A recommended combined score of 1000 on the verbal and quantitative sections on the Graduate Record Exam (GRE) and a 3.5 on the analytical portion of the exam.

- A minimum math/science grade point average of 2.75 and a minimum overall grade point average of 2.75.

- Documentation of volunteer, work experience in two varied physical therapy practice settings. A minimum of 80 hours of service is required and must be documented.

The program is competitive, and the admissions application, cumulative GPA, math/science GPA, GRE scores, Interview, and the courses taken are utilized to rank applicants for admission.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences, and supplemental applications for the program.
2. A $50 application fee.
3. Two copies of official transcripts from each college attended.
4. Official scores from the Graduate Record Examination (GRE).
5. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” in this chapter for more information.
Applicants are also required to participate in at least 80 hours of experience volunteering or working in two varied physical therapy practice settings. The experience must be documented, and the documents must be signed by a supervisor who can attest to the applicant’s presence and the nature of the activities.

Selected applicants are invited to campus for an interview with the faculty, clinical instructors and students of the Division of Physical Therapy.

Students are accepted into the program once a year in the fall semester. The application deadline is generally nine to twelve months prior to the anticipated semester of entry. Application information and application materials are available at http://chhs.gsu.edu/admissions or http://chhs.gsu.edu/pt.

Criminal Background Check and Drug Screen

Please be aware that when you apply for licensure the jurisdiction in which you apply may ask you to respond to questions regarding any violations of federal, state or local law. You may be required to provide documentation to the state board of physical therapy explaining any such occurrence. The individual state licensing agencies have exclusive authority to issue a license for physical therapy and could decline to issue such a license based on an applicant’s prior criminal record.

Additionally, many of the clinical sites with which we have a clinical agreement require criminal background checks, finger printing and drug screen prior to allowing the student to be placed in the facility. The clinical facility has the right to deny the student an internship in the facility based on the findings of the criminal background check or drug screen.

5090.36 Admission to the Master of Public Health Program

The Institute of Public Health accepts students into the Master of Public Health (MPH) program for both fall and spring semesters. The application deadline for the fall semester is April 1. The application deadline for spring semester is September 1.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
3. A $50.00 application fee.
4. Two copies of official transcripts from all colleges and/or university attended.
5. Three references from individuals knowledgeable of the applicant’s academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). (Applicants with an earned doctorate from an accredited institution in the U.S. do not have to take either examination.)
8. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” for more information.

Application materials are available through the Website of the Institute of Public Health: http://publichealth.gsu.edu or from the Office of Academic Assistance in the College of Health and Human Services, 845 Urban Life, 404/651-3064, email at chhs-oaa@gsu.edu, or http://chhs.gsu.edu/admissions.

5090.40 Admission to the Master of Science Program, Criminal Justice

The selection of potential degree candidates for the graduate program in criminal justice is competitive. Admission is based upon the quality of the undergraduate record, achievement on a required admission test, and suitable preparation for the program. All applicants to the program must be graduates of accredited institutions with baccalaureate degrees that reflect high quality work on the undergraduate level.

Required materials for admission include:

1. Application for Graduate Study, College of Health and Human Sciences, and supplemental applications, if applicable.
2. A $50 application fee.
3. Two copies of official transcripts from all colleges and universities attended.
4. Official scores from the Graduate Record Examination (GRE). Applicants should take the GRE at least six weeks prior to the application deadline. Scores may be no more than five years old from the beginning of the semester of enrollment.
5. Statement of professional and academic goals. This must be typed and be two to three pages in length. It should contain fields of interest and how the program will contribute to those goals.
6. Three letters of recommendation from people who are qualified to assess academic potential in graduate school.
7. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” in the College of Health and Human Sciences chapter of this catalog for more information.

The department reserves the right to require additional tests, documents, professional work experience, and/or personal interviews prior to making a final decision on any applicant. The department’s graduate committee makes the admission decisions. Students are accepted into the program twice a year to begin in the fall and spring semesters. The application deadline is May 15 for fall semester and September 15 for spring semester.

Individuals are admitted into the program of study in one of two categories: Full Graduate Status or Special Graduate Status. Prospective students are advised that those qualifying for Full Graduate Status will be given admission preference when the number of applicants to be accepted is limited. The Department of Criminal Justice does not accept graduate students in a nondegree category.

**Full Graduate Status:**

The minimum requirements for full graduate status are as follows: (1) a composite GRE score of 800 (verbal and quantitative) and (2) a 2.7 cumulative grade point average in undergraduate school. All applicants to the program must be graduates of accredited institutions with baccalaureate degrees that reflect high quality work at the undergraduate level.

**Special Graduate Status:**

This category is provided to accommodate selected students who appear to have the potential for graduate study but, at the time of application, do not meet the minimum standards for admission to Full Graduate Status. A student is admitted to this status at the option of the department and when adequate resources are available.

Admission to Special Graduate Status is for a maximum of 12 semester hours. The student must have a minimum grade of B in each of the four courses. At that time, the student not achieving Full Graduate Status will be dismissed from the graduate program. Students admitted to the Special Graduate Status category are advised of expectations or conditions in the letter of admission.

**5090.45 Admission to the Master of Science Program, Health Sciences**

The selection of potential degree candidates for the Master of Science degree program in Health Sciences is competitive. Admission is based upon the quality of the undergraduate record, achievement on required admission tests, and suitable preparation for the specific degree program to be pursued. All applicants must be graduates of accredited institutions with baccalaureate degrees, have acceptable grade point averages as determined by the appropriate department, and show potential for academic development and professional leadership.

Individuals are admitted into the program in one of two categories: Full Graduate Status, which includes provisional status, or nondegree status.

**Full Graduate Status**

Full Graduate Status must be achieved in order to fulfill all degree requirements. Required materials include the following:

1. Application for Graduate Study, College of Health and Human Sciences, and supplemental applications, if applicable.
2. A $50 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Official scores from the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
5. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” in this chapter for more information.

Each department has additional admission requirements listed below.

**Provisional Status**

Applicants who do not meet one or more of the admissions standards for Full Graduate Status and who, in the opinion of the faculty, have the potential to be successful in graduate study, may be admitted to Provisional Status. Students admitted to this status are limited to six semester hours of study. A grade point average of 3.0 must be achieved by the end of the six hours, or the student is no longer eligible to continue in the program. Students who achieve the 3.0 at the end of the six hours will be removed from Provisional Status and allowed to continue in Full Graduate Status. Students are admitted to this status at the option of the department and when adequate facilities are available.

**Nondegree Status**

Nondegree Status is provided to accommodate selected students who do not plan to seek the master’s degree. Additionally, this status may be used to accommodate selected students who have the potential for graduate study but, at the time of application, are not able to fulfill all the requirements for admission to Full Graduate Status. A student is admitted to this status at the option of the department concerned. Admission to this status does not warrant or secure admission to the degree program. Students in Nondegree Status are limited to 12 semester hours of graduate course work.

**Nutrition**

In addition to the materials required for program admission, the Division of Nutrition requires the following for applicants to the specialization in nutrition:

1. A minimum grade point average of 3.0 in all college-level course work.
2. A minimum score of 1000 on the GRE (verbal and quantitative scores) or 50 on the MAT.
3. Two letters of recommendation.
4. A statement of professional goals.
5. College-level courses in anatomy, physiology, inorganic chemistry, organic chemistry, biochemistry, and normal nutrition (nutrition and metabolism). The latter two courses must have been completed within 10 years prior to beginning the graduate program. Prerequisite course requirements apply equally to Full Graduate Status and Nondegree Status.

Students may be admitted in any semester to the specialization in nutrition. The application deadline for fall semester is May 15; the application deadline for spring semester is October 1; the application deadline for summer semester is April 1. Students planning full time course loads are strongly urged to enter in fall semester to maximize availability of courses due to sequencing.

**Respiratory Care**

NOTE: Admissions to Respiratory Care Master’s track are on a biannual basis. In addition to the materials required for program admission, the Division of Respiratory Therapy requires the following for applicants to the specialization in respiratory care:

1. A minimum grade point average of 2.75 in all college-level course work.
2. Evidence of credentialing as a registered respiratory therapist (RRT) or other health professional with cardiopulmonary experience. Copy of National Board of Respiratory Care (NBRC) credential or other healthcare credential.
3. Bachelor of Science degree in respiratory therapy or related field.
4. A minimum of one year professional work experience in respiratory care (or petition for departmental waiver).
5. Resumé (C.V.) outlining professional and educational experience, with two professional references listed.
Students may be admitted in the fall semester of the odd numbered years to the specialization in respiratory care. The application deadline for fall semester is May 15.

5090.50 Admission to the Master of Science Program, Nursing

The master’s program in nursing is open to registered nurses who wish to continue their education by obtaining an advanced degree. There are two admission options: RNs with a baccalaureate degree in nursing and RNs prepared at the associate or diploma level that have had outstanding practice experience and professional involvement. RNs who do not have a baccalaureate degree in nursing must complete additional undergraduate course work as prerequisites to master’s course work. The determination of required undergraduate course work is based on an evaluation of each applicant’s past academic work and on current undergraduate requirements for the baccalaureate nursing program.

The School of Nursing accepts students into the master’s degree each semester. The application deadline for both summer and fall semesters is March 1. The application deadline for spring semester is October 1.

The following materials are required for admission:
1. Application for Graduate Study, College of Health and Human Sciences, and supplemental application for the program.
2. A $50 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Two letters of recommendation from individuals knowledgeable of the applicant’s professional and academic abilities.
5. Current visa or resume including education, work experience and professional development, professional and/or community activities, research and publications.
6. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” for more information.
8. Official scores on the Graduate Record Examination (GRE).

Additional requirements include the following:
1. Graduation from an accredited nursing program.
2. A cumulative grade point average (GPA) of 2.75 on a 4.00 scale. The GPA is based on all undergraduate college-level course work attempted at regionally accredited institutions. Note: Diploma schools are not usually regionally accredited institutions. Official test scores must be submitted.
3. Registration as a professional nurse in Georgia or evidence of application to the Georgia Board of Nursing.
4. An interview with a faculty member.

Admission Status

Admission to the master’s program is contingent upon the availability of adequate faculty and facilities. Applicants who meet all admissions guidelines based upon faculty review may be admitted to full graduate status. Applicants who do not meet one or more of the admission guidelines and who, in the opinion of the faculty, have the potential to be successful in graduate study and to make significant contributions to the nursing profession, may be admitted to provisional status.

Applicants who do not meet one or more of the admission guidelines and who, in the opinion of the faculty, have the potential to be successful in graduate study and to make significant contributions to the nursing profession, may be admitted to provisional status. Students admitted to provisional status are limited to nine semester hours of study. These nine hours of study must be determined and authorized by the student’s faculty advisor. Courses that must be included in the program of study for provisional students include NURS 7310 Advanced Pathophysiological Concepts in Nursing, Part 1 and NURS 7320 Advanced Pathophysiological Concepts in Nursing, Part 2 and one of the following: Nurs 7550 (Pharmacology), Nurs 7900 (Scholarly Inquiry), or Nurs 7000 (Research Methods for Advanced Practice Nurses). The student must achieve a grade of B in each course planned during the provisional status period (9 credits); no course may be repeated. If a B is not achieved in each course, then the student will be withdrawn from the program. If a GPA of 3.0 is achieved (with at least a B in each course in the 9 credit
5090.55 Admission to the Master of Social Work Program

Admission into the Master of Social Work program will occur twice each year. For the two-year, full-time program and the four-year, part-time program, students will be admitted only for fall semester. The priority deadline for applications is February 1.

For the Advanced Standing Program (BSW from an accredited program), students will be admitted during the summer session. The priority deadline for applications for the Advanced Standing Program is February 1.

The following materials are required for admission:
1. Application for Graduate Study, College of Health and Human Sciences, and supplemental application for the program.
2. A $50 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Statement of Purpose.
5. Three letters of recommendation on forms provided by the School of Social Work in sealed, signed envelopes.
6. Official scores from the Graduate Record Examination (GRE).
7. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” for more information.

Additional requirements include the following:
1. Possess a bachelor’s degree from a college or university accredited by a regional agency recognized by the Commission on Recognition of Postsecondary Education.
2. Have earned an overall grade point average of at least 3.0 on a 4.0 scale for all undergraduate course work attempted OR have earned a grade point average of at least 3.25 on a 4.0 scale for the equivalent of the last 60 semester hours of undergraduate course work.
3. Complete a liberal arts perspective which generally should include two courses in humanities, 12 semester hours in the social sciences, one course with human biology content, two courses in English composition, and college algebra or higher-level math. In addition, students should have one course in statistics.

Admission to the Advanced Standing Program

Admission to the Advanced Standing Program will be available to students who meet all of the above admission requirements and who also:
1. Possess a bachelor’s degree in social work from a program accredited by the Council on Social Work Education. The bachelor’s degree must have been earned within five years of the time applying to Georgia State University’s Master of Social Work program.
2. Have earned an overall grade point average of at least a 3.25 on a 4.0 scale, with no less than a grade of B in any graded field education course or at least the equivalent of “satisfactory” in an ungraded field education course.
3. Have earned a grade of C or better in the following courses: Human Behavior and the Social Environment, Research Methods, Social Welfare Policy, and Social Work Practice.

Transfer Admission

Students who have successfully completed one full academic year of MSW course work and at least 400 clock hours of field placement in a program accredited by the Council on Social Work Education are eligible to apply to the Advanced Standing program. All other transfer requests can be made on a case-by-case basis. Students wishing to transfer are advised to contact the Director of Student and Community Services.

Admission to the Graduate Certificate in Forensic Social Work and Child Welfare Leadership
Admission is open to current Georgia State University graduate students or professionals with a bachelor’s degree. The Application for Admission to the Certificate of Forensic Social Work or Child Welfare Leadership is available on the College’s website: http://chhsweb.gsu.edu under the admissions link.

The Application for Admission to the Certificate of Forensic Social Work or Child Welfare Leadership is available on the College’s website: http://chhsweb.gsu.edu under the admissions link.

The following materials are required:

1. Application for Graduate Study, College of Health and Human Sciences
2. Graduate Certificate in Forensic Social Work or Child Welfare Leadership application
3. A $50 application fee
4. Two copies of official transcripts from the institution where the baccalaureate or higher degree was earned.
5. GRE Scores
6. Professional Goals Statement
7. Official scores on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English. See section on “International Admissions” for more information.
8. Residency Form

5090.60 Admission to the Doctoral Program in Nursing
The School of Nursing accepts students into the doctoral program each semester. The application deadline for both summer and fall semesters is March 1. The application deadline for spring semester is October 1.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
2. A $50 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Three letters of recommendation from individuals knowledgeable of the applicant’s professional, intellectual, and academic abilities.
5. Current visa or resume including education, work experience and professional development, professional and/or community activities, research, and publications.
7. A two-page position paper on a current social or health issue.
8. Official scores on the Graduate Record Examination (GRE).
9. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” for more information.
10. A Certificate of Immunization.

Additional requirements include the following:

1. Master’s degree in nursing. Applicants who hold a master’s degree in an area other than nursing must have (1) a bachelor’s degree in nursing, (2) a background in advanced clinical nursing practice, and (3) evidence of either previous course work in nursing theory or an individualized learning program in nursing theory.
2. Licensure/Certification. All applicants (including international applicants) must hold a license in the United States as a registered nurse (R.N. license) prior to acceptance to the doctoral program.
3. Successful completion of an intermediate graduate level statistics course (may be taken prior to or concurrent with the first Ph.D. nursing course).
4. An interview with faculty in the School of Nursing.
5. Applicants must have completed a graduate-level intermediate statistics course within the past five years prior to admission, OR must complete a graduate-level intermediate course by the end of the first enrolled semester in the doctoral program.
5090.65 Admission to the Dietetic Internship Certificate Program or Combined Dietetic Internship/Master’s Degree Program

Applicants to these two programs must meet the requirements established by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA).

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences, and Supervised Practice application for the program.
2. A $50 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Three recommendation forms from individuals knowledgeable of the applicant’s professional and academic abilities.
5. CADE Verification Statement listing completion date or CADE Declaration of Intent to Complete Form with anticipated completion date.
6. Official scores from the Graduate Record Examination (GRE).
7. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” for more information.

The application deadline each year is mid-February. Applications must be postmarked by the February deadline established by CADE, which is stated on the ADA website, http://www.eatright.org. Application information and materials are available online at the department’s website, http://www.gsu.edu/nutrition, or http://chhs.gsu.edu/admissions.

5090.70 Admission to the Graduate Certificate in Public Health

Students who are enrolled in a graduate degree program at Georgia State University complete the Application for Admission to the Certificate in Public Health. The application is available on the Institute of Public Health’s website: http://publichealth.gsu.edu or from the Office of Academic Assistance in the College of Health and Human Sciences, 845 Urban Life, 404/651-3064, chhs-ooa@gsu.edu.

Students seeking a Graduate Certificate in Public Health independently of a graduate degree at Georgia State University apply for admission through the Office of Academic Assistance. The following materials are required:

1. Applications for Graduate Study, College of Health and Human Sciences.
2. Supplemental Application for Admission, Institute of Public Health
3. A $50 application fee.
4. Two copies of official transcripts from the institution where the baccalaureate or higher degree was earned.
5. Three References from individuals knowledgeable of the applicant’s academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). (Applicants with an earned doctorate from an accredited institution in the U.S. do not have to take either examination).
8. Official scores on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English. See section on “International Admissions” for more information.

Application deadlines are April 1 for fall semester and September 1 for spring semester.

5100 Academic Policies and Regulations

Graduate students in the College of Health and Human Sciences are responsible for knowledge of all regulations and procedures of the college, the university, and of the program or status in which they are enrolled. Enrollment in a program constitutes a students’ acknowledgment that they are obligated to
comply with all academic and administrative regulations and degree requirements. Students are encouraged to read carefully the general regulations that follow and those specifically pertaining to their program.

5100.10 Clinical, Field Experience or Internship

As part of the degree completion requirements for some of the programs in the College of Health and Human Sciences, the student will be placed in a clinical setting which requires the student to care for and/or be exposed to individuals and patients of all ages and with a variety of diagnoses and symptoms, some of which are communicable and infectious. However, unless otherwise required by law, the Georgia State University College of Health and Human Sciences does not grant special consideration or waiver of any degree completion requirements, including placement in a clinical setting.

Please note that some majors must complete a clinical program, field experience or internship during their program. Some students will be placed with a clinical affiliate that gives care to vulnerable populations or deals with sensitive information. As a result, the affiliate may request a criminal background check or drug screen as a pre-requisite for placement. If a student uses illegal drugs, has a criminal record before they declare their major or acquire a criminal record after declaring their major, they might be prohibited from participating in the clinical program, field experience or internship. Since the program or internship is a requirement, the student might be prevented from completing the degree program. Students are referred to the College’s Statement on Criminal Background Checks and Drug Screens at http://chhs.gsu.edu.

5100.20 Thesis and Dissertation Hours

All students in the College of Health and Human Sciences who are involved in writing a master’s thesis/research project shall register for at least three credit hours of thesis/research project credit each semester from the time they finish their course work until the time all requirements for the degree are completed.

All students in the College of Health and Human Sciences who are involved in writing a doctoral dissertation shall register for at least three credit hours of dissertation credit each semester from the time they are admitted to candidacy until the time the dissertation is successfully defended.

5100.30 Transfer of Credit

Students who have completed graduate courses at other institutions prior to enrollment at Georgia State University may request that those courses be evaluated for transfer of credit to the College of Health and Human Sciences. The request for transfer credit must be requested by the student. Only those courses that are deemed to be appropriate to the student’s program of study in the college can be transferred. Transferred credits will be included in the year limitation placed on credits applicable to the degree.

Students who wish to enroll in courses at another institution after acceptance to a graduate program in the College of Health and Human Sciences, and wish to apply those courses to their graduate program at Georgia State University, must first obtain written approval from their adviser, the graduate director/coordinator, and any other appropriate persons. Students will not be allowed to enroll in courses to be transferred back to Georgia State University during the semester he or she expects to graduate from Georgia State University.

The maximum amount of credit which may be transferred is nine semester hours. Exceptions to this rule will be granted on an individual basis. Students in the Department of Criminal Justice are allowed a maximum of six semester hours to be transferred.

5100.40 Graduation

All credits, including transfer credits, presented for the Master of Science degree must have been earned within six calendar years of the date of the degree. All credits, including transfer credits, presented for the Doctor of Philosophy degree must have been earned within seven calendar years of the date of the degree.

A student must have a minimum program grade point average of 3.0 in order to receive a master’s degree in the College of Health and Human Sciences. A student must have a minimum program grade point average of 3.20 in order to receive the Ph.D. degree in nursing. A student must have a minimum program grade point average of 3.00 in order to receive a doctor of physical therapy degree.
Please note that licensing boards or agencies for program-related occupations may deny, suspend or revoke a license if an applicant has a criminal history or licensee is convicted, pleads guilty or nolo contendere to a felony or other crime. Students should consult the licensing board corresponding to their intended occupations for more details. Successful completion of a program of study in the College of Health and Human Sciences does not guarantee licensure, certification, or employment in the relevant occupation.

5100.50 Changing Catalog Editions

Students will normally satisfy the curricular degree requirements of the catalog in effect at the time they enter the graduate program in the College of Health and Human Sciences. Revisions may be required to provide more effective programs. Curricular degree requirements are the courses and grades required to earn the degree. A change in an academic regulation such as academic standing policy or appeals procedures will affect all students regardless of catalog edition.

Students will be required to change catalog editions when they reenter the university after a period of two or more consecutive years in which they have earned no academic credit at Georgia State University. Some graduate programs in the College of Health and Human Sciences have stricter requirements on changing catalog editions.

5100.60 Academic Warning and Suspension

Each student admitted to graduate work in the College of Health and Human Sciences must maintain a minimum cumulative grade point average of 3.00. A student whose cumulative grade point average falls below 3.00 at the end of a semester will be placed on Academic Warning. The student will be notified of this standing by the Office of Academic Assistance. If a 3.00 cumulative grade point average is not achieved by the end of the next twelve semester hours or two semesters, whichever is longer, of completed course work approved by the faculty adviser, the student will be suspended from the graduate program. Students in special graduate status, provisional status or nondegree status must achieve a 3.00 cumulative grade point average by the end of their period in that status. Students in Special Graduate Status in the Department of Criminal Justice must also meet the minimum grade requirements for that status.

A student may apply for reinstatement after one semester as a suspended student. Application for reinstatement must be made not later than six weeks prior to the first day of classes for the semester in which reinstatement is sought.

The academic standing policies for the Doctor in Physical Therapy (DPT) program differ from those above. Please refer to the section on the DPT program for policies that pertain to students in that program. For policies on academic warning and suspension for doctoral students, please refer to “Progression Policies” in the section on the Ph.D. program in nursing.

Each department or school may have additional policies related to academic progression. Students should refer to the applicable student handbooks.

5100.70 College Appeals and Petitions

The appeals procedures for students in the College of Health and Human Sciences are available in the Office of Academic Assistance, 811 Urban Life, or on the web at http://chhs.gsu.edu. The “Student Appeals Policy and Procedure” provides for an impartial review of a grading decision that cannot be resolved between the student and instructor. The “Student Petition for Waiver” provides students with the procedure to follow if they wish to petition for a waiver of established policy and procedure from curricular and/or programmatic requirements. All students may obtain assistance in interpretation of appeals policies and procedures in the Office of Academic Assistance.

5110 Graduate Programs

5110.05 Doctor of Physical Therapy

The Doctor of Physical Therapy curriculum is based on the same philosophical principles that guide the educational, clinical, and research activities of the College of Health and Human Sciences and Georgia
The curriculum integrates academic and clinical instruction with the scientific bases for clinical practice.

**Mission Statement**

The mission of the Division of Physical Therapy at Georgia State University is to prepare a physical therapist for the twenty-first century that is able to respond to emerging societal trends related to health care and professional issues.

**Philosophy**

The program incorporates the philosophical concepts of respecting the rights and dignity of each person. Individuals have the ability and right to make decisions in their lives and are responsible for informed choices and actions that will maximize their state of health. The Division of Physical Therapy advocates the World Health Organization’s definition of health as a state of complete physical, psychological and social well being, and not merely the absence of illness. It is the responsibility of health professionals to work together to contribute to the promotion of wellness and prevention, restoration, and maintenance of health. Societal changes related to increased life expectancy, improved technology, and greater psychological stresses will create a need for practitioners who can address problems at the extremes of the lifespan.

Physical therapy is the health profession dedicated to rehabilitation or prevention of disability, injury, and disease, specifically related to movement and function of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary systems of the human body. Physical therapists work with people of all ages, with acute and chronic conditions, to detect, assess, prevent, correct, alleviate and eliminate pain, physical impairments, functional limitations, and disabilities. They strive to promote functional independence, with the overall goal of helping individuals achieve maximal potential as members of society. The practice of physical therapy is an integral component of health care.

Current trends in health care delivery shape the practice of physical therapy and influence the content and structure of the curriculum. Health care is increasingly delivered in out-of-hospital settings, and the extent of care is balanced around the limitations on reimbursement. The practitioner must be flexible to adapt to the changes in practice and the needs of the consumer. As managed care and integrated health systems become more prevalent, the need for interdisciplinary actions increases. Because the nature of physical therapy practice is constantly changing, the structure of professional education must encourage flexibility, openness, problem solving, and critical analysis. The curriculum encourages creativity, independent thinking, and attitudes of inquiry. The DPT program at Georgia State University culminates in the graduate’s ability to clinically reason and problem solve in a complex and changing healthcare milieu.

The delivery of physical therapy services is enhanced by diversity in cultural and ethnic backgrounds, and such diversity should be present among students, faculty, practitioners, and patients. Faculty promote an evidence-based approach that takes advantage of the various professions and professionals that are represented in the college, the university and the Atlanta community. We believe that students who are trained in a milieu of critical inquiry will be able to function throughout their careers as effective members of the health care team.

**Objectives of the Program**

The Division of Physical Therapy is committed to:

- Preparation of a physical therapist who will practice as a broadly skilled, inquiring, clinician in a wide variety of health care settings, with appropriate skill in education, communication, advocacy, management, and research.
- Preparation of a physical therapist who demonstrates a lifelong commitment to the profession and clients through active participation in their communities, patient advocacy, and the ability to adapt to consumer needs and the changing health care environment.
- Promotion of the scientific foundations of physical therapy practice and education with emphasis on outcomes and efficacy of treatment.
- Promotion of the physical therapy profession and the physical therapist as a unique and integral component of health care.
Curriculum Design

The DPT Program is based on the philosophy that emphasizes commitment to humanistic values, quality care, and inquiry as a foundation for the practice of physical therapy. The program is designed as an integrated case-based, problem-solving, inquiry-initiated curriculum. The curriculum focuses on normal and pathological function of the musculoskeletal, neuromuscular, integumentary and cardiopulmonary systems. Development of cognitive and psychomotor skills for the five elements of patient/client management is emphasized. The five elements include examination, evaluation, diagnosis, prognosis, and intervention. The patient management skills are applied to patients of all ages and in a variety of settings.

Several teaching/learning concepts are employed throughout the curriculum. These include the following:

1. Case-based learning is employed in each class, lab, and clinical course.
2. Professional Behaviors are modeled by the faculty and expected of the student.
3. Each body system, cardiopulmonary, musculoskeletal, integumentary, neuromuscular, are explored across the life span.
4. Problem solving, inquiry-based analysis is developed the first semester and reinforced and refined in subsequent semesters.
5. The student is responsible for individual and group projects and group discussion that emphasizes individual responsibility for learning.
6. Students are provided opportunities to participate in community activities and professional meetings and to provide services in these arenas.
7. Students have the opportunity to hone psychomotor skills and teaching/learning concepts with peer evaluation.
8. Process as well as content skill are emphasized.

Curriculum Constructs

The following curriculum constructs were used to develop the course of study and reflect the organization of the content across the curriculum and within courses.

Question to Answer: Courses are taught posing clinical questions for development of critical thinking, critical analysis, insight, and synthesis of information.

Simple to Complex: Patient cases will be presented throughout the program to integrate didactic material and clinical concepts starting with simple, single pathology cases and progressing to cases with complex, multi-system involvement.

Basic to Advanced: Basic skills in assessment, evaluation, treatment planning and concepts of exercise are introduced and serve as a foundation for more advanced concepts relating to each body system.

Normal to Abnormal: Normal structure and function are presented as a foundation for understanding pathology. Pathophysiology is then introduced and normal structure and functions are reinforced as goals for attainment.

Structure to Function: Anatomy is the first course offered, and anatomical structure is reinforced as pathology. Assessment, evaluation and treatment techniques are introduced. Function as it relates to the anatomy, forces, and torques will refer back to structure and achieve closure.

Knowledge to Application: Throughout the curriculum, students are given opportunities to use knowledge presented in class in the application of principles of the five elements of patient/client management with sample patient cases and in the clinic. The same process is used in the presentation of research principles in preparation for completing and presenting a research project.

Pathology to Impairment to Functional Limitation to Disability. Pathology is the underlying pathophysiology at the cellular and system level. An example of impairment would be loss of upper extremity range of motion. The loss of functions that the impairment causes (for example, inability to dress oneself) is the focus of physical therapist practice. The disability is how that functional limitation affects the specific individual within their psycho/social spheres (for example, inability to work outside the home because the individual cannot get dressed). The courses consider the implications of the underlying pathophysiology on individuals and their physical functioning, and how functional limitation and disability influence their roles in community and society.
Curriculum Structure
The curriculum includes 6 components:

Biological/Clinical Science: Anatomy, Kinesiology, Motor Learning.
Basic sciences are presented in two areas, one representing biological sciences and the other clinical sciences. The biological sciences provide the background for the study of normal and impaired movement; the clinical science component presents the etiology, medical, surgical, therapeutic, and pharmacological management of the deviations from homeostasis.

Patient Management: Examination, Evaluation, Diagnosis, Prognosis, and Intervention for Specific System Dysfunction
Application courses reinforce a model of examination, evaluation, diagnosis, prognosis, and intervention, emphasizing skills and theories of physical therapy management. These courses focus on the musculoskeletal, integumentary and cardiopulmonary systems in the first year, the musculoskeletal and neuromuscular systems in the second year, and neurological systems in the third year. These courses address multi-system involvement across the lifespan.

Professional Practice: Health Care Delivery in Various Settings and the Role of the PT as a Member of the Health-care Team.
Each professional practice course is designed to address different issues that impact on the delivery of physical therapy services within the health care system. This includes an examination of different practice settings, psychology of disability, teaching and learning activities, communication, health policy, structure of the health care delivery system, documentation, reimbursement issues, administration, management, and ethical decision making. In addition, time will be incorporated into the curriculum to allow students to attend professional meetings, such as the annual national PT student conclave, Combined Sections meeting, and the annual APTA and state association meetings.

Evidence Based Practice: Emphasis on the Role of Clinical Inquiry in Critical Decision Making and Research.
Components include research design and statistics within a framework that emphasizes the role of critical inquiry in clinical decision making and research. Each student participates in small group research projects with a limited focus, that compliments on-going faculty research, to be completed in the final year before the students set forth on their final internship. Projects involve outcome studies, quality assurance studies, descriptive analysis, or other forms of secondary analysis.

Internship: Provides an Opportunity to Integrate Academic Content into Clinical Practice.
The clinical internship includes a full-time one-week and ten-week field experience the first year two 12-week, full-time clinical experiences the second and third years.

Several concepts are interwoven throughout the curriculum to provide a framework for application of clinical skills and professional development. These include:
1. Concepts of research, theory, and critical inquiry integrated through the use of published literature as course readings, and the inclusion of research findings as part of class discussion. These concepts are used to address controversies in practice and the need for evidence for establishing new treatments, efficacy of current practice, and clinical outcomes.
2. Professional Behaviors which include safety, ethics, professional responsibility and accountability, cooperation with other health care providers, and recognition of one’s own professional limitations are incorporated into each course and modeled by the faculty.
3. The consumer, not the problem, must be evaluated and treated.
4. Physical therapy education is the beginning step of professionalism, with a lifelong commitment to the field and lifelong pursuit of learning.

Curriculum
Semester hours are shown in parentheses after each entry.

First Year
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 6600</td>
<td>Human Gross Anatomy I</td>
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<tr>
<td>PT 6608</td>
<td>Tissue and Cellular Structure</td>
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<tr>
<td>PT 6610</td>
<td>Functional Anatomy I</td>
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<tr>
<td>PT 6620</td>
<td>Essentials of Pharmacology</td>
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<tr>
<td>PT 6650</td>
<td>Clinical I</td>
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<td>PT 6700</td>
<td>Clinical Physiology and Pathophysiology I</td>
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<tr>
<td>PT 6709</td>
<td>Professional Practice: The Doctoring Profession</td>
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<tr>
<td>PT 6800</td>
<td>Human Gross Anatomy II</td>
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<td>PT 6810</td>
<td>Functional Anatomy II</td>
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<td>PT 6900</td>
<td>Clinical Physiology and Pathophysiology II</td>
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<tr>
<td>PT 7025</td>
<td>PT Management: Acute, Medical, Surgical Pathology</td>
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<td>PT 7030</td>
<td>PT Management: Acute, Medical, Surgical Pathology Lab</td>
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<tr>
<td>PT 7130</td>
<td>PT Management of Cardiopulmonary and Principles of Exercise Physiology &amp; TherX</td>
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<td>PT 7230</td>
<td>PT Management of Integumentary</td>
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<td>PT 7250</td>
<td>Clinical Internship II</td>
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<td><strong>Second Year</strong></td>
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<tr>
<td>PT 7600</td>
<td>EBP: Foundations/Research Methodology</td>
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<tr>
<td>PT 7610</td>
<td>Essentials of Medical Screening</td>
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<td>PT 7615</td>
<td>Abnormal Gait &amp; Movement Analysis</td>
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<td>PT 7620</td>
<td>Kinesiology &amp; Biomechanics</td>
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<td>PT 7700</td>
<td>EBP: Investigations</td>
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<td>PT 7709</td>
<td>Professional Practice: Psychosocial</td>
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<td>PT 7710</td>
<td>Neuro Anatomy &amp; Physiology</td>
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<td>PT 7725</td>
<td>PT Management of Musculoskeletal System II: Lower</td>
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<td>PT Management of Musculoskeletal System II Lab</td>
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<td>PT 7735</td>
<td>Modalities/Physical Agents &amp; Electro</td>
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<td>PT 7850</td>
<td>Clinical Internship III</td>
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<td>PT 8600</td>
<td>EBP: Principles and Applications</td>
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<td>Motor Control and Motor Learning</td>
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<td>PT 8610</td>
<td>Foundations of Pediatrics</td>
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<td>PT 8620</td>
<td>Prevention/Wellness</td>
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<td>PT 8625</td>
<td>PT Management of Neuromuscular I</td>
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<td>PT Management of Neuromuscular I Lab</td>
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<td>PT 8670</td>
<td>PT Management of Geriatric Patient and Multisystem</td>
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<td>PT 8700</td>
<td>EBP: Dissemination</td>
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<tr>
<td>PT 8709</td>
<td>Professional Practice: Management</td>
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<td>PT 8710</td>
<td>Evaluation of Evidence for Complementary &amp; Alternative Therapies</td>
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<tr>
<td>PT 8715</td>
<td>PT Management: Pediatric PT</td>
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<td>PT Management: Pediatric PT Lab</td>
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<td>PT 8725</td>
<td>PT Management of Neuromuscular II</td>
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<td>PT Management of Neuromuscular II Lab</td>
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<td>PT 8850</td>
<td>Clinical Internship IV</td>
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<tr>
<td>PT 9000</td>
<td>Comprehensive Exam</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total = 137 semester hours**
Grade Requirements

1. In order to graduate from the DPT program, the student must:
   a. have at least 3.0 cumulative grade point average (GPA).
   b. must successfully complete with an S all courses graded by S/U.
   c. complete all course work within six years from initial enrollment.
   d. have no grades lower than C that have not been successfully remediated.
   e. have no more than two grades of C in any one semester.
   f. have no more than four “C”s throughout the curriculum.

2. Calculation of cumulative GPA will be as follows:
   a. Only courses numbered 6000 and above taken at Georgia State University in the MDPT curriculum are used to compute a student’s cumulative GPA.
   b. Courses graded with S/U will not be used in computing GPA.
   c. All original grades for courses attempted in the program will be used in computing the cumulative GPA for purposes of determining academic standing.

3. To continue the next semester, prerequisites for individual courses must be met successfully (C or better).

4. A grade of D or F in any course will result in the student being terminated from the program.

5. Only two (2) C’s in any one semester are allowed. A third C during any one semester will result in the student being terminated from the program.

6. Only four (4) C’s are allowed throughout the curriculum. A fifth (5) C will result in the student being terminated from the program.

7. No course in which grade of B or greater has been earned may be repeated for credit.

8. Academic standing:
   a. Good academic standing is defined as having a cumulative GPA of 3.0 or better.
   b. If the semester GPA falls below 3.0, regardless of course load, the student is placed on “scholastic warning.” A letter stating this will be sent from the Office of Academic Assistance. Upon completion of the next semester of relevant graduate course work, performance of the student on warning is evaluated in one of the following ways:
      i. If the semester GPA is at least 3.0 and the cumulative GPA is at least 3.0, the student returns to good academic standing.
      ii. If the semester GPA is less than 3.0 but the cumulative GPA is at least 3.0, the student may continue to enroll, but will continue to be on “scholastic warning” until the semester GPA of at least 3.0 is achieved (at which time he/she will return to good standing) or until subsequent semester GPA’s bring the cumulative GPA to less than 3.0 (at which time he/she is terminated from the program).
      iv. A student may only be on warning twice. A third “Scholastic Warning” will result in termination from the program.
   vi. If the semester GPA is at least 3.0 but the cumulative GPA is less than 3.0, the student is on “scholastic probation”. The student may continue to enroll on probation, provided the semester GPA’s are at least 3.0, until the cumulative GPA is brought back to at least 3.0. At this time the student will return to good standing. If any semester GPA is less than 3.0 before the cumulative GPA is brought back to at least 3.0, the student is terminated from the program.
   c. After termination from the program, the student may reapply for admission through the Division of Physical Therapy. The faculty may choose not to admit or to admit with conditions.
   d. If the student is terminated from the program for a second time, he/she may not apply for readmission to the DPT program.

5110.06 Master of Public Health

Philosophy

The Institute of Public Health is a multi-disciplinary, research-based institute, drawing upon the faculty of all six Georgia State University colleges, dedicated to advancing the health of the public through
training, research and community service. The Institute of Public Health achieves this mission by applying existing scholarship within GSU to priority public health problems, particularly those that are aimed at reducing health disparities in urban settings. Training and research programs focus on both building the science base that underlies public health practice, as well as applying effective interventions that have been demonstrated to improve the public health. Academic and training efforts will emphasize the basic prevention sciences (e.g., emerging infectious diseases, immunology, virology, bioinformatics, genomics, and geographic sciences), as well as applied public health efforts (e.g., chronic disease prevention, health promotion, behavior change, program evaluation, health policy, public health ethics and law, health communications, community-based participatory research, and global health).

Objectives
The objectives of the Master of Public Health (MPH) degree program are to:
1. Prepare students to use multi-disciplinary skills to address contemporary public health problems.
2. Prepare students for positions of senior responsibility in public health practice, research, and training, particularly at the federal, state and local levels.
3. Train students to understand an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health.
4. Train students to excel in reducing public health disparities, particularly in urban communities.
5. Advance public health sciences and our understanding of the causes and prevention of disease.

Curriculum
The MPH program includes a minimum of 39 semester credit hours of study at the master’s level beyond the bachelor’s degree.

The curriculum includes:
- 15 credit hours (five courses) in core public health courses required of all students;
- 9 additional credit hours (generally three courses) in the student’s selected specialty track;
- 6 credit hours (generally two courses) of public health electives from other tracks or from a list of recommended electives;
- 6 credit hours for a required practicum, internship or field placement; and
- 3 credit hours for a thesis or special capstone project.

Students must choose one of three tracks in public health (Prevention Sciences, Health Promotion and Behavior, and Health Management and Policy) from which the nine credit hours are selected. The topic of the thesis or special project should correspond to the track selected. Within these specialty tracks, further specialization can be selected (e.g., nutrition, health economics, substance abuse, mental health, etc.) The student, with advisor input and approval, determines the thesis or special project. Required or elective courses may have prerequisites, or require permission of the instructor.

1. Required Courses
   Students must complete 15 credit hours of required coursework listed below (all accredited MPH programs require courses in these five areas). Semester hours are shown in parentheses after each entry.
   - PH 7011  Epidemiology for Public Health (3)
   - PH 7140  Social and Behavioral Dimensions of Public Health (3)
   - PH 7150  Environmental Health (3)
   - PH 7160  Introduction to the Healthcare System (3)
   - Stat 7010  Biostatistics for Public Health (3)

   Students are also strongly encouraged to take:
   - PH 7010  Foundations of Public Health Administration and Policy (3)
   This course may be used as a Specialty Track course or an elective course.

2. Specialty Tracks
The course offerings and research opportunities in the three specialty tracks will draw upon the existing strengths and expertise of the Georgia State University faculty, as well as the scientific and public health expertise that can be found throughout the region. Students will be able to draw from a range of courses offered through the Institute of Public Health as well as courses offered in other departments throughout Georgia State.

a. Prevention Sciences (9 hours):
Scientific discovery is essential for protecting and improving the public health. The Prevention Sciences track is designed to provide students with the skills necessary to advance the understanding of disease etiology, occurrence, prevention, and detection in a manner that will benefit population health. The Prevention Sciences track draws from a variety of disciplines including, emerging infectious diseases, immunology, virology, biostatistics, bioinformatics, epidemiology, research methods, genomics, and geographic sciences.

b. Health Promotion and Behavior (9 hours):
Health promotion and disease prevention are key concepts in public health and provide the foundation for community participation as well as health behavior change. The Health Promotion and Behavior track draws from a variety of disciplines, including psychology, sociology, anthropology, communications, and ethics.

c. Health Management and Policy (9 hours): The Health Management and Policy track draws upon a variety of disciplines, including health administration, health policy, public administration, business, public health law, health ethics and economics. Health management and policy is concerned with the administration and management of public, not-for-profit, and community-based health care organizations, formulating and implementing health care policy, analyzing the distribution of and access to health care services, financing, and reimbursement of health care services and evaluating quality and outcomes of health care services and programs.

3. Additional Electives
All MPH students must take six (6) credit hours of approved electives relevant to their career goals. These elective may come from public health course offerings in tracks other than those the student has chosen or from other options as determined in consultation with the student’s advisor, the graduate coordinator or the director of the Institute.

4. Practicum or Internship
Students will take six (6) credit hours of a required practicum, internship, field placement or equivalent in the students’ specialty field of study. Placements will be developed by the Institute of Public Health working in partnership with individual students.

5. Thesis or Special Capstone Project
Following completion of all coursework, students must complete three (3) credit hours for a master’s thesis or a special capstone project.

Grade Requirements
An overall grade point average (GPA) of 3.0 or better must be earned to receive the MPH degree. All core courses must be completed with a grade of B or better, and no more than six semester hours of grades less than B will be accepted for the degree. No grade below a C will be accepted toward the degree.

5110.10 Master of Science, Criminal Justice
The term “criminal justice” refers to police, courts, and corrections as a system for the administration of city, county, state, and federal laws. The Master of Science degree in criminal justice represents a broad range of study designed to meet the academic needs of both pre-professional students and those already
employed in the wide range of agencies that make up the criminal justice and juvenile justice systems, as well as students seeking further graduate education.

The primary focus of study is the justice system itself. The person, whether juvenile or adult, accused of conduct which violates the law, will be affected by law enforcement, prosecutional, judicial, and correctional agencies. The requirements of degree programs in this department stress an integrated view of the criminal justice system. In this view all components of the system interrelate with all other components to provide coordinated justice administration. The criminal justice curriculum is designed to give students an understanding of the developing theoretical knowledge base in this field of study, while simultaneously providing an understanding of how each of the component parts relates in forming the justice system, and how the offender fits within it.

In addition, students learn how the justice system influences, and is influenced by other institutions in society. An adequately functioning criminal justice system participates in appropriate structuring of legislation, providing information and education within the system and to the public, crime prevention, psychological counseling, and prisoner rehabilitation. Also included among its many roles is work with juveniles, quantitative and qualitative scholarly research, guidance to probationers and parolees, assistance to citizen groups, and many other tasks. These wide-ranging responsibilities are as much a part of the criminal justice field as law enforcement, police administration, correctional institution management, and court procedures.

Students’ learning in the classroom is enhanced as faculty brings forth a myriad of expertise in criminal justice and criminology. Currently, faculty research topics highlight legal issues in the criminal justice system; the impact of race, sex, and class in criminal justice processing; communities and police; domestic violence; evaluation of criminal justice programs; comparative criminal justice; judicial decision-making; prosecutorial discretion; crime and the media; domestic terrorism; healthcare fraud; crime in organizations; juvenile delinquency; criminological theory; and the role of aggression in crime and delinquency. Faculty members conduct research drawing on their expertise in a variety of quantitative and qualitative research methods, thus allowing them to bring not only their topical expertise, but also their methodological experience into the learning environment.

Mission

The mission of the Department of Criminal Justice is to generate and disseminate knowledge and information that is theoretically driven and policy relevant for the fields of criminal justice and criminology. This is accomplished by engaging in research and scholarly activities to address issues of crime and justice affecting diverse populations in urban settings; producing students who are critical and ethical thinkers, knowledgeable about the issues of crime and justice, and prepared for leadership positions in the public and private sector that address crime and justice problems; and collaborating with public and private agencies through education, training, and research ventures that enhance our understanding of, and response to, issues associated with crime and the administration of justice. Through these activities, the Department promotes excellence in teaching, scholarship, and service that enhances the criminal justice profession and benefits the community at large.

Program Objectives

At the time of graduation, students who successfully complete the master’s degree program will be able to:

1. Demonstrate a working understanding of the theoretical knowledge base in criminology and criminal justice.
2. Critically analyze crime and justice issues and/or information utilizing theoretical, methodological, and statistical skill bases
3. Apply learned terminology and theory to real-world situations that both relate to and expand outside the fields of criminology and criminal justice.
4. Communicate effectively, in oral and written form, their understanding and analyses of crime and justice issues as they apply their knowledge to real-world problems and questions.
5. Apply acquired research and statistical skill bases to evaluate the quality of scholarly products and their contribution to the fields of criminology and criminal justice.
6. Discuss an integrated view of crime and criminal justice systems and processes and how the components interact and intersect to provide coordinated justice administration.
Master of Science Degree Curriculum

The graduate degree requires completion of 36 credit hours of which 18 credit hours are required courses, 12-15 credit hours are elective courses, and 3-6 credit hours comprise the capstone experience. Semester hours are shown in parentheses after each entry.

1. Required Courses (18)
   - CrJu 7010 Crime and the Criminal Justice System (3)
   - CrJu 7510 Organization and Management Theory in Criminal Justice (3)
   - CrJu 8050 Criminological Theory (3)
   - CrJu 8610 Research Methods in Criminal Justice (3)
   - CrJu 8620 Statistics in Criminal Justice (3)
   - CrJu 8710 Legal Aspects of Criminal Justice (3)

2. Elective Courses (12-15)
   - CrJu 6040 Comparative Criminal Justice Systems (3)
   - CrJu 6060 Ethics in Criminal Justice (3)
   - CrJu 6070 Family Violence and Criminal Justice (3)
   - CrJu 6230 Prevention and Correctional Strategies for Juvenile Offenders (3)
   - CrJu 6920 Community Policing (3)
   - CrJu 6940 Internship in Criminal Justice (3)
   - CrJu 6960 Domestic Terrorism (3)
   - CrJu 7630 Applied Regression Analysis for Criminal Justice (3)
   - CrJu 7730 Workplace Law for Criminal Justice Managers (3)
   - CrJu 7920 Independent Study in Criminal Justice (3)
   - CrJu 8110 Law Enforcement Issues (3)
   - CrJu 8210 Juvenile Justice Issues (3)
   - CrJu 8310 Correctional Issues (3)
   - CrJu 8410 Criminological Issues (3)
   - CrJu 8720 Legal Issues (3)
   - CrJu 8900 Selected Topics in Criminal Justice (3)
   - CrJu 8910 Readings in Criminal Justice (1-3)
   - CrJu 8990 Master’s Thesis (6)

3. Capstone Experience (3-6)
   - CrJu 8980 Capstone Seminar in Criminal Justice (3)
   - CrJu 8990 Master’s Thesis (6)

Required Courses: The required courses provide strong backgrounds in criminological theory, organizational and management theories, statistics, and research methods. A student is required to take 18 credit hours.

Elective Courses: The elective courses provide concentrations and expertise in a variety of specialized areas. A student is required to complete 12 or 15 credit hours from the elective course offerings, depending upon whether he or she chooses to complete the thesis or non-thesis option of the capstone experience. The selection of elective courses will depend on the student’s needs in terms of academic and career goals and must be made in consultation with and approved by the department’s graduate coordinator. Students not in the PA Track can take no more than six credit hours or two courses outside the department, including non-CJ GSU courses and transfer credits. Students in the PA Track are required to take 12 credit hours or four courses in PAUS. Finally, a student can take no more than three credit hours of independent study and readings. The instructor and graduate coordinator must approve these courses.

An internship is available for students interested in professional development and growth. The internship provides students with the opportunity to apply concepts and skills associated with their M.S. curriculum to their work experiences within a criminal justice agency. Internship credit requires the completion of 180 hours of work. Placement will occur the semester before the student actually enrolls in the course. Therefore, the student must apply in writing to the department’s graduate coordinator and the internship coordinator stating his/her intention of participating in an internship. The application must be received before the end of the second week of classes of the placement semester; that is, the semester preceding the actual participation in the internship. The graduate coordinator approves the credit hours for the internship and the department’s internship coordinator assists in the search and assignment of the internship agency.
Capstone Experience: The capstone experience functions as an integrative experience and provides students with a choice of activities designed to enhance their knowledge and application of criminal justice and the research process and to prepare them for entry into a doctoral program or a career. All master’s students will be required to complete a capstone experience during the later part of their degree program. All students will complete one of the following two options for their capstone experience:

a. Thesis Research (CrJu 8990). Thesis research includes individual study of a selected research problem in criminal justice or criminology under the direction of an approved thesis chair and thesis committee. A thesis track student must take 12 credit hours of elective courses and a minimum of six continuous hours of thesis credit. Students may not register for thesis credit unless all other required courses have been completed successfully.

b. Capstone Seminar in Criminal Justice (CrJu 8980). The capstone seminar requires non-thesis students to complete written and oral critical analyses of scholarly literature on core and specific topics in the fields of criminal justice and criminology, as well as to take a comprehensive exam at the end of the semester. A non-thesis track student must take 18 semester hours of elective coursework. Students choosing the non-thesis option will be required to enroll in the capstone seminar during the Spring semester (the course will not be offered during the Fall semester and Summer session). Students who have completed successfully at least 21 credit hours toward the degree, including all of the required courses, will be permitted to enroll in the capstone seminar.

Grade Requirements
Students must maintain a minimum cumulative grade point average of 3.0 to remain in good standing. No grade lower than a grade of B in any required criminal justice course and no more than two grades of C in elective courses will be counted toward graduation. A grade lower than a grade of B in one of the required methods and statistics courses (CrJu 8610, CrJu 8620) will not prevent the student from taking the following course in the sequence, but it will prohibit registration for thesis credits until the course has been completed with a grade of B or higher. Students may not register for thesis credit unless all other required courses have been completed successfully.

Public Administration Area of Specialization (Track) in the M.S. Degree Program

The M.S. degree program in Criminal Justice offers an area of specialization track to provide CJ M.S. students with an in-depth exposure to concepts and practices within public administration. The courses in the Public Administration (PA) track are offered by the Department of Public Administration and Urban Studies. The track includes 2 required courses and 2 elective courses selected from a set of options. Completion of the PA track will be shown on the CJ M.S. students’ transcripts. The 12 credit hours in the PA Track are subtracted from the 18 hours of elective courses in #2 above that describes the M.S. in CJ curriculum. Thus, CJ M.S. students in the PA Track enroll in 12 hours of PAUS courses, and six hours of CJ elective courses.

Required Courses (6 credit hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUS 8141</td>
<td>Microeconomics for Public Policy (3)</td>
</tr>
<tr>
<td>PAUS 8151</td>
<td>Public Personnel Administration (3)</td>
</tr>
</tbody>
</table>

Elective Courses (6 credit hours):
Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUS 8161</td>
<td>Public Budgeting and Finance (3)</td>
</tr>
<tr>
<td>PAUS 8171</td>
<td>Public Management Systems and Strategies (3)</td>
</tr>
<tr>
<td>PAUS 8210</td>
<td>Introduction to Nonprofit Sector (3)</td>
</tr>
<tr>
<td>PAUS 8231</td>
<td>Nonprofit Management and Leadership (3)</td>
</tr>
<tr>
<td>PAUS 8271</td>
<td>Disaster Management</td>
</tr>
<tr>
<td>PAUS 8521</td>
<td>Evaluation Research: Design and Practice (3)</td>
</tr>
<tr>
<td>PAUS 8561</td>
<td>GIS Applications to Planning and Policy Analysis (3)</td>
</tr>
</tbody>
</table>
Students who choose to complete the PA track are automatically placed within the CJ M.S. non-thesis track, requiring the completion of the capstone seminar. The thesis option is not available for PA track students. It is the discretion of the graduate coordinator to substitute other courses to meet the requirements of the PA track. Students must adhere to the Department of Public Administration and Urban Studies’ grade requirements for courses taken in the PA track.

5110.15 Master of Science, Health Sciences

The College of Health and Human Sciences offers a Master of Science with a major in health sciences in the areas of nutrition and respiratory care. The purpose of this program is to (1) prepare health professionals who can formulate research questions, organize and test research problems, and evaluate research study results; (2) foster critical thinking, inquiry, and professional leadership in the health professions; (3) provide health practitioners with advanced study in professional specialty areas; (4) enhance career development in the health professions; and (5) provide the framework for advanced degree study.

The overall program objectives are to develop an understanding of the theoretical basis for the health professions; to gain proficiency in the processes, techniques, and practices that are currently being developed within the health professions; to enable the student to discover and utilize specialized knowledge in other disciplines that are related to the effective practice of the health professions; and to develop within the student the ability to see health care as a whole, to visualize the interrelationships of its components, and to recognize the influence of political, social, and economic milieu on the health care system.

Programs of study are offered in various tracks or specialties in the Departments of Cardiopulmonary Care Sciences and Nutrition. The individual programs of study in each department are built on a common core of courses and allow for maximum flexibility to meet the needs of the students and their respective professions. In this way, each program may be individualized to meet the students’ professional goals in keeping with the overall objectives of the program. The curriculum of programs includes core health sciences courses, specialty courses, elective courses, and either a thesis or nonthesis option.

Curriculum

Semester hours are shown in parenthesis after each entry.

1. Health Sciences Core (9)
   - HHS 6000 Research Methods for the Health and Human Science Professions (3)
   - HHS 7000 Clinical Application of Statistical Methods (3)
   - HHS 8000 Trends Affecting Health Policies, Practices and Laws (3)

2. Specialization Curriculum
   Nutrition (21)
   - Nutr 6101 Nutrition Research Methods (3)
   - Nutr 6102 Nutrition Intervention (3)
   - Nutr 6104 Advanced Normal Nutrition (3)
   - Nutr 7101 Nutrition Issues (3)
   - Electives Chosen in Consultation with Graduate Program Committee (9)

   Respiratory Care (21)
   Required Courses:
   - RT 6030 Advanced Topics in Ventilatory Support (3)
   - RT 6040 Advanced Cardiopulmonary Monitoring (3)
   Students will choose 15 hours of additional courses from the following:
   - RT 6005 Clinical Cardiopulmonary Physiology (3)
   - RT 7010 Teaching Practicum (3)
   - RT 7020 Advanced Clinical Preceptorship (3)
   - RT 7090 Seminar in Respiratory Care (3)
   - RT 7095 Special Problems in Respiratory Care (3)
   - Electives: Chosen with faculty adviser based on specific career interests.

3. Thesis/Nonthesis Option (6)
**Thesis Option:** Students will take Nutr 7999 or RT 7999, depending on specialty area. A minimum of two semesters at three hours each must be completed. Students must be enrolled in thesis credit each semester they continue to work on completion of the requirements for thesis research.

**Nonthesis Option:** Students must complete six semester hours of course work that may include electives, project, and/or comprehensive exam. The specific requirements for this option are dependent on the specialty area. Nutrition students will take NUTR 7995, Master’s Project, a minimum of two semesters at three semester hours each or NUTR 7990, Portfolio Seminar for 3 semester hours and a three hour elective.

The Department of Nutrition also offers nutrition students professional practice options that combine the M.S. in Health Sciences with a certificate in Public Health, an emphasis in nutrition counseling/education or an emphasis in sports nutrition. Options that include certificate programs require acceptance into those programs as well in to the M.S. degree program. Descriptions of the curricula for the professional practice options are provided at the Division of Nutrition’s website at http://www.gsu.edu/nutrition.

An initial Program of Study is planned by the student in consultation with the Major Adviser/Chair of the Graduate/Thesis Committee by the end of the first year or before 12 semester hours of course work has been completed. Each program must be approved by the Chair of the Graduate/Thesis Committee and the Director of the Graduate Program.

**Clinical Course Requirements**

Students who must complete a clinical component as part of their program of study must complete the College of Health and Human Sciences Health Form and provide evidence of current tuberculosis status, immunization for hepatitis B, and review of current CDC guidelines on universal precautions. The health form and review of CDC guidelines on universal precautions must be updated annually. Clinical agencies may require additional evidence of health status. It is the responsibility of the student to consult with the graduate program director in their academic unit prior to beginning a clinical assignment. Liability insurance must be purchased before the clinical course begins.

**Graduate/Thesis Committee**

Students in the master’s program in health sciences will select, with assistance from the major adviser, a Graduate/Thesis Committee, consisting of a chairperson (usually the major adviser) and at least two additional members. The committee should be selected by the time 12 semester hours have been completed. The Committee should be selected in accordance with the following criteria:

1. The Committee Chairperson must hold a primary appointment in the student’s major department and hold full or provisional Graduate Faculty Status in the College of Health and Human Sciences.
2. A second member of the committee must be from the faculty at Georgia State University.
3. A third member must be selected from the faculty of Georgia State University or another institution of higher education or from a health-related agency.
4. All committee members must be selected in consultation with the chair of the Graduate/Thesis Committee and approved by the chair of the department.
5. No committee may consist of fewer than three members; however, a student may elect to have more than three members.

**Grade Requirements**

Students in the master’s program in health sciences are required to maintain a minimum cumulative grade point average (GPA) of 3.0. Students must have a minimum cumulative GPA of 3.0 before registration for thesis will be permitted. Any grade below a C is not acceptable toward the master’s degree. No more than three semester hours of C grades in the health sciences core and/or major can be applied toward the degree. A minimum cumulative GPA of 3.0 is required to receive the master’s degree.

**5110.20 Master of Science, Nursing**
The faculty members of the Byrdine F. Lewis School of Nursing believe the following: the phenomenon of concern for nursing is the care of human beings from the perspective of health; health is a reflection of evolving patterns of human-environment interactions; health care is a fundamental right of all people; nursing is an art and science focused on the improvement of health and health care; and nursing is the care of human beings across the continuum of wellness to illness.

Faculty members believe education is a mutual process that nurtures and facilitates growth for all participants in the learning community. Faculty are committed to creating an environment in which diversity is embraced as a source of strength, life experiences are valued, critical thinking is fostered, and participants are supported in realizing their potential.

Vision
The Byrdine F. Lewis School of Nursing is a coalition comprised of School of Nursing students, alumni, faculty, and staff as well as concerned members of the community. We are united to improve the health and health care of people in the state of Georgia, while recognizing our interconnectedness to the world wide community. This coalition is founded on principles of ethics, justice, respect, mutual support, communication, interdependence, and a valuing of diversity. The School of Nursing strives to become nationally known for innovative and caring programs that foster the development of practitioners, leaders, and scholars in nursing and health care.

Mission
The mission of the Byrdine F. Lewis School of Nursing is to educate nurse clinicians, practitioners, scholars, educators, leaders, and researchers; develop health-related community partnerships; and engage in research and other forms of scholarship. This education is provided in a multi-cultural urban setting and is accomplished through a unique professional and academic interdisciplinary environment. This community-focused approach enriches student learning, fosters leadership development, and furthers the pursuit of science.

The master’s program in nursing focuses on the preparation of clinical experts with advanced competencies and emphasizes excellence in practice, critical thinking, inquiry, leadership, self-awareness, and empowerment. The master’s program in nursing is designed to prepare graduates to assume a variety of advanced practice roles. Preparation is offered in a variety of areas: adult health nursing, psychiatric mental health nursing, perinatal/women’s health nursing, child health nursing, and family nurse practitioner.

Accreditation
The Master of Science degree program in the School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036, 202/887-6791.

Master’s Program Objectives
Objectives of the master’s program are to prepare advanced practice nurses who:
1. Integrate knowledge of self, science and the humanities in advanced practice nursing.
2. Evaluate concepts and theories in nursing as a basis for advanced practice nursing.
3. Initiate activities that promote nursing and improvement of health and health care.
4. Engage in research to support and promote nursing knowledge and to improve advanced practice nursing.
5. Collaborate with individuals, families, communities, and others for the purpose of providing nursing care and promoting health and wellness.
6. Analyze the influence of socio-political, economic, and ecological forces on nursing practice, health, health care delivery, and health care providers.
7. Incorporate knowledge of legal and ethical issues in advanced practice nursing.
8. Demonstrate professional commitment.
9. Demonstrate behaviors consistent with the selected advanced practice role.

Curriculum
Semester hours are shown in parentheses after each entry.
### 1. Nursing Core Courses (22 hours)
- Nurs 7310 Advanced Pathophysiological Concepts of Nursing- Part 1 (3)
- Nurs 7320 Advanced Pathophysiological Concepts of Nursing- Part 2 (3)
- Nurs 7500 Advanced Health Assessment (3)
- Nurs 7550 Pharmacology for the Advanced Practice Nurse (3)
- Nurs 7600 The Culture of Health Care (2)
- Nurs 7900 Theoretical Foundations for Advanced Nursing Practice (3)
- Nurs 7940 Advanced Professional Nurse Practice Issues (1)

Select one of the following two:
- Nurs 7000 Research Methods for Advanced Practice Nurses (3) (preferred)
- HHS 6000 Research Methods for the Health and Human Science Professional (3)

Select one of the following two:
- Nurs 7920 Scholarly Inquiry: Clinical Application (1)
- Nurs 7930 Scholarly Inquiry: Research Application (1)

### 2. Specialization Curriculum (26 hours)

#### Adult Health CNS in Tertiary Care Settings
- Nurs 7010 Gerontological Nursing (3)
- Nurs 7020 Role Functions and Competencies in Advanced Practice Adult Health Nursing (2)
- Nurs 7030 Clinical Practicum in Adult Health Nursing I (7)
- Nurs 7040 Clinical Practicum in Adult Health Nursing II (7)

Limited Electives (6) Approval of adviser required.

#### Child Health CNS/PNP
- Nurs 7420 Common Health Problems and Issues Pertinent to Children and Adolescents (9)
- Nurs 7430 Chronic Health Problems in Children and Adolescents (7)
- Nurs 7440 Advanced Practicum in Child Health (10)

#### Family Nurse Practitioner
- Nurs 7340 Common Health Problems of Adults (10)
- Nurs 7342 Common Health Problems of Children and Adolescents (6)
- Nurs 7350 Common Health Problems of (6)
- Nurs 7360 Advanced Family Nursing Practicum (4)

#### Perinatal/Women’s Health CNS/PNP
- Nurs 7090 Advanced Practice with the Childbearing Family (9)
- Nurs 7340 Common Health Problems of Adults (10)
- Nurs 7350 Common Health Problems of Women (6)

Elective (1)

#### Psychiatric/Mental Health CNS
- Nurs 7120 Theories of Advanced Psychiatric Nursing (3)
- Nurs 7140 Interventions in Psychiatric Mental Health Nursing (3)
- Nurs 7160 Psychiatric Mental Health Nursing of Families (3)
- Nurs 7180 Special Topics in Psychiatric Mental Health Nursing (3)
- Nurs 7200 Practicum I in Psychiatric Mental Health Nursing (6)
- Nurs 7220 Practicum II in Psychiatric Mental Health Nursing (6)

Electives (2)

Total = 48 semester hours

### Required Preliminary Course Work for the RN with an Associate Degree or Diploma
All RNs with an associate degree or diploma are required to meet university and the Byrdine F. Lewis School of Nursing requirements for undergraduate non-nursing course work and to take the following nursing courses:
Nurs 6010  Transition to Advanced Nursing Practice (3)
Nurs 6910  Promoting, Protecting, and Restoring Health in Communities and Alternative Settings (6)

Students in the RN-MS track who have not completed an undergraduate health assessment course will be required to complete Nursing 6000, Health Assessment.

**Grade Requirements**

Students must maintain a minimum cumulative grade point average of 3.0. A grade of B or better must be earned in every nursing course, in HHS 6000 (if taken in lieu of Nurs 7000), and in HHS 7100. Students who do not earn at least a B in each nursing course in HHS 6000 and HHS 7100 must repeat the course. A failure in two different nursing courses, and/or HHS 6000 or HHS 7100, or a second failure in a nursing course, HHS 6000 or HHS 7100 that is being repeated, will result in the student’s ineligibility to continue in the program. Only grades of C or higher in non-nursing courses (excluding HHS 6000 and HHS 7100) will count toward graduation requirements.

**Modifying Academic Credentials**

Students currently enrolled in the graduate nursing program at Georgia State University or a master’s graduate from the Georgia State University’s School of Nursing or another graduate nursing program who wish to qualify for an additional area of specialty preparation in nursing may do so by successfully completing all course work in the chosen specialty. The course work must be completed no later than six years after beginning master’s course work. Students must meet all academic and progression requirements.

Applicants must complete all admissions materials and submit these to the Office of Academic Assistance, College of Health and Human Sciences. The application will be reviewed by the School of Nursing faculty in the second specialty area. Students interested in this option can be considered only if space is available in the second specialty area. Accepted students will be required to fulfill all requirements in effect for the second area of specialty preparation. A second master’s degree is not awarded; however, evidence of the additional course work is noted on the student’s official transcript.

**Clinical Course Requirements**

Prior to entering clinical courses, students must complete the College of Health and Human Sciences Health Form and provide evidence of current tuberculosis status and immunization for hepatitis B. The Health Form must be updated annually. Some clinical agencies require updates every six months. Additionally, students must provide evidence of current American Heart Association Basic Cardiopulmonary Resuscitation Certification, liability insurance, and current Georgia nursing licensure. Students may be required to have criminal background checks as required by clinical agencies/sites.

**Continuous Enrollment**

Students must seek readmission to the MS in the Nursing Program if they have not enrolled and/or if they have enrolled but have officially withdrawn from all courses during two (2) consecutive semesters. In addition, students who deviate from their planned sequences of nursing courses are not guaranteed a place in those courses in subsequent semesters.

**Electives in Nursing Education**

The School of Nursing faculty recognizes that many nurses obtaining master’s degrees plan to begin or continue to teach in academic settings. The faculty also supports clinical expertise as the basis for teaching in a school of nursing and further recognizes that clinical expertise does not prepare one to teach in a school of nursing. Therefore, as an addition to the existing master’s programs, the School of Nursing offers elective courses in nursing education focusing on development of advanced clinical teaching skills.

**Certificate in Gerontology**

Nursing students enrolled in the adult health or the psychiatric/mental health clinical nurse specialist option who are interested in gerontology may have their programs planned to include a Certificate in Gerontology. Additional hours are required.
Post-Master’s Certificates

The School of Nursing offers post-master’s certificates in all clinical areas to enable nurses who hold master’s degrees in nursing to gain the knowledge and competencies needed for certification in a particular area. The areas offered are Adult Health Nursing, Psychiatric/Mental Health Nursing, Child Health Nursing, Perinatal/Women’s Health Nursing, and Family Nurse Practitioner. The adult health and psychiatric/mental health programs lead to clinical nurse specialist eligibility; the child health, perinatal/women’s health and family nurse practitioner programs lead to nurse practitioner eligibility.

Students in these options enroll in course work that is part of the master’s degree program in each of these areas. Completion of the post-master’s certificate track enables students to take the certification examination for the appropriate specialty.

In addition to holding a master’s degree in nursing, applicants must meet the same admission requirements as all M.S. applicants.

5110.25 Master of Social Work

Mission

The Master of Social Work (MSW) program’s mission is to prepare students in advanced social work practice for leadership roles in the effort to solve, in partnerships with others, the existing and developing challenges that confront communities in the United States and internationally. Graduates will be educated to advance the needs and capacities of the total community by promoting social and economic justice while maximizing human potential. Graduates will be educated to commit themselves to addressing the life circumstances, such as poverty, violence, discrimination, and disparities in social and economic justice that fall disproportionately on vulnerable groups and challenge the spirit of the entire community.

Objectives

The objectives of the MSW program are designed to be consistent with the mission and goals of the MSW program, the Council on Social Work Education Curriculum Policy Statement, Georgia State University, and the College of Health and Human Sciences. These objectives are stated in terms of what each graduate of the program is expected to achieve at the time of graduation. Objectives common to both knowledge and curriculum years:

1. Apply critical thinking skills within professional contexts, including synthesizing and applying appropriate theories and knowledge to professional practice.
2. Practice within the values and ethics of the social work profession and with an understanding of, and respect for, the positive value of diversity.
3. Demonstrate the professional use of self.
4. Use supervision and consultation appropriate to advanced social work practice within communities.

Foundation (1st) Year Objectives:

1. Understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change that advance social and economic justice.
2. Understand and interpret the history of the social work profession and its current structures and issues.
3. Apply the knowledge and skills of a generalist social work perspective to practice with all system sizes.
4. Critically analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior and use theoretical frameworks to understand interactions among individuals and between individuals and social systems (i.e., families, groups, and organizations) from a community perspective.
5. Analyze the impact of social policies on community systems and subsystems, workers, and agencies.
6. Evaluate relevant research studies and apply findings to practice.
7. Conduct empirical evaluations of one’s own practice interventions.
8. Use interpersonal communication skills differentially with a variety of client populations.

Concentration (2nd) Year Objectives:
1. Demonstrate community/facilitation skills in building community partnerships and partnership structures.
2. Conduct community assessments and engage in community resource development.
3. Demonstrate skills for influencing necessary organizational and community change to address populations of risk and advance social and economic justice.
4. Demonstrate skills for influencing policy formulation and change in communities.
5. Apply knowledge and leadership skills in managing community groups and/or organizations.
6. Apply advanced information technology skills to community-based practice.
7. Demonstrate skills in quantitative/qualitative research design, data analysis, and knowledge dissemination.

Curriculum Structure
The Curriculum Structure for the MSW program consists of three components: (1) Liberal Arts Perspective; (2) Social Work Foundation; (3) Social Work Concentration.

The MSW program can be completed in two calendar years of full-time study or four calendar years of part-time study.

Liberal Arts Perspective
The School of Social Work at Georgia State University defines the liberal arts perspective in terms of disciplinary areas which will comprise the undergraduate educational background of every student admitted to the MSW program. The liberal arts core will include course work in humanities and social sciences, a course with human biology content, and statistics.

Social Work Foundation
The purpose of the professional graduate social work foundation curriculum is two fold. First, the professional foundation provides core knowledge for competent social work practice through the presentation of new advances in practice knowledge, as well as the accumulated knowledge of social work education and the social work profession. The professional foundation curriculum includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice and research, and the completion of a supervised field placement. Second, the professional foundation serves as preparation for the specialized knowing and learning in a concentration. This content is designed to give students not only a general overview of the social work profession but also practical knowledge that can be used in work with individuals, families, and groups as well as with organizations and communities. The first year courses are constructed and sequenced to accomplish these purposes.

Concentration: Community Partnerships
The sole concentration for the School of Social Work’s Master of Social Work is Community Partnerships. Social work practice occurs in the context of communities where partnerships are developed for promoting social and economic justice and maximizing human potential. Community partnerships are predicated upon an empowerment orientation which acknowledges and develops the strengths and creativity of all members. In this framework, social work practice integrates and applies values, principles, and techniques of the professional to bring about planned change in social systems (e.g. individuals, families, groups, organizations, and institutions).

Community partnerships recognize and explore the importance of community demographics, politics, economics, geography, and human service delivery systems. These components encourage partnerships that focus social work assessments, interventions, and evaluations at the community level with the capacity to intervene at community subsystem and/or suprasystem levels. It requires social work practitioners to consider and respond to the broader community dynamics that impact individuals, families, and groups with a particular emphasis on those considered to be vulnerable and at risk. The second year courses are constructed and sequenced to prepare social work practitioners with skill sets for this level of intervention.

Advanced Standing Status
Students who are admitted to and enter the Master of Social Work program as advanced standing students have met the 30 credit hours of Social Work Foundation course work as a result of their bachelor’s
degree in social work from a program accredited by the Council on Social Work Education. The students will be expected to take nine semester hours of bridge course work in the summer prior to beginning the concentration year course work. The nine semester hours will consist of: SW 7100 - Foundations of Community Partnerships, SW 7960 - Seminar in Community Partnerships, and SW 7700 - Community Foundation Integrative Seminar.

Given the nature of the knowledge and skills expected of advanced standing students, the purpose of the bridge course work is to provide students with the foundation content that is essential for entering the community partnership concentration year.

Part-Time Study
Students who are admitted to and enter the Master of Social Work program in part-time study can complete their program of study in four calendar years. They will take their course work with the full-time students.

Curriculum
1. Social Work Foundation (30 hours)
   SW 7100  Foundations of Community Partnerships (3)
   SW 7200  Human Development Through the Life Course (3)
   SW 7300  Methods of Community Research (3)
   SW 7400  Social Work Practice I (3)
   SW 7500  Foundation Field Education I (6)
   SW 7600  Social Welfare Policy (3)
   SW 7800  Social Work Practice II (3)
   SW 7900  Foundation Field Education II (6)

2. Concentration: Community Partnerships (24 hours)
   SW 8100  Skills and Techniques of Community Partnerships (3)
   SW 8200  Evaluation and Technology (3)
   SW 8300  Leadership and Management (3)
   SW 8500  Community Field Education I (6)
   SW 8800  Community Project (3)
   SW 8900  Community Field Education II (6)

3. Social Work Electives (6)
   MSW students are required to take two elective courses. At least one of those courses must be a social work elective. An additional elective may be chosen from a list of university-wide recommended electives that supports the community partnerships concentration.

Total: 60 semester hours for full-time and part-time students; 39 semester hours for advanced standing students.

Certificate Programs
MSW students may choose to pursue one of the following certificate programs:
Child Welfare Leadership (School of Social Work)
Forensic Social Work (School of Social Work)
Gerontology (Gerontology Institute)
Non-Profit Management (Department of Public Administration)
Planning and Economic Development (Department of Public Administration)
Geographic Information Systems (Department of Anthropology and Geography)
Public Health (Institute of Public Health)

Each certificate program outside the School of Social Work sets its own admission and curriculum requirements. Information can be obtained from the unit offering the certificate.

5110.30 Doctor of Philosophy, Nursing
The faculty members of the School of Nursing believe the following: the phenomenon of concern for nursing is the care of human beings from the perspective of health; health is a reflection of evolving patterns of human-environment interactions; health care is viewed as a fundamental right of all people; nursing is an art and science focused on the improvement of health and health care; and nursing is the care of human beings across the continuum of wellness to illness.

The faculty members believe education is a mutual process that nurtures and facilitates growth for all participants in the learning community. The faculty is committed to creating an environment in which diversity is embraced as a source of strength, life experiences are valued, critical thinking is fostered, and participants are supported in realizing their potential.

Vision
The Byrdine F. Lewis School of Nursing is a coalition of School of Nursing students, alumni, faculty, and staff as well as concerned members of the community. We are united to improve the health and health care of people in the state of Georgia, while recognizing our interconnectedness to the worldwide community. This coalition is founded on principles of ethics, justice, respect, mutual support, communication, interdependence and a valuing of diversity. The School of Nursing strives to become nationally known for innovative and caring programs that foster the development of practitioners, leaders, and scholars in nursing and health care.

Mission
The mission of the Byrdine F. Lewis School of Nursing is to educate nurse clinicians, practitioners, scholars, educators, leaders, and researchers; develop health-related community partnerships; and engage in research and other forms of scholarship. This education is provided in a multi-cultural urban setting and is accomplished through a unique professional and academic interdisciplinary environment. This community-focused approach enriches student learning, fosters leadership development, and furthers the pursuit of science.

The purpose of the doctoral program is to prepare nurse scholars who will extend nursing knowledge and make socially relevant contributions to both the discipline of nursing and the larger society through conducting and communicating nursing research. The focus of the program is in Health Promotion, Protection, and Restoration with an Emphasis on Vulnerable Populations. There is no clinical practice requirement in the Ph.D. program. This is consistent with an academic, research focus rather than a clinical, professional degree focus.

The Ph.D. program at Georgia State University is a cooperative program with the Ph.D. program in nursing at the Medical College of Georgia (MCG). The areas of concentration at MCG focus on health care across the lifespan and nursing administration.

Doctoral Program Objectives
1. Plan and implement nursing research that is socially relevant in the twenty-first century.
2. Link theory and research to the promotion of health in vulnerable populations.
3. Analyze the relationships among human-environment interactions and health promotion, protection, and restoration.
4. Examine issues such as race, gender, and class in conducting research.
5. Explore, develop, and apply diverse modes of inquiry to the discipline of nursing.

Curriculum
The program requires a minimum of 51 semester hours past the master’s degree in nursing, plus a minimum of nine semester hours of dissertation credit. In general, each three-semester hour course represents three lecture hours of content.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 8000</td>
<td>Human-Environment Interactions</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 8012</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 8035</td>
<td>Theoretical and Philosophical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 8040</td>
<td>Theory Construction</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 8045</td>
<td>Introduction to Advanced Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 8050</td>
<td>Quantitative Research Methods I</td>
<td>3</td>
</tr>
</tbody>
</table>
Total Credit Hour Requirement: 60 hours

Doctoral Advisory Committee
Upon admission to the Ph.D. program in nursing, the student is assigned a temporary adviser from among the Byrdine F. Lewis School of Nursing faculty. This temporary adviser assists the student until the student selects a Doctoral Advisory Committee. The permanent doctoral adviser and advisory committee should be established as soon as feasible but not later than the one calendar year from the undertaking of course work, whichever comes earlier. The Doctoral Advisory Committee assists the student in planning and approving an appropriate program of study and constructs and administers the comprehensive examination. There will be a minimum of three committee members: a major adviser from the School of Nursing, one additional committee member from the School of Nursing, and one non-nursing committee member with faculty rank outside the School of Nursing at Georgia State University.

Doctoral Dissertation Committee
The Doctoral Dissertation Committee is selected by the student after the successful completion of comprehensive examinations. This committee will recommend the student to candidacy for the Ph.D. degree. Committee members will guide the student during the dissertation process and judge the acceptability of the dissertation. The committee will also judge the acceptability of the validation defense of the dissertation.

The Doctoral Dissertation Committee will consist of a minimum of three members: a major adviser and one other committee member from within the School of Nursing and one member from outside the School of Nursing. The outside member may be a faculty member from within Georgia State University, or a nursing or non-nursing faculty member from another institution. All committee members must hold an earned doctorate and be graduate faculty or the equivalent. The Doctoral Dissertation Committee may consist of some or all of the same individuals from the student’s Doctoral Advisory Committee, or the student may select a committee of all new individuals to constitute the Doctoral Dissertation Committee.

Progression Policies
The student must maintain a 3.0 average to progress from semester to semester and must receive at least a grade of B in each nursing course taken. To be eligible to take comprehensive examinations, the student must have a cumulative grade point average (GPA) of 3.2 or greater.

A doctoral student whose cumulative GPA falls below 3.0 at the end of a semester will receive a warning from the college. If at the end of the next six semester hours of enrollment the 3.0 cumulative GPA is not achieved, the student will be withdrawn from the graduate program. Students who are withdrawn may apply for readmission after a period of one year.

Students who do not earn at least a grade of B in each nursing course must repeat the course on the next available offering to progress in the program. Only one nursing course may be repeated. Non-nursing courses in which a grade of C or less is received will not apply toward the requirements for graduation.

Continuous Enrollment Policy
Students must seek readmission to the PhD in the Nursing program if they have not enrolled and/or if they have enrolled but have officially withdrawn from all courses during two (2) consecutive semesters. In addition, students who deviate from their planned sequences of nursing courses are not guaranteed a place in those courses in subsequent semesters.
Residency Requirement

The purpose of the residency is (a) to enable the doctoral student to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field, and (b) for socialization of the student to the doctoral role through engagement in scholarly activities expected of doctorally prepared nurses.

The specific structure of the residency requirement is determined by the student’s Doctoral Advisory Committee prior to the beginning of the residency and will consist of completion of a minimum of three scholarly activities as agreed upon by the student and his/her Doctoral Advisory Committee. Students may be enrolled either part-time or full-time during completion of the residency activities; however, all residence activities must be completed prior to the beginning of the Comprehensive Examination.

Comprehensive Examination

The comprehensive examination is required for progression to doctoral candidacy. The purpose of comprehensive examinations is to ascertain the student’s readiness to conduct the dissertation. The comprehensive examination should address the dissertation topic area, anticipated research methodologies, and related theoretical perspectives. The student must demonstrate expertise in (1) expressing ideas with clarity and depth, (2) synthesizing knowledge from nursing and related fields and (3) applying knowledge and critical thinking skills to specific problems or issues in nursing.

To be eligible to take the comprehensive examination, the student must have (1) completed 45 hours of required course work (excluding dissertation), (2) achieved a 3.2 or greater cumulative grade-point average in the doctoral program of study and (3) received approval from the Doctoral Advisory Committee. Students must enroll in three semester hours of Nursing 8070 during the semester in which they take the comprehensive examination.

The student has two opportunities to pass the comprehensive examination. Additional study will be required before the exam may be retaken. A student who does not pass the examination on the second attempt is not permitted to continue in the doctoral program. Additional guidelines regarding the comprehensive examination are available in the Doctoral Student Handbook.

Transfer Credit

Students who wish to apply graduate courses earned at another institution toward credit in the doctoral program must request that the courses be evaluated and must receive approval from the doctoral adviser. Transferred credits will be included in the seven-year limit placed on credits applicable to the degree. A maximum of nine semester hours may be transferred. Exceptions to this rule will be granted on an individual basis.

Directed Readings

No more than six hours in directed readings in nursing may be used toward graduation credit.

5110.35 Dietetic Internship Certificate Program (Nondegree Option)

The Dietetic Internship Certificate Program, housed in the Division of Nutrition, is based on a model of dietetics education/practice to ensure that graduates are better prepared for a more competitive market place. The expected outcome is an entry-level practitioner with knowledge and skills necessary to compete effectively within evolving job markets, such as home health care, public health nutrition, managed care, and entrepreneurship. The internship program is for students who have met two specific requirements: 1) completed coursework required for a Didactic Program in Dietetics (DPD) accredited by Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association and 2) received a verification statement making them eligible to apply to Dietetic Internship programs. The internship is based on the Standards of Education and Competency Statements for entry-level dietitians established by CADE. Students completing the certificate program are able to take the Registration Examination for Dietitians to become a Registered Dietitian.

The Dietetic Internship provides a minimum of 900 hours of supervised practice in the areas of clinical nutrition, community nutrition, food service systems management, and an area of interest that the intern selects. The Dietetic Internship is a general program with a general emphasis. Experiences are arranged throughout the metropolitan Atlanta area and surrounding communities.
The Dietetic Internship Certificate program is accredited by CADE of the American Dietetic Association, 120 South Riverside Plaza, Chicago, IL 60606, (312) 899-5400. The program is accredited until 2011.

Curriculum
The nine-month Dietetic Internship Certificate program consists of 18 credit hours of course work. Students may choose one of two options to complete the two-semester program. Option A requires nine credit hours of Supervised Practice each semester. Option B requires six credit hours of Supervised Practice plus three hours of core graduate courses each semester.

5110.40 Dietetic Internship/Combined Master’s Degree (M.S. Option)
The Division of Nutrition offers a combined dietetic internship/master’s degree program that takes a minimum of four semesters to complete. This option is available for students who desire a M.S. degree in Health Sciences with a specialization in nutrition combined with a Dietetic Internship. Graduates of this program are able to take the Registration Examination for Dietitians to become a Registered Dietitian (R.D.).

Curriculum
- HHS 6000  Research Methods for the Health and Human Science Professions (3)
- HHS 7000  Clinical Application of Statistical Methods (3)
- HHS 8000  Trends Affecting Health Policies, Practices, and Laws (3)
- Nutr 6002-6004  Supervised Practice I-III (9)
- Nutr 6101  Nutrition Research Methods (3)
- Nutr 6102  Nutrition Intervention (3)
- Nutr 6104  Advanced Normal Nutrition (3)
- Nutr 7101  Nutrition Issues (3)
- Nutr 7995  Master’s Project (6) or
- Nutr 7999  Thesis (6) or
- Nutr 7990  Portfolio Seminar and Elective (6)

Total: 36 hours

5110.50 Graduate Certificate in Public Health
The Georgia State University Institute of Public Health is dedicated to advancing the health of the public through training, research and community service, in a manner consistent with the 2003 Institute of Medicine report on the future of public health. The Institute of Public Health achieves this mission by marrying existing scholarship within Georgia State with priority public health problems, particularly those that are aimed at reducing health disparities in urban settings. Training and research programs will focus on both building the science base that underlies public health practice, as well as applying effective interventions that have been demonstrated to improve the public health. Accordingly, academic and training efforts will emphasize the basic sciences (e.g., immunology, virology, bioinformatics, genomics) as well as applied research (e.g., chronic disease prevention and health promotion, health behavior change, program evaluation, health policy research, public health law, health communications, ethics, community-based practice, and global health).

The Institute of Public Health offers a graduate certificate to provide an introduction to public health concepts, methods and theory. The Graduate Certificate in Public Health is not intended to serve as a substitute for a professional degree in public health, but rather to provide an introduction and familiarity with public health concepts and approaches.

Curriculum
1. Core Courses (9 hours)
   - PH 7010  Foundations of Public Health Administration and Policy (3)
   - PH 7011  Epidemiology for Public Health (3)
   - Stat 7010  Biostatistics for Public Health (3)
2. Elective Courses (6 hours)

Two electives agreed upon by the student and the Faculty Advisor.

Total = 15 hours

**Grade Requirements**

Students in the program must maintain a 3.00 cumulative grade point average in the courses for the Public Health certificate. The records of students who fall below the 3.00 GPA requirement will be reviewed for continuation in the program.

5110.60 Social Work Certificate Programs

**Graduate Certificate in Child Welfare Leadership**

The Child Welfare Leadership Certificate is intended to contribute further to professionalizing the Georgia child welfare work force by providing a professional education for existing students preparing for a career in child welfare. The program will serve a number of other main groups of professionals in the community: 1) those currently working for Georgia Division of Family and Children Services (DFCS) at a supervisory or pre-supervisory level who want to acquire new skills or need credentials to advance professionally, 2) those in the non-public child welfare sectors with similar needs, 3) those outside of child welfare wishing to make a career move, and 4) graduate students outside the School of Social Work interested in a career in child welfare.

The certificate program will have two focuses. First it will cover advanced knowledge, skills and values in child maltreatment and child welfare. Second, it will cover knowledge, skills and values required to perform a leadership role in child welfare.

**Regulations for the Certificate Program**

1. Applicants must meet the admissions requirements of degree-seeking students for the M.S.W program in terms of test scores, transcripts, the application fee, forms, and goals statement.

2. Course Requirements:

Completion of the certificate program will require 12-15 semester hours of course work. The following curriculum is for non-social work majors or community professionals (15 credit hours):

**Required Courses (12 hours):**

- SW 7250 Child Abuse and Neglect
- SW 7290 Issues in Child Welfare
- SW 7600 Social Welfare Policy
- SW 8300 Leadership & Management

**Practical Component (3 hours):**

- SW 7990 Directed Individual Study

Two options: Professionals/non-social work students working in child welfare would use their work site to complete field education assignments **OR** Professionals/non-social work students would complete an applied research project/case assignment in a child welfare setting.

The following is for MSW students only (12 credit):
Required Courses (6 hours):
SW 7250  Child Abuse and Neglect
SW 7290  Issues in Child Welfare

Elective Course (6 hours; choose 2):
SW 7270  Social Work in Substance Abuse
SW 7310  Group Facilitation
SW 7330  Forensic Social Work
SW 7340  Social Work and the Law
SW 7350  Economics of Poverty and Public Policy

Social work students choosing this certificate must complete an MSW two-semester field placement in child welfare.

3. Award of the Certificate. After completing the requirements of the certificate according to these regulations, the student must make a written request to the School of Social Work in the College of Health and Human Sciences to have the certificate awarded. The request must be sent to the Director of Student and Community Services. The student’s record will be reviewed and if all requirements have been met, the certificate will be issued to the student.

**Graduate Certificate in Forensic Social Work**

Forensic social work has been described as anything that a social worker does in the field of criminal or civil law, whether defendant, client or victim based and includes sentencing advocacy, capital mitigation, child protection, liaison to district attorneys, juvenile services, victim advocacy, mandated services and legal services for vulnerable populations.

The purpose of the forensic social work certificate is to meet the growing state and private workforce needs in forensic social work. The certificate is geared to MSW practitioners needing and requesting additional forensic training and current MSW students interested in enhancing their knowledge and skills in forensic social work as student interns and, ultimately, as trained professional practitioners.

The certificate program will provide students with information about the law and legal systems, the interface or social work practice and the law, mental health, and social justice and vulnerable populations. Coursework will cover necessary skills for forensic social work practice and ethical issues.

Regulations for the Certificate Program

1. Applicants must meet the admissions requirements of degree-seeking students for the M.S.W program in terms of test scores, transcripts, the application fee, forms, and goals statement.

2. Course Requirements

Completion of the certificate program will require 15 semester credit hours of coursework.

Required Courses (9 credits):

SW 7340  Social Work and the Law
SW 7360  Forensic Social Work
SW 7370  Psychopathology

Elective Course (choose one*; 3 hours)
CRJU 6060  Ethics in Criminal Justice
CRJU 6070  Family Violence and Criminal Justice
CRJU 8050  Criminological Theory
SW 7250  Child Abuse and Neglect
* Student may choose another elective with approval from the program director

**Practical Component:**

**SW 7990 Directed Individual Study***

Two options: Professionals/non-social work students working in forensics would use their work site to complete field education assignments **OR** Professionals/non-social work students would complete an applied research project/case assignment in a forensic setting.

*SW 7990 is not an option for social work students seeking the forensic social work certificate. Social work students choosing this certificate must complete an MSW two-semester field placement in a forensic setting.

3. **Award of the Certificate.** After completing the requirements of the certificate according to these regulations, the student must make a written request to the School of Social Work in the College of Health and Human Sciences to have the certificate awarded. The request must be sent to the Director of Student and Community Services. The student’s record will be reviewed and if all requirements have been met, the certificate will be issued to the student.
I. Teaching

Goal 1: To implement excellent nursing programs at the undergraduate, master’s and doctoral levels.

Fit with University Mission: “The overarching goal of Georgia State University is to become one of the nation’s premiere research universities located in an urban setting. The University will achieve this goal through the continual pursuit of excellence in its instructional and strategic research programs.”

<table>
<thead>
<tr>
<th>Objective</th>
<th>Rationale</th>
<th>New Resources Needed</th>
<th>Key Indicator</th>
<th>Implementation Plan</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To implement an Adult Health CNS/NP program</td>
<td>* The trend in health care is the blending of the CNS and NP roles. Providing students with an education that prepares them in both roles increases their employment opportunities and meets the needs of the health care community for advanced practice nurses in adult health.</td>
<td>* A doctoral-prepared adult health CNS or NP to coordinate the new program. * Funds to market the new program</td>
<td>* The an Adult Health CNS/NP program will begin enrolling new students within one year.</td>
<td>* Graduate Program Committee * BFLSON administration and faculty</td>
<td>* The an Adult Health CNS/NP program will begin enrolling new students by Fall 2007.</td>
</tr>
<tr>
<td>2. To continue to increase first time NCLEX pass rate</td>
<td>* Although much progress on NCLEX has been achieved, a 90% first time pass rate is desired.</td>
<td></td>
<td>* First time NCLEX pass rate will increase to 95% in 3 years.</td>
<td>* BFLSON faculty and administration</td>
<td>* First time NCLEX pass rate will increase to 95% by end of FY 2008.</td>
</tr>
<tr>
<td>3. To improve the learning outcomes assessment plan and alumni satisfaction surveys for the graduate programs.</td>
<td>* Measurable outcomes are essential for an accurate assessment of student outcomes and satisfaction. With these data programs can be enhanced as needed. After testing the learning outcomes and reviewing the data collected on alumni surveys, it was determined that revision was needed.</td>
<td>* Possibly the use of the EBI graduate survey</td>
<td>* Revision of the graduate learning outcomes (MS, PhD) and student and alumni forms.</td>
<td>* BFLSON Graduate Program Committee</td>
<td>* Revision of the graduate learning outcomes (MS, PhD) and student and alumni forms will be completed by May 2006.</td>
</tr>
<tr>
<td>4. To convert the current</td>
<td>* Many nurses in</td>
<td>* Two fulltime tenured/</td>
<td>The web-enhanced PhD</td>
<td>* Director</td>
<td>The web-enhanced PhD</td>
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<tr>
<td>Objective</td>
<td>Rationale</td>
<td>New Resources Needed</td>
<td>Implementation Plan</td>
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<tr>
<td>classroom-based PhD program to a web-enhanced program</td>
<td>Georgia are interested in advancing nursing education and research but cannot readily access a nursing PhD program. * Many of our current students travel long distances to attend weekly classes while trying to maintain employment and family commitments. A web-enhanced program would significantly decrease travel time. * A web-enhanced program will offer opportunities for group and one-to-one student interaction and networking as well as the convenience of distance learning.</td>
<td>tenure track faculty to teach and assist with student dissertation committees. * Instructional designer to assist faculty in transitioning from classroom to web-based teaching.</td>
<td>program will begin enrolling students within one year. * Associate Director for Graduate Programs * Faculty</td>
<td>program will begin enrolling students in Fall 2006.</td>
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</tbody>
</table>
Goal 2: To secure resources that enhance faculty teaching and student learning.
Fit with University’s Mission: “A great university requires great students, great faculty and staff, and great facilities. Strong academic and co-curricular programs attract students. Supportive staff and administrative services with reliable physical and technological infrastructure help retain students and faculty. Strong external communications inform alumni, potential students, and other constituents of our accomplishments. The first strategic initiative focuses on the above and the infrastructure that supports teaching, learning, scholarship, and outreach or engagement.”

<table>
<thead>
<tr>
<th>Objective</th>
<th>Rationale</th>
<th>New Resources Needed</th>
<th>Key Indicator</th>
<th>Implementation Plan</th>
<th>Responsible Party</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify consistent funding for part-time clinical instructors for student supervision</td>
<td>* Clinical nursing education is key to safe and competent patient care. Expert nurses who are qualified in their specialty offer student excellent clinical instruction. * Patient safety, state regulations, and agency restrictions limit the clinical instructor to student ratio. These restrictions increase the need for expert part-time clinical instructors.</td>
<td>* Resource for consistent funding for expert clinical instructors</td>
<td>* A consistent funding source to cover cost of expert part-time clinical instructors will be available.</td>
<td>* BFLSON administration</td>
<td>* A consistent funding source will be available by Fall 2006.</td>
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<tr>
<td>2. To improve teaching skills among faculty</td>
<td>* Students have the right to good instruction. Teacher effectiveness is good instruction.</td>
<td>* Onsite clinical and classroom teaching resources</td>
<td>* Establishment of a teacher instruction enhancement program for new teachers and those with poor student evaluations * Student and alumni evaluation of instructor teaching effectiveness will improve on UG EBI reports, graduate student exit surveys, and graduate and UG alumni surveys</td>
<td>* Task force on teaching enhancement</td>
<td>* BFLSON administration</td>
<td>* A Faculty Instructional Program will be in place by Fall 2005 * Improvement on faculty teaching effectiveness will be noted by Fall 2008.</td>
</tr>
<tr>
<td>3. To employ a part-time nurse to supervise student practice in the Nursing Learning Laboratory and coordinate the use of Medi-Man for student</td>
<td>* Patient safety is assured by student practice in the Nursing Learning Lab. Due to teaching schedules faculty do not have time to oversee open practice</td>
<td>* Part-time nurse to supervise students’ practice in Lab.</td>
<td>* Part-time nurse will be employed to oversee informal student practice sessions and Medi-Man demonstrations within one year.</td>
<td>* Part-time nurse will be employed to oversee informal student practice sessions and Medi-Man demonstrations by Fall 2006.</td>
<td></td>
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</tr>
<tr>
<td>Objective</td>
<td>Rationale</td>
<td>New Resources Needed</td>
<td>Implementation Plan</td>
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<tr>
<td>learning demonstrations.</td>
<td>hours in the Lab. A part-time nurse is needed to fill this deficit. * Our computerized patient simulator (Medi-Man) could be used more often if a faculty person would oversee its use for student practice and demonstration.</td>
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<tr>
<td>4. To secure computer rooms for testing.</td>
<td>* Computerized testing prepares our UG students for NCLEX testing. Experience with computerized testing decreases test anxiety at the time of NCLEX testing. * Computer room availability for testing is difficult to secure and testing locations are often identified last minute. Availability of computers for testing is an important resource for the BFLSON.</td>
<td>* Computer room for UG and graduate student testing</td>
<td>* An ongoing plan for access to computers for testing will be implemented. * BFLSON administration and course faculty * ITS * University scheduling personnel</td>
<td>* An ongoing plan for access to computers for testing will be implemented by Fall 2006.</td>
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</tbody>
</table>
II. Creative & Scholarly Activity

Goal 3: To increase research and scholarly productivity among faculty members.

Fit with University Mission: “The overarching goal of Georgia State University is to become one of the nation’s premiere research universities located in an urban setting. The University will achieve this goal through the continual pursuit of excellence in its instructional and strategic research programs.”

<table>
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<tr>
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<th>New Resources Needed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. To increase internal and external research funding among tenured/tenure track faculty</td>
<td>* Quality nursing education is built on research implementation. Increasing faculty productivity strengths all our nursing programs.</td>
<td>* Research mentors (Note: 3 new faculty with expert research skills were hired recently).</td>
<td>* The 3-year average of research grant funding will increase to $5,000,000 for external funding and $300,000 for internal funding in 3 years.</td>
<td></td>
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<td></td>
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<td></td>
<td>1. Research Interest Group</td>
<td>Achievement of key indicator by Fall 2008.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. BFLSON administration</td>
<td></td>
</tr>
<tr>
<td>2. To increase scholarly productivity among all faculty.</td>
<td>*Publications, publications and other scholarly activities display faculty expertise and involvement in the professional and academic communities. * Scholarly productivity also increases the visibility of the University and supports student admissions.</td>
<td>1. Mentorship for scholarly development among tenured/tenure track and non-tenure track faculty</td>
<td>* The average for scholarly productivity will increase by 25% in three years (i.e. 21 refereed publications, 10 scholarly works, 63 presentations)</td>
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<td></td>
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<td></td>
<td>1. Research Interest Group</td>
<td>Achievement of key indicator by Fall 2008.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. BFLSON administration</td>
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</table>
III. Service

Goal 4: To support opportunities for faculty to provide service to the University, the profession, and the community.

Fit with University Mission:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Rationale</th>
<th>New Resources Needed</th>
<th>Key Indicator</th>
<th>Implementation Plan</th>
<th>Responsible Party</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 1. To support faculty in providing service to the University | Involvement in college and University committees, work group, and task forces strengthens the University community | None | The number of faculty serving on college and University committees, work groups, and task forces will increase. | * Faculty  
* BFLSON administration | 30% of the faculty will serve on a college or University committee, work group, or task force during academic years 2005-2006, 2006-2007, 2007-2008. |
| 2. To support faculty in providing service to professional nursing organizations. | Involvement in professional organizations and activities enhances the image of the profession and provides the University visibility in the world of nursing and health care. | Resources for faculty to attend professional meetings | The number of faculty serving on boards, committees, and task forces for professional nursing organizations will increase. | * Faculty  
* BFLSON administration | 25% of the faculty will serve on boards, committees, and task forces for professional nursing organizations during academic years 2005-2006, 2006-2007, 2007-2008. |
| 3. To support faculty in providing service the community | Involvement in community organizations and activities enhances the image of the profession, provides assistance to the community, and give the University visibility in the community. | None | The number of faculty serving on boards, committees, and task forces for community organizations will increase. | * Faculty  
* BFLSON administration | 25% of the faculty will serve on boards, committees, and task forces for community organizations during academic years 2005-2006, 2006-2007, 2007-2008. |
| 4. To increase the number of services provided by the Health and Wellness Collaborative | The BFLSON Health & Wellness Collaborative offers health services to underserved children, Georgia state employees, and the community. Increasing the number of services offered supports a healthy community. | Funding for health supplies and equipment | The Health & Wellness Collaborative will increase the number of programs it provides to the community. | * Coordinators of the Health & Wellness Collaborative  
* Faculty  
* BFLSON Administration | The Health & Wellness Collaborative will add one additional health activity to their list of services during 2005-2006. |
OVERALL PROGRAM GOALS

Based on an assessment of the most effective use of resources considering health professional needs in the state of Georgia, faculty resources, availability of clinical sites, demands for the programs, other nursing programs offered in the area, and budgetary constraints, the faculty prioritized the nursing programs in the following order: Doctor of Philosophy, Master of Science, Accelerated Baccalaureate degree, Traditional Baccalaureate degree.

Program goals

Goal 1: To graduate doctorally prepared nurses who demonstrate highly competent research skills, scholarly productivity and who meet the needs of the state of Georgia for educators, scholars, leaders, and researchers.

Objectives:

1. Convert program to web-assisted program to meet the needs of students.
2. If funding is obtained from ICAPP, expand enrollment in PhD program.
3. Increase the number of doctoral students who seek/attain funding for dissertation research.
4. Increase the number of doctoral students who present papers and posters at regional and national conferences and submit manuscripts for publication.
5. Highlight the scholarly activities and achievement of doctoral students via SON website, doctoral program news, and display case in SON.
6. Determine enrollment goals and limitations based on faculty complement and comparisons with other schools of nursing.
7. Assure a strong cadre of students by increasing advertisement for nurses interested in doctoral education via Internet advertisement and focused local and regional recruitment efforts.

Goal 2: To graduate highly competent masters prepared nurses who are able to meet the clinical and nurse leadership needs in the community.

Objectives:
1. Convert the Adult Clinical Nurse Specialist (program to a combined Clinical Nurse Specialist –Adult Nurse Practitioner (CNS-ANP) program to meet the needs of clinical agencies and the requests of students.

2. Consider converting the CNS and NP programs to Doctor of Nursing Practice programs as recommended by American Association of Colleges of Nursing.

3. Consider offering a non-clinical masters program to meet the nursing leadership needs of the community.

4. Set enrollment goals and limits based on community needs, faculty resources, community resources, and financial resources.

5. Discontinue the RN to masters program because there is insufficient room in the program for them and we are unable to adequately assess their ability to succeed in the masters program.

6. Schedule masters courses to maximize learning needs of students, faculty resources, and effective use of resources.

Goal 3: To graduate highly competent generalist nurses who are able to meet the needs for health care in the community

Objectives
1. Increase NCLEX pass rate to 95%.
2. Incorporate computer based testing throughout curriculum.
3. Increase the passing score for the end-of-program comprehensive test to a level which can predict a 95% NCLEX pass rate.
4. Assess feasibility of combining traditional and accelerated BS program.
5. Assess employers' satisfaction with new graduate’s qualifications as beginning level registered nurses.
6. Maintain high admission criteria.
7. Suspend admissions to the RN-Baccalaureate degree until we develop a more effective way to teach the program and design a better delivery method.

Goal 4: To enhance faculty teaching and student learning.

Objectives:
1. Schedule forums with students each semester to discuss student concerns.
2. Review student course evaluations and advise faculty on areas of strength and weakness and suggest strategies for improvement.
3. Schedule faculty workshops on teaching strategies.
4. Hire part-time clinical instructor to supervise students in the Nursing Resource Laboratory.

5. Work with staff to reduce errors, improve administrative and organizational operations.

SCHOLARSHIP GOALS

Goal 1: Increase research and scholarly productivity of all faculty members.

Objectives:

1. Increase number and quality of publications.

2. Increase number of research grants submitted.

3. Increase number of research grants funded.

4. Hire more tenure track faculty with potential for research career.

5. Provide released time for tenure track faculty to develop their research.

6. Schedule monthly research interest group meetings.

7. Develop an area of research focus for which the School will become well-known nationally.

8. Provide support for non-tenure track faculty to participate in scholarly activities.

Goal 2: Obtain adequate research space and facilities to support teacher-scholar activities

Strategies to Achieve Goal

1. Survey faculty to identify space and resource needs for research activities.

2. Designate specific space for research assistants and for faculty researchers.

TECHNOLOGY GOALS

Goal 1: To foster innovative use of technology

Objectives
1. Encourage faculty to participate in on-going Web Vista training and facilitate training for development of web based courses.

2. Provide workshops for faculty on utilizing Meti-man across the curriculum.

3. Support faculty members to attend advanced Meti-man training.

4. Integrate use of Meti-man throughout undergraduate and graduate programs.

5. Integrate use of PDAs for students and faculty in clinical settings.

6. Obtain computer equipped rooms for secure testing of undergraduate students.

7. Investigate the possibility of adding Ovid to the libraries search engines.

SERVICE GOALS

Goal 1: To integrate service with scholarly activities and teaching

Objectives
1. Create an environment that is conducive to faculty and student academic, personal, and professional development.

2. Provide faculty and students opportunities for research and teaching through activities of the Health and Wellness Collaborative.

3. Increase opportunities for informal faculty-student interaction.

4. Support opportunities for student to participate in College clubs, College-sponsored activities or nursing organization activities.

5. Support faculty opportunities to participate in college, university, professional and community organizations and activities.

6. Increase services provided by the Nursing Health and Wellness Collaborative.

7. Continue our partnership with the Martin Luther King Middle School and seek opportunities for partnership with other community groups.

FACILITIES AND MANAGEMENT GOALS

Goal 1: To obtain and maintain physical space and equipment necessary for effective teaching of nursing students.

Objectives
1. Maintain current nursing laboratory in optimum condition.

2. Participate in implementing plan for nursing lab in new Teaching Laboratory Building.
3. Obtain exception to universal classroom clock hours to accommodate the unique needs of nursing students.

4. Continue to apply for technology funds to meet students’ technology needs.

5. Increase the number of computers available to the undergraduate program so as to facilitate incorporating computer based testing throughout curriculum.

Goal 2: To recruit and retain high quality agency sites for clinical practicum and other community-based learning experiences.

Objectives
1. Work with agency liaisons to coordinate clinical placements.

2. Provide opportunity for agencies to inform students of employment opportunities at their agencies.

3. Provide awards and other incentives to clinical liaisons, clinical preceptors, and others that work with our students.

SCHOOL IDENTITY

Goal 1: To enhance the visibility of the BFLSON and its accomplishments through professional and social interactions among faculty, staff, students, alumni and community groups.

Objectives
1. Plan and implement Celebration of 20th Anniversary of PhD program.

2. Increase activity of alumni association.

3. Create and promote a marketing profile to be incorporated into publications, web site, and displays.

4. Develop online BFLSON newsletter for alumni and stakeholders.

5. Encourage faculty and staff to participate in and serve as officers, board members, etc. for community groups and professional organizations.

6. Recognize community partners on Honors Day or at Pinning.