

**Grambling State University
College of Professional Studies
School of Nursing**

**Self Study Report
Bachelor of Science in Nursing
Master of Science in Nursing**

National League for Nursing Accrediting Commission, Inc.



Spring 2012

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SECTION ONE: EXECUTIVE SUMMARY

General Information

Program Types Being Reviewed and Purpose of the Visit:

Bachelor of Science and Master of Science Nursing Programs-Continuing Accreditation

Date of Visit:

March 13-15, 2012

Name and Address of the Parent Institution:

Grambling State University, 403 Main Street, Grambling, LA 71245

Name, Credentials, and Title of Chief Executive Officer of the Parent Institution:

Frank G. Pogue, Ph.D., President

Name of Regional Accrediting Body and Accreditation Status:

Southern Association of Colleges and Schools (SACS)

Name and Address of the Nursing Program:

Grambling State University School of Nursing, 1 Cole Street, GSU Box 4272

Grambling, LA 71245

Name, Credentials, and Titles of the Nurse Administrator of the Nursing Program:

Danita Potter, PhD, RN, Interim Associate Dean of Nursing

Telephone, Fax Number, and Email Address of the Nurse Administrator:

(318) 274-2674(318) 274-3491(fax), potterd@gram.edu

Name of State Board of Nursing and Approved Status:

Louisiana State Board of Nursing, Conditional Approval

Standards and Criteria Used to Prepare the Self-Study Report:

National League for Nursing Accrediting Commission (NLNAC) 2008

Introduction

Due to the desire of African American farmers who wanted to educate Black children in the northern and western areas of the state of Louisiana, the North Louisiana Colored Agriculture Relief Association was formed in 1896 to organize and operate a school. In 1899, a 22-acre tract of land west of what is now the town of Grambling was purchased and served as the founding site of the University. On November 1, 1901, with assistance of Booker T. Washington from Tuskegee Institute in Alabama, the Colored Industrial and Agricultural School opened with three teachers and 125 students with Charles P. Adams at its helm. Mr. Adams had a certain philosophy for success, “You’ve got to be industrious, capable and honest.” Four years later, the school moved to its present location and was renamed the North Louisiana Agricultural and Industrial School. By 1928, the school was able to offer two-year professional certificates and diplomas after becoming a state junior college. The school was renamed Louisiana Negro Normal and Industrial Institute.

For the Grambling community, President Adams’ arrival marked the beginning of a major influx of African Americans from distant places, both from within the state and from other areas of the United States. Three things contributed to the growth of Grambling as an African American city during this period. First, the political and social turmoil of the late 1800s helped to establish the area as the economic and cultural center for African Americans in the region. Second, African Americans in the area owned large tracts of land and were basically self-sufficient and attracted African Americans from other geographic areas who sought employment. Third, the establishment of a school for African Americans and the organizational headquarters of churches and economic groups helped to make Grambling an important area for African Americans in the region.

President Adams' philosophy of hard work, ability, and honesty guided the school's development through many changes. In 1936, President Adams retired and R.W.E. Jones assumed the reins of the University. He reorganized the program to focus on teacher education resulting in the upgrading of education of African American children and teachers, as well as raising the standard of living of thousands throughout the state. The program became internationally known as "The Louisiana Plan" or "A Venture in Rural Teacher Education." Professional teaching certificates were awarded when a third year was added to the curriculum in 1936, and the first baccalaureate degree was awarded in 1944 in elementary education. Under President Jones' leadership, the college was officially named Grambling College in 1946. Thereafter, the college prepared secondary teachers and added curricula in sciences, liberal arts, and business which transformed the school from a single purpose institution of teacher education into a multi-purpose college. With charm, wit and ingenious intelligence, President Jones won support for his "whistle stop school" and built it into a university by the time he retired in 1977.

During the 1950s, the college obtained full membership in the Southern Association of Colleges and Schools (SACS). In 1974, the school earned a new status and a new name, Grambling State University (GSU). GSU, as its motto suggests, became "*a place where everybody is somebody.*" The University continued to grow and acquire more programs, land and buildings. From 1977 to 2000, the University expanded and prospered. During the tenure of the third president, Dr. J. B. Johnson, a consent decree which provided the University with major legislative appropriations was signed. As a result of the decree, the University established a doctoral program in Developmental Education and the professional Schools of Nursing and Social Work.

During the tenure of the fifth president, Dr. R. A. Hicks, the University began implementation of a desegregation settlement agreement that provided funding for expansion of facilities and the development of new curricula. The Master of Science (MSN) in nursing program was instituted during the fall of 1997. Another program that was instituted during that period was a doctoral degree in education offered through the Louisiana Education Consortium, inclusive of Grambling State University and two other institutions in the University of Louisiana system. In 2001, Dr. Neri François Warner was named acting president, the first woman to lead the institution. Warner continued to pursue full implementation of the desegregation settlement.

Currently the campus of Grambling State University encompasses 375 acres consisting of 101 buildings, 15 dormitories, of which six are co-ed. There are 67 degree programs, of which 95.7% are accredited programs. Total Student enrollment during the 2010/2011 academic year was 4,994, undergraduate enrollment was 4,405, and graduate enrollment was 589. In the year 2000 GSU was ranked first among the nation's colleges and universities in awarding four-year degrees in computer science to African American students. Ethnicity of student and faculty reflects the diversity of the campus. Enrollment of students by ethnicity includes 4,010 African Americans, 93 Caucasians and 891 students of other ethnic backgrounds.

Grambling State University is nationally and internationally recognized for producing outstanding leaders in the area of arts, sciences, and athletics. The University continues to be a diverse institution in the state of Louisiana with students enrolled from all 64 parishes, 41 states and 74 foreign countries. Dr. Frank G. Pogue was appointed the eighth President of Grambling State University in June 2010, after serving seven months as interim president. His personal motto of a "New Beginning" challenges faculty "to do more with less" as the state has reduced fiscal appropriations. In 2011, under Dr. Pogue's leadership, 100% of eligible programs received

accreditation. Grambling State University Alumni are recognized nationally and internationally as exceptional individuals performing or having performed, extraordinary feats within and beyond their areas of study and practice. These graduates are celebrated by bestowing them with the honor of induction in their “rightful place,” The Grambling State University Hall of Fame, Gallery of Distinction. The University employs 200 full-time faculty and 20 part-time faculty members. During the Fall of 2010 the School of Nursing had an enrollment of 834 total students of which 500 were pre-nursing students, 240 were professional students, and 94 were enrolled in the masters degree program. The School of Nursing employed 24 full-time faculty and 12 part-time faculty members. During this time, the BSN program employed 18 full-time and 12 part-time faculty members; the MSN program employed 6 full-time faculty members.

History of Nursing Education Unit

Influenced by to the vision of Dr. Joseph P. Johnson, the third president of the University and Dr. Phillip Young, Dean of the College of Science and Technology, a professional nursing program was established at Grambling State University with funds from the Consent Decree to enhance academic programs at predominantly Black institutions and to promote desegregation. In 1984, the Bachelor of Science in Nursing (BSN) program was established after receiving initial approval from the Louisiana State Board of Nursing, the University of Louisiana System’s Board of Supervisors, and the Louisiana Board of Regents. The program’s initial students were classified as pre-nursing students in the Fall semester of 1984 and entered the professional program in the Spring of 1985: this class received degrees in May of 1987. Since the program’s inception a total 1,272 students have graduated from the BSN program.

The BSN program received an initial five-year accreditation with the National League for Nursing Accrediting Commission (NLNAC) in 1991 and an eight-year continuing accreditation

in 1996. In 2004, the School of Nursing (SON) received an eight-year continuing accreditation for the BSN Program. The mission of the School of Nursing's BSN program is to prepare graduates to assume the roles of beginning practitioners of professional nursing. The preparation of the BSN graduates is at a generalist level to provide nursing care for individual, group, and community clients. Graduates are able to assess, implement, and evaluate unique and unpredictable responses of individuals to their stressors. They also are able to collaborate with other disciplines and agencies to intervene, design, and facilitate a comprehensive, well-prepared plan based on the unique needs of clients.

As an outcome of the Desegregation Settlement Agreement, the planning for the Master of Science in Nursing (MSN) program began in 1995. The MSN program received an eight-year continuing accreditation in 2004. The mission of the MSN program is to provide professional nurses with advanced knowledge, intellectual skills, and clinical competence for specialization in nursing practice. The graduates of the MSN program have competencies that provide a continuum of care across all settings, working with the client and family throughout wellness, illness, or until death. MSN graduates create and define protocols and pathways and assist with the development of standards on emerging new healthcare phenomena. MSN graduates utilize knowledge and expertise in case management to provide comprehensive, coordinated care to clients and their families. Through a relationship with the client, the nurse empowers clients to adapt and to provide their own care activities, while integrating and coordinating their physical, psychosocial, spiritual, and financial needs with other providers and agencies. Since the inception of the MSN program 164 students have graduated.

The Family Nurse Practitioner (FNP) option was the first option offered in the graduate nursing program. The first class of six professional nurses entered the program in Fall 1997 and

graduated in Spring 1999. At this time, all graduates of the FNP have successfully passed the national certification examination. Once the FNP option was firmly established as a successful program, the Nurse Educator option was submitted through the appropriate channels and approved. The first class of six nurse educator students was admitted in January 2002 and graduated in December 2003. In 2009, the Pediatric Nurse Practitioner (PNP) Program was initially implemented. In May 2011, a total of five students completed the program and have successfully completed the national certification examination. The MSN program received initial NLNAC accreditation for five years in the Spring of 1999. The PNP received initial NLNAC accreditation in 2011.

GSU School of Nursing consists of one physical campus. The BSN and MSN programs utilize Blackboard as an enhancement for all nursing courses. No course within either program is provided exclusively via distance learning. The BSN is an eight-semester program, equivalent to four years, and consists of 120 credit hours (51 General Education and 69 Nursing). The MSN is a five-semester program and consists of 50 FNP, 39 Nurse Educator, and 50 PNP credit hours.

Summary of Standards and Criteria

Standard 1

The mission and goals of Grambling State University, a Historically Black College/University (HBCU) is congruent with the University goals. The mission and philosophy is clearly stated in the *Grambling State University (GSU) Catalog, the School of Nursing Handbook*, and on the GSU Website. Grambling State University offers a broad spectrum of undergraduate and graduate programs of study. The undergraduate courses are supported by a traditional liberal arts program. The graduate school has a professional focus. The University embraces its founding principle of educational opportunity for everyone. With a commitment to

the education of minorities, and the underserved, Grambling State University is dedicated to serving the educational needs of a diverse population in an affordable, accessible and supportive environment. The mission to provide an education for a global society is reflected in the Grambling State University motto: “*where everybody is somebody.*”

The mission and goals of the School of Nursing are designed to meet the health care needs of the community within a diverse society. The primary goal of the undergraduate program is to prepare the student for entry level nursing practice. The goals of the graduate programs are focused on the preparation of the professional practitioner. The School of Nursing is in the College of Professional Studies, this placement is appropriate for higher education and nursing education.

Standard 2

The School of Nursing has qualified faculty and staff to provide the leadership and support necessary to attain the goals and outcomes of the nursing education unit. All nursing faculty members are credentialed with a minimum of a master’s degree in nursing. Each faculty member has expertise and qualifications in their areas of responsibility. As of Fall 2011, greater than 25% of all faculty members hold doctoral degrees. Ten additional faculty members are pursuing doctoral degrees; seven faculty members are scheduled to complete in 2012 and the remaining three in 2013. There are 24 fulltime faculty and 12 adjunct (part-time) faculty members in the School of Nursing and all meet the minimum requirements of the governing organization and state requirements. Faculty members with Advanced Practice Registered Nurse licenses meet state requirements for re-licensure. Faculty members who hold nurse practitioner certification maintain national certification in their area of expertise as required by Louisiana State Board of Nursing. All nursing faculty members are credentialed to provide laboratory

experiences for nursing students and qualified to provide demonstration of skills, coordination of skills, skill check-off, and testing. The numbers, type, and utilization of faculty members are sufficient to comply with the NLNAC and LSBN requirements as well as to accomplish the School of Nursing's mission. All faculty teaching in the school of Nursing participate in a University and School of Nursing orientation session to ensure clear understanding of their faculty roles.

In accordance with the NLNAC definition of scholarship, faculty members engage in scholarship through their expertise in evidence-based teaching, research and clinical practice. The number, utilization and credentials of fulltime faculty, non-nurse faculty and staff are sufficient to achieve the program goals and outcomes. Non-nursing faculty members teaching in the SON meet the Southern Association of Colleges and School (SACS) requirements. Faculty, non-nurse faculty, and staff performance is regularly assessed and reviewed in accordance with the policies of the governing organization.

Standard 3

The learning environment in the School of Nursing is conducive to promote academic achievement. The School of Nursing faculty recognizes that nursing students must have knowledge and specific set of skills to progress through the program, graduate, and provide safe and competent care. Therefore, academic admission and progression is rigorous in both the BSN and MSN professional programs. The curriculum is designed to prepare the graduates to practice as beginning practitioners of professional nurses (BSN) and as nurse educators or advanced practice nurses (MSN). In addition, clinical settings are selected to meet the students' learning needs.

Policies affecting nursing students are congruent with those of the University and are accessible on the GSU website. Student policies are changed as a result of curricular changes, changes in external requirements, input from consultants, results of licensure or certification examinations, or by faculty vote. The academic policies are guided by national nursing education standards and are congruent with the nursing education unit purposes and those of the University.

The University provides a large array of support services to enhance student learning. Health and counseling services as well as many other student services are provided by the Division of Student Affairs. Academic advisement and career placement are services provided by the Division of Academic Affairs and financial aid is provided by the Division of Enrollment Management. The University confirms the integrity and consistency of all information intended to inform the public. Furthermore, the School of Nursing is approved by the Louisiana State Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC).

Standard 4

The BSN program utilizes the standards of nursing practice as promulgated by the Louisiana State Board of Nursing (LSBN). The Graduate Nursing program was established utilizing the national curriculum guideline standards found in ACCN Essentials for Graduate Education, The National Task Force on Quality Nurse Practitioner Education by the National Organization of Nurse Practitioner Faculties (NONPF), and the Standards and Guidelines for graduate nursing programs published by the National League for Nursing Accrediting Commission (NLNAC). The competencies and objectives for both BSN and MSN graduates are clearly articulated and are derived from the School of Nursing (SON) philosophy. Each year the

BSN and MSN curriculum are reviewed for comprehensiveness, currency and relevance to nursing practice.

The curriculum of the BSN program is revised periodically by nursing faculty. Sections of the curriculum are reviewed each year as new faculty join the organization and as new approaches to nursing education become known. The initial curriculum for the graduate nursing program was developed by the faculty who were on staff under the direction and guidance of a national consultant. The curriculum flows from the mission and philosophy through the organizing framework to a progression of course outcomes. Both BSN and MSN students are engaged in cultural, ethnic, and diverse learning that includes a variety of regional, national, and global perspectives throughout the curriculum. In addition, student evaluation tools and methods of the BSN program are consistent with course objectives and competencies. Evaluation strategies utilized for the curriculum in the graduate (MSN) nursing program are widely varied and provide evaluation of student learning outcomes and program outcomes.

Standard 5

Fiscal resources for the nursing unit are comparable or exceed resources of other units of the University. Support services are adequate and are comparable for all units of the University. Library and other learning resources are adequate to enhance the learning environment for nursing students. The physical facilities are appropriate to support the purposes of the nursing education unit; a separate nursing building houses the two professional nursing programs. Physical resources such as classrooms, laboratories, and offices are housed in the School of Nursing Building to ensure meeting the requirements for successful nursing education outcomes for all faculty, staff, and students. Learning resources and technology such as the A.C. Lewis

Memorial Library are comprehensive and current assets to the School of Nursing. The library's services are available 74.5 hours per week during the semester calendar year.

Standard 6

The School of Nursing has adopted a systematic plan for evaluation that emphasizes the ongoing assessment and evaluation of learning and program outcomes of the nursing education unit and NLNAC standards for the BSN and MSN programs. An evaluation plan for the BSN program was developed during the initial planning stage of the program in 1984. The evaluation plan for the MSN program was developed at the inception of the MSN program in 1999 and followed closely the BSN evaluation plan. When problems occur, they are readily identified and a plan is developed and implemented to address them. The School of Nursing takes a careful look at the aggregated evaluation findings to assist in decision making. In addition, evaluation data is used to maintain or improve student learning outcomes. The School of Nursing makes every effort to share evaluation findings with communities of interest and values the feedback received from its constituents. Communication is essential in providing better understanding of the nursing program, curriculum, student learning and program outcomes.

The School of Nursing observes that the components within the Louisiana State Board of Nursing, the National League of Nursing Accrediting Commission, Inc. and the National Organization of Nurse Practitioner Faculty include graduation rates, performance on the National Computerized Licensure Examination, job placement rates, and program satisfaction. The current graduation rate in the BSN program is 85% and the current graduation rate in the MSN program is 90%. The BSN program has seen a decline in NCLEX pass rates and has implemented strategies to increase scores for first time writers of NCLEX-RN. In contrast, the certification pass rate for the MSN FNP graduates has been 100% for the last three graduating

classes. The certification pass rate for the MSN PNP graduates is 100%. Job placement rates are nearly 100% for graduates of both programs, and program satisfaction has been expressed by graduates and their employers.

Analysis and Summary of Strengths and Areas Needing Development

Strengths of the Program

- A well qualified and experienced faculty: all master's prepared and by 2013 over 50% of faculty will hold doctoral degrees.
- The curriculum of the school of nursing is flexible to meet student's individual and diverse needs.
- Multiple, rich, and diverse clinical learning laboratories, computer rooms, and clinical agencies.
- The systematic plan for program evaluation includes specific benchmarks to measure student learning and preparation for the RN licensure exam and Nurse Practitioner certification.
- Shared governance is evident across the curriculum which allows for student engagement in program decision-making.
- Diversity of faculty and student body.
- Faculty are committed to students to ensure academic success.
- In Fall 2011, the graduate program enrolled the largest class of FNP students.
- In the Spring of 2010 and 2011 the Family Nurse Practitioner graduates had a pass rate of 100%.

- In the year of 2011, the Pediatric Nurse Practitioner program received approval from the Louisiana State Board of Nursing and the graduates have a pass rate of 100%.
- Awarded the Infusing Geropsychiatric Nursing Into Curriculum Award in Fall 2011
- Graduate research projects and theses have produced multiple professional presentation
- Establishment of the Eliza E. Mahoney Honor Society with 26 inductees maintaining a G.P.A of 3.5 or higher
- Student Nurses' Association Executive Council Officers are state representatives for the Louisiana Association of Student Nurses

Areas Needing Improvements

- Inadequate funding for faculty development to benefit the program
- Insufficient research initiatives and collaboration among faculty and students
- Limited faculty and student presentations at national conferences
- Lack of sufficient faculty to support the increase enrollment of students
- Decrease NCLEX pass rates for first time writers in the BSN program
- Low student enrollment in the Nurse Educator program
- Lack of diversity of graduates in the MSN program

SECTION TWO: STANDARDS 1-5

Standard 1: MISSION AND ADMINISTRATIVE CAPACITY

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and the nursing unit have administrative capacity resulting in effective delivery of the nursing program and the achievement of identified outcomes.

1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

The mission of Grambling State University as a comprehensive, historically-black, public institution (HBCU) is to offer a broad spectrum of undergraduate and graduate programs of study. The undergraduate courses are undergirded by a traditional liberal arts program. The graduate school has a decidedly professional focus. The University embraces its founding principle of educational opportunity for everyone. With a commitment to the education of minorities, the University seeks to reflect in all of its programs the diversity of a global society. Grambling State University is dedicated to serving the varied educational needs of a diverse population in an affordable, accessible and supportive environment. The University expects that all persons who matriculate through curricula and are employed will reflect through their study and work that the University is indeed a place where all persons are valued, "*where everybody is somebody.*"

The nursing faculty are also committed to the motto that, "*everybody is somebody.*" Commitment to total student development is promoted through an atmosphere conducive to full realization of human dignity, respect, and productivity. The School of Nursing strives to prepare its graduates for life-long learning, self-actualization, and service to the community. The

mission of the School of Nursing is further congruent with that of the University, which adheres to the belief that education is the cornerstone of an enlightened, creative and productive society, as reflected in the mission of both the undergraduate and the graduate programs.

The mission of Grambling State University's School of Nursing (SON) baccalaureate program is to prepare graduates to assume the roles of beginning practitioners of professional nursing. The missions of Grambling State University School of Nursing graduate programs, (Family Nurse Practitioner, Nurse Educator, and Pediatric Nurse Practitioner) are to: (1) prepare graduates to provide primary health care to individuals, families, children, and aggregates with a particular focus on the promotion of wellness and disease prevention for clients in local, and underserved rural communities, and (2) increase the supply of nurse educators prepared to teach in nursing programs and in a variety of health settings. A primary goal of the University and the School of Nursing is to produce graduates who are able to contribute to the advancement of society and conduct research that advances the professional discipline.

The philosophy of Grambling State University's School of Nursing embodies and enlarges upon the institutional mission and philosophy. The University fulfills the role of a public university in rendering service to local and statewide communities, as well as the national and international community. Table 1.1 illustrates the congruency between the University and the School of Nursing mission and philosophy. The mission and philosophy of the University is presented in *GSU General Catalog* (Exhibit I-A). The mission and philosophy of the School of Nursing is located in the BSN and MSN Student Handbook (Exhibits I-J and I-K).

Table 1.1 *Congruence of Grambling State University Mission and Philosophy and School of Nursing Mission and Philosophy*

GSU Mission/Philosophy Statements	SON Mission/Philosophy Statements
...offering undergraduate, graduate, professional and continuing education programs	...provides both undergraduate (BSN) and graduate (MSN) professional programs
...provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status	...provide equal access to professional nursing education for all applicants regardless of race, color sex, national origin, age, religion, disability, and veteran status
...to meet the needs of all students, including those who have been adversely affected by educational, social, and economic deprivation	...to meet the needs of all students enrolled, including those who have been adversely affected by educational, social, and economic deprivation
...to provide opportunities for students to develop intellectually...and to achieve self-actualization	...provide an environment for learning that enables all students to maximize their learning potential
...to achieve excellence in higher education through teaching, research and service	...to prepare graduates for life-long learning, self-actualization, and service to the community in an atmosphere conducive to full realization of human dignity, respect, and productivity

1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

The School of Nursing students, faculty and administrators are adequately represented in ongoing governance activities of the University. The appointment of faculty to university committees is made by the Vice President for Academic Affairs or, in some cases, directly by the President of the University. The School of Nursing faculty are also represented in ongoing governance of the University through participation in organized meetings scheduled or called by the President, the Provost/Vice President for Academic Affairs and the Dean of the College of

Professional Studies (Exhibit I-B, p55). Faculty serving on the University and College of Professional Studies committees are delineated in Table 1.2.

Table 1.2 *University and College of Professional Studies Committees*

University Committees		College of Professional Studies Committee	
Faculty Senate	Amanda Reynolds Alma Britt	Appeals	Dr. Danita Potter
Library and Learning Resource	Dr. Danita Potter Pearlie Simmons	Library	Melanie Dew Pearlie Simmons
Promotion & Tenure	Amanda Reynolds	Promotion & Tenure	Latonya Williams Dr. Anna Karin Jones
University Curriculum	Amanda Reynolds	Curriculum	Chair: Amanda Reynolds
General Education	Dr. Anna Karin Jones	Newsletter	Dr. Laura Willsher
		Web Page	Jamil Norman

University Organizational Structure and Governance

The administrative organization of Grambling State University reflects the purpose and philosophy of the institution and enables the accomplishment of the University's mission. The academic division of Grambling State University is composed of four colleges and one school, (1) The College of Arts and Sciences, (2) The College of Business, (3) The College of Education, (4) The College of Professional Studies, and (5) The School of Graduate Studies and Research. The School of Nursing is a unit of the College of Professional Studies.

The four colleges and the graduate school are the degree-granting units. The administrative organization of Grambling State University is found in Appendix A. Grambling State University is a state-supported institution in Louisiana and is governed by the University of Louisiana System under the direction of the Board of Regents. The School of Nursing administrators and faculty actively participate in the governance of the University and hold membership on various university committees and councils. The University organizational

structure facilitates decision making and provides for faculty and student participation in the areas of the academic programs, administrative matters, and support services.

The nursing education governance structure is defined in the bylaws of the nursing faculty organization as presented in the *GSU School of Nursing Faculty Handbook* (Exhibit I-L). The organizational structure for the School of Nursing is presented in Appendix B. The work of the faculty is carried out through four standing committees which include Curriculum, Policy, Evaluation and Admissions and Academic Standards. The standing committees, in addition to the full Nursing Faculty Organization Committee, are where policies and decisions related to nursing programs are initiated and finalized. During monthly faculty meetings formal agenda topics such as admissions and retention, curriculum changes, faculty assignments, student activities, faculty development opportunities, and standing committee reports are discussed. In addition to the standing committees, ad hoc committees are formed as needed to complete special assignments. Membership of each major committee represents faculty members teaching in BSN and MSN programs. Student membership on standing committees consists of a student from each level in the BSN program and a representative from each concentration of the MSN program. There is also student representation on all standing committees except the Admissions and Academic Standards Committee. Each semester students are encouraged to select a peer representative for the standing committees.

The administrative organization of Grambling State University and the School of Nursing organizational structure promote effective functioning and foster the achievement of unit goals. The Faculty Senate is a university committee that serves as an advisory body to administration. The Faculty Senate makes recommendations to the President on university matters. The major function of the Faculty Senate is to act as a liaison between the University faculty and the

administration. In addition, the Faculty Senate facilitates a cooperative relationship among faculty, students, and administration.

Membership on the Faculty Senate is gained through departmental elections and is open to any faculty member, who has completed a minimum of two semesters at Grambling State University, excluding faculty at the level of Dean. Senators are elected from each department in proportion to the number of faculty assigned to that department; there are two positions available for the School of Nursing, currently filled by Ms. Alma Britt, and Ms. Amanda Reynolds.

There are seven University-wide faculty standing committees. They are: Faculty Appeals, Faculty Grievance, Faculty Senate, General Education, Library and Learning Resources Committee, Promotion and Tenure Committee, and the University Curriculum Committee. The functions and membership of these committees are detailed in the *2009 GSU Faculty Handbook*, pages 55-62 (Exhibit I-B). Thus, the faculty of Grambling State University contribute to the effective governance of the University by participating in organized meetings scheduled or called by the President or the Provost/Vice President for Academic Affairs, and the Dean of the College of Professional Studies and by serving on standing and ad hoc committees, and by serving on University administrative councils.

All Grambling State University nursing students are provided the opportunity to evaluate each of the nursing courses, clinical agency and the faculty at the end of each semester. The students' identities are unknown to the faculty and a summary of student evaluations is distributed to the appropriate faculty member at the beginning of each semester. The evaluations are reviewed by faculty to assist in revising teaching methods, course content, clinical facilities, and to foster faculty development.

The student body is represented in the Faculty Senate by five non-voting student members selected or elected by the Student Government Association (SGA). Major student involvement and participation in governance occurs through the SGA which is the representative body for university students. Student representation on university committees is based, in part, on the recommendations of the SGA. The Student Affairs Committee of the Faculty Senate is an additional avenue for students to participate in the governance of Grambling State University because any concern that might affect student affairs is presented to the committee. Once a student concern is identified, the committee studies aspects of the concern and reports directly to the Faculty Senate.

Nursing Unit Organization Chart

The academic nursing program is administered by the Associate Dean, Directors of the BSN and MSN programs, BSN level coordinators, MSN program coordinators and the faculty. Appendix C provides the faculty profile for the School of Nursing. The Associate Dean provides leadership and is responsible for overall planning, implementation, and evaluation of the School of Nursing. In addition, the directors are responsible for the day-to-day management of the respective BSN and MSN programs. The level and course coordinators report directly to the director of their respective programs. The coordinators promote smooth functioning of the curriculum within the levels through communication with faculty, students and staff. The Associate Dean assigns faculty to committees seeking to balance faculty interest, experience, and expertise with organizational needs.

Guided by the leadership of the level coordinator, faculty members of each level are responsible for planning, implementation, and evaluation of the curriculum for the specific level. The primary responsibility of the faculty member is advisement, counseling, classroom and

clinical instruction, and committee assignments. Effective functioning of the School of Nursing is facilitated by three non-nurse faculty who teach biology courses, and other support/clerical personnel. The support/clerical personnel include a Coordinator of Graduate Admissions, Administrative Assistant to the Associate Dean, Administrative Assistant III, and a Coordinator of Student Nurse Services.

Regular committee meeting times are scheduled at the beginning of each semester, and additional meetings are called as needed. Standing committees in the School of Nursing, in addition to the general Nursing Faculty Committee, include Admissions and Academic Standards Committee, Curriculum Committee, Evaluation Committee, Policy Committee, and Level Committees. Table 1.3 provides a review of primary function of nursing committees. Complete information regarding, membership, purposes and functions of the committees is delineated in the *GSU School of Nursing Faculty Handbook* (Exhibit I-L).

Table 1.3 *Primary Functions of Nursing Committees*

Nursing Committee	Primary Function
SON Faculty	Review, evaluate and decide all decisions for SON function and operation
Admissions and Academic Standards	Review academic records and recommend appropriate action for students
Curriculum	Study, evaluate, and prepare proposals for course/ curriculum changes
Evaluation	Compile data from evaluation tools and present to faculty
Policy	Review and revise faculty and student handbooks
Level	Plan, develop, implement, and evaluate respective courses

1.3 Communities of interest have input into program processes and decision making.

Grambling State University School of Nursing encourages participation of stakeholders in decision making on issues related to program processes. The School of Nursing has an advisory committee of community stakeholders that provides information about community interest. The SON advisory committee which is comprised of hospital administrators, nurse leaders in the community, community and civic leaders, and clergy from various communities, takes an active role in program processes. The advisory committee meets at least twice per academic year to discuss program processes and concerns. Members are asked to provide their input with regard to community needs, issues and trends.

The outside communities that have an interest in Grambling State University School of Nursing include those facilities in which students practice their clinical skills. The clinical facilities, also known as clinical sites, communicate regularly with regard to policies, procedures and patient safety issues that relate to clinical practice. Also, a number of the clinical facilities hold both formal and informal forums where their nursing administrators, staff and educators dialogue with academic faculty. A list of clinical facilities is presented in Appendix D.

In addition, the GSU Professional Organization of Nurses (GSUPON) exists to support the development of nursing students academically, with plans to provide scholarships to assist students financially. The mission and goals of the GSUPON are to foster the professional growth and development of nurses, and to offer and support mentorship programs for nursing students and graduates of GSU nursing programs (Exhibit II-K).

1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.

Grambling State University and the School of Nursing have partnerships with several institutions of higher education, health care units, and related agencies in the region. The institutions, health care units and agencies with whom GSU and the SON have partnerships include: (1) Inter-Collegiate Partnership (ICP) with Louisiana Technical (LA Tech) University in Ruston that provides an opportunity for students of both campuses, (GSU and LA Tech) to enroll in courses for credit, including nursing. (2) An articulation agreement with the Louisiana Delta Community College in Monroe that facilitates easy transfer of RN students to the BSN program, and (3) an articulation agreement with the Bossier Parish Community College (BPCC). This agreement facilitates access to developmental courses provided by BPCC on the GSU campus that enable students to meet the admission criteria to Grambling State University (Exhibit IV-L).

Various Louisiana institutions that are used as clinical sites include: (1) Christus Schumpert Medical Center (Shreveport), Glenwood Regional Medical Center (Monroe), LSU Health Sciences Center (Shreveport and Monroe campuses), Minden Medical Center (Minden), Saint Francis Medical Center (Monroe), and Willis Knighton Health System (Shreveport). Additional clinical sites located within a 50-mile radius of Grambling State University include Alexandria, Bastrop, Lake Providence, Monroe, Ruston, Shreveport, and West Monroe. A list of clinical facilities used by the School of Nursing for student practicum experiences is presented in Appendix D.

1.5 The nursing education unit is administered by a doctorally prepared nurse who has authority and responsibility over the unit and advocates for equity between the unit and other institutional units [Baccalaureate & Graduate Criteria].

As of Fall 2011, Dr. Angelique W. Williams, DNS, APRN-CNS, served as the Associate Dean of the School of Nursing. As of January 2012 Dr. Williams resigned from the Associate Dean position. Currently, Dr. Danita Potter serves as the Interim Associate Dean of the School of Nursing. She holds a Master of Science in Nursing from Alcorn State University and a Doctor of Philosophy degree from Hampton University. Dr. Potter is licensed to practice in the state of Louisiana, Texas, and Mississippi.

Dr. Potter taught at the University of Louisiana Monroe School of Nursing from 2001 to 2011, and during that time she was tenured and earned the title of Endowed Professor of nursing. Dr. Potter has led several research mentored projects with undergraduate and graduate student while teaching fulltime at ULM. She was a two-time (2008 & 2009) recipient of the Johnson and Johnson Campaign for Nursing's Future-AACN Minority Nurse Faculty Scholarship. She has contributed to the science of nursing and health services by conducting grant writing and scholarly presentation at local, regional, and national levels. Dr. Potter is an experienced grant writer and has received funding for project Food for Thought and project Making A Difference (MAD).

Dr. Potter is a member of the following organizations: Sigma Theta Tau International, Inc., American Nurses Association, National League of Nursing, National Black Nurse Association, Association of Study of Higher Education, Grambling University National Alumni Association, Grambling State University Professional Organization of Nurses (President), Southern Nursing Research Society, and Editor of the Online Journal of Nursing Informatics. She serves as a member of several community and civic organizations.

Dr. Potter was appointed as Interim Associate Dean at Grambling State University in January of 2012. Her dedication and willingness to transition into the interim role of Associate

Dean depicts her transformational leadership style. She empowers faculty members with decision making efforts to support the School of Nursing. Dr. Potter provides lectures in undergraduate courses and serves on thesis committees. This allows her an opportunity to adequately perform administrative responsibilities but remain engaged in student growth. The Interim Associate Dean of Nursing serves as the administrator of both the undergraduate and the graduate nursing programs. Examples of professional and scholarly activities as well as leadership positions held by Dr. Potter are included in her curriculum vita (Appendix E).

1.6 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

1.6 Nursing program coordinators and lead faculty for program tracks are academically qualified, meet national guideline criteria, and have authority and responsibility over the program/track [Graduate Criteria].

The Associate Dean is the chief administrator of the School of Nursing, and has the authority and responsibility for the development and administration of the program, and has adequate time and resources to fulfill the role. Dr. Potter provides leadership and guidance for overall planning, implementation, and evaluation of all the programs in the School of Nursing. The Associate Deans responsibilities include budgeting, curriculum development, faculty recruitment, annual faculty evaluations, and clinical contracts, in addition to verification and certification of graduates preparing to take the National Council Licensure Examination (NCLEX). The Associate Dean also verifies graduate students completing theses. Thus, Dr. Potter is responsible for the overall development of policies governing all aspects of the School of Nursing.

The Associate Dean is assisted, in discharge of these responsibilities, by the program directors for BSN and MSN, coordinators, the support staff, and the highly-competent faculty members. The BSN and MSN program directors and program coordinators report to the Associate Dean. Thus, the Associate Dean has adequate time and resources needed to fulfill the role and responsibilities required for leadership of the School of Nursing.

1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity among the units of the governing organization.

The Associate Dean, with faculty input, has the authority to prepare and administer the program budget. In her role she advocates for equity among units of the University. She is responsible for implementation of university policies and regulations within the School of Nursing. The administrative responsibilities of the Associate Dean include preparation and administration of the school budget. The Associate Dean has the support of the University administration which recognizes the unique and special role of the School of Nursing among the academic programs of the University. A comparison of the School of Nursing budget with similar units on the campus indicates budget equality, including special allocations for adjunct faculty, allocation of funds from the Title III programs and administration's approval of nursing student fees. All budget activities are the result of the advocacy by the nursing unit administrator with different levels of the University administration for equity among the units of the governing organization. The Associate Dean offers recommendations for faculty and staff appointments, salaries, promotions, tenure, and termination. These recommendations are sent to the Dean of the College of Professional Studies for approval.

In addition to providing leadership for the development and implementation of program purposes and mission, major responsibilities of the Associate Dean include periodic evaluation of the degree program, and certification of completed degree requirements by students in the School of Nursing prior to graduation from the University. A primary responsibility of the Associate Dean is the maintenance of high academic and professional standards in all facets of operation of the School of Nursing. University policies related to the budget and equity are clearly specified in the *GSU Faculty Handbook* (Exhibit I-B) which is available in hard copy form and on the University website (www.gram.edu).

1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit [Graduate Criteria 1.7].

The School of Nursing policies are consistent with those of the University. Policies are comprehensive and provide for the welfare of faculty and staff. Policies for promotion in rank and application for tenure are clearly delineated in the *GSU Faculty Handbook* (Exhibit I-B). The academic ranks utilized at GSU are instructor, assistant professor, associate professor, and professor. Qualifications for rank and tenure are the same for all disciplines in the University. Faculty salary is influenced by rank, educational preparation and experience, market value and budgetary constraints. Employment benefits include, among others, health insurance, life insurance, retirement plans, tax deferred annuity, payroll deduction for life insurance and disability insurance. Sick leave and annual leave are in line with the guidelines of the University of Louisiana System rules and regulations, and are described in detail in the *GSU Faculty Handbook* (Exhibit I-B).

The GSU policy regarding faculty workload requires full-time undergraduate faculty members to teach 12 semester credit hours, and graduate faculty members to teach nine semester credit hours. Nursing faculty members in the BSN program have a higher number of contact hours than most other faculty in the University because of the clinical contact hours. Faculty members teaching in the BSN program have an average of 16 contact hours per week for the 12 semester credit hours for their assigned nursing courses. Although the contact time is greater, nursing faculty have fewer students in class sections than most other faculty in the University. Faculty members teaching in the MSN program have an average of nine contact hours per week for the nine semester credit hours they are assigned to teach.

The University and the School of Nursing do not discriminate in employment on the basis of race, color, sex, national origin, age, religion, disability, or veteran status. When a faculty position is approved by the president, information related to job description, qualifications and other pertinent information is submitted to the Department of Human Resources and posted on the GSU website. Individuals who apply are interviewed by a faculty search committee that makes a recommendation to the Associate Dean. The Associate Dean forwards the recommendation, along with her recommendation, to the Dean of the College of Professional Studies. The Dean's recommendation is given to the Provost/Vice President for Academic Affairs. The President makes all final decision on employment appointments and sends a formal letter of offer to the candidate. This process is consistent across all disciplines in the University. Table 1.4 displays the location of faculty polices in *GSU Faculty Handbook* (Exhibit I-B).

Table 1.4 *Location of Faculty Policies in University Documents*

Policy Document	Location	Page
Academic Rank	GSU Faculty Handbook	13
Faculty Appointment	GSU Faculty Handbook	17
Faculty Compensations	GSU Faculty Handbook	25
Separations	GSU Faculty Handbook	32
Faculty Responsibilities	GSU Faculty Handbook	45
Grievance Procedure	GSU Faculty Handbook	59

1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution [Graduate Criteria 1.8]

The School of Nursing policies are consistent with those of the University regarding nursing students, faculty and staff. Grambling State University provides due process, through the Office of Judicial Affairs, for students appealing disciplinary proceedings for academic dishonesty, or grade disputes. Policies and procedures are also elucidated in the nursing course syllabi and in the Students Handbooks of the School of Nursing (Exhibit I-J & Exhibit I-K) as well as the *GSU Faculty Handbook* (Exhibit I-B).

A student with a complaint is expected to seek to resolve the concern with the instructor. If the complaint is not resolved, the student can meet with the level coordinator. . If the student is unsatisfied with the dispute outcome they have the right to meet with the program director. If the issue continues to be unresolved, the student may request to meet with the Associate Dean of Nursing. The Associate of Dean of Nursing will make all efforts to address and resolve the compliant or grievance. Students may then meet with the Dean of the College of Professional Studies if not satisfied with the decision of the Associate Dean. If the concern is not resolved, the

student may request to meet with the Provost and Vice President of Academic Affairs.

A grievance procedure is available for faculty members who have concerns unrelated to promotion, tenure, non-renewal of contract, termination or performance evaluation. Any faculty member who has a grievance shall first attempt to address the issue through the Associate Dean. The grievance must be submitted in writing. If the grievance is with the Associate Dean, the faculty member must submit the grievance to the Dean of the College of Professional Studies. A complete grievance procedure is outlined in the *GSU Faculty Handbook* (Exhibit I-B).

1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit [Baccalaureate Criteria & Graduate Criteria 1.9].

Currently the School of Nursing does not engage in distance education. Classes that have distance education components are provided in the BSN and MSN program within specified courses. No course within either program is provided exclusively via distance learning format. However, Blackboard/Moodle is used to augment nursing courses. This learning management system allows faculty to post power point lectures, assign readings, and provide external links to enhance learning. Discussion board threads are provided for course topics and students are able to post assignments. Students are also able to sit for examinations via Blackboard/Moodle. Further consideration is being made to add distance education to the BSN and MSN curriculum.

Standard 2: FACULTY AND STAFF

Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

2.1 Faculty members are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.

All full-time faculty members in the School Nursing are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility. Nursing faculty members maintain their competence and make efforts to enhance their teaching and clinical expertise in various ways. Faculty members regularly attend conferences, workshops, seminars, read professional journals, and take advantage of various faculty opportunities. Faculty members are involved in state, national, and international professional nursing organizations as well as health care organizations. Faculty vitas provide details of faculty involvement (Appendix M).

The Associate Dean is credentialed with a Doctor of Philosophy (PhD) degree and a Master of Science degree in Nursing. The BSN Program Director has a PhD in higher education, a master's degree in nursing with a focus on adult health and nursing education and a Family Nurse Practitioner option. The BSN Program Director is a full-time tenured faculty member. The faculty of the MSN program is academically and professionally qualified for their academic positions. The MSN Program Director holds a Master of Science in Nursing and is currently pursuing a Doctorate of Nursing Practice. She is a practicing Family Nurse Practitioner.

2.1.1 A minimum of 25% of the full-time faculty hold earned doctorates.

Greater than 25% of full time faculty members hold an earned doctorate. Ten additional faculty members are pursuing doctoral degrees; seven faculty members are scheduled to

complete in 2012 and the remaining in 2013. Faculty members teach in courses that are congruent with areas of expertise and qualifications (Table 2.1).

2.1 Faculty are academically and experientially qualified; the majority of faculty hold earned doctorates [Graduate Criteria].

By the end of Fall 2012 all nursing faculty teaching in the MSN program will hold a doctorate degrees. Faculty teaching in the Nurse Practitioner program are board certified. Currently, there are five full-time Family Nurse Practitioners, one full-time Pediatric Nurse Practitioners, one full-time Clinical Nurse Specialist, and three adjunct Family Nurse Practitioners. MSN faculty preparation are included in Table 2.1.

Table 2.1 SON Faculty Preparation Fall 2011

Faculty	Clinical	Education Years	Teaching Assignment	Education Preparation	Practice Area
Albert, Tina	18	17	NUR 212 K, 308K	MSN	Adult Nursing
Andrus, Martha	N/A.	41	Biology 207 Lab	SACS qualified with MST in Biology	N/A
Britt, Alma	18	8	NUR 412, 412K, 414, 414, 407, 450	MSN-Adult Adult nursing,	Community Health Management/Leadership
Candler, Kathleen	25	3	NUR 212K, 308K	MSN	Adult Nursing
Dew, Melanie	35	5	NUR 412, 412K, 414, 414K, 407, 450	MSN	Community Health Management/Leadership
Finley, Brya	14	4	NUR 212, 212K	MSN	Adult Nursing
Franklin, Marilyn	25	15	BIOL 207, 208, NUR 205	MSN - Biology PhD- Pharmacology	N/A
Gipson, Lena	N/A	19	Biology 207Lab, 208 Lab	MAT-18 + hrs Biology	N/A
Greer, Donna	12	2	NUR 308 K	MSN	Administration Adult Nursing Management
Harris, Lashelle	6	1	NUR 408K	MSN, FNP	Family Health
Hensley, Rhonda	29	15	NUR540, 599, 501, 546, 590	DNP, MSN	ICU Longterm Health School Health Psychiatric Nursing

Faculty	Clinical	Education Years	Teaching Assignment	Education Preparation	Practice Area
Jones, Anna Karin	10	26	NUR 225, 501, 535, 536	MSN, PhD	Adult Health
Jones, Katina	8	6	NUR 408, 408K, 403, 212	MSN-Maternal/Child	Pediatric Nursing
Jordan, Steve	7	6	NUR 204, 206, 208, 308, 308K	MSN	Adult Nursing
Kindall, Tavell	10	3	NUR 225, 204, 212	MSN	Adult Nursing Critical Care
Lewis, Lakishia	10	1	NUR 212K, 308K	MSN	Adult Nursing Critical Care
Lewis, Poh	13	3	NUR 312K, 412K, 414K	MSN	Adult Nursing Psychiatric Nursing
Lin, Chin-Nu	14	5	NUR 212K	MSN	Adult Nursing
Mansfield, Chelsea	11	1	NUR 204, 540, 542, 544	MSN, FNP	Family Practice
Murff, Rikki	9	2	NUR 308K, 312K	MA, MSN	Adult Nursing
Murff, Sharon	22	10	NUR 312, 312K, 305	MSN	Critical Care Nursing
Norman, Jamil	6	6	NUR 410, 410K, 403, 212	MSN	Maternal/child Nursing
Potter, Danita	16	11	NUR 314K, 305	PhD Nursing	Psychiatric Nursing
Reynolds, Amanda	3	35	NUR 120, 125, 201, 212	MSN	Adult Nursing
Rhodes, Karen Lynn	12	3	NUR 408K, 410K,	MSN	Adult Nursing Maternal Child
Roberson, Sherrie	18	3	NUR 308, 308K, 303	MSN	Adult Nursing CV Nursing
Simmons, Pearlle	26	5	NUR 414K, 314K, RN to BSN Students	MSN	Adult Nursing
Smith, Naomi	19	1	NUR 204, 540, 552, 542	MSN, FNP	Family Practice
Stewart-Dixon, Tammy	30	1	NUR 204, 541, 547	MSN, FNP	Family Practice
Stoglin, Mary	30	35	NUR 314, 314K, 305	MSN, EdD-Education	Psychiatric Nursing
Thomason, Brenda	38	5	NUR 204,	PNP-DNS-MSN	Pediatric Nursing
Van Dyke, Carmel	10	17	NUR 408K, 410K	MSN	Maternal Nursing
Wade, Lalisa	11	1	NUR 408K	MSN, FNP	Family Practice

Faculty	Clinical	Education Years	Teaching Assignment	Education Preparation	Practice Area
Williams, Latonya	11	2	NUR 204, 205	MSN, FNP	Family Practice
Willsher, Laura	10	25	NUR, 545, 540, 546, 548	EdD-Education, FNP	Pediatrics Family Practice

Legend for Nursing Courses:

NUR 120 – Computers for Nurses
 NUR 125 – Computer Literacy Exam
 NUR 201 – Introduction to Professional Nursing
 NUR 205 – Pharmacology
 NUR 225 – Applied Nursing Pathophysiology
 NUR 204 – Health Assessment
 NUR 212 – Nursing Fundamentals
 NUR 212K – Nursing Fundamentals Practicum
 NUR 303 – Group Interaction Seminar II
 NUR 308 – Adult MedSurg I
 NUR 308K – Adult MedSurg I Practicum
 NUR 305 – Group Interaction Seminar III
 NUR 312 – Adult MedSurg II
 NUR 312K – Adult MedSurg II Practicum
 NUR 314 – Psychiatric/Mental Health Nursing
 NUR 314K – Psych/Mental Health Nursing Practicum
 NUR 403 – Group Interaction Seminar IV
 NUR 408 – Child Health Nursing
 NUR 408K – Child Health Nursing Practicum
 NUR 410 – Women’s Health Nursing
 NUR 410K – Women’s Health Nursing Practicum
 NUR 406 – Introduction to Nursing Research
 NUR 407 – Critical Thinking in Nursing
 NUR 412 – Community Health Nursing
 NUR 412K – Community Health Nursing Practicum
 NUR 414 – Leadership/Management in Nursing
 NUR 414K – Leadership/Management in Nursing Practicum

2.1.2 Rationale is provided in the utilization of faculty who do not meet the minimum requirements.

All full-time faculty and part-time faculty members of the School of Nursing meet the minimum requirements.

2.2 Faculty (full- and part-time) credentials must meet governing organization and state requirements.

Full and part-time faculty members hold credentials that meet the governing organization and state requirements. The LSBN requires all faculty members teaching in a nursing program hold current state licensure with exceptions of those teaching Biology. All nursing faculty members hold a master's degree in nursing and are licensed in the state of Louisiana. To maintain licensure, the Administrative Rules of the Louisiana Board of Nursing (Exhibit III-C) state that all nurses shall accumulate five continuing education contact hours approved by the board. Faculty members meet the requirements of contact hours required by the state.

2.2 Faculty credentials reflect appropriate advanced practice certifications and expertise in their area(s) of teaching [Graduate Criteria].

Faculty members with Advance Practice Registered Nurse license meet state requirements for re-licensure. Faculty members who hold a nurse practitioner certification are required by Louisiana State Board of Nursing to maintain national certification in their area of expertise. Currently, there are five full-time Family Nurse Practitioners, one full-time Pediatric Nurse Practitioners, one full-time Clinical Nurse Specialist, and three adjunct Family Nurse Practitioner teaching in the MSN program. Copies of certifications are maintained in personnel records. Certification is renewed every five years depending on the area of expertise and

certification agency. Verification of licensure is completed annually by the School of Nursing (Appendix-C).

2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

Credentials of practice laboratory personnel in the School of Nursing are commensurate with their level of responsibilities. All nursing faculty members are credentialed to provide laboratory experiences for nursing students. Faculty members are qualified to provide laboratory instructions such as demonstration of skills, coordination of skills, check-off, and testing. The student to faculty ratio in the lab is 15:1. Two non-nursing faculty members teaching biology classes are credentialed to provide laboratory experiences for student experiences (Appendix-C; Exhibit IV-D).

2.4 The number and utilization of faculty (full-and part-time) ensure that program outcomes are achieved [Graduate Criteria 2.3].

During the Fall of 2011 the School of Nursing had 24 full-time and 12 adjunct (part-time) faculty members: this number ensures that the goals and objectives of the School of Nursing are achieved. In both BSN and MSN nursing courses, team teaching addresses a variety of teaching/learning style to provide a comprehensive approach to learning. With team teaching, faculty share in lecture content, student advisement and course management.

As of Fall 2011, additional adjunct faculty members were employed to ensure that clinical student/teacher ratios of 10:1 in the clinical setting for the BSN program were maintained. Adjunct nursing faculty members provide instruction in clinical courses which allow faculty members to share their knowledge in order to achieve the best student outcome.

Faculty members assess student learning outcomes for the courses being taught and assist in ongoing assessment of the course. Expertise and resources are shared between faculty members teaching in the BSN and MSN programs. Faculty workload requirements ensure appropriate course and contact hours are maintained. The acceptable workload for full-time undergraduate faculty is 12 semester credit hours. BSN teaching assignments include classroom presentations, clinical supervision of students, and seminar courses. The numbers, type, and utilization of faculty members are sufficient to comply with the NLNAC and LSBN requirements as well as to accomplish the School of Nursing's mission, philosophy and objectives (Table 2.1) The SON follows guidelines established by the LSBN regarding maximum student/faculty clinical ratio: "There shall be qualified faculty available to provide a safe, effective student/faculty ratio not to exceed (10:1)" (Exhibit III-C). This is accomplished by the utilization of adjunct faculty in the clinical arena. Maintaining this requirement ensures that students receive adequate instruction to meet program outcomes.

In addition to direct student contact assignments, the faculty workload includes committee work, registration, advisement, classroom preparation, evaluation activities, test preparation, and committee meetings. Full-time faculty members serve on committees in the SON and the University (Appendix F). Faculty members are required to maintain a minimum of 10 office hours per week. Adjunct nursing faculty members keep office hours before and after clinical to assure student have access to faculty advisement.

2.5 Faculty (full-and part-time) performance reflects scholarship and evidence-based practices [Graduate Criteria 2.4].

Faculty members in the BSN and MSN programs engage in scholarship through teaching, practice, research, and service in accordance with the NLNAC definition of scholarship.

Teaching excellence is indicated by the ability to guide and inspire students to achieve academic success; ability to stimulate students ability to present content in a clear logical, organized manner; ability to revise learning activities to incorporate current and future nursing practice guidelines and new technologies; and ability to design learning opportunities that encourage students to critically analyze. Faculty activities that impact integration of knowledge by students are sponsorship of student organizations and accompaniment of student to professional conferences. Activities that impact integration of knowledge by faculty include writing and publication of theoretical relevance articles, active participating in professional organizations, and planning and providing health care with other disciplinary professionals. Attendance at professional organization meetings with subsequent presentation to colleagues requires integration of knowledge. Research activities that promote discovery and sharing of knowledge are research studies and subsequent articles that make a significant contribution to the knowledge base within the discipline. Current continued practice is critical as scholarly activity for nursing faculty to improve individual client outcomes and to improve the health care for society.

Nursing practice enables faculty to provide realism in examples used to illustrate nursing knowledge for students, to identify clinical problems and develop solutions, to act as role models, and to sharpen clinical practice skills. Advancing clinical knowledge and maintaining competency are goals of the education unit. Faculty participate in continuing education activities, professional organizations, and maintain clinical practice in respective clinical practice areas.

BSN faculty involve undergraduate students in nursing research through research article critiques and presentation and MSN faculty are intimately involved in research studies completed by graduate students for thesis requirements. In addition, many faculty members pursuing their doctoral degrees are currently involved in the research process. Faculty members maintain their expertise in evidence-based teaching and clinical practices by utilize library resources, textbooks, journals, conferences, and actively seeking new information through professional contacts and organizations. Nursing faculty members are encouraged to attend workshops offered by the University, publishers and other agencies regarding educational technology. Full-time and part-time faculty members participate in professional organizations. Evidence-based practice and best practices are introduced and utilized during interactions with faculty practicing within the clinical settings. New information is shared with students to improve courses through dissemination of information on research and practice.

Faculty are active participants in the University and community. Service learning projects have been developed by faculty to promote professional development. Faculty involve students in community service projects that apply their knowledge and skills to improve health care education in the community. Some of the service learning projects include Operation Stand Down, Tequita Bryant Memorial Scholarship walk, STD/HIV awareness, Health Festival for elementary students, Susan G. Komen Race for the Cure, Relay for Life, and the March of Dimes. The faculty collectively exhibit the four areas of scholarship; teaching, research, practice, and service. A synopsis of faculty scholarship activity is included in Table 2.2 and curriculum vitas are presented in Appendix M.

Table 2.2 Nursing Faculty Scholarship Activity

Faculty Name	Scholarly Activities
Britt, Alma	<p>Publication 2010 What Does Your Culture Have To Do With It? The Registered Nurses' Perspective of Their Cultural Competence</p> <p>Presentation 2010 NAAAS Conference National Association of African American Studies</p> <p>Publication 2007 Research Nurses' Perceptions of Cultural Competence: A Qualitative Study.</p> <p>Conference March 9-11 2008 Creative Teaching for Nursing Educators 33RD Annual Conference</p>
Dew, Melanie	<p>Why We Worry: Understanding and Treating Anxiety Disorders 3/04/11.</p> <p>"Louisiana Child Care Health Consultant Program's 2011 Annual Training". Basic Disaster Life Support (11-18-10).</p> <p>Certified Child Care Nurse Consultant. 1993 -2011.</p> <p>Presented Medication Administration Training & SIDS for Child Care Providers; two presentations done 6/10 & 10/10.</p> <p>Two presentations for Northeast La. Children's Coalition on Medication Administration for Child Care Providers 2009.</p> <p>Member of Fetal Infant Mortality Medical Review Team of Region 8 Office of Public Health.</p> <p>Test Item Writing 2007. "Using Concept Maps to Enhance Learning Outcomes" 2007.</p>
Dixon, Tammy	<p>Speaker for Health Seminars</p> <p>Post Graduate Doctor of Nursing Practice candidate Loyola University, NO, LA</p>
Franklin, Marilyn	<p>Presentation ("Metacognition: A Key to Success in Nursing School"), GSU Pre-nursing Convocation, 10-13-11</p> <p>Book review of <i>Biology for Health: Applying the Activities of Daily Living</i>, a draft manuscript for Palgrave Books</p>
Jones, Katina	<p>Presentations: Disparity in African American Premature Births: A Review of the Literature August 2011</p> <p>Susceptibility: A Concept Analysis August 2011</p> <p>Infant Mortality and Prematurity in African American (August 2010) Teenage Pregnancy Prevention: Replication of Evidence May-June 2010 Based Programs</p> <p>Respiratory Syncytial Virus Prophylaxis Compliance in Home Setting Compared to Compliance at Physician's Office, Master's Thesis May 2006</p> <p>Louisiana Child Care Health Consultant Training Workshop Louisiana Department of Health Baton Rouge, Louisiana March 2011</p>
Kindall, Tavell	<p>Post Master's Certificate (Candidate- May 2012 Family Nurse Practitioner)</p>
Lewis, Lakishia	<p>A member of Louisiana Association of Nurse Practitioners, Also a member of American Nurses Associations and AANP</p>

Faculty Name	Scholarly Activities
Chin-Nu Lin	<p>Poster presentation in 36th Annual Conference of Transcultural Nursing Society, Atlanta. GA, October 2010</p> <p>35th Annual Conference of The Transcultural Nursing Society.</p> <p>The Cornerstone of the Future: Simulation in Nursing Education Part II</p>
Mansfield, Chelsea	<p>Doctoral Project & presentation</p>
Murff, Sharon	<p>1/2007-12/2008 Item Write NCLEX RN & NCLEX PN Projects Educational Re-sources Inc. (ERI)</p> <p>Murff, S. (2005). The impact of stress on academic success in college students. ABNF Journal, 17(4), 143-146. (refereed).</p> <p>Murff, S. (2007). Understanding diabetes: The key to glucose control. NBNA News (News Journal for the National Black Nurses Association) Winter 2007.</p> <p>Murff, S. (2009). Social Forces and The African American Nurse in Practice: A Historical Overview. Published Monograph, National Assoc. of African American Studies and Affiliates (NAAAS).</p> <p>“Is Anybody Listening to My Heart? Spiritual Distress”. Presented at the Annual Region V Conference for the Louisiana Medical Association (LMA) June, 2005</p> <p>“Decreasing Morbidity in the African American Community” Presented at the Annual Region V Conference for the Louisiana Medical Association (LMA) June 2006</p> <p>Social Forces and the African American Nurse in Practice – Presented at the Annual Conference for the National Association of African American Studies and Affiliates(NAAAS); February 11, 2009 Baton Rouge, LA.</p> <p>African Americans and Type II Diabetes. Presented at the Annual Conference for National Association of African American Studies and Affiliates (NAAAS): February 12, 2010, Baton Rouge, LA</p> <p>The Effects of Hassles and Uplifts on Final Grades of Nursing Students in a Baccalaureate Nursing Program. Beta Chi Chapter of Sigma Theta Tau International (STTI), Regional Research Conference, March 15, 2010, Shreveport, Louisiana</p>
Norman, Jamil	<p>2011 – Manuscript Systematic Review of the Literature on Simulation (2012) Association of Black Nursing Faculty Journal</p> <p>May 2011 The Role of Simulation-Based Learning in Teaching Clinical Nursing: Current and Future Challenges Facing the Nurse as Educator ABNF 24th Annual Meeting and Scientific Conference Arlington, VA (presenter)</p> <p>2011 – Elsevier HESI Research Testing Grant (Dissertation)/2011 Private Investigator/Funded Awarded \$8000</p> <p>November 2009 On the Move to Prevent Breast Cancer. Faces of a Healthy Future: national conference to end Health Disparities Winston-Salem, North Carolina</p> <p>McKnight Fellows 24th Annual Graduate Conference Tampa, Florida June 2008</p> <p>Nursing Students Perception of Academic Dishonesty: A Generation Y Perspective. ABNF 21st Annual Meeting & Scientific Conference Montreal, Canada</p>

Faculty Name	Scholarly Activities
Potter, Danita	Sigma Theta Tau International Honor Society 10/2010 Hampton University, Dissertation Defense, African American Teenage Mothers' Perceptions of Nurse Caring 5/2011 Lighthouse/Renewal Inc. Annual Health Fair, Breast Cancer Awareness & Prevention 9/2011 Southern Research Society of Nursing 26 th annual conference, New Orleans 02/2012
Reynolds, Amanda	Chapters of 2 book reviews
Rhodes, Karen Lynn	FHM Instructor Trainer, Presentations to Medical Staff and Employees on Quality and Safety in Patient Care
Simmons, Pearlle	March 2010-Presented at Health Education classes at Community Mission-Tx & mgmt of Diabetes April 2010-Conference in New Orleans- Schools of Nursing aligned for Emergency Responsiveness
Smith, Naomi	Speaker for Health Seminars Post Graduate Doctor of Nursing Practice candidate at Loyola University New Orleans, LA <i>Applying the Activities of Daily Living</i> , a draft manuscript for Palgrave Books
Williams, LaTonya	Member LANP
Willsher, Laura	LANP Sept 2011, Presenter LANP Sept 2011, Pediatric Conference April 2011 NAPNAP March 2010

2.6 The number, utilization and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes [Graduate Criteria 2.5].

Non- nursing faculty members teaching in the SON meet the Southern Association of Colleges and School (SACS) requirements. The Advanced Pharmacology course offered to graduate students is team taught by a nursing faculty member and an adjunct faculty member who earned a Ph.D. in Pharmacology. Pharmacology courses offered to undergraduate students are team taught by a nursing faculty member and a non-nursing faculty with a Ph.D. degree in

pharmacology. Biology is taught by non-nursing faculty with a Master of Science degree in Teaching Natural Sciences with a specialty in Biology.

Staff consists of one administrative assistant to the Associate Dean and two additional administrative assistants who assist faculty and students with basic office duties and scheduling. The Coordinator of Admissions holds a Master of Art in Teaching and is pursuing a Doctorate in Education. She evaluates student transcripts, recruits students, and assists with other important documents related to the nursing program.

2.7 Faculty (full-and part-time) are oriented and mentored in their areas of responsibilities.

The School of Nursing takes necessary steps to orient and mentor faculty, both full-time and part-time, in their areas of responsibilities. Faculty members receive University orientation. The initial point of contact for faculty is the Associate Dean. Orientation is provided by a mentor, usually a senior faculty member. The senior faculty member is available to the new faculty member throughout the semester. In addition, the program directors provide advice and consultation for the new faculty member.

Upon hire, the new faculty member receives the *GSU Faculty Handbook* (Exhibit I-B) and the *GSU School of Nursing Faculty Handbook* (Exhibit I-L). The faculty handbooks outline policies, procedures, regulations, and code of conduct. Adjunct faculty members return to campus once during the semester and maintain contact with level coordinators throughout the semester. Mentoring is available for the part-time faculty through the Associate Dean. Team meetings for each course are held prior to the beginning of each semester to orient new faculty members and mentor returning faculty members.

2.8 Systematic assessment of faculty (full-and part-time) performance demonstrates competencies that are consistent with program goals and outcomes [Graduate Criteria 2.6].

Systematic assessment of faculty members is conducted by the Associate Dean annually. Methods of assessment include classroom, clinical/lab observation, student evaluation of instructors, and two peer evaluations. The evaluation process is used to assess faculty goals, objectives, outcome, strengths, and weaknesses. The Associate Dean reviews evaluation results individually and privately with each faculty member. Faculty performance documentation is maintained in faculty files located in a secured file cabinet in the Associate Dean's suite.

2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization [Graduate Criteria 2.7].

Assessment of staff members and non-nurse faculty is conducted by the Associate Dean. All non-nursing faculty members are evaluated annually. Methods of assessment include classroom observation and student evaluation of instructors. Two peer evaluations are completed for each non-faculty member annually. The documentation is maintained in faculty files located in a secured file cabinet located in the Associate Dean's suite. Staff members are evaluated on an annual basis. For Civil Service non-nurse staff members, an evaluation instrument mandated by the Civil Service Administrations is used. Copies of recent evaluations are maintained in their personnel files.

2.10 Faculty (full-and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation [Graduate Criteria 2.8].

Currently the School of Nursing does not engage in distance education. Classes that have distance education components are provided in the BSN and MSN program within specified courses. No course within either program is provided exclusively via distance learning format; however, Blackboard/Moodle is used to augment nursing courses. This learning management system allows faculty to post power point lectures, assign readings, and provide external links to enhance learning. Discussion board threads are provided for course topics and students are able to post assignments. Students are also able to sit for examinations via Blackboard/Moodle. Further consideration is being made to add distance education to the BSN and MSN curriculum.

Standard 3: STUDENTS

Student policies, development, and services support the goals and outcomes of the nursing education unit.

3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

Policies governing nursing students at Grambling State University are congruent with those of the University. Student policies are published and accessible through the GSU website and the School of Nursing. Student policies are available in the following locations: *Grambling State University General Catalog* (Exhibit I-A), *Grambling State University Student Handbook* (Exhibit I-C), *Grambling State University School of Nursing Student Handbook* for BSN students (Exhibit I-J), *Grambling State University School of Nursing Graduate Program Student Handbook* for MSN students (Exhibit I-K), and the Grambling State University website (www.gram.edu). Table 3.1 provides the location of various BSN student policies included in the most recent published editions of the major references. Other publications for student policies of the nursing unit include “Fact Sheets” which pertain to admission or retention and progression policies, and syllabi in the professional nursing courses. Current “Fact Sheets” are kept at the Reception desk of the nursing office and available to students during the registration process.

Table 3.1 *Grambling State University BSN Student Policies*

Policy	Document	Page
Non-Discrimination	GSU General Catalog SON Student Handbook	3 8
Selection and Admission	GSU General Catalog SON Student Handbook	8-11 13-17
Academic Progression	GSU General Catalog SON Student Handbook	28-29 18-20
Student Evaluation/Grading	GSU General Catalog SON Student Handbook	29 23-25
Retention	GSU General Catalog SON Student Handbook	38 18
Withdrawal/Dismissal	GSU General Catalog SON Student Handbook	30 18-19
Graduation Requirements	GSU General Catalog SON Student Handbook	35-36 33
Grievance/ Complaints and Appeal Procedures	SON Student Handbook	22-23
Financial Aid	GSU General Catalog	14-20
Transfer of Credit	GSU General Catalog SON Student Handbook	9-10, 31 15
Health Requirements SON Student Handbook	GSU General Catalog SON Student Handbook	21 16, 33-34
Validation of Prior Learning/Articulation	GSU General Catalog SON Student Handbook	31, 157 17

At the beginning of each semester, a nursing convocation is held for all professional nursing students to disseminate information about the nursing program including any changes in policies. As policies are revised, updates are published and distributed in nursing classes. Student policies of the School of Nursing are non-discriminatory with respect to age, ethnic origin, race, gender, and disability and are consistent with those of the University. The non-discrimination policy for the University is published in the *GSU General Catalog*, 2009-2011 edition (Exhibit I-A): “The Board of Supervisors for the University of Louisiana System assures equal opportunity for all qualified persons without regard to race, color, sex, national origin, age, religion, disability or veteran’s status in the admission to, participation in, or employment in its programs and activities.”

A similar non-discrimination policy for the School of Nursing is located in the “School of Nursing Philosophy” in the current *School of Nursing Student Handbooks* (Exhibits I-J & I-K): “The faculty of the School of Nursing views its role in rendering this service as providing equal access to professional nursing education for all applicants who meet admission criteria regardless of race, color, sex, national origin, age, religion, disability, and veteran status” (pg. 8).

School of Nursing policies are consistent with the University’s non-discrimination, graduation requirements, grievance/complaints and appeal procedures, financial aid, and recruitment policies. Due to the critical nature of the profession of nursing, policies which govern nursing student admission, progression, retention, dismissal and graduation differ from the University.

Undergraduate Admission

First-time Freshman

Grambling State University has traditionally been an open admission institution, accepting any student who had earned a general education diploma (GED) or regular high school diploma. In 2001, the State of Louisiana Board of Regents mandated all public schools in the University of Louisiana System to employ selective admission criteria. Grambling State University's admissions criteria were to become effective beginning in fall 2010. To minimize any negative impact from this change, the University elected to transition incrementally from an open admission institution to a selective admission institution, beginning with the entering class of Fall 2007. Changes to the admission criteria were implemented in small increments each Fall from 2007 to 2010.

Currently, the admission criteria for new freshmen is the completion of 17.5 required core courses, the minimum 2.00 overall GPA, and the need for no more than one developmental course (Table 3.2). Out of state students can meet admission criteria by completing a combination of the core/GPA/test score requirements, or a combination of the GPA/test score requirements (Table 3.3).

Table 3.2 *Admission Standards for First Time Freshmen in State*

GRAMBLING STATE UNIVERSITY MINIMUM ADMISSION STANDARDS FOR FIRST-TIME FRESHMEN (IN-STATE)	
High School Curriculum	19 units from Required Core 4 Curriculum (see below) UPDATE: Universities may admit 2012 high school graduates who have not met the Arts Category of the Core 4, but otherwise meet the minimum admission standards.
Minimum HS GPA	Overall 2.0 GPA (on 4.0 scale)
Developmental Course	No more than one developmental course allowed

GRAMBLING STATE UNIVERSITY MINIMUM ADMISSION STANDARDS FOR FIRST-TIME FRESHMEN (IN-STATE)	
Minimum	Students must have a minimum test score of: ACT English=18 or ACT Math=19 Or SAT Verbal=450 or SAT Math=460 Or COMPASS Writing=68 or COMPASS Algebra=40
AND <u>ONE</u> OF THE FOLLOWING	
HS Core GPA	2.00 GPA on Core
Test Score	ACT Composite: 20 or SAT (Verbal and Math combined): 940

Table 3.3 Admission Standards for First Time Freshmen Out of State

GRAMBLING STATE UNIVERSITY MINIMUM ADMISSION STANDARDS FOR FIRST-TIME FRESHMEN (OUT-OF-STATE)	
Options	Conditions
Option 1 (same as in-state students)	19 Units from Core 4 Curriculum
	Minimum 2.00 overall GPA (on 4.0 scale)
	Require no more than one developmental course (See <i>Developmental Course Minimum</i> above)
	And <u>one</u> of the following: -Minimum 2.00 GPA on Core 4 Curriculum, or -ACT Composite of 20 or SAT 940 (Reading & Math combined)
Option 2 (must meet all conditions)	17or 18 units from Core 4 Curriculum
	Minimum 2.00 GPA on Core 4 Curriculum
	ACT Composite: 20 or SAT 940 (Reading & Math combined)
	Minimum 2.00 overall GPA (on 4.0 scale) Require no more than one developmental course (See <i>Developmental Course Minimum</i> above)
Option 3 (must meet all conditions)	ACT Composite: 23 or SAT 1050 (Reading & Math combined)
	Minimum 2.00 overall GPA (on 4.0 scale)
	Require no more than one developmental course (See <i>Developmental Course Minimum</i> above)

Transfer Students

The current admission criteria for transfer students is the completion of a minimum of eighteen (18) college-level credits (not including developmental coursework), and a minimum overall GPA of 2.00 (Table 3.4). The student also must be in good standing and eligible to return to the previous school.

Table 3.4 *Admission Standards for Transfer Students*

MINIMUM ADMISSION STANDARDS FOR TRANSFER STUDENTS	
Minimum College-Level Hours Earned	18 Student must have completed a college-level English and Math.
Minimum GPA on College-Level Courses	2.0 GPA
Standing	Eligible to return to previous school

Admission Requirements to the School of Nursing

The School of Nursing faculty recognizes that nursing students must have the knowledge and skills to progress through the program, graduate, and accept increasingly demanding responsibilities as professional nurses. The BSN program in the School of Nursing, therefore, has implemented additional requirements for admission to and progression through the professional nursing component. Admission criteria include a grade of “C” or above in all required pre-nursing courses, a cumulative grade point average (GPA) of 2.75 or above in required pre-nursing courses, and a GPA of 2.75 or above in mathematics and science pre-nursing courses including NUR 205 Pharmacology and NUR 225 Pathophysiology. Two failures in the same required science course will disqualify a student from admission into the professional component of the BSN program.

In order to progress to Level V, final progression semester, all required courses (nursing and general education) through Level IV in the nursing curriculum must be successfully

completed with a grade of “C” or better in nursing courses and a “P” (for pass) in practicum courses. Progression and/or graduation will be halted if required nursing courses are not successfully completed. Progression through the professional component requires that students earn a “C” or higher grade in each course including general education courses and earn a passing score on nursing dosage calculation examinations given at the beginning of each semester. Students may enroll in any nursing course only twice. Dismissal occurs when a student is not successful in a professional nursing course in the second enrollment of the course. Any interruption in student progression requires that the student re-submit an application form to the School of Nursing office. Students who have successfully completed nursing courses at another institution may request to complete a Knowledge Validation Exam (KVE) that coincides with the last course successfully completed at the previous institution. Students must meet all pre-nursing requirements before submitting a request to complete a KVE. A student who wishes to complete a KVE must meet with an academic advisor to assist in the process.

One other policy that differs from those of the University is for registered nursing students who previously graduated from an associate degree program. RN students desiring a baccalaureate degree in nursing are given credit for 42 nursing hours after completing all general education courses and a transition course in professional nursing. RN students are given credit for core content for fundamentals, medical-surgical nursing, psychiatric/mental health nursing, maternity nursing, and child health nursing. This credit is provided after validation of previous nursing education as well as experiential learning.

Admission Requirements for Graduate Studies

The School of Graduate Studies at GSU has always had a selective admission process. The MSN program in the School of Nursing, therefore, is congruent with this policy of selective admissions. The MSN program has, in some of the criteria, a higher requirement than the School of Graduate Studies. Table 3.5 compares the University Graduate School criteria and the MSN program criteria.

Changes to Policies that Affect Students

Student policies are changed as a result of curricular changes, changes in external requirements, input from consultants, results of licensure or certification examinations, or by faculty request. Student policy changes by faculty request require rationale to accompany the request. In addition, suggestions from students are taken into consideration during faculty meetings. Policy changes may be addressed in the Policy Committee or Curriculum Committee initially. The final draft is submitted before the Nursing Faculty Committee for final action. Policies that may make a significant impact on the curriculum are submitted to university administrators for their approval before the policy is disseminated and discussed with students. Nursing students are provided with written documentation in the form of an addendum to the *GSU SON Student Handbook* (Exhibit I-J) when policies are implemented prior to a new printing of the handbook.

Academic policies are established by faculty who teach in the respective BSN or MSN programs. The academic policies are guided by national nursing education standards and are congruent with nursing education unit purposes and those of the University.

Table 3.5 Comparison of GSU School of Graduate Studies and MSN Program Criteria

<i>Criteria</i>	<i>School of Graduate Studies</i>	<i>MSN Program</i>
<u>Admission</u>		
Regular admission to graduate nursing program	N/A	Yes
Bachelor's degree from accredited institution	Yes	Yes
Cumulative 3.0 GPA on 4.0 scale	No	Yes
Official transcripts	Yes	Yes
GRE score (<5 years)	Scores not specified	Minimum score of 400 on each section
Three letters of recommendation	Yes	Yes
Graduate level writing course	Yes	Yes
Interview with MSN faculty	N/A	Yes
Health assessment course	N/A	Yes
Statistic course	N/A	Yes
Minimum professional work experience for 2 years as an RN	No	Yes
<u>Retention/Progression</u>		
No more than 2 "C" grades	Yes	Yes
Specified courses with "B" or "A"	No	Yes Nursing clinical courses
Repetition of courses	Allowed	Allowed only one time in clinical courses
3.0 GPA or better	Yes	Yes
Time frame	6 years	6 years

3.2 Student services are commensurate with the needs of students pursuing or completing the baccalaureate program, including those receiving instruction using alternative methods of delivery.

Students at Grambling State University (GSU) have a large array of support services. Health and counseling services as well as many other student services are provided by the Division of Student Affairs. Academic advisement and career placement are services provided

by the Division of Academic Affairs. Student support is provided by the Division of Enrollment Management.

Student support services are provided by the Division of Student Affairs. The goals of the Division of Student Affairs are to (1) support the educational aims, objectives, and pursuits of university students (2) assist students in eliminating obstacles which interrupt their educational progress, and (3) broaden opportunities for personal, social, cultural, and intellectual development for students within the campus environment. Student Affairs collaborates with other divisions at the University to make the students' educational experiences meaningful. Within the Student Affairs division, these services are provided: Student Intervention and Resource (Counseling) Center; Residential Life and Housing; Foster Johnson Health Center; campus ministries; Student Judicial Affairs; University Police; Office of Retention, Student Support Services, Writing Laboratory, Mathematics Clinics and student life experiences such as Favrot Student Union Board, Student Government Association, intramural and recreation sports department, and other student clubs and organizations.

Health Center

The Foster-Johnson Health Center is an ambulatory medical facility managed by nurse practitioners (with a collaborating physician), a registered nurse and a licensed practical nurse. It is the student's advocate for health promotion, disease prevention and early intervention of illness. The health center provides basic health care services to the Grambling State University student body by offering urgent care, medical advice, health counseling, assessment and treatment of illnesses, referrals, and wellness education. Illnesses and emergencies that cannot be treated at the health center are referred for private care. Health education is provided by nurses during the hours of operation, which are Monday through Friday 8:00 a.m. until 5:00 p.m. The

Health Center nurses track immunization status of all students. Students are required to submit proof of immunizations prior to registration.

Campus Ministries

Campus ministries provide cooperative efforts between campus and community religious organizations. A university chaplain helps to establish a spiritual emphasis within the academic atmosphere on campus. The School of Nursing is aware that the Chaplain is available if spiritual needs arise.

Student Judicial Affairs

The Office of Student Judicial Affairs is a Division of Student Affairs designed to promote student learning, growth and development by increasing awareness of the University's expectation(s) of behavior and collaboratively working with other departments in an effort to create a safe, secure, and civil environment conducive to learning. Additionally, the Office of Judicial Affairs administer a fair student disciplinary process that adheres to prescribed standards. Each student is responsible to adhere to the policies and standards of conduct prescribed by the University, the Board of Supervisors for the University of Louisiana System, as well as those established by local, state and federal laws. The University publishes rules, regulations and policies concerning acceptable student behavior in the *GSU Code of Student Conduct* (Exhibit I-D). The Code of Student Conduct creates an expectation of behavior that the institution deems acceptable. Its primary purpose is to ensure students will not be deprived of life, liberty or property without due process. Nursing students are encouraged to utilize Judicial Affairs to support a fair student disciplinary process that adheres to and acknowledge the standards of conduct described by the University.

Student Support Services

The Student Support Services Program (SSS, formally Project Rescue) is a TRIO program funded by the United States Department of Education under Title IV of the Higher Education Act of 1965, as amended. The SSS program was first established at Grambling State University in 1970. The SSS program has a two-fold purpose of increasing retention and graduation rates of eligible students and helping students make the transition from one level of higher education to the next. All first and second year low-income students, first-generation college students or students with disabilities evidencing academic need are eligible to participate in the SSS project. Program services provided are: academic advising, tutoring, mentoring, career counseling, book loan, equipment loan, computer lab access, grant aid, academic/social activities, seminars and assistance in securing admission to graduate and professional programs.

Mathematics Clinics

The mathematic clinic is a student-centered service designed to improve student performance in Pre-Calculus I and Pre-Calculus II; and will be phased into the general education courses along with other novel curricular and instructional techniques. The Mathematics Clinic was piloted in 2010-2011 and is available specifically to students registered in Pre-calculus I (MATH 147) but is open to all students enrolled in mathematics courses. The clinic is held Monday through Thursday, from 10: 00 a.m. until 4:00 p.m. in the A.C. Lewis Library, Room 116 and is facilitated by members of the Mathematics faculty during their regular office hours. A primary advantage of this service is that for four days per week, there is a faculty member available at a specified place and time to assist students outside the classroom environment. Math Clinics offer additional tutorial support to the development of nursing students by assisting with computation of dosage calculation, critical thinking skills, and overall student performance.

Office of Retention

The mission of the Office for Student Retention is “to recruit, to retain, to graduate” students through the completion of their baccalaureate degree by providing programs that assist them in their academic success. This is accomplished by coordinating retention activities: (1) supporting and monitoring students' academic progress; coordinating with academic advisement units, (2) providing referrals to campus resources and support services, and (3) coordinating programs that foster the academic success of GSU students. The Office of Retention is a university-wide program that targets first-time, full-time freshmen and returning sophomores in the transition from high school to college.

Writing Laboratory

The Writing Enhancement Lab provides tutorial services to enhance student learning to improve students' overall writing skills and to help students have a better understanding of the writing process. The writing laboratory is currently housed in the Department of English in Brown Hall, Room 205. Hours of operation include Monday, Wednesday, and Friday: 8:00 a.m. to 5:00 p.m.; Tuesday and Thursday 8:00 a.m. to 8:00 p.m. Nursing students are encouraged to use the writing laboratory to assist in meeting course objectives to enhance scholarly writing skills.

Simulation Laboratory & Computer Assisted Instruction

The federally funded Title III program has allowed Grambling State University School of Nursing to adopt and incorporate the use of human patient simulation (HPS) and computer assisted instruction (CAI) to enhance teaching-learning methods and improve retention and progression of nursing students. This technology is incorporated in each of the professional levels of nursing. Each HPS and CAI experience is designed to facilitate the success of achieving

course objectives. Students participate and observe faculty-designed simulations that replicate real-life clinical experiences to enhance or supplement learning in the classroom, laboratory, and clinical settings. Furthermore, simulation is used for student remediation on selected skills, to assess student clinical competencies and decision-making skills, and to orient students to clinical challenges that may not be encountered directly. The CAI experience aids students in meeting the course objectives by providing additional content for nursing theory and allow for experiences with computerized testing.

The simulation laboratories have five state-of-the-art high-fidelity simulators. Two SimMan®, one SimMan3G®, one SimNewB, and Sim Baby are available for educational experiences. In addition to the basic capabilities of SimMan®, SimMan3G® is non-tethered and has more advanced capabilities and is highly sophisticated. The simulators come with a computer system equipped to perform clinical scenarios that allow the student to practice in a safe clinical environment. These simulators can be utilized by students to learn basic and advanced procedures. The simulation laboratory is equipped with state-of-the-art audio visual equipment that enables faculty to facilitate learning and ultimately enhance student learning outcomes.

Student Life

Student Life provides opportunities for student involvement within the University community. Favrot Student Union serves as the community center of the University for faculty as well as students. Social activities are available and encouraged among students. The meeting rooms are utilized often for small faculty and student workshops. The Black and Gold Room serves as an excellent location for large conferences and meetings.

Student Government Association

The Student Government Association at GSU is the governing body of the undergraduate students. Students who serve in the SGA are elected by their peers. The SGA is an organization that primarily allows student input into the decision-making processes regarding student life on campus.

Intramural Sports

The Intramural Sports department provides opportunities for students and faculty to participate in physical activities to improve physical and mental health. Student clubs and organizations are an integral part of campus life. Student organizations provide a valuable service by promoting leadership, enhancing campus spirit, providing public service projects, and improving social and cultural interaction among students.

University Police

Grambling State University's Police Department is the University's law enforcement agency. The department provides police and security services 24-hours a day, seven days a week to all university students, faculty, staff and visitors. The University's police department enforces all university's rules and regulations, as well as state and federal statutes and local laws. They compile information, prepare reports and submit data to state reporting agencies. The department shares information regarding arrests and serious crimes with local law enforcement agencies. .

Student Counseling Services

GSU counseling center provides opportunities for student development of personal skills in one-on-one, private sessions. The counselor's purpose is to provide support, advocacy, and resources for students. Services provided include individual counseling, group counseling, emergency-crisis interventions, proactive-outreach consultation, professional development and

American Disabilities Act (ADA) student services. Student Counseling Services provide nursing students with a means for receiving assistance to manage crises as a student.

Academic Advisement

Academic advisement for nursing students begins at the first visit to campus during which they encounter a School of Nursing representative. During freshman orientation, students visit the nursing department when an overview of the nursing program and curriculum is provided. At the time of registration, faculty members advise and assist students with the registration process. Each semester, prior to entering classes in the University computer system, students must speak to a nursing faculty member who will review their transcripts and approve students' schedules. Students are encouraged to schedule appointments with their assigned faculty advisor throughout the semester prior to the time of registration.

Career Service Center

The Office of Career Services purpose is to assist students and alumni in exploring and selecting career-related experience, developing job search skills, and achieving employment or gaining acceptance into graduate or professional schools. In addition, services are provided to students and alumni who are seeking employment or information regarding graduate study via our online job search engine and database with National Association of Colleges and Employers (NACElink) Search job site. The NACElink Network, the result of an alliance among the National Association of Colleges and Employers, Direct Employers Association, and Symplicity Corporation, is a national recruiting network and suite of web based recruiting and career services automation tools serving the needs of colleges, employers and job candidates. The department sponsors a series of employee expectation seminars and workshops in addition to hosting career and teachers' fairs.

The Office of Career Services has a Career Information Center located in Jacob T. Stewart Building, Room 121. The center maintains a permanent library with brochures of many employing organizations in business, education, industry and government. The Career Information Center provides students with resume assistance, access to search job announcements and schedule on-campus interviews.

Financial Aid

The Student Financial Assistance and Scholarships (Financial Aid) department is an integral part of the division of Enrollment Management and Academic Services. The Financial Aid department provides access to three types of financial assistance which are gifts, loans, and employment (*GSU Catalog*, Exhibit I-A). Gifts include scholarships, grants, tuition waivers, and special assistantships. Loans include Federal Stafford, parent PLUS, and short-term loans. Employment includes work study or student wages. Specific financial aid information is described in the *GSU Catalog*, (Exhibit I-A). All of the specified student support services are managed and administered by qualified individuals whose credentials and qualifications are commensurate to their roles and responsibilities.

Distance Learning

Presently the School of Nursing does not engage in distance education. GSU School of Nursing embraces the mission of the Office of Distance Learning and several web-enhanced courses are evident throughout the program. The University's Blackboard system is utilized to provide additional learning materials and student assignments for BSN and MSN courses. These courses have a classroom component as well as online activities. The Distance Learning Program is transitioning from Blackboard to Moodle as a web access platform.

3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

Grambling State University protects the security, confidentiality, and integrity of student records and maintains special security measures such as restricted entrance, password protection, and surveillance to protect and back up data. The University adheres to policies and procedures concerning student records that are in compliance with the Family Educational Rights and Privacy Act (FERPA) and the Health Information and Privacy Protection Act (HIPPA). FERPA and HIPPA are published on the University's website (<http://www.gram.edu/offices/registrar/ferpa/>) and, in the GSU General Catalog 2009-11 (Exhibit I-A). Grambling State University and the School of Nursing utilize systematic methods for maintaining student records which include limited access, confidentiality, and locked file cabinets and doors. Permanent academic records are secured under the direction of the Registrar's Office.

Confidentiality of electronic records is secured by restricting use to only those who have been granted access. Paper copies of students' permanent records are kept in a secured fire-proof vault in the Registrar's Office. Only the Registrar's office staff has access to these records. All academic records are retained permanently as recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Annually, all academic records are scanned and imaged to compact disc (CD) by Databank, an imaging and information solutions corporation in Monroe, Louisiana. Databank, located approximately 35 miles from campus, serves as an offsite record storage facility. All staff who have access to the records and electronic data are trained to ensure compliance with the institution's procedures on confidentiality, security, and integrity of student data. Students who

work in the office are required to complete a Student-Employee Code of Responsibility for Security and Confidentiality of Records and Files Form. These completed statements are maintained in the Registrar's Office. Table 3.6, Financial Aid Documents and Location, provides additional information regarding student records. Students in the School of Nursing benefit by the University's compliance with the financial and educational guidelines and regulations for record keeping.

Table 3.6 *Financial Aid Documents and Locations*

Documents	Location
FERPA Annual Notice	http://www.gram.edu/registrar/annual.asp
University General Catalog 2009-2011	http://www.gram.edu/sacs/ccd/section3/3-9/3-9-2/0911catalog.pdf
FERPA Brochure for Students and Parents	http://www.gram.edu/registrar/docs/FERPA%20for%20Parents.pdf
AACRAO's Retention of Records Guide for Retention and Disposal of Student Records	Office of Records and Registration Grambling State University Grambling, LA 71245
Student-Employee Code of Responsibility for Security and Confidentiality of Records and Files Form	http://www.gram.edu/sacs/ccd/section3/3-9/3-9-2/StudentCodeofResponsibility.pdf
Grambling State University Information Technology Center Policies	http://www.gram.edu/sacs/ccd/section3/3-9/3-9-2/GSUInternetUsePolicy.pdf
GSU Internet Use Policy	http://www.gram.edu/sacs/ccd/section3/3-9/3-9-2/RemoteAccessPolicy22.pdf
Remote Access Policy	http://www.gram.edu/sacs/ccd/section3/3-9/3-9-2/InformationTechnologyCenterPassword.pdf
GSU Password Policy	http://www.gram.edu/sacs/ccd/section3/3-9/3-9-2/DataSanitizationPolicy.pdf
Data Sanitization Policy	http://www.gram.edu/sacs/ccd/section3/3-9/3-9-2/LADataSanitizationpolicy.pdf
Louisiana Office of Information Technology Policies	http://www.gram.edu/sacs/ccd/section3/3-9/3-9-2/LAremoteaccesspolicy.pdf
IT-POL-003 Data Sanitization	http://www.gram.edu/sacs/ccd/section3/3-9/3-9-2/LApasswordspolicy.pdf
IT-POL-012 Remote Access to Internal Networks	
IT-STD-009 Authentication /Passwords	

Data and Software Integrity

The Information Technology Center (ITC) uses the latest technology to protect the integrity of the University's data by deploying Microsoft updates and anti-virus software on the University's network. The ITC distributes the Microsoft updates and anti-virus software updates to every computer on the network to ensure that the latest updates and viruses will not infect and ultimately corrupt stored data. The antivirus software allows the ITC to produce reports to illustrate how many viruses were detected and deleted using the anti-virus software. The ITC uses software installed on computers in student computer labs to preserve the original configuration of the computer by deleting at reboot, any software that was downloaded to the computer during the day, including software that could pose a threat to the College computer network. The School of Nursing faculty maintains compliance through password protection, anti-virus software, recommended and required updates of software, and collaboration with Information Technology staff.

Backup Procedures

The ITC follows a rigorous procedure to backup student data in the event of hardware, software failure or catastrophic incident. All the ITC servers that store student data are backed up fully once a week and incrementally every weekday. The tapes that store university data are stored off-site, rotated every two weeks and the rotations are stored in a fire proof vault located in the ITC.

Physical security

Access to the physical storage devices in ITC central computer room is restricted to ITC employees who need access to perform their duties. Access to two locked doors is required to enter the central computer room. Any employees other than computer operations personnel, such

as technical staff working on computer or networking systems, or non-employees such as maintenance personnel or members of tour groups, must log their activities or visit on the log sheet. All activity is monitored by the departmental surveillance camera system. The Associate Vice President for Information Technology, Director of Network Services or Director of Administrative computing and the management staff periodically review entries on the log to verify legitimacy.

Passwords and permission

The ITC uses network passwords to authenticate valid users and to protect data across its network. Passwords to the network must be changed every 30 days. Written permission is required to gain access to student data within the student information system. Any changes to access the information must be approved by the person who has primary responsibility for the data. These changes are then performed by the ITC's Security Administrator, Director of Network Services or System Administrators. The user IDs and passwords of terminated employees are disabled and their accounts quarantined as soon as the employee has completed his or her last day of work.

Data Security and Sanitization

The University ensures that student records are secure from intrusion from unauthorized access. When the institution sends electronic files internally, or to other state and federal agencies appropriate security and encryption measures are utilized. Firewalls, virtual private networks, intrusion detection appliance, and secure socket layer (SSL) certificates are used to secure data. The procedures of Grambling State University require that sensitive data is removed from equipment prior to disposal or transfer.

Firewalls

The University utilizes firewall and intrusion detection systems to protect the University network from unauthorized access. Firewall rules are developed, tested, documented, and implemented by qualified university staff or service providers. Records of firewall changes are stored for one year. Educational records for School of Nursing BSN students are kept in secure files in the administrative suite. The data stored in official School of Nursing files include academic contracts for each semester, policy forms with the original student signature, and academic/transcript evaluation forms. Other forms found in the official files include application to the professional component, proof of clinical requirements, and clinical evaluations. After graduation, the required program completion forms are included in the student's academic file.

For students who are dismissed from the program, all forms except graduation forms will be kept in the academic file. Academic records by semester for each class are kept by faculty in their respective courses. Files with a copy of each blank test with a test key and Scantron forms for all students are kept for five years. The students' test booklets are shredded to provide additional needed space as well as provide test security. At the end of each semester, copies of the grade sheets are provided to the School of Nursing Office. At the end of each semester, students' grades are submitted to the School of Nursing administrative office; failing grades at mid-term as well as all grades at the end of the semester are entered in the computerized Banner Web system.

Records for all MSN students are securely maintained in the Graduate Admissions' office. Students' grades are submitted to the School of Nursing administrative office at the end of the semester and failing grades at mid-term as well as all grades at the end of the semester are entered in the computerized Banner Web system. Records maintained for each MSN student

include application for admission to the professional component of the program, clinical evaluation forms, final transcript showing progression through the program, and graduation forms. For students terminated in the program, the same records are maintained except graduation forms.

Financial records are secured in the Financial Aid department. Students who apply for any type of financial assistance are required to file the Free Application for Federal Student Aid (FAFSA). The FAFSA and the Student Aid Report (SAR) are required to determine eligibility for financial aid. These records are a part of the files kept in the Financial Aid department. Each year the amount and type of financial assistance are recorded by the Financial Aid department. Only employees in the Financial Aid department have access to the student records secured in that department.

3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

The School of Nursing is in compliance with the Higher Education Reauthorization Act Title IV eligibility. Certification requirements are maintained appropriately.

3.4.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

Compliance with the Higher Education Reauthorization Act Title IV is met by the office of Financial Aid, which strives to inform students of the various repayment options which include standard, extended, and graduated repayment, income contingent option and income based plan.

By having clear knowledge and understanding of these payment plans, students are more likely to repay their student loans in a successful manner. The Office of Financial Aid relies

heavily on entrance and exit counseling. Students can complete these counseling sessions via the internet at <http://www.studentloans.gov>. The counseling sessions are very informative for student loan borrowers at the University. The knowledge that student loan borrowers receive during both counseling sessions help ensure that they will be knowledgeable about how to properly communicate with their student loan servicers. They also receive information about the rights that they have as student loan borrowers as well as their student loan servicers. An informed student loan borrower is very likely to fulfill their student loan obligation.

The Financial Aid office provides a written comprehensive student loan repayment program in the Default Prevention Plan. Entailed in the Default Prevention Plan is a list of measures that the Financial Aid office has taken to ensure that students are informed about student loans. The Financial Aid office utilizes entrance and exit counseling, which provides students with extensive knowledge about student loans.

Default Prevention Plan

Entrance Counseling (studentloans.gov)

Before the release of loan proceeds, entrance counseling is required of all new freshmen, new borrowers and transfer students who are enrolled in Grambling State University for the first time. The sessions are held each day at beginning of the fall and spring semesters. In these sessions, the following information is provided:

- Difference between a subsidized and unsubsidized loan
- Importance of maintaining academic eligibility for financial aid
- Information on the purpose a 6 month grace period
- Repayment options
- Students obligation to notify lenders and guarantee agencies when they move, change

their name, telephone number, transfer to a new school, change their social security number or drop below half-time status

- Information on deferments and forbearance and how to obtain them
- Consequences of a defaulted loan

Exit Counseling (studentloans.gov)

Exit Counseling is provided to students who are withdrawing from the University or graduating. The following information is provided to these students:

- Difference between a subsidized and unsubsidized loan
- Importance of maintaining academic eligibility for financial aid
- Information on the purpose a 6-month grace period
- Repayment options
- Students obligation to notify lenders and guarantee agencies when they move, change their name, telephone number, transfer to a new school, change their social security number or drop below half-time status
- Information on deferments and forbearance and how to obtain them
- Consequences of a defaulted loan
- A sample repayment schedule is provided

Financial Literacy and Post Student Contact

Financial literacy informational sessions are held for the student body which helps to ensure that students are more knowledgeable about how to manage finances. Knowledge about financial literacy assists in reducing student loan borrower's chance of defaulting on student loans. If a situation occurs in which a student borrower becomes delinquent on their student

loans, communication from the default prevention team will take place in the following manner:

- Mail a letter to student borrowers stating the amount of days delinquent, lenders, and contact information of lenders
- Contacting students by telephone informing them of the status of the delinquent loan.
- Mailing a postcard to student borrowers to contact default prevention team for assistance in resolving the issue

The default prevention team conducts departmental visits across the University emphasizing the importance of sensible borrowing and maintaining satisfactory academic progress. In these lecture type sessions, material on debt management is distributed which contains alternative financing options before the beginning of a new award year. Another key function of the default prevention team is to provide information to students about scholarships and grants. The University understands the importance of distributing information about financial resources that do not have to be repaid.

Skip Tracing

GSU Financial Aid office is in constant communication with student loan lenders through skip tracing. Skip tracing is a tool that helps prevent student loan defaults by ensuring that lenders have accurate and up to date contact information for student loan borrowers. Furthermore, GSU utilizes <http://www.NSLDS.ed.gov>, (National Student Loan Data System), a tool in which financial aid professionals and students can review borrowers' student loan profiles. This website allows borrowers to know the amount of their student loan debt as well as the various servicers of the student loans. This website can also be utilized to monitor the delinquency of student loans.

3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.

Student loans borrowers are required to log on to <http://www.studentloans.gov> and complete entrance and exit counseling. During the required entrance and exit counseling, student loan borrowers are reminded of the obligation to repay student loans in a responsible fashion. Students are instructed on forbearance and deferment, payment plans, and of what actions to take in the case of inability to make loan payments. In completing exit counseling on [studentloans.gov](http://www.studentloans.gov), students are able to see which student loan servicers possess their student loans. In addition to participating in entrance and exit counseling, students are provided with literature in the form of a brochure that informs them on how to successfully repay student loans. This brochure has been formulated by the Default Prevention team at Grambling State University and has been customized to meet the needs and to adequately inform the students of Grambling State University. Entrance and exit counseling can be completed at [studentloans.gov](http://www.studentloans.gov). Grants and scholarship specific for nursing students include the Health Resources and Services Administration (HRSA) grant, Department of Education stipend for African Americans, and the Tequita Bryant Memorial Scholarship.

3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

Grambling State University confirms the integrity and consistency of all information intended to inform the public. GSU School of Nursing is approved by the Louisiana State Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC). Due to issues of meeting a report requirement, the School of Nursing is on conditional approval. Information about the nursing program's accreditation can be found on the University

website at (<http://www.gram.edu/about/accreditation>). Also, accreditation status of the University and the nursing program can be found in the *GSU General Catalog* (Exhibit I-A) and the *GSU SON Student Handbooks* (Exhibits I-J & I-K). Current certificates are displayed in administrative suites in the School of Nursing.

3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

Student policies are changed as a result of curricular changes, changes in external requirements, input from advisory bodies, results of licensure or certification examinations, or by faculty or student request. Faculty reserve the right to change program policies as needed. If a change in policy occurs, students will receive written notification in which a signature is required for confirmation. In addition, nursing students are provided with written documentation as an addendum to the *GSU SON Student Handbooks* (Exhibits I-J & I-K) when policies are implemented prior to a new printing of the handbook.

When changes occur in a course or a clinical component, advanced notice is provided in class, on Blackboard/Moodle, and/or via college e-mail. In addition, if significant changes in policies occur, students are required to attend a special School of Nursing convocation pertaining to the change in policy.

3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

All students must complete the Nursing 125 Computer Literacy Exam before entering the professional component of the nursing program. Based on this competency, each nursing course utilizes Blackboard/Moodle as an online course management and learning system. Nursing courses are web-enhanced which indicate that traditional face-to-face classes are augmented with

course websites via Blackboard/Moodle. Each student has access to a Blackboard/Moodle user manual upon course enrollment (http://docs.moodle.org/22/en/Moodle_manuals).

Quick tutorials for Blackboard/Moodle are also available on the University website and are easily accessible. In addition, if students need an alternative method of delivery for assistance with Blackboard/Moodle, the program coordinator for Blackboard is readily available via email, phone, or face-to-face to assist students. Blackboard is used to disseminate vital information and documents for courses. Such information may include, syllabi, PowerPoint presentations, podcast, discussion boards, course announcements, quizzes, examinations, and course grades.

3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible [Graduate Criteria 3.8].

Currently the School of Nursing does not engage in distance education. Classes that have distance education components are provided in the BSN and MSN program within specified courses. No course within either program is provided exclusively via distance learning format. However, Blackboard/Moodle is used to augment nursing courses. This learning management system allows faculty to post power point lectures, assign readings, and provide external links to enhance learning. Discussion board threads are provided for course topics and students are able to post assignments. Students are also able to sit for examinations via Blackboard/Moodle. Further consideration is being made to add distance education to the BSN and MSN curriculum.

Standard 4: CURRICULUM

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

Grambling State University School of Nursing utilizes the standards of nursing practice as promulgated by the Louisiana State Board of Nursing (LSBN) and the practice expectations of a baccalaureate prepared nurse as elucidated by the American Association of Colleges of Nursing (AACN). Nursing practice and legal standards of nursing practice are defined by LSBN and are available on the organization's website (<http://www.lsbn.state.la.us/users/educators.asp>). The AACN document *The Essentials of Baccalaureate Education for Professional Nursing Practice* (Exhibit III-E) is a copyrighted document available from AACN (<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>).

As the legal authority of nursing in the State of Louisiana, LSBN specifies the legal standards of nursing practice. Seven standards are defined and explained by LSBN which are assessment, analysis, planning and prioritization, implementation, evaluation, continuous re-assessment and modification, and professional performance. AACN describes the roles of professional nurses. Nurses are providers, designers, managers, and coordinators of care. To prepare professional nurses to function in the present and future health care system, AACN describes the components of baccalaureate nursing education. Components of professional nursing education are liberal education, professional values, core competencies, core knowledge, and role development.

The competencies for the BSN graduate are the result of accomplishing the overall program objectives. The competencies for BSN graduates are clearly articulated and are derived from the School of Nursing (SON) philosophy. The BSN program outcomes are composed of the BSN Graduate Competencies, Level Objectives, and Student Learning Objectives. The SON faculty meets the program outcomes by providing a variety of learning experiences leading to the competencies of the BSN program. Table 4.1 displays the congruence and relationship among the SON Philosophy, BSN Competencies, and SON Provision of meeting competencies.

Table 4.1 *Congruence: SON Philosophy and BSN Graduate Competencies*

SON Philosophy Statements	BSN Graduate Competencies	SON Provisions
Professional nursing education integrates theories and concepts from physical, biological, and behavioral sciences; arts; and humanities. Nursing practice requires application of theoretical and research-based knowledge.	Synthesize theoretical and empirical knowledge from the humanities and the physical, biological, and behavioral sciences with nursing theory and practice.	Faculty members provide experiences for students to operationalize their theoretical knowledge regarding patients who are experiencing various levels of wellness, and plan, implement and evaluate appropriate interventions.
Nursing is an interactive, interpersonal process that uses resources to promote adaptation and growth. Health is a dynamic state on a continuum from wellness to illness. Client systems are defined as the individual, family, group, and communities.	Apply the nursing process to promote adaptation along the wellness-illness continuum for multiple client systems throughout the life cycle in a variety of settings.	Faculty members provide various opportunities in the classroom, clinical, and laboratory settings to facilitate students' application of the nursing process along the continuum of care including health promotion, risk reduction, and disease prevention.
The baccalaureate prepared nurse will assume the roles of care provider, manager, teacher, change agent, and advocate. Society's components are multi-variant with respect to ethnic origin, culture, and socioeconomic status.	Assume various roles of the professional nurse to meet health needs of client systems in a multi-variant and changing society.	Faculty members provide a variety of learning opportunities that facilitate students' working within various clinical settings that provide nursing care to patients requiring different services with that setting/system.

SON Philosophy Statements	BSN Graduate Competencies	SON Provisions
Collaboration and coordination with other health care disciplines are necessary.	Collaborate with other health team members to promote optimal health of various client systems.	Faculty members provide learning experiences that facilitate development of leadership skills to collaborate with diverse health care teams in providing optimal health to diverse clients.
Therapeutic communication skills are necessary to establish the professional nurse/client relationship.	Utilize appropriate communication techniques with multiple client systems in a variety of settings.	Faculty members provide various opportunities for students to learn and develop appropriate communication techniques with diverse patients, families, and individuals. Classroom, clinical, and laboratory settings are used for this purpose
The professional nurse assumes responsibility and demonstrates accountability to clients.	Demonstrate professional accountability incorporating legal and ethical aspects in nursing practice.	Faculty members provide various opportunities in the application of care based on an understanding of ethics and participate in ethical decision making.
The baccalaureate prepared nurse is expected to assume the role of manager/ leader.	Demonstrate leadership and management skills within the practice setting to enhance the quality of health care delivery.	Faculty members provide multiple opportunities for students to demonstrate leadership and management in the clinical, laboratory, and classroom settings.
Baccalaureate students are expected to evaluate and utilize research findings in nursing practice.	Evaluate research for the applicability of its findings to nursing practice.	Faculty members provide experiences that facilitate integration, observation, and participation in conducting nursing research in delivering outcome-based patient care.
Graduates are prepared to pursue further education. One goal of nursing is to provide direction for present and future health care.	Exhibit responsibility for continued personal and professional growth to prepare for present and future practice of nursing.	Faculty members serve as role models and provide opportunities to observe and emulate professional nurses who model excellence in providing, designing, managing, and coordinating care, and who incorporate professionalism into practice.

SON Philosophy Statements	BSN Graduate Competencies	SON Provisions
Utilization of teaching/learning principles in professional nursing practice is essential for promoting adaptation of clients.	Utilize the teaching/learning process to promote optimal health for multiple client systems.	Faculty members provide students with various opportunities to utilize teaching/learning process to promote and maintain optimal health for diverse patients and within a diverse health care system.

4.1 Program outcomes are congruent with established professional standards, curriculum guidelines, and advanced nursing practice competencies as applicable [Graduate Criteria].

The Graduate Nursing program was established utilizing the national curriculum guideline standards in AACN Essentials for Graduate Education, The National Task Force on Quality Nurse Practitioner Education by the National Organization of Nurse Practitioner Faculty (NONPF), and the Standards and Guidelines for graduate nursing programs published by the National League for Nursing Accrediting Commission (NLNAC). The Louisiana State Board of Nursing (LSBN) provides legal requirements for graduate nursing programs preparing advanced practice registered nurses (APRN) in their rules and regulations.

The Graduate Nursing program had an initial NLNAC site visit and was granted full four year accreditation in 2000. In 2004, the NLNAC conducted a joint site visit for the BSN and the MSN programs. The visit resulted in an eight year accreditation. A focused NLNAC visit occurred in May, 2011 to grant approval of the newly established Pediatric Nurse Practitioner program (Exhibit III-A).

Graduate Program Outcomes

The expected graduate program outcomes are to provide advanced knowledge, intellectual skills, and clinical competence for specialization in nursing practice for nurse

practitioner students and nurse educator students.

Nurse Practitioner Student Competencies (FNP and PNP):

1. Provide health care services which incorporate and synthesize theory, science, and empirical clinical knowledge for the assessment and management of both health and illness states. Management incorporates health promotion, health protection, disease prevention and treatment.
2. Demonstrate personal, collegial, and collaborative approaches to patient care.
3. Serve as a patient advocate and role model to impart health care knowledge and psychomotor skills to patients.
4. Demonstrate a commitment to the implementation, preservation, and evolution of the nurse practitioner role. Implement critical thinking and build collaborative, interdisciplinary relationships to provide optimal care to the patient and family.
5. Achieve improved health outcomes for patient, community, and systems through managing and negotiating health care delivery systems.
6. Ensure quality of care through consultation, continuing education, certification, and self evaluation and monitoring of one's own practice patterns.
7. Provide culturally competent care with respect to cultural and spiritual beliefs.

Nurse Educator Student Competencies:

1. Assume leadership in curriculum, instruction, and evaluation.
2. Engage students in their learning and broaden their vision of patients, communities, and their profession.
3. Model appropriate behaviors of professional practice.
4. Contribute to the development of knowledge in the discipline through the scholarship

of discovery, integration, and application of knowledge.

5. Design, collaborate, and utilize research in nursing education and nursing practice.
6. Utilize knowledge and skills associated with collaboration to enact and enhance the best practices for the teacher and scholar role.

4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

The curriculum of the BSN program was developed initially and is revised periodically by the nursing faculty. Sections of the curriculum are reviewed each year as new faculty join the organization and as new approaches to nursing education become known. Whenever the University revises its mission and philosophy, the School of Nursing reviews its mission and philosophy for currency, relevance, and congruence with the University.

The curriculum is reviewed by nursing faculty members when performance of graduates on NCLEX-RN falls below 90% in an effort to determine if changes are needed regarding rigor and currency. Faculty in Level V have open lines of communication with all candidates and dialogue with them about content that appeared on the examination. Additionally, each candidate who is unsuccessful is interviewed to determine what weak areas were identified. This information is shared with nursing faculty during the open faculty meeting and dialogue regarding the most suitable course of action is established. The curriculum committee further evaluates the information received and offer recommendations to the level coordinators regarding effective strategies for rigor and currency that will facilitate success. Appropriate changes are then made to the curriculum and course content. Ultimately, the effectiveness of this strategy is determined by subsequent cohorts and their outcomes on NCLEX-RN.

Each year the curriculum is reviewed for comprehensiveness, currency and relevance to nursing practice. Safety, critical thinking, and clinical decision making are key issues that are considered in reviewing the curriculum. Nursing course content is reviewed each semester by course faculty who are the content knowledge experts to insure currency and comprehensiveness. The School of Nursing Curriculum Committee is charged with review of content of courses in the curriculum that have overlapping content and concepts every three years to ensure cohesiveness in the curriculum and to prevent redundancy.

The School of Nursing Curriculum Committee meets at least three times each semester and brings key issues to the BSN program faculty for consideration. After consideration of any proposed change, committee members discuss and vote to implement change. The issue is then brought to the SON Faculty Committee for a final discussion and vote before implementation. Committee minutes are kept in a centralized location in the SON office for all faculty members to review when necessary. Electronic copies of minutes are also maintained. Student input into curriculum development is essential to the effectiveness of the curriculum and provides students with opportunities to serve as change agents within their program. At the beginning of each semester, faculty members share with students the value of serving as student representatives on the curriculum committee as well as other standing committees. Students who volunteer to serve on the committee are provided with a list of meetings dates, times and locations. There are five levels in the professional component of the BSN program and students at every level (1-5) are given the opportunity to represent their level in the nursing program. During meetings, students share concerns regarding curricular or course needs. The curriculum committee provides students with the understanding that their concerns are considered when decisions are made.

MSN Program

The initial curriculum for the graduate nursing program was developed by the faculty who were on staff at that time under the direction and guidance of a national consultant, Dr. Charlene Hanson. Dr. Hanson guided the faculty to incorporate nationally approved professional standards in the curriculum plan and provided ongoing consultation and oversight of the program from the inception of the program through the first national certification visit in the year of 2000.

At the beginning of each semester, the faculty members teaching in the MSN program review the curriculum for that upcoming semester, incorporating any evaluation data from course evaluations, changes in national practice guidelines from expert clinical panels, and regional practice changes to provide a framework for implementation of any needed changes in the curriculum. Faculty members teaching in the MSN program regularly attend regional and state nurse practitioner meetings and conferences to stay abreast of current changes in healthcare delivery. Faculty members incorporate recent research into lecture presentations to provide the most current information and to role model utilization of evidence-based practice for students. Faculty members also role model the use of handheld electronic technology in the clinical setting which allows access to online, evidence-based clinical treatment standards and guidelines.

4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

The current BSN curriculum plan shown in Table 4.2 is a four-year, 120 semester credit hour program. The curriculum flows from the mission and philosophy through the organizing framework to a logical progression of course outcomes and learning activities to achieve desired objectives and outcomes. Appendix B displays the School of Nursing organizational structure.

BSN graduates, who have achieved the ten graduate competencies of the program, as

listed in Table 4.3, are prepared to function as beginning professional nurses. Although the graduates come from minority and disadvantaged populations, they are able to demonstrate the cognitive, affective, and psychomotor capabilities required for professional nursing practice. These capabilities range from beginning nursing skills to leadership and management skills. Psychomotor and affective capabilities are integrated in the implementation of basic and complex clinical nursing interventions.

The learning experiences provided through didactic instruction and supervised clinical practice are planned and guided by faculty members to achieve the competencies of the BSN program. Students are expected to build upon the foundation of the pre-nursing courses. Within each nursing course, the content and clinical learning experiences provide an additional step to reach the goals specified in the graduate competencies as illustrated in Table 4.3.

Table 4.2 Grambling State University School of Nursing BSN Curriculum Pattern

Freshman Year

Pre-Nursing

1 st semester	Hours	2 nd Semester	Hours
Eng 101 (Fr Comp)	3	Eng 102 (Fr Comp)	3
Math 147 (Precalculus I)	3	Hist 101 or 104	3
Biol 207/207L (A & P/Lab)	3/1	Biol 208/208L (A & P/Lab)	3/1
Chem 105 (Inorg Chem)	3	Chem 106/108 (Org/Bio/Lab)	3/1
FYE 101 (Fr Sem)	1	FYE 102 (Fr Sem)	1
Nur 125 (Comp Lit Exam)	0	Psy 200 (Gen Psy)	3
Total	14	Total	18

Sophomore Year

1 st semester	Hours	<i>Professional Component</i> 2 nd Semester	Hours
Eng 200 (World Lit.)	3	Nur 204 (Health Assess)	3
Nur 225 (Pathophysiology)	3	Nur 212 (Fundamentals)	5
Biol 304 (Microbiology w/Lab)	4	Nur 212K (Fundamentals Practicum)	4
Nur 201 (Intro Prof Nursing)	2	Art/Music Elective	3
Nur 205 (Pharmacology)	3	GET 300 (Rising Jr Exam)	0
Total	15	Total	15

Junior Year

1 st semester	Hours	2 nd Semester	Hours
Nur 303 (Group Seminar II)	2	Nur 305 (Group Seminar III)	2
Nur 308 (Adult MedSurg I)	6	Nur 312 (Adult MedSurg II)	3
Nur 308K (Adult MedSurg I Clinical)	4	Nur 312K (MedSurg II Clinical)	2
Psy 304 (Abnormal Psy)	3	Nur 314 (Psy/Mental Health Nur)	3
Total	15	Nur 314K (Psy Nur Clinical)	2
		Stat/Math 273 (Statistics)	3
		Total	15

Senior Year

1 st semester	Hours	2 nd Semester	Hours
Nur 403 (Group Seminar IV)	2	Nur 406 (Intro Research in Nur)	3
Nur 408 (Child Health Nursing)	3	Nur 407 (Critical Think in Nur)	2
Nur 408K (Child Nursing Clinical)	2	Nur 412 (Community Nursing)	2
Nur 410 (Women's Health Nursing)	3	Nur 412K (Community Clinical)	2
Nur 410K (Women's Health Clinical)	2	Nur 414 (Management in Nursing)	2
Econ 201 (Macroeconomics)	3	Nur 414K (Management Clinical)	2
Total	15	Total	13

Required Hours: Nursing - 69 hours

General Education - 51 hours

Total - 120 hours

Table 4.3 *Development of BSN Competencies: Examples of Learning Experiences***1. Synthesize theoretical and empirical knowledge from the humanities and the physical, biological, and behavioral sciences with nursing theory and practice.**

Level	Course Content	Learning Activities/Instructional Methods
I	Infection control: prevention of transmission, concepts of inflammation	Didactic presentation, required reading; demonstration of growing, gloving, setting up sterile field; drawing chain of infection
II	Postoperative wound infection, wound healing	Didactic presentation, required reading; Clinical assignments of patients with wounds and dressing changes
III	Care of client with pericarditis	Didactic presentation, required reading; Clinical assignment of patients with high risk for infection
IV	Care of client with puerperal infection Care of toddler with meningitis	Didactic presentation, required reading; Clinical assignments, case studies
V	Care of community to prevent influenza	Didactic presentation, required preparation; Administration of influenza vaccine through public health organizations

2. Apply the nursing process to promote adaptation along the wellness illness continuum for multiple client systems throughout the life cycle in a variety of settings.

Level	Course Content	Learning Activities/Instructional Methods
I	Introduction to nursing process	Nursing lab practice, videos, use of computer generated care plans
II	Care for adult with TB	Didactic presentation, required reading; Clinical assignments on med/surg unit
III	Care for adult with mood disorder	Didactic presentation, required reading; Clinical assignments on psychiatric unit
IV	Care of pregnant woman Care of child with asthma	Didactic presentation, required reading; Clinical assignments
V	Providing breast screening	Clinical preparation, demonstration/return demonstration

3. Assume various roles of the professional nurse to meet health needs of client systems in a multi-variant and changing society.

Level	Course Content	Learning Activities/Instructional Methods
I	Provider - implement basic care & health	Didactic presentation, required reading; videos, CAI, Assessment Clinical lab demonstration/return demonstration
II	Teacher - teach client to care for wound	Didactic presentation, required reading; videos, Demonstration, seminar presentations, develop teaching/learning plan
III	Advocate - provide physical & emotional	Clinical assignment with patients requiring assistance support for client on ventilator with adaptation needs
IV	Teacher & advocate - encourage women& support decision to breast feed	Didactic presentation, required reading; videos, Role play, case studies, referral to support groups
V	Coordinator of care - provider	Designs care for clients with multiple health problems and client in community with multiple problems.

4. Collaborate with other health team members to promote optimal health of various client systems.

Level	Course Content	Learning Activities/Instructional Methods
I	Health care reports	Didactic presentation, required reading; role play, Students provide report to client's nurse during & at end of day in clinical
II	Planning care for post-op client with pain	Collaboration with nurse, interaction & observation of respiratory therapist, pharmacist, and physician
III	Weaning client off ventilator	Collaboration with physician; participation in multi-disciplinary team meeting
IV	Dietary principles for pregnant client with	Collaboration with dietitian diabetes mellitus
V	Planning community influenza clinics	Collaboration with school nurses, home health nurses, public health nurses, community organization officials

5. Utilize appropriate communication techniques with multiple client systems in a variety of settings.

Level	Course Content	Learning Activities/Instructional Methods
I	Principles of therapeutic communication	Didactic presentation, required reading; role play; Interpersonal process recordings (IPRs) in clinical
II	Utilization of communication with client	Didactic presentation review, clinical assignment with CVA Creative communication processes in writing & speech
III	Communicating with clients on ventilator and families and health team Communicating with client with hallucinations	Clinical assignment, use of chalkboard, alphabet board, and sign language. Use of nonthreatening body language; role play
IV	Communicating with pregnant clients Communicating with infant	Clinical assignment, including family in communication process, attention to body cues
V	Communicating with clients in community	Clinical assignments

6. Demonstrate professional accountability incorporating legal and ethical aspects in nursing practice.

Level	Course Content	Learning Activities/Instructional Methods
I	Professional values & ethics, responsibility for care, confidentiality	Didactic presentation, required reading; case studies; discussion, values clarifications exercises, clinical scenarios discussed in clinical conferences
II	Care of client with Alzheimer's	Clinical assignment, discussion of case studies, clinical conferences
III	Care of client who is organ donor	Clinical assignment, case studies, discussion of scenarios in conferences.
IV	Care of infant with anencephaly	Clinical assignment, case studies, clinical conferences
V	Care of elderly who has been neglected by family	Clinical assignment, case studies, clinical scenarios

7. Demonstrate leadership and management skills within the practice setting to enhance the quality of health care delivery.

Level	Course Content	Learning Activities/Instructional Methods
I	Time management	Clinical lab exercises, timed return demonstrations, completion of clinical assignments
II	Care of client and family	Completion of clinical assignments with adequate preparation and organization
III	Care of client, family, and groups	Clinical work with clients and group therapy; able to organize and complete work appropriately.
IV	Care of child and significant others	Demonstrates management skills of organization, collaboration, coordination, and time management in clinical settings.
V	Concept of staffing	Demonstrates ability to make appropriate assignments in clinical area based on staff availability and client acuity and numbers class & clinical exercises

8. Evaluate research for the applicability of its findings to nursing practice.

Level	Course Content	Learning Activities/ Instructional Methods
I	Role of evidence-based practice for nursing	Discussion of role of research in clinical conferences
II	Use of research findings for care of client with hypertension	Discussion in clinical conferences; included in nursing care plan
III	Use of research findings for client with renal failure	Discussion in clinical conferences; included in nursing care plan
IV	Use of research findings for client with mastitis	Discussion in clinical conferences; use in care of client
V	Critique of research findings	Written critique using pre-determined criteria; participation in collection, analysis, and presentation of data for research project

9. Exhibit responsibility for continued personal and professional growth to prepare for present and future practice of nursing.

Level	Course Content	Learning Activities/ Instructional Methods
I	Activities required for successful learning	Utilization of NET results to assist students to determine preferred learning styles; class discussions in clinical conferences
II	Integration of information such as fluid and electrolytes	Classroom discussions, clinical conferences, participation in continuing education activities at clinical site
III	Recognition of voluminous amount of knowledge required to care for client and the rapidity with which some knowledge changes	Classroom discussions, clinical conferences, continuing education activities
IV	New treatments for child with cystic fibrosis	Classroom discussion, clinical conferences, case studies, incorporation of new findings in care plan
V	Continued professional growth	Attendance at professional conferences, professional certification, professional organization meetings

10. Utilize the teaching/learning process to promote optimal health for multiple client systems.

Level	Course Content	Learning Activities/ Instructional Methods
I	Teaching/learning process	Didactic presentation, required reading; practice writing teaching/learning plan for assigned client
II	Care of client with diabetes mellitus	Teaching/learning plan required in clinical setting
III	Care of client with laryngectomy	Teaching/learning plan required in clinical setting
IV	Care of adolescent client with STD	Teaching/learning plan required in clinical setting
V	Care of family in community; importance of immunizations	Teaching/learning plan required in community setting

4.3 The curriculum is designed to prepare graduates to be information literate and to practice from an evidence-based approach in their advanced practice role

[Graduate Criteria].

Graduate nursing students in the Nurse Educator and the Nurse Practitioner programs are consistently directed to utilize current research, practice guidelines, and best practices literature throughout the program. All graduate nursing students engage in literature reviews and research utilization in the core courses (NUR 501 Advanced Nursing Theory and NUR 503 Advanced Nursing Research). Table 4.4 identifies assignments within the core courses designed to improve information literacy for all graduate students.

Table 4.4 *Information Literacy in MSN Core Courses*

Core Course	Assignments which emphasize information literacy
NUR 501 Advanced Nursing Science Theory	<ul style="list-style-type: none"> -Debate teams are assigned specific theorists to debate theoretical concepts within the theory -Empirical relevance paper assignment which requires extensive reading and research on theoretical concepts and nursing theorist -Research article critique to analyze use of theory to drive the research -Concept analysis via threaded discussion on Blackboard course format which requires additional research and reading to synthesize concept and present analysis to peers
NUR 503 Advanced Nursing Research	<ul style="list-style-type: none"> -Completion of Chapters 1, 2, & 3 of a research proposal which includes an exhaustive literature review and a detailed plan to conduct a research thesis
NUR 505 Advanced Pathophysiology	<ul style="list-style-type: none"> -Development of disease related pathophysiology algorithms -Extensive reading assignments in related body systems to synthesize disease processes

Students enrolled in the Nurse Educator program of study are engaged in research and literature reviews of best practice techniques related to the role of the nurse educator. These students conduct literature searches for current educational models that incorporate best practices. They identify national standards for higher education and develop a valuable school of nursing philosophy, mission and curriculum utilizing the findings of their research.

Nurse practitioner students are required to utilize evidence-based findings daily to support clinical decision-making skills. Evidence of this activity can be found in submission of the students' Subjective Objective Assessment Plan (SOAP) notes, Clinical Case Studies, classroom presentations of disease management, and in their clinical performance evaluations in the clinical settings. In written assignments such as the SOAP notes and Clinical Case Studies, students are expected to provide their literature sources which include current textbooks, national standards, current lecture notes, and conversations with clinical experts. Findings from these literature sources are expected to be incorporated into the written assignments and appropriately cited. Students are assigned a management presentation in management courses. Guidelines include evidence based research on assigned topics. Students submit presentations to faculty advisors for review prior to classroom presentation to make certain that the appropriate level of rigor and relevancy are introduced in the presentation. Table 4.5 displays the graduate nursing program competencies with examples of learning experiences.

Table 4.5 *Graduate Nursing Program Competencies*

FNP & PNP Competency	Examples of Learning Experiences
Provide health care management that incorporates health promotion, health protection, disease prevention and treatment.	Clinical experiences & evaluation SOAP notes Clinical Case Studies Thesis completion
Demonstrate personal, collegial, and collaborative approaches to patient care.	Team projects in rural health theory, family dynamics, including rural community assessments and interventions
Serve as patient advocate and role model	Attendance in regional NP meetings Advocacy letters to decision makers
Implement critical thinking and build collaborative, interdisciplinary relationships to provide optimal care to the patients	SOAP notes, Clinical Case Studies Community projects; health fairs, homeless initiatives, clinical experiences, comprehensive examinations
Manage and negotiate health care delivery systems.	Business plan for practice Discussions of health policy in role classes
Ensure quality of care through consultations, continuing education, certification, and self evaluation	Discussion of QI programs for practice Business plan of practice Student Self-Evaluation along Novice to Expert
Provide culturally competent care with respect to cultural and spiritual beliefs	Culture presentation in Family Dynamics SOAP notes and Clinical Case Studies Clinical experiences with evaluations

Table 4.5 (continued)

Nurse Educator Competencies	Examples of Learning Experiences
Assume leadership in curriculum, instruction, and evaluation	Development of School of Nursing philosophy and curriculum plan based on best practice evidence Clinical experience to identify trends in patient Knowledge deficit and plan interventions
Engage students in learning and broaden their vision	Student lectures for peers and student groups Peer evaluations and faculty evaluation of student lecture experiences
Model appropriate behaviors of professional practice	Assigned lectures in nurse educator classes Clinical experiences
Contribute to the development of knowledge in the discipline through the scholarship of discovery, integration, and application of knowledge	Develop staff education and patient education programs for acute care setting programs for acute care setting Practicum lectures and clinical supervision of group of BSN students Thesis
Design, collaborate, and utilize research in nursing education and nursing practice	Thesis, interview patients, staff to identify knowledge deficits, plan evidence based learning experiences
Utilize knowledge and skills associated with collaboration to enact and enhance the best practices for the teacher and scholar role	Teaching practicum Peer evaluations of student's presentation in the classroom

4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives [Baccalaureate Criteria].

The BSN program consists of levels 1 through 5. Each level increases from the previous in scope and depth. Each level provides multiple and diverse learning experiences in classroom and seminar courses, and community student learning experiences. Students are engaged in cultural, ethnic, and diverse learning that includes a variety of regional, national, and global

perspectives throughout the curriculum. Level I students are provided with didactic lectures on cultural and ethnic competencies. NUR 204 and NUR 212 are designed to prepare Level I students to integrate knowledge, skills, and values into providing humanistic and culturally competent care across the life span. In Level II, students are enrolled in NUR 303, Group Interaction Seminar II, where learning is facilitated through group activities. Students develop research papers and presentations using population-based, or specific cultural and ethnic groups. Students continue these experiences in Levels III and IV while enrolled in NUR 305 and NUR 403. Table 4.6 displays BSN curriculum courses per level and selected student learning activities at the regional, national, or global perspectives across the curriculum.

Table 4.6 *Cultural, Ethnic, & Socially Diverse Concepts: BSN Program*

BSN Program Levels 1-5	Cultural, Ethnic, & Socially Diverse Concepts: Courses	Regional, National, or Global Perspectives on Cultural, Ethnic, & Socially Diverse Concepts: Selected Course Learning Activities & Experiences
Level I	NUR 204 Cultural Lecture NUR 212 Cultural Lecture	Dialogue, Discussion, Formative Testing on Lecture Content Return Demonstration-Simulation Learning Dialogue, Discussion, Formative Testing on Lecture Content Return Demonstration & Simulation Learning
Level II	NUR 303 Seminar Regional, National & Global Perspectives	Dialogue, Discussion, Cultural & Ethnic Research Presentation Cultural & Ethnic Research Paper Black Executives Exchange program (BEEP) Operation Stand Down Community Health Fairs “Pink Day” Breast Cancer Awareness
Level III	NUR 305 Seminar Regional, National & Global Perspectives	Dialogue, Discussion, Cultural & Ethnic Research Presentation Cultural & Ethnic Research Paper Cultural & Ethnic Research Article Critique Black Executives Exchange program BEEP Operation Stand Down Community Health Fairs “Pink Day” Breast Cancer Awareness

BSN Program Levels 1-5	Cultural, Ethnic, & Socially Diverse Concepts: Courses	Regional, National, or Global Perspectives on Cultural, Ethnic, & Socially Diverse Concepts: Selected Course Learning Activities & Experiences
Level IV	NUR 405 Seminar Regional, National & Global Perspectives	Dialogue, Discussion, Cultural & Ethnic Research Project Cultural & Ethnic Research Paper Cultural & Ethnic Research Article Critique Black Executives Exchange program BEEP Operation Stand Down Community Health Fairs “Pink Day” Breast Cancer Awareness
Level V	NUR Critical Thinking Regional, National & Global Perspectives	Dialogue, Discussion, Formative Testing Black Executives Exchange program BEEP Operation Stand Down Community Health Fairs “Pink Day” Breast Cancer Awareness

4.4 The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society [Graduate Criteria].

In the MSN program, graduate nursing students are exposed to needs of a culturally and ethnically diverse society throughout the curriculum. In each clinical management course, students are expected to incorporate cultural, developmental, and ethnically diverse approaches to care management which reflect knowledge of variants between cultural groups. As students complete SOAP notes and clinical case studies, they are expected to address cultural, developmental, and ethnicity related issues for that given patient. In their comprehensive examination, nurse practitioner students are required to address the cultural and developmental issues for the particular clinical case they are completing on the exam. Two specific courses in the Nurse Practitioner curriculum address diversity issues in detail (Table 4.7).

Table 4.7 Cultural, Ethnic, & Socially Diverse Concepts: MSN Program

Course	Examples of Cultural and Ethnicity Based Assignments and Content Areas
NUR 543 Rural Health/Community Issues	<ul style="list-style-type: none"> -Student groups conduct a community assessment of an impoverished area which includes a general assessment of housing, health care, sanitation, resources for citizens and an identification of community specific health care issues -students plan and conduct a community specific health fair or health service for members of the community, such as a three week diabetic teaching class in the community center -students research health policy related to access to care or health care disparities and identify available resources and needs for additional resources
NUR 545 Family Dynamics	<ul style="list-style-type: none"> -Student presentations on assigned cultural group with identification of culture specific diseases, health seeking behaviors, culture beliefs about health care providers, issues related to access to care, and common practices related to health in that culture -Students complete a family assessment, genogram, and ecomap for a family unit which identifies culturally specific health issues -Online discussion thread with web site visit and responses on current issues in minority health, perceptions within ethnic groups, and resource availability or lack of

4.5 Evaluation methodologies varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.

Student evaluation tools and methods of the BSN program are consistent with course objectives and competencies. These tools are used to provide regular feedback, consistently applied, and are written and available to students. The two primary components of student evaluation are theory/didactic evaluation and clinical evaluation of knowledge. They are

appropriately conducted with multiple choice examinations, short answer quizzes, written work, and critique of student presentations. The criteria for faculty evaluation of students are stated in detail in course syllabi. The course syllabus provides students with the grading scale for each course and how the percentages of graded assignments such as examinations, quizzes, and other required work are totaled. The grading scale differs from other disciplines in the University in order to maintain high standards of patient safety and quality of care. Tests and quizzes are scored and analyzed by faculty in a timely manner; in most cases, test scores are provided to students within a week following each test. Any adjustments to a test are made equally for all students. Students are encouraged to meet with faculty for additional assistance as needed to understand content presented in the classroom and on examinations.

Evaluation of clinical experiences is conducted using a clinical evaluation tool. The clinical evaluation tool is provided in the syllabus of the clinical course. Students are expected to review the tool prior to the clinical experience to be aware of the behaviors that will be evaluated. Faculty directly observe student performance, question students regarding the care they are to provide, and critique the written plan of care for assigned clients. .

Evaluation of students in the clinical area is performed at mid-rotation and at the end of each clinical rotation. At the end of the rotation, students receive a satisfactory or unsatisfactory rating for their clinical performance. Faculty are expected to provide feedback on a weekly basis to assist students to improve knowledge and performance. The timing of evaluation varies according to course requirements and is delineated in each course syllabus. Evaluation tools are based on the School of Nursing objectives, level objectives, and unit objectives.

One other component of student evaluation is the utilization of commercial nursing examinations. At this time, the BSN program is using Kaplan Test Prep/Kaplan Nursing and

Health Education Systems, Incorporated (HESI) to enhance learning and examination competencies. Kaplan and HESI are comprehensive achievement profile examinations administered at the end of appropriate semesters. The recommended level of performance is 900 or above for HESI and 65% or higher for Kaplan. As recommended by HESI and Kaplan, Grambling has established specific standards related to outcome measures. The BSN program utilizes Kaplan's comprehensive remediation program which provides early intervention to improve student outcomes. Content testing and remediation include fundamentals, adult nursing, psychiatric/mental nursing, child health and maternal nursing, and pharmacology. One of the advantages of using examinations from these companies is immediate feedback to students.

A critical component of evaluation of student knowledge in the BSN program is the Progression Exam, a standardized comprehensive examination from an external vendor of all content addressed from Level I through Level IV. This exam is given at the end of Level IV, and students must pass the exam with a minimum score of 880. Students who obtain a score less than 880 are required to enroll in the Independent Study (NURS 450) course in Level V. Nursing 450 is a remediation course designed for students to review nursing content and improve knowledge deficits.

Evaluation strategies utilized for the curriculum in the graduate (MSN) nursing program are widely varied and provide evaluation of student learning outcomes and program outcomes. Student learning outcomes are measured in a variety of ways including course examinations, written papers, evaluation of clinical decision making skills in submitted SOAP notes and clinical case studies, oral presentations, and comprehensive examinations. Nurse practitioner students also complete a self- evaluation tool in their first semester and their final semester of study which allows the student to critique their own progress along a Novice to Expert scale

using the eight competencies identified by the National Task Force for Nurse Practitioner Education.

Faculty members evaluate student performance in the clinical arena using a well articulated tool which includes the program competencies and program expectations. This particular tool is weighted at varying levels depending on the current level of the student's management course for that semester. Students are evaluated in regard to their patient interview of history and review of systems, their physical examination skills and organization. Students ability to reach an accurate diagnosis, the clinical management decision process, documentation of relevant findings, and their interactions with preceptors and clinic personnel.

Program outcomes are evaluated in a variety of ways. Statistics are monitored for student enrollment, attrition rates, graduation rates, post program certification pass rates, and job placement rates each year. Each semester students are asked to evaluate the courses just completed and the faculty in that course. Annually, students are requested to participate in an online university generated course and faculty evaluation for each course completed in that semester. Data from these course and faculty evaluations are utilized in ongoing program evaluations and identification of need for change in the program. Upon graduation, students are requested to participate in an online satisfaction survey which includes specific questions regarding their assessment of their preparation in the graduate competencies and their evaluation of themselves on the Novice to Expert Scale (Exhibit IV-M).

4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

The School of Nursing offers the Bachelor of Science Degree in Nursing, which is a four-year curriculum. The curriculum is composed of five levels leading to the BSN degree in nursing. The curriculum prepares graduates for entry into the profession as a beginning practitioner of professional nursing.

The curriculum reflects educational theory by employing the Modeling Role-Modeling Theory (MRM) by Erickson, Tomlin, & Swain (1983) (Exhibit IV-N). The MRM theory has two major components which are Modeling and Role-Modeling. The Modeling component embeds the act of modeling. Modeling is the process the nurse uses to develop an understanding and perspective of the client's world from the client's framework and perspective. Additionally, the art of modeling is the development of a picture of the situation from the client's perspective. The science of modeling is the data collection, aggregation, and analysis of the client's model.

The second component, Role-Modeling, is the facilitation of the individual in attaining, maintaining, or promoting health through purposeful interventions. The art of Role-Modeling occurs when the nurse plans and intervenes with respect to the theoretical knowledge base for nursing practice. According to the Role-Modeling Theory, the essence of nurturance requires unconditional acceptance of the person as the person is, while encouraging and facilitating growth and development individually. The School of Nursing faculty members believe the student learns by imitating or role modeling the behaviors of a competent nurse instructor where the nurse instructor or role model is regarded as knowing the appropriate and rewarded roles of the nursing profession.

The domain of nursing, as a profession, is an art and a science. The instructional processes in each course and level allow students to express themselves uniquely and to grow and develop individually. Each course utilizes a syllabus that links student learning experiences to the classroom, laboratory, and clinical settings. The course syllabi are composed of course content, student assignments, testing, required textbook, and learning experiences. Within the theory of Modeling Role-Modeling, the School of Nursing instructional processes allow for students to explore, express, and build on unique experiences within the clinical, classroom, and laboratory settings (Exhibit V-A).

The School of Nursing recognizes the unique and diverse abilities of its students in the professional nursing program and offers students opportunities to participate in the Student Nursing Association, Student Government Association, Band, Choir, Distance Learning, and other campus organizations at GSU. Students are also able to consult with faculty at any time via email, online, and during faculty office hours. Faculty take the time to talk with students individually regarding their concerns about course, classroom, or laboratory experiences and expectations. The faculty schedule multiple meetings with students to encourage their participation through course activities. The faculty utilize multiple educational theories to facilitate learning across the curriculum for each learning styles.

The laboratories are open from 07:30 a.m. until 5:00 p.m. Monday through Thursday and 07:30 a.m. until 11:30 a.m. on Fridays. This allows students to work at their unique individual pace and gives them adequate access to the computer and clinical laboratories to strengthen their skills. The nursing faculty members are available to assist in the computer and clinical laboratories in the event students need one-on-one supervision. The simulation laboratory is available to students from 07:30 am until 5:00 pm Monday through Thursday and 07:30 am

through 11:30 am on Fridays. This time frame allows students too individually or as a group supplement or remediate skills that were introduced either in earlier semesters or for the current semester.

Students also have access to their teachers via email, blackboard, offices, and office telephone numbers. The University and the School of Nursing require faculty to conduct office hours and to post them so that they are visible to students. All faculty office hours are posted and visible on their office doors and on Blackboard/Moodle under the staff/faculty tab. Each syllabus reflects the specific faculty teaching in the course as well as the faculty's contact information such as office number, office telephone number, GSU email addresses, and names of faculty. Prior to the beginning of each semester and throughout the semester, the students are verbally made aware of faculty office hours, contact numbers, and location of offices. In compliance with the University policy, all nursing faculty members have a minimum of ten office hours per week.

The School of Nursing is accommodating to student's individual learning styles and needs. Learning processes include four phases of the learning cycle. Ideally, using a well-rounded learning process, students tend to cycle through all four phases. The four learning phases of the cycle are learning by experiencing, doing, reflecting, and thinking. Students are encouraged to identify and share their preferred learning style. The School of Nursing assists with this process at pre-entry to the program, entry into the program and throughout each level in the nursing curriculum. This is evident in how faculty members teach, test, and remediate students throughout the program through completion.

The School of Nursing defines research as a means to consistently explore or to cautiously investigate ideas to systematically validate and refine present knowledge and generate new knowledge that directly or indirectly impacts nursing practice. The research process is a

subset of problem-solving process. The steps of the nursing process are: 1) assessment, 2) diagnoses, 3) plan, 4) implementation, and 5) evaluation. . The School of Nursing involves students in the research process across the curriculum.

Courses are designed to facilitate student's learning of principles and models of evidence-based practice and research utilization. Students use research data systematically to appraise health and illness related issues across the life span. In all clinical courses, students have the opportunity to not only dialogue with peers, teachers, and staff, but also with patients and families.

The curriculum in the MSN program builds on the framework for the BSN program, utilizing the Modeling Role-Modeling theoretical approach. Additionally, faculty members teaching in the MSN program incorporate Benner's Novice to Expert theory as a framework for evaluating graduate student growth along a continuum in the program. Students conduct self-evaluations of their own development using the Novice to Expert scale ratings for each of the NONPF competencies for advanced practice. Faculty members teaching in the MSN program also incorporate theoretical concepts from other theorists in the presentation of clinical management lectures, especially Pender's Health Promotion Model and Orem's Self Care Deficit theories. Faculty members teaching in the MSN program consistently update lectures to incorporate current evidence-based practice content.

Innovative teaching strategies are employed in a variety of means throughout the curriculum. For example, in NUR 501 Advanced Nursing Theory, students form debate teams to work collaboratively to "defend" their assigned theorist in the application of that theory to a clinical scenario. In NUR 543 Rural Health/Community Issues and NUR 545 Family Dynamics, students engage in community, family, and cultural assessments; and plan and implement

community health projects based on community assessment findings. In the role classes, graduate students have assignments designed to provide experiential learning opportunities including interviews with practicing clinicians, legislative persons, and completion of a personal business plan. In the clinical management courses for nurse practitioner and nurse educator students, students are assigned oral presentations on specific topics to aid them in the development of their own ability to articulate and speak professionally. These oral presentations require students to conduct research of most current evidence on the assigned topics. Many of the graduate courses are augmented with the additional resources provided through Blackboard/Moodle online sites. In this manner, students are introduced to web links on various topics, provided with lecture materials and resource information, and directed to engage in discussion threads on a variety of topics related to the course.

4.7 Program length is congruent with the attainment of outcomes.

The Undergraduate Nursing program is a four-year, eight semester plan which provides undergraduate students with the tools needed to begin the role of a beginning practitioner of professional nursing (Table 4.2).

4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices [Graduate Criteria].

The Graduate Nursing program is a two-year, five semester plan of study which provides graduate students with sufficient time to attain the graduate outcomes before program completion. Appendix G presents the curriculum plans for the MSN program.

4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

Clinical contracts with all hospitals, health agencies and private clinical practice sites are maintained and updated for both the BSN and MSN programs. The basic clinical contract specifies the expectations of the student, faculty, and preceptor in the clinical practice role. Larger hospitals have clinical contracts which articulate these same expectations plus additional hospital specific requirements for legal protection of the agency, student, and the University. All clinical preceptors are provided with a preceptor packet which includes basic information about the graduate nursing program, student expectations at each phase of clinical learning, suggestions for preceptors to enhance learning opportunities, and contact information for faculty members teaching in the MSN program. Clinical preceptors are required to provide the University with basic credentialing information including licensure, education, and work history. A list of clinical preceptors is presented in Appendix H.

4.8.1 Student clinical experiences are evidence based and reflect contemporary practice and nationally established patient and safety goals [Baccalaureate Criteria].

All student clinical experiences occur at Joint Commission Accreditation of Health Care Organization (JCAHO) accredited facilities. Facilities selected for clinical experiences incorporate evidenced based practice and represent recommendations based on rigorous clinical research. Faculty guide students in adhering to the National Patient Safety Goal Standards of JCAHO. Clinical experiences reflect NLN competencies with regard to patient care, patient advocacy, and patient safety. In order to insure student learning and integration into the nursing role, clinical skill check offs and dosage calculations examinations are administered prior to

clinical experiences. In addition, clinical experiences integrate theoretical and clinical evidence based concepts.

4.8.1 Student clinical experiences are evidence-based and reflect contemporary practice [Graduate Criteria].

All student clinical experiences occur in a pre-approved site or agency. Faculty members teaching in the MSN program verify appropriateness of clinical sites prior to utilization. When faculty members are conducting student clinical evaluations, site appropriateness is also evaluated. Adequate space, type and number of patients are evaluated for appropriateness. Faculty also observe the availability of the preceptor to the student, interactions between student, preceptor and staff members, and overall milieu of the clinical site. Faculty communicate with preceptors to allow them opportunities to provide insight on the student's clinical performance and progress at that site.

4.9 Post master's certificate programs follow national standards and guidelines and demonstrate that students have sufficient didactic and clinical experiences to meet role expectations and certification requirements [Graduate Criteria].

Graduate nursing students enrolled in the post master's certificate program must earn a minimum of 500 clinical hours prior to program completion. These students are given credit for MSN Core Courses (Advanced Nursing Theory, Advanced Nursing Research, Advanced Pathophysiology and Thesis) if these were taken in the original graduate degree; however, if more than 5 years has elapsed since enrollment in pathophysiology, the student is required to take this course again. Post master's certificate students enroll in the same clinical courses, role courses, Family Dynamics and Rural Health/Community Issues as all generic nurse practitioner students. The total required credit hours for the post master's certificate FNP program is 38 credit hours,

which is completed over a 5 semester, 2 year period of time. Curriculum plans for post master's certificate plans of study are noted in Appendix G.

4.9 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes [Graduate Criteria 4.10].

Currently the School of Nursing does not engage in distance education. Classes that have distance education components are provided in the BSN and MSN program within specified courses. No course within either program is provided exclusively via distance learning format. However, Blackboard/Moodle is used to augment nursing courses. This learning management system allows faculty to post PowerPoint lectures, assign readings, and provide external links to enhance learning. Discussion board threads are provided for course topics and students are able to post assignments. Students are also able to sit for examinations via Blackboard/Moodle. Further consideration is being made to add distance education to the BSN and MSN curriculum.

Standard 5: RESOURCES

The fiscal resources for the School of Nursing are sufficient to accomplish the mission, purpose, and objectives of the baccalaureate and graduate nursing programs and are comparable to the support provided to other academic units in the University.

5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

The School of Nursing of has sufficient resources to ensure the achievement of the nursing education unit outcomes. The resources of the School of Nursing are commensurate with the resources of Grambling State University. Each year the Louisiana State Legislature appropriates funds to the Board of Regents (BOR) for all post secondary institutions based on the LBOR funding formula. These funds are allocated by the BOR to the various post-secondary institutions via their respective governing boards. Grambling State University's governing board is the University of Louisiana System (ULS). Annually, each institution develops and submits a balanced budget for the ensuing fiscal year.

The Budget Priorities Committee initiates the year-round budgeting process through its annual review and revision (where appropriate) of the University's Budget Request Information Packet for the ensuing year's proposed budget. This packet is disseminated to the President, Vice Presidents, Deans and Department Heads. Upon receiving the packets, Vice Presidents meet with their respective Deans or Department Heads to review budgetary requests and reinforce the conceptual framework for prioritizing requests and realignments in accordance with the University's mission.

Faculty members and Directors of the MSN and BSN programs submit their input to the Associate Dean of Nursing, who submits the budget proposal to the Dean of the College of Professional Studies for approval. The Dean of the College of Professional Studies meets with the Vice President for Academic Affairs and submits the budget proposal for approval. The Vice Presidents submit the completed Budget Request Information Packet(s) to the Office of Budget and Planning for compilation. The Office of Budget and Planning submits an initial draft of the ensuing year's proposed budget and presents it to the Vice President for Finance for approval. With approval from the Vice President for Finance, all Vice Presidents meet and submit the final draft of the proposed budget to the Budget Priorities Committee for final review and approval. Once approved by the Budget Priorities Committee, the finalized proposed budgets are submitted to the President for review and approval. With the President's approval, the proposed budget is formatted for submission to the University of Louisiana Systems Office by July 1. A final presentation of the budget is formatted for submission to the BOR by September 1. Table 5.1 shows the support of the University to the School of Nursing by listing the operating budget, number of faculty, and the number of professional students for the past four years. The operating budget is adequate to support the operation of the School of Nursing and is commensurate with the resources of Grambling State University (Table 5.1).

Table 5.1 Operating Budget, Faculty, and Students for School of Nursing: 2008- 2012

	2008-2009	2009-2010	2010-2011	2011-2012
Personnel Services				
Salaries	1,510,945	1,601,480	1,576,591	1,483,690
Related Benefits	423,065	448,414	441,445	415,433
Total Personal Services	\$1,934,010	\$2,049,894	\$2,018,036	\$1,899,123
Travel	500	263	106	106
Operational Services	22,820	18,622	18,622	18,622
Supplies	1,500	1,350	1,350	1,350
Other Charges	10,000	9,000	6,095	6,095
Total	\$1,966,830	\$2,079,129	\$2,044,209	\$1,925,296
Faculty (FTE)	25.8	18.2	18.2	26.2
Student in Professional Component	240	230	240	286

The School of Nursing's fiscal resources are comparable with those of other similar units at Grambling State University. Table 5.2 illustrates the comparison of 9-month faculty salaries by rank for the School of Nursing, the School of Social Work and the Department of Criminal Justice. These departments are part of the College of Professional Studies. Presently, there are no full professors in either the School of Nursing or the School of Social Work.

Table 5.2 Faculty salaries: College of Professional Studies 2011-2012

Academic Unit	Assistant Professor	Associate Professor	Professor
School of Nursing	\$49,285	\$62,644	
School of Social Work	\$50,070	\$58,455	
Department of Criminal Justice	\$47,565	\$53, 529	\$67,603

Nursing faculty salaries at GSU are slightly above the national mean salaries as reported by the College and University Personnel Association (CUPA) for 2010-2011 and the Southern Regional Educational Board (SREB) for 2008-2009. A comparison of nursing faculty salary data to CUPA and SREB is reflected in Table 5.3.

Table 5.3 Comparison of Nursing Faculty Salary Data, GSU, CUPA, and SREB

	Assistant Professor	Associate Professor	Professor
GSU (2011-2012)	\$49,285	\$62,644	
CUPA (2010-2011)	\$45,119	\$52,992	\$65,016
SREB (2008-2009)	\$43,634	\$52,203	\$85,835

Resources are adequate to support faculty development, instructional practice activities and nursing research. Faculty members have access to funds for faculty development through several sources: Title III Faculty Development, the Board of Regents Stipend Program, and the Board of Regents Capitation Program.

Title III Faculty Development funds have been utilized to further faculty educational goals which enabled the School of Nursing to achieve the unit outcomes. Several faculty members have received funding for their tuition in to work on their doctoral degree. The funding was also utilized to assist faculty to attend workshops for additional training and to integrate Simulation-Based learning into the nursing curriculum.

The Board of Regents Stipend Program (loan forgiveness) has been utilized by faculty members to complete the educational program and receive the MSN degree. Through this program, the full time student receives \$10,000 yearly for educational expenses. The School of Nursing benefits from the program which prepares students for the faculty role. In addition, the Board of Regents Capitation Program provides financial resources to the School of Nursing to prepare doctoral prepared faculty members.

There is an adequate number of faculty members when considering student-faculty ratios in clinical and classroom by utilization of both full and part-time faculty. The ratio of student to faculty in the classroom averages 25:1. The School of Nursing maintains the mandated ratio. The part-time faculty members are utilized in the undergraduate program as clinical instructors and participate in didactic classes voluntarily. The total ratio of full-time to part-time faculty members in the undergraduate and graduate programs in the School of Nursing is 24:12.

The School of Nursing has been the recipient of Title III funding to improve the technology utilized in the BSN program. Title III funding enabled the School of Nursing to establish the learning lab, computer lab, and maternal/pediatric lab. The learning lab contains three state-of-the-art high-fidelity simulators. The simulators come with a computer system equipped to perform clinical scenarios that allow the student to practice in a safe clinical environment. These simulators can be utilized by students to learn basic and advanced procedures. The simulation laboratory is equipped with state-of-the-art audio/visual equipment that enables faculty to facilitate learning and ultimately enhance student learning outcomes. The computer lab contains 39 computers installed with a variety of nursing programs and two virtual intravenous haptic devices that facilitate self-directed learning and skill mastery. The maternity/pediatric lab is equipped with two high-fidelity simulators (a newborn and pediatric simulator) which include simulation scenarios with audio/visual equipment to provide a safe maternal/pediatric environment for clinical learning. In addition, the maternal/pediatric lab is equipped with a medium-fidelity birthing simulator and pediatric simulator (Table 5.4).

Table 5.4 *Title III Funding of the School of Nursing Lab*

Grant Year	Award
2007-2008	\$232,386
2008-2009	\$91,770
2009-2010	\$172,576
2010-2011	\$81,856

In 2009, the graduate program received a six-year grant from the U.S. Department of Education to promote the recruitment of African American students in the graduate program to increase the number of minority nurses with a Master of Science in Nursing degree. With these funds, the position of Coordinator of Graduate Admissions and a graduate nursing faculty were created. Table 5.5 illustrates the Department of Education grant.

Table 5.5 *U.S. Department of Education Funding for the MSN Program*

Grant Year	Award
2009-2010	\$500,000
2010-2011	\$500,000
2011-2012	\$500,000

Additional funding is accrued through undergraduate nursing fees in the amount of \$250 per professional student each semester. The funds collected from these fees are utilized to pay malpractice insurance, standardized tests, supplies, and NCLEX reviews. The pre-nursing students pay fees when enrolled in pre-nursing courses. Funds from these fees are used for the maintenance of the computer lab and the purchase of nursing software (Exhibit IV-Q).

Administrative and clerical support personnel are available for the operation of the nursing program which includes the Coordinator of Graduate Admissions, Administrative Assistant IV, Administrative Assistant III, and a Coordinator of Special Services. Table 5-6 give details of non-nursing support staff of the School of Nursing and their responsibilities.

Table 5.6 *Administrative and Clerical Services for Academic Support*

Support Areas	Overview of Responsibilities
Coordinator of Graduate Admissions	<ul style="list-style-type: none"> • Evaluate transcripts for potential students • Serve on Admissions and Academic Standards Committee • Serve as liaison to LSBN for Associate Dean, students and faculty members • Prepare forms for graduating seniors • Prepare forms for students applying for temporary nursing license • Assist the faculty in facilitating the students/graduates completion of document for licensure and credentialing • Complete statistical reports on admissions and enrollment, progression, and graduation • Perform other duties of BSN Admissions Coordinator
Coordinator of Student Services	<ul style="list-style-type: none"> • Maintain records and staff meeting minutes • Assist students with completing forms for appeal process • Supervise student workers • Refer students to appropriate faculty members or personnel for assistance • Collect mail from university mail room and distribute among faculty/staff
Administrative Assistant IV	<ul style="list-style-type: none"> • Serve as executive assistant to the Associate Dean • Supervise student workers • Gather information for annual reports • Supervise room reservations • Maintain current clinical contracts for the undergraduate and graduate programs' affiliations • Maintains records and faculty meeting minutes • Maintain records and minutes for SON committees
Administrative Assistant III	<ul style="list-style-type: none"> • Provide administrative support to Program Directors and faculty • Serves as liaison to university bookstore for faculty members • Maintain copies of course syllabi • Maintain records and minutes for Admissions & Academic Standard Committee and BSN Program meeting • Assign students to Academic Advisors

5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

Grambling State University's School of Nursing has its own building in the southwest area of the campus. It is a two-story structure with a total square footage of 56,010, built in 1987 at a cost of \$4.5 million. The building complies with the federal regulations of the American Disabilities Act (ADA). The SON has sufficient classrooms, conference rooms, offices, and laboratories to meet the needs of faculty, staff, and nursing students. There are seven classrooms which have a seating capacity ranging from 15 to 80 (Table 5.7). Each classroom is equipped with a drop down screen and Internet connection. Classrooms are equipped with smart desks and smart boards.

Table 5.7 SON Room Capacity

Room	Seating Capacity
Regular Classrooms	
122	15
177	70
211/212	80
237	10
240	30
241	70
242	70
251	30
Computer Labs	
119	56
178	56
210	25
Nursing Skills Labs	
247	50
250	10
Anatomy & Physiology Lab	
22	24
Nursing Auditorium 1 st Floor	404

One large conference room, NB 134, provides adequate space for faculty and administrative conferences with a capacity of 45. The faculty workroom, NB 142, is equipped with a conference table and two systems used to grade tests and analyze test statistics. The School of Nursing Auditorium contains 404 cushioned seats/desks and a raised stage. The auditorium is used for a variety of activities, such as nursing convocation, pinning ceremonies, tests, and university faculty meetings.

Within the auditorium there are two retractable chalkboards, a rear projection system and a public address system. The podium contains the system to provide access to the rear projection screens through DVD, computer programs, internet and a document camera. The ceiling and wall coverings were designed to produce optimal acoustic capabilities throughout the auditorium.

The School has three large computer laboratories – two on the first floor and one on the second floor. There are 39 computers in Room 119 loaded with software programs that help enhance the content of the professional component of the BSN program (Exhibit IV-O). The laboratory in Room 178 has 49 computers equipped with a laser printer. The lab contains audio/visual resources for both pre-nursing and professional nursing students. The third computer laboratory, Room 210 has 18 computers dedicated to the MSN program.

The School has sufficient space for non-instructional activities. On the first floor is a large student lounge furnished with tables, chairs, vending machines, and a kitchen. Activities held in this area include meetings of nursing organizations, career fairs, health fairs, and blood drives as well as numerous university faculty meetings. Various departments also utilize the student lounge. Adjacent to the lounge is the office of the Grambling Student Nurses' Association.

The administrative suite consists of a reception area and offices for the Associate Dean, Administrative Assistant IV, Coordinator of Graduate Admissions, the Administrative Assistant III, and the Coordinator of Special Services. The reception area is equipped with couches and chairs for visitors. Faculty and staff mailboxes are located behind the receptionist desk. The administrative suite is equipped with a copy machine, typewriters, computers, and printers. Office supplies are centrally stored in a large walk-in-closet in the administrative suite. Faculty and student records are located in secured file cabinets in the administrative suite.

The Associate Dean's office is a suite, consisting of a primary office and adjacent private conference room. All Administrative Assistance offices and the Coordinator of Graduate Admissions are fully equipped with the essential resources needed to cater to the need of faculty and students. The School of Nursing building has faculty offices housed on the first and second floors. The computers in all faculty offices are connected to the Internet which allows faculty access to Banner/Blackboard/Moodle as well as other programs.

5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

The A. C. Lewis Memorial library is an 86,720 square-foot, two-story brick facility that is central to Grambling State University campus. It provides shelving for books, magazines, journals and newspapers. Study seating is available for approximately 700 persons. Each floor offers varied study areas that include group and individual study rooms, small tables, conference rooms and study/lounge chairs located adjacent to the books, periodicals and other resources. Instructional aides, technology, software and hardware and technical support are available in sufficient quantity and quality to meet program objectives. The library staff is available to assist

students and faculty in using the library facilities. The library has a diverse collection of professional resources containing 710,132 volumes//titles. There are 304,242 cataloged items, 7,132 are in nursing and associated fields.

The Mary Watson Hymon African American Center houses the African American special collection. The special collection contains over 8,000 books, which covers a cross discipline of resources by and about African Americans and the people of African/Caribbean descent. The Microtext /Media area contains micro-format resources: microfiche, microfilm, films, video tapes, cassettes, filmstrips, slides, loops, recordings and other audio visual resources. Services include Interlibrary Loan (via GOPAC)/eLibrary) or in-person, document delivery online and in-person reserves, online library tutorials and in-person bibliographic instructions that incorporate a hands-on- orientation to electronic resources. There is a written agreement between Grambling State University and Louisiana Tech University under which students at both institutions have full access to all library resources.

A student-operated computer lab with approximately 25 computers and free printing is available to GSU students. The lab provides open access to the Internet and to software that students can use to prepare and print their assignments. Library operations are automated on the SirsiDynix Symphons System. The library online catalog, Grambling Online Public Access Catalog (GOPAC)/eLibrary, provides bibliographic access to all GSU library resources and all academic library resources statewide. The Library has approximately 100 public use personal computers connected to databases through a Local Area Network (LAN). Most library electronic resources are accessible to patrons from any Internet PC on or off campus. Electronic resources include full-text journals, electronic books (e-books), and newspapers as well as bibliographic citations, indexes and abstracts, and numeric data. GOPAC/eLibrary provides thousands of direct

links to full-text electronic books, and journals. Photocopying and PC printing services are available at \$ 0.25 per page. Administration at GSU is committed to providing a comprehensive, current, and competitive library with sufficient budget allocations for library resources for faculty and student use (Table 5.8).

Table 5.8 *Library Budget: A Four Year Report*

Actual Budget				
	2008-2009	2009-2010	2010-2011	2011-2012
Personnel Services				
Salaries	797,932	866,266	871,666	2,930,941
Other compensation	35,000	17,500	17,500	260,833
Related Benefits	223,421	242,554	244,066	820, 664
Total Personal Services	\$1,056,352	\$1,123,320	\$1,133,232	\$4,012,438
Travel	4,000	155	155	5,131
Operating Services	11,000	2,597	2,597	65, 129
Supplies	16,000	14,400	12,595	59, 917
Total Operating Expenditures	\$31,000	\$17,152	\$15,347	130,177
General Acquisitions	10,000	9,000	9,000	142,465
Library Acquisitions	400,000			
Total Acquisitions and Major Repairs	410,000	9,000	9,000	142,465
Department Total	\$1,467,352	\$1,152,472	\$1,157,579	\$1,925,296

The library has 19 employees, including nine professional librarians. This number is sufficient to meet the needs of nursing students and faculty. Student assistants are employed to help in all areas of the library. Library services are available to students 74.5 hours per week during the calendar year. The library's SirsiDynix Symphony Library Management System allows users access to the catalog, online references and electronic databases twenty four hours per day, seven days a week. Electronic resources are available on the LAN (Local Area

Network) in the library and remotely via Internet. Faculty, staff and students can access journals, e-books and other electronic learning resources through the use of the “Remote Access Flyer” which identifies electronic addresses for resources.

The Interlibrary Loan/ILLIAD (Interlibrary Loan Internet Accessible Database) program provides users access to learning resources not owned by the A.C. Lewis Memorial Library. A cooperative lending agreement allows faculty, staff and students access to electronic learning from any institution or library that participates in the ILL/ILLIAD program through LOUIS (Louisiana Library Network).

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes [Graduate Criteria 5.4].

Currently the School of Nursing does not engage in distance education. Classes that have distance education components are provided in the BSN and MSN program within specified courses. No course within either program is provided exclusively via distance learning format; however, Blackboard/Moodle is used to augment nursing courses. This learning management system allows faculty to post power point lectures, assign readings, and provide external links to enhance learning. Discussion board threads are provided for course topics and students are able to post assignments. Students are also able to sit for examinations via Blackboard/Moodle. Further consideration is being made to add distance education to the BSN and MSN curriculum.

SECTION THREE: OUTCOMES

Standard 6: OUTCOMES

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards [Baccalaureate Criteria].

The School of Nursing has adopted a systematic plan for evaluation that emphasizes the ongoing assessment and evaluation of learning and program outcomes of the nursing education unit and NLNAC standards for the BSN program. An evaluation plan for the BSN program was developed during the initial planning stage of the program in 1984. The plan, as well as specific tools and techniques, are periodically revised to meet the needs of the program and the student body. Program evaluation consists of a systematic plan to evaluate the School of Nursing which consists of NLNAC standards, expected levels of achievement, frequency of assessment, location of data, implementation of assessment methods and the person responsible for implementation (Appendix I). Data are collected, aggregated, trended, and analyzed. The evaluation findings are used for program improvements, and strategies are taken to address areas needing improvement.

Components of the program and the evaluation plan are mandated by the Louisiana State Board of Nursing (LSBN) and the National League of Nursing Accrediting Commission (NLNAC). These components include nurse administrator and faculty qualifications, faculty-student ratios, clinical facilities and NCLEX-RN pass rates. Since levels of expected achievement are set by these organizations, the evaluation of these components is primarily a

calculation of data to determine the performance compared to these pre-set criteria. Faculty and student rights, responsibilities, and services are primarily determined by the University. Thus, evaluation of these components is reviewed to ensure the School of Nursing is comparable to other units of the University.

Curriculum review was initiated in 2007 to determine currency and comprehensiveness of content in nursing courses. Faculty collaborated to identify problems that resulted in the poor performance of graduates. In addition, assessment of predictors of performance of graduates from previous years was completed and shared with faculty. As a result, significant changes were implemented in the pre-nursing and professional components, and student policies.

An effective evaluation plan is an ongoing activity and requires extensive thought, problem-solving capability and consistency. The systematic evaluation plan is delineated in Appendix I and includes the major components of governance, faculty, students, curriculum, resources, integrity, and program outcomes.

6.1 Program assessment is ongoing and findings demonstrate the achievement of the student learning and program outcomes of the nursing education unit and NLNAC standards [Graduate Criteria].

The evaluation plan for the MSN program was developed at the inception of the MSN program and followed closely the BSN evaluation plan. MSN faculty annually review the program status as it relates to the criteria for evaluation published by the National Organization of Nurse Practitioner Faculty. Discussion of these ongoing evaluations is included in the departmental meeting minutes. Faculty use this process to institute needed change in the program and gauge the GSU program against national standards.

6.2 Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.

The School of Nursing takes a careful look at the aggregated evaluation findings to assist in decision making. Data are used to maintain or improve student learning outcomes. Faculty and student rights, responsibilities, and services are determined by the University with input from faculty and students. Thus, evaluation of these components ensures that the School of Nursing is comparable to other departments of the University. The components of the program primarily determined by the faculty are mission and philosophy, student admission policies and evaluation, curriculum development, program integrity and program outcomes.

In December 1999, it was decided to accept 80% positive responses on the graduate survey items as the basis for decision-making for the curriculum. It was also decided to retain monitoring of student program satisfaction, employer satisfaction and graduation rates. The frequency of surveying graduates is 1 year and 3 year increments. In February 2000, the School of Nursing Evaluation Committee suggested that the graduate survey tool needed to be revised since the previous tool was lengthy and possibly attributing to low return rates. A shorter, more easily read tool was developed and implemented in March 2000, with input from faculty which resulted in improved survey returns.

However, as response rate declined over the years, the Evaluation Committee developed an online survey tool generated with the use of Survey Monkey in the summer of 2008. Survey Monkey is a web-based survey software and questionnaire tool. Since Fall 2008, graduates of the BSN program had been able access the link and evaluate the program online. The response rate for this class was 15%. Improvement in responses from the Spring 2009 class was evident

by a response rate of 45%. Graduating classes after this time have responded approximately at or near the same percentage.

The Long Term Program Evaluation (Appendix J), the first 3 year online survey, was launched in the Fall semester of 2010, to evaluate graduates' perception of readiness for professional role three years post graduation. In the Fall of 2010, the response rate was 8% which was lower than expected, but better than the mailed surveys. For the Spring of 2011, the response was 15% which was improved from the previous semester.

The Employer Satisfaction Survey (Exhibit IV-I) was revised in May 2001 and has since been utilized to evaluate graduate performance as determined by the employers. The survey is sent to employers twice a year, in January and August, in an effort to determine job preparedness and overall performance of our graduates. As with the mailed responses of the students, return percentage was minimal prompting the Evaluation Committee to develop a web-based evaluation which employers could answer and return electronically. This was implemented in the Fall semester of 2009, and the responses rate has improved responses to 10%.

Data from individual instruments have been aggregated and evaluated according to the SON Systematic Plan of Program Evaluation (Appendix I). The following evaluations are completed by students:

- a) *Grambling State University School of Nursing Course Evaluation*: A School of Nursing generated course evaluation questionnaire is completed by every student for each course. This tool is an 8-item instrument with a section for student's comments (Exhibit IV-F).
- b) *Grambling State University School of Nursing Faculty Evaluation*: A School of Nursing generated faculty member evaluation questionnaire is completed by every student enrolled in a course. . This tool is a 25-item questionnaire with a section for student's

comments (Exhibit IV-N).

- c) *Grambling State University School of Nursing Clinical Agency Evaluation: A School of Nursing generated evaluation questionnaire is completed by each student to evaluate the clinical agency for that semester. This tool is a 10-item instrument with a section for student's comments (Exhibit IV-F).*
- d) *Grambling State University School of Nursing BSN Program Evaluation by Graduates: A School of Nursing generated 12-item instrument is utilized to evaluate graduates' perceptions of the education they received in relation to the School of Nursing program objectives (Appendix L).*
- e) *Grambling State University School of Nursing Long-Term Program Evaluation: A two-page evaluation tool sent to graduates 3 years after graduation. The first page of this tool gathers demographic information to measure income as well as future plans of the student pursuing higher education. The second page contains statements concerning the changes in curriculum and new technology while at Grambling State University's School of Nursing. Also on the second page, information is gathered about where the former student works, what area of nursing they have been working in, and the highest educational level they have pursued (Appendix J).*

Evaluation tools completed by the Nursing Faculty include:

- a) *Clinical Evaluation Tool: Each practicum course adopts a clinical evaluation tool that measures student performance according to course objectives. The evaluation allows for evaluation of the student at mid-rotation and at the end of the rotation. . The mid-term or mid-rotation evaluation provides an assessment of students' strengths and weaknesses.*

This action allows the student time to work toward proficiency in order to be successful in practicum experiences (Exhibit IV-E).

- b) *Grambling State University Peer Review Component of the General Faculty Performance Evaluation*: A School of Nursing generated 20-item evaluation of a peer's classroom performance is utilized each semester. The tool measures the faculty member's lecture ability, response to student questions and integration of evidenced based practice. This tool allows an instructor to accept constructive criticism to make learning better for the student. The tool provides an area for the lecturer's strengths, weaknesses, and comments or suggestions (Exhibit IV-O).

Evaluation tools completed by the community:

- a) *Grambling State University School of Nursing Employer Evaluation of Graduates*: This tool is a School of Nursing generated questionnaire to measure an employer's perception of a Grambling State University School of Nursing graduates employed by them. This is an 11-item instrument with an area for comments or feedback (Exhibit IV-H).

The evaluation process that occurs in each course by students, faculty, and employers contribute to ongoing revision and improvement of the curriculum. Instructor and course evaluations are utilized to determine how well instructors are achieving teaching/learning outcomes. The *Grambling State University School of Nursing BSN Program Evaluation by Graduates* (Appendix L) provides a summation of the nursing program. The results of this continuous evaluation process are reflected in curricular changes. This ongoing process of evaluation provides a means of maintaining program outcomes or promoting change when needed, based on the collection and analysis of data.

The MSN program utilizes evaluation findings annually to drive decision making processes for change or to improve student learning outcomes. Evaluation data from students are utilized in depth during the MSN faculty planning retreats prior to the beginning of each semester to plan changes in programming and program policies as needed. One example of a change based on evaluation data was the development of a more comprehensive tool for evaluating students in the clinical settings based on the students' current level of matriculation in the NP program. The revised clinical evaluation tool has published weighting for each criterion which changes as the student progresses from one management course to another, i.e. students in the fourth management class are expected to provide a higher level of management skills than the student in the first level management course.

6.3 Evaluation findings are shared with communities of interest

The School of Nursing makes every effort to share periodically the evaluation findings with communities of interest. The School of Nursing values the feedback received from its constituents in order to better meet their needs and provide the best foundation for becoming professionals in this discipline. Communication is essential in providing better understanding of the nursing program, curriculum, student learning and program outcomes. By sharing the findings of this communication and of feedback obtained, the program provides an open dialog to exchange ideas and discuss needs from their perspective.

The evaluation findings are shared with employers and stakeholders. Ongoing observations of the health-care environment supported the need for change in our curriculum to enhance students' technical, clinical, and critical decision making skills with the use of Human Patient Simulation (HPS). Although graduate and employer surveys indicate graduates were meeting the program outcomes, there was a need to validate currency of the program. Ideas were

solicited from faculty, students, alumni and consultants to strengthen the program. These individuals identified areas of concern and areas that needed change. Information regarding the School of Nursing is disseminated through college publications and broadcasts, emails, websites, and direct communication. The School of Nursing Advisory Committee serves as a catalyst to receive and disseminate information about programs.

6.4 Graduates demonstrate achievement of competencies appropriate to role preparation [Baccalaureate Criteria].

The competencies of the nursing program are adapted from the competencies of the bachelor's degree nurse described in the NLN-BSN Core Components and Competencies (Exhibit III-E). These competencies are developed throughout the curriculum and documented with clinical evaluation tools that evaluate the student's mastery of the core competencies of each course. Feedback from students and employers confirm that our graduates are competent and prepared for entry level positions in the nursing discipline.

Online employer surveys from the December 2009 to May 2011 solicited information regarding goals and outcomes of Grambling State University's Nursing program. The Employer Evaluation tool of new graduate is designed to assess academic preparation and professional adjustment. The tool is based on a 4.0 point Likert scale that provides employers the options of strongly agree, agree, disagree, and strongly disagree. Response scores averaged 3.0 on a 4.0 point scale. Graduate surveys from the December 2008 to May 2011 graduating classes solicited information regarding specific goals and outcomes of the nursing program. Responses scored an average of 3.0 on a 4.0- point scale. Employer survey results are presented in Table 6.1

Table 6.1 Employer Survey Results

Graduate Evaluation Rating “Strong Agree” or “Agree”	2010-2011	2009-2010
Demonstrates adequate knowledge to practice as an RN on assigned unit	75%	100%
Utilizes chain of command appropriately	100%	100%
Sets priorities appropriately	75%	85%
Works well with staff/peers	100%	100%
Able to work independently	75%	80%
Cooperativeness/flexibility	75%	100%
Time Management	80%	75%
Attendance/punctuality	80%	85%
Adapts well to new assignments	80%	80%
Practices professional ethics	100%	100%
Demonstrates leadership qualities	80%	75%

6.5 The program demonstrates evidence of achievement in meeting the following program outcomes: [Graduate Criteria 6.4].

Performance on licensure exam

Program completion

Program satisfaction

Job placement

The School of Nursing observes that the components within the Louisiana State Board of Nursing, the National League of Nursing Accrediting Commission, Inc. and the National Organization of Nurse Practitioner Faculty include graduation rates, performance on the National Computerized Licensure Examination, job placement rates, and program satisfaction.

BSN licensure pass rate is reviewed each semester; however, calculated by calendar year to comply with the time frame utilized by LSBN. The total number of first time students passing the NCLEX-RN for the calendar year is divided by the total number of first time examiners taking the examination in the calendar year. The graduates of Fall class (December graduates) and Spring class (May graduates) usually take the NCLEX-RN within the same calendar year,

hence determining the pass rate for that year. The LSBN requires that nursing programs preparing candidates for RN licensure maintain or exceed an 80% annual pass rate for first time writers to preserve full approval. Graduating students' performances are evaluated prior to the end of the semester for the demonstrated ability to perform terminal program competencies/objectives. Factors which impact the evaluation process of these graduate competencies are current nursing practice, current education concepts, and congruency with standards of professional nursing.

6.4.1 For entry level master's programs, the program licensure exam pass rates will be at or above the national mean [Graduation Criteria].

For the Graduate Nursing Program the outcomes closely monitored include pass rates on their post program national certification examination, timely matriculation through the curriculum, job placement rates, and post graduation program evaluation.

Post program national certification examination rates are reported by the graduates to the faculty upon completion of the examination and by an annual report from the American Academy of Nurse Practitioners (AANP) for those students who take that agencies exam. Most of the GSU family nurse practitioner graduates take the AANP exam rather than the ANCC exam. The following table demonstrates post program national certification exam per year of graduation for the Family Nurse Practitioner graduates.

Table 6.2 *Post Program National Certification Pass Rates (FNP Graduates)*

Graduation	Number of Graduates	Passed First Attempt	% Pass Rate
Spring 2004	8	8	100%
Spring 2005	13	13	100%
Spring 2006	11	11	100%
Spring 2007	7	7	100%
Spring 2008	11	11	100%
Spring 2009	14	13	92.8%
Spring 2010	11	11	100%
Spring 2011	11	11	100%

The Pediatric Nurse Practitioner graduated the first cohort of 5 students in May 2011, all 5 of these graduates took the NAPNAP Pediatric NP Certification exam and all 5 passed on their first attempt, yielding a pass rate of 100% for the PNP program.

For the FNP graduates of the program, 100% were successfully employed in that role within 1-3 months post graduation. Most of these graduates (96%) remain in the state of Louisiana, a small number are employed in Kentucky, Mississippi, and Texas as nurse practitioners. In a recent outcome survey, graduates noted that 40.6% are employed in a private family practice with a physician, 21.9% are employed in some form of independent practice, 18.8% are in a specialty practice clinic such as ENT, urology, neurology, etc, 6% work in a hospitalist role, and 12.5% are employed in a walk in type clinic.

6.5.1. The licensure exam pass rates will be at or above the national mean.

The licensure pass rates for Grambling State University graduates have been inconsistent over the past 6 years. During 2005-2007, there was a decline in licensure pass rates due to a series of events. From 2004 to 2006 the School of Nursing experienced a 48.2% decline in pass rates during the natural disaster, Hurricane Katrina. At that time outside consultants were contacted to address concerns. NCLEX review courses and remediation programs were implemented. The BSN program benefited from the interventions as reflected in the 113% increase in NCLEX scores from 2006 to 2008. During 2008 to 2010 the NCLEX pass rates decreased 12.2% (Table 6.3). As a result of the national nursing shortage, the role of the RN had expanded and nursing students were expected to master more complex concepts and be able to think critically. Licensure examination reflected on the expanded role of the nurse and consequently there was an increase in its degree of difficulty.

In 2005, several students were displaced due to the natural disasters of Hurricane Katrina and Hurricane Rita. Grambling State University's School of Nursing was faced with increasing enrollments in an effort to accommodate displaced students from universities in the Gulf Coast affected by these storms. While making accommodations for displaced students, the degree of preparedness of non-generic students perhaps negatively affected pass rates. The School of Nursing admitted seven students from a university affected by Hurricane Katrina. Of these seven students one returned to the generic university. Of the six remaining students all failed the NCLEX on the first attempt. In the spirit of helping and trying to accommodate students following Katrina these students were admitted without validating knowledge and skills or adequately assessing placement which may have placed them in a nursing course for which they were not adequately prepared. If these six students that failed the NCLEX in 2006 and 2007 were

not counted in the total then the GSU pass rate for generic students would have been 80%.

In an effort to address the issue of decreased licensure pass rates, several changes were implemented in the program in an effort to improve licensure pass rates and to expand upon the knowledge of the nursing students. Students were required to complete computerized test taking and self directed learning each semester to augment the information presented in theory courses. Programs utilized to achieve this goal include Virtual Intravenous Initiation, PhyzWiz (which included interactive study modules for each body system), and Medication Maestro (which reviewed medications types, routes, indications and side effects).

Meds Publishing (Meds Pub) was offered through each level of the program offering course specific tutorials and providing NCLEX style questions as well as rationales. Due to the increased number of enrollment and decreased clinical placement sites, new and innovative methods were introduced to enhance student learning. In 2008, a state-of-the-art laboratory was established with Title III funding that integrated Human Patient Simulation (HPS) and Computer Assisted Instruction (CAI) to increase student learning experiences. By using these HPS mannequins, faculty members were able to provide knowledge regarding disease processes and patient care. Simulation education challenges and tests the nursing students' technical, clinical and critical decision making skills during realistic patient care scenarios in the safety of a laboratory.

Table 6.3 *Licensure Pass Rates for Grambling State University RN graduates*

		2004	2005	2006	2007	2008	2009	2010
Grambling	RN	82.10%	63.64%	42.5%	75%	90.63%	83%	79.61%
Louisiana	RN	90.6%	88.75%	88.1%	87.34%	90.21%	90.83%	90.89%
National	RN	84.8%	86.70%	88.30%	86.4%	87.5%	89.49%	88.69%

6.5.2 Expected levels of achievement for program completion are determined by faculty and reflect the program demographics, academic progression, and program history.

Table 6.4 depicts the attrition rates in the professional School of Nursing for the last four years based on the number of students enrolled each semester and the number that did not meet the criteria to progress further in the program.

Table 6.4 *Enrollment and Attrition Rates*

<i>Year</i>	<i>Fall Enrollment</i>	<i>Spring Enrollment</i>	<i>Students that failed out</i>
2007	241	226	11
2008	237	247	16
2009	229	238	14
2010	240	221	17

6.4.2 Eighty percent of first-time candidates for certification exams will pass the exams [Graduate Criteria].

Faculty in the MSN program monitor student attrition rates and matriculation rates as a part of the overall program evaluation. Specific data is provided below for the family nurse practitioner program, the pediatric nurse practitioner program and the nurse educator program attrition rates.

Program completion rates for the Family Nurse Practitioner program is 72% of those who enroll graduate on time from the inception of the program through the May 2011 commencement numbers. There is a small cohort (20%) who continued in the program on a part time basis due to personal illness, pregnancy, job restrictions, or personal choice. This cohort generally began enrollment as a full time student in the graduate program, but due to personal circumstances, elected to cut back to part time enrollment. Those who elect to change to part time enrollment

take one year longer to complete the program requirements than those who continue to matriculate in the full time curriculum plan. A total of 8 FNP students from 1999-2011 have been dismissed from the program due to lack of ability to earn a progressing grade in a required course. MSN students are permitted to repeat one nursing clinical course due to a non-progressing grade, but any subsequent non-progressing grades in the program results in dismissal from the program (MSN Student Handbook).

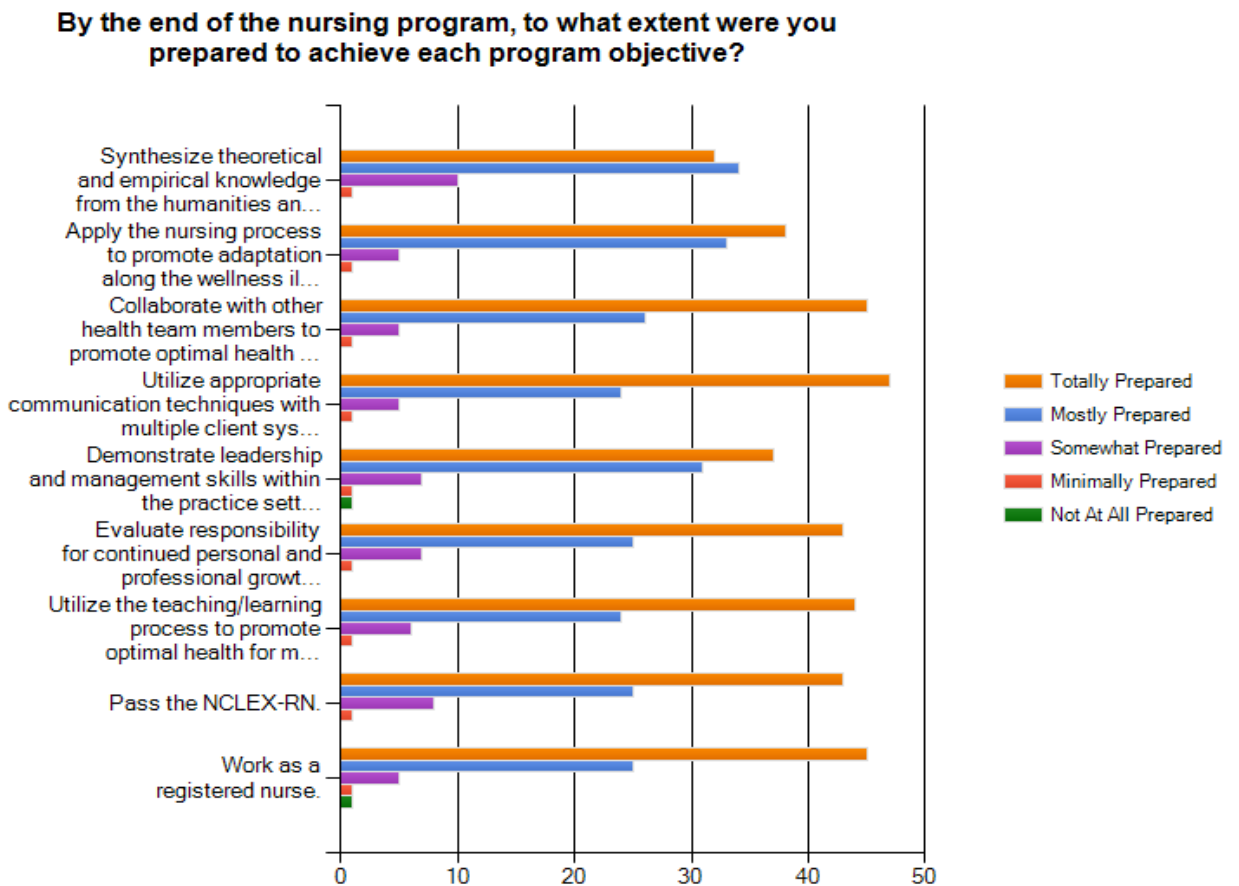
The first cohort enrolled in the Pediatric Nurse Practitioner program began with six students, one failed to progress and was dismissed from the program. The overall completion rate for the first cohort in this program is 83.3%. All five of the PNP graduates were successfully employed as advanced practice PNP within 3 months of their program completion in clinic sites in Louisiana.

The completion rate for the Nurse Educator program is 88.1% overall. Three students moved to another state, two were near completion but failed to complete the final semester requirements of the program due to personal reasons. Many of the Nurse Educator students enjoyed the benefits of the Louisiana Supply and Demand program which provided the students with stipend monies to aid in their education, with the stipulation that they use their graduate degree in a Louisiana university to teach nursing. Nurse educator students are not required to take a national certification examination, at this point none of the graduates of the program have elected to take the nurse educator certification examination. A large number of the Nurse Educator program graduates have continued their education in pursuit of doctoral degrees at this time.

6.5.3 Program satisfaction measures (qualitative and quantitative) address graduates and their employers [Baccalaureate Criteria].

The End of Program Survey (Figure 6.1) during the past three years has reflected consistent data in all areas. This 18-item tool allows the education unit to annually assess data and to determine satisfaction measures of students, as well as meeting the objectives of the School of Nursing. Question 9, specifically asks student perception of preparedness in relationship to GSU’s School of Nursing Objectives.

Figure 6.1: Program Satisfaction



6.4.3 Eighty percent of students will graduate from their program within 1 ½ times the length of the program [Graduate Criteria].

The post program satisfaction survey for the MSN program addresses student overall satisfaction with key elements of the program, their self assessment of their own achievements along each of the program terminal competencies and a survey of their current work related environments. For several years there was very minimal responses to the post graduation survey attempts. In 2011 a Survey Monkey version was designed and distributed via e-mail to graduates over the past several years, with a much stronger response rate. The following chart depicts the responses from graduates over the past several years to the post program satisfaction survey.

Table 6.5 *MSN Program Satisfaction Survey Results (n = 33)*

NP Competency Domain	Very well Prepared	Well prepared	Fairly well Prepared	Not adequately prepared	Not prepared at all
Management of client health and illness states	46.6%	42.4%	6.1%	6.1%	0
Competency in nurse-client relationship	78.8%	21.2%	0	0	0
Teaching-coaching function as an NP	66.7%	33.3%	0	0	0
Professional role acquisition	30.3%	57.6%	9.1%	3.0%	0
Managing and negotiating health care delivery systems	30.3%	42.4%	24.2%	0	3.0%
Monitoring and evaluating the quality of health care practice	45.5%	42.4%	9.1%	0	3.0%
Cultural and spiritual competency	48.6%	39.4%	9.1%	3.0%	0

Two additional questions were included in the student satisfaction survey for the graduate nursing program. The first question asked graduates to identify their current status on Benner's Novice to Expert scale as an advanced practice registered nurse. The responses are noted below:

<u>Novice to Expert Level</u>	<u>Percent</u>
Novice	0%
Advanced Beginner	12.1%
Competent	33.3%
Proficient	48.5%
Expert	6.1%

The second question was related to the graduates overall impression of Grambling State University in preparing them for the advanced practice role. The responses are noted below:

<u>Overall Satisfaction Level</u>	<u>Percent</u>
Very satisfied	60.6%
Satisfied	33.3%
Neither satisfied nor dissatisfied	0%
Dissatisfied	6.1%
Very dissatisfied	0%

Data from the survey were shared with MSN faculty in their planning meeting. Of particular interest were responses to questions related to the graduates exposure to various groups of patients while a student. The questions asked if the graduate felt they had adequate or inadequate exposure to various age groups of patients while they were engaged in their clinical hour requirements as an FNP student. Responses overall indicated lower levels of satisfaction with their amount of exposure to infants/preschool children and geriatric clients. MSN faculty used this information to discuss potential changes in clinical assignments for NP students. Specific responses of the graduates are noted in the table below.

Table 6.6 Adequacy of Clinical Exposure FNP Students (n = 33)

Age group/population	Adequate clinical experiences	Needed more time with this population of patients
Infants/preschool	75.8%	33.3%
School aged children	93.9%	15.2%
Adolescents	84.8%	18.2%
Women's health patients	81.8%	15.2%
Adult health patients	90.9%	6.1%
Geriatric patients	63.6%	30.3%

6.5.4 Job placement rates are addressed through qualified measures that reflect program demographics and history.

Employment rates are determined annually as a result of the Graduate Follow-Up Survey. Over the last 3 years, 85% of nursing graduates reported being employed within 6 months of graduation. Graduates who have relocated out of the state reported no difficulty in gaining employment as registered nurses. Several hospitals in Northeast Louisiana have downsized resulting in students having difficulty finding employment in this area. Nursing jobs have been lost at other health care agencies in this area due to downsizing as well.

6.4.5 Eighty percent of those seeking employment will be involved in role-related professional practice at one year post-graduation [Graduate Criteria].

For the FNP graduates of the program, 100% were successfully employed in that role within 1-3 months post graduation. Most of these graduates (96%) remain in the state of Louisiana, a small number are employed in Kentucky, Mississippi, and Texas as nurse practitioners. In a recent outcome survey, graduates noted that 40.6% are employed in a private family practice with a physician, 21.9% are employed in some form of independent practice, 18.8% are in a specialty practice clinic such as ENT, urology, neurology, etc, 6% work in a hospitalist role, and 12.5% are employed in a walk in type clinic.

The first cohort class (n = 5) of Pediatric Nurse Practitioners completed their program of study in May 2011. All five are employed in pediatric practice sites across northern and central Louisiana.

Graduates of the Nurse Educator program have been equally successful in attaining employment in their field of study. Many nurse educator students received stipend monies from the Louisiana Supply and Demand Commission for their education. Universities which supported these students in acquiring the funds were expected to either employ the graduate upon completion or aid them in securing employment in nursing education. Grambling State University currently has 7 of our nurse educator graduates employed as nurse educators in the School of Nursing. Other graduates are currently teaching at University of Louisiana in Monroe and Louisiana Tech University in Ruston, Louisiana.

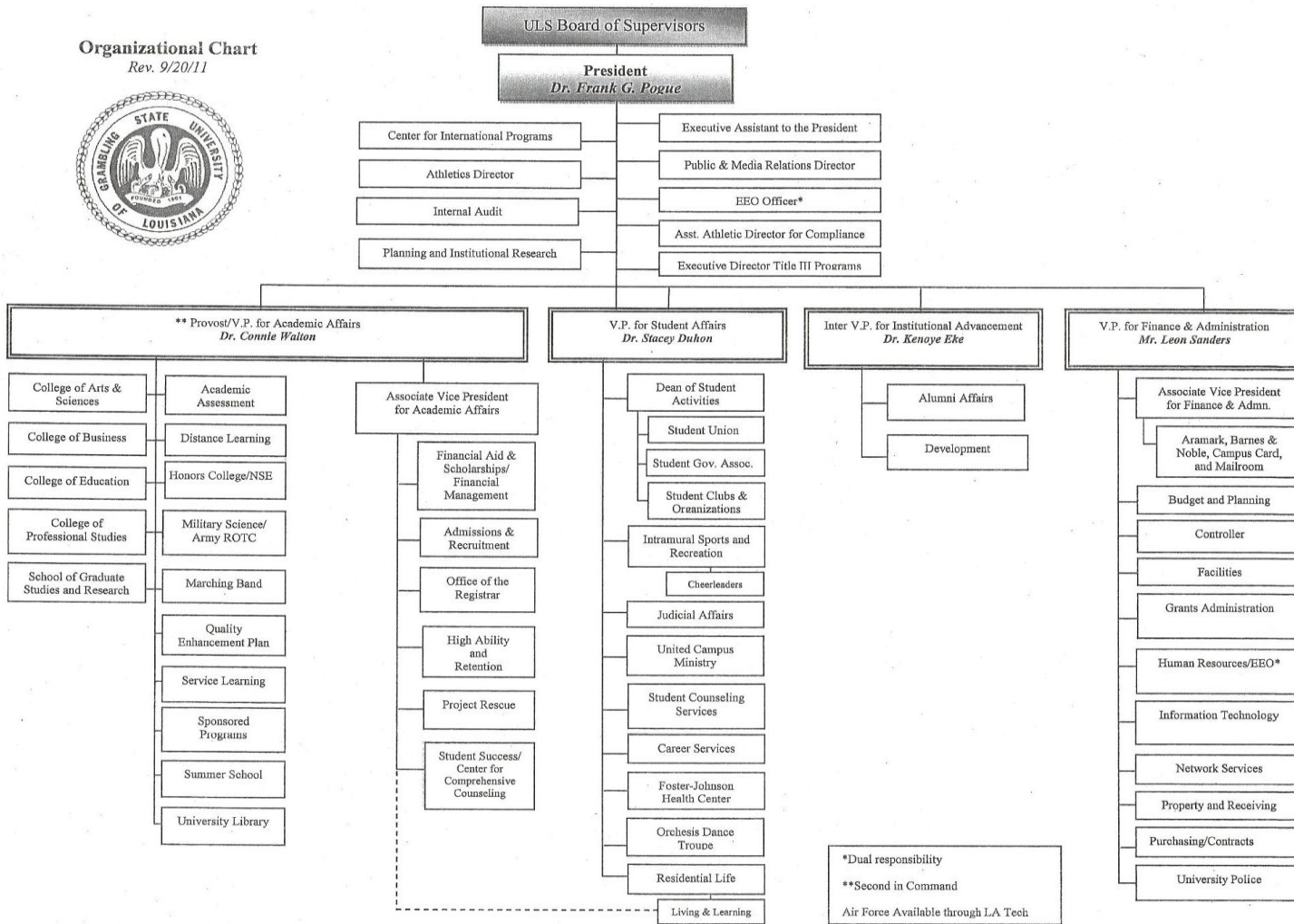
6.6 The systemic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students [Graduate Criteria 6.5].

Currently the School of Nursing does not engage in distance education. Classes that have distance education components are provided in the BSN and MSN program within specified courses. No course within either program is provided exclusively via distance learning format. However, Blackboard/Moodle is used to augment nursing courses. This learning management system allows faculty to post power point lectures, assign readings, and provide external links to enhance learning. Discussion board threads are provided for course topics and students are able to post assignments. Students are also able to sit for examinations via Blackboard/Moodle. Further consideration is being made to add distance education to the BSN and MSN curriculum.

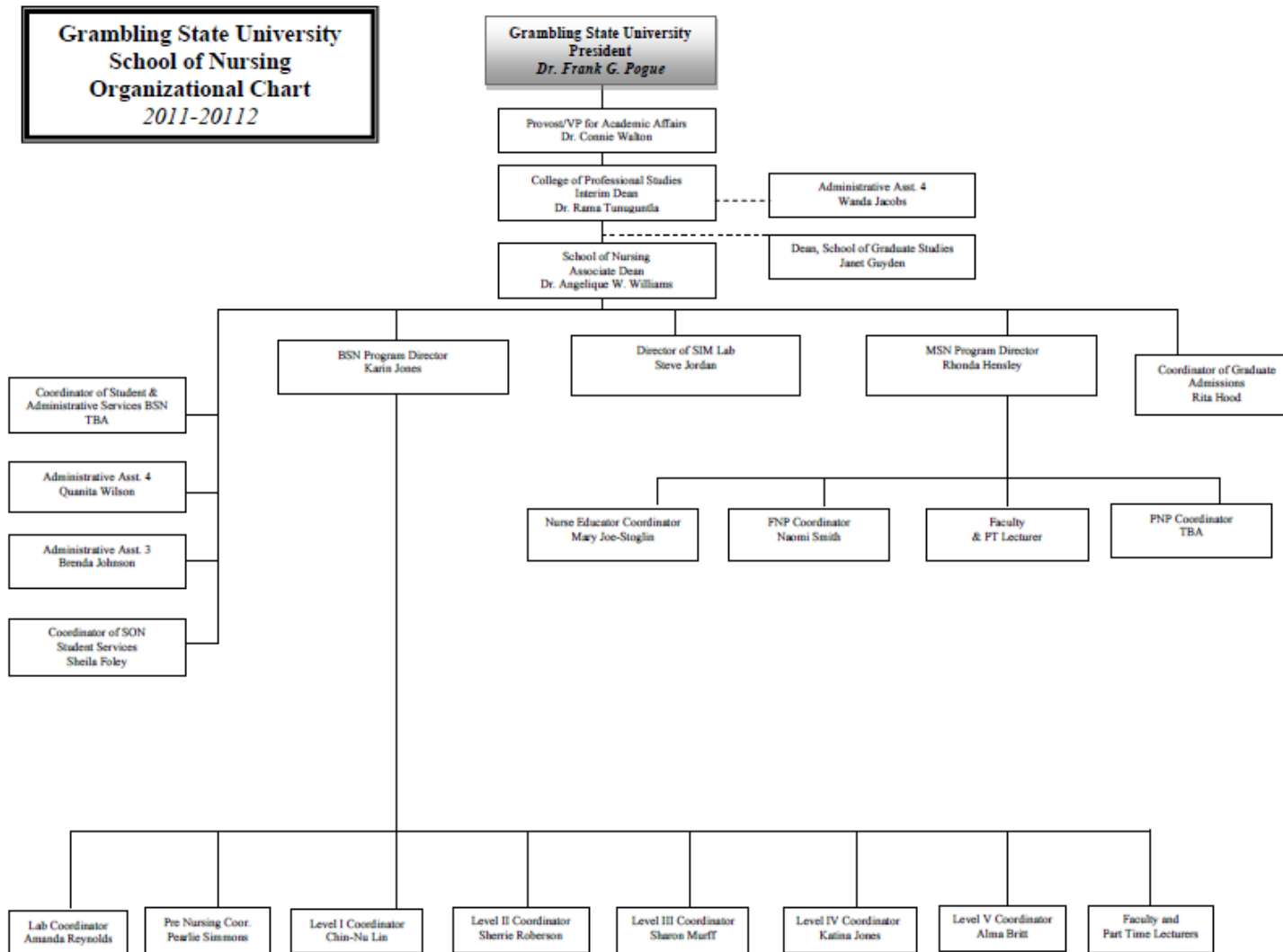
SECTION FOUR: APPENDICES

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Appendix A GSU Organization Structure



Appendix B School of Nursing Organization Structure



Appendix C Faculty Profiles

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
Albert, Tina	PT	01/94	Assistant Professor Adjunct	MSN – Northwestern State University BSN – University of Misericordia	Oncology Nursing	Clinical Instructor	
Andrus, Martha	PT	08/11	Lecturer	SACS qualified with MST in Biology	N/A	Bio 207 Lab	N/A
Britt, Alma	FT	08/04	Assistant Professor	PhD in Nursing Student University of Phoenix MSN – Grambling State University BSN – Grambling State University BA Speech – Grambling State University	Community Health nursing as a Case Manager 3 years as a Community Hypertension	2006-Present Management/ Leadership in Nursing 414Theory & Clinical 414k Community Health in Nursing 412 Theory & 412K Clinical 2008-Present NCLEX Preparation/HESI Remediation Fundamental in Nursing/ Health Assessment Theory & Clinical 2006 Med/Surg I Clinical Med/Surg II Theory & Clinical Leadership I and II courses/ certifications.2009 First Year Experience (FYE 101) Level V Coordinator SON Curriculum Committee	Publication 2010 What Does Your Culture Have To Do With It? The Registered Nurses' Perspective of Their Cultural Competence Presentation 2010 NAAAS Conference National Association of African American Studies Publication 2007 Research Nurses' Perceptions of Cultural Competence: A Qualitative Study. Conference March 9-11 2008 Creative Teaching for Nursing Educators 33 RD Annual Conference

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
						BSN Committee Academic & Standard Committee Faculty Senate Judicial Affairs Committee Faculty Senate Promotion & Tenure Committee	
Candler, Kathleen	PT	01/07	Assistant Professor Adjunct	MSN – University of Phoenix	Medical/ Surgical		
Dew, Melanie	FT	08/07	Assistant Professor	MSN – Grambling State University BSN – University of Louisiana at Monroe	Community Health Leadership/Management.	Community Based Nursing Leadership/Management Research in Nursing Critical Thinking 2009 First Year Experience (FYE 101)	Why We Worry: Understanding and Treating Anxiety Disorders 3/04/11. “Louisiana Child Care Health Consultant Program’s 2011 Annual Training”. Basic Disaster Life Support (11-18-10). Advanced Disaster Life Support (11-19-20 th -10) Child Care Nurse Consultant Conference (04-10). Certified Child Care Nurse Consultant. 1993 -2011. Presented Medication Administration Training & SIDS for Child Care Providers; two presentations done 6/10 & 10/10. Two presentations for Northeast La. Children’s

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
							<p>Coalition on Medication Administration for Child Care Providers 2009.</p> <p>Medical Surgical Nursing: Critical Thinking Strategies for the Acutely Ill Patient 7/09.</p> <p>Member of Fetal Infant Mortality Medical Review Team of Region 8 Office of Public Health.</p> <p>Certified as approved Trainer II Louisiana Pathways Child Career Development System 10/08.</p> <p>Certified Nurse Educator Preparation Course 6/09.</p> <p>Test Item Writing 2007. "Using Concept Maps to Enhance Learning Outcomes" 2007.</p> <p>Member of Sigma Theta Tau; Monroe chapter, Louisiana Public Health Association</p> <p>Member of South Central Public Health Leadership Alumnae Assoc.</p>
Dixon, Tammy	PT	05/11	Assistant Professor	<p>MSN – University of Phoenix</p> <p>BSN – University of Phoenix</p>	<p>Family Nurse Practitioner, Urgent-Care, Primary Care, Prenatal Care, Labor and Delivery, New Born Care Med-Surg., Home Health, Federal Qualified Health Center, Rural Health Care Community Liaison</p>	<p>MSN Assistant Professor of Nursing</p> <p>Graduate Preceptor</p>	<p>Speaker for Health Seminars</p> <p>Post Graduate Doctor of Nursing Practice candidate Loyola University, NO, LA</p>

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
Finley, Brian	FT	08/07	Assistant Professor	MSN – Grambling State University BSN – Grambling State University	Nursing Education Gerontology	Level 1 clinical instructor Lecturer Nursing Fundamentals	HIPPA presentations at clinical facilities
Franklin, Marilyn	FT	9/92	Assistant Professor	PhD Pharmacology – Northeast Louisiana University MS Biology – Northeast Louisiana University BS Biology – Northeast Louisiana University	N/A	Biology 207 (Anatomy/Physiology I) Biology 208 (Anatomy/Physiology II) Nursing 205 Principles of Pharmacology Nursing 505 Advanced Pathophysiology	Presentation (“Metacognition: A Key to Success in Nursing School”), GSU Pre-nursing Convocation, 10-13-11 Book review of <i>Biology for Health: Applying the Activities of Daily Living</i> , a draft manuscript for Palgrave Books
Gipson, Lena	FT	08/03	Instructor	MAT in Natural Sciences with Specialty in Biology BS in Health and PE		Anatomy and Physiology Theory & Lab	
Harris, LaShelle	PT	08/11	Assistant Professor Adjunct	MSN-2011, FNP BSN-2005, RN	Family Health	Child Health Instructor	N/A
Hensley, Rhonda	FT	01/95	Assistant Professor	DNP – University of Alabama, Birmingham MSN – Northwestern Louisiana	Critical Care	Advanced Practice clinical courses Advanced Health Assessment Nursing Theory	Presentations at several annual LANP meetings Poster presentation at AANP in New Orleans Presentations at Northeast Regional Pharmacology Workshops

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
				University BSN – Northwestern Louisiana University		Nurse educator courses	Two published books: Clinical Coach for Nurse Practitioners (F.A. Davis) & Clinical Guidelines for Primary Health Care (APEA publications)
Hood, Rita	FT	07/09	Coordinator of Graduate Admission	MAT Student w/concentration in Sociology – Grambling State University (expected date of graduation Fall 2011) BA Business Administration – Wiley College			
Jones, Anna K.	FT	08/88	Associate Professor	MSN (FNP) - Grambling State University PhD - Louisiana State University – Baton Rouge, LA MSN - Northwestern State University – Natchitoches, LA BSN – Northeast Louisiana University- Monroe, LA	Adult Health Family Nursing	Adult Med/Surg Pediatrics Management Pathophysiology Research/Thesis Writing Nursing Educator classes	A Multidiscipline Exploration of College Students’ Perceptions of Academic Dishonesty: Are Nursing Students Different from other College Students/ HRSA grant submitted: Nursing Workforce Diversity recommended for funding, but not selected; score not as high as others HRSA Grant Submitted: Nursing Workforce Diversity-not funded

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
Jones, Katina	FT	08/06	Assistant Professor	PhD in Nursing (student) University of Texas Tyler MSN – Grambling State University BSN – Grambling State University	Child Health	Child Health Theory Child Health Practicum Curriculum Committee, Chair Continuing Education, Chair Level IV Coordinator	Presentations: Disparity in African American Premature Births: A Review of the Literature August 2011 Susceptibility: A Concept Analysis August 2011 Infant Mortality and Prematurity in African American (August 2010) Teenage Pregnancy Prevention: Replication of Evidence May-June 2010 Based Programs Respiratory Syncytial Virus Prophylaxis Compliance in Home Setting Compared to Compliance at Physician’s Office, Master’s Thesis May 2006 Conferences: Kaplan Tutorial Webinar Faculty & Student Orientation Grambling, LA October 2011 Learning to Lead”2 nd Annual State Conference Louisiana Association for the Education of Young Children New Orleans, Louisiana June 2011 Louisiana Child Care Health Consultant Training Workshop Louisiana Department of Health Baton Rouge, Louisiana March 2011 Once Upon a Time-New Stories for Pediatrics, Chapter 10 Pediatric Conference-Dr. Terry King Monroe, Louisiana April 2010 Region 8 Fetal & Infant Mortality Review Louisiana Fetal-Infant Mortality Review Program West Monroe, Louisiana

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
							October 2009 Once Upon a Time-New Stories for Pediatrics, Chapter 9 Pediatric Conference - Dr. King Monroe, Louisiana April 2009
Jordan, Steve	FT	10/06	Assistant Professor	MSN – Grambling State University BSN - Grambling State University	Med/Surg Telemetry	Med/Surg Simulation	SUN Network Conferences 2008, 2009
Kindall, Tavell	FT	08/09	Assistant Professor	MSN – University of Phoenix, AZ BSN – Grambling State University Grambling, LA	Adult Critical Care, Emergency Nursing	Applied Nursing Pathophysiology Health Assessment Concepts in Nursing Fundamentals Skills in Nursing Fundamentals Nursing Faculty Committee Title III Activity Coor. Curriculum Committee Mary E. Mahoney Honor Society	Post Master’s Certificate (Candidate- May 2012) Family Nurse Practitioner
Lewis, Lakishia	PT	08/11	Assistant Professor Adjunct	MSN – Northwestern State University – Shreveport, LA BSN – Northwestern State University – Shreveport, LA	Med-Surg and Critical Care	Level 1 clinical adjunct instructor for GSU. Responsible for instructing clinical in a med-surg setting for level 1 students at a hospital setting	A member of Louisiana Association of Nurse Practitioners, Also a member of American Nurses Associations and AANP

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
Lewis, Poh	PT	8/10	Assistant Professor Adjunct	MSN – Grambling State University BSN – Grambling State University	Med/Surg	Fundamental Skill Lab	
Chin-Nu Lin	FT	08/07	Assistant professor	PhD student University of Texas at Tyler MSN Grambling State University , Master of Arts West Texas A & M University BSN Chung Shan Medical University Taichung, Taiwan	Med/Surg Mental Health	Level coordinator Fundamental Skill Lab Fundamental Nursing (theory) Simulation Lab Health Assessment Fundamental Nursing Clinical BSN Committee Academic & Standard Committee Faculty & Staff Committee Evaluation Committee Library and Learning Resources Committee (University)	10/10 Poster presentation in 36 th Annual Conference of Transcultural Nursing Society, Atlanta. GA. 09/2010 Crisis Counseling 05/2010 Mental Health Awareness Seminar 10/2009 - 35 th Annual Conference of The Transcultural Nursing Society. 09/2009 - Maternal & Child Seminar 04/2009 – Med/ Surg Conference 03/2009 - The Cornerstone of the Future: Simulation in Nursing Education Part II 03/2009 - Trauma Symposium 02/2009 - Creative Nursing Education in the Lab and Clinical Settings
Mansfield, Chelsea	FT	08/11	Associate Professor	DNP student Loyola University MSN Alcorn State University	Family Medicine	MSN program BSN program	Doctoral Project & presentation

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
				BSN Grambling State University			
Murff, Rikki	PT	08/10	Assistant Professor Adjunct	BSN,MSN- Grambling state University	Medical/Surgical	Medical/Surgical	
Murff, Sharon	FT	08/02	Assistant Professor	<p>PhD in Public Health (student) – Walden University, Baltimore, MD</p> <p>MSN – Northwestern State University – Shreveport, LA</p> <p>BSN – East Carolina University – Greenville, NC</p>	<p>Critical Care (Cardiothoracic ICU, Surgical ICU, Medical ICU -33 years)</p> <p>(Certified Critical Care RN (CCRN)</p> <p>Administrative Consultant for the DON & ADON for 2 Psych/Mental Health facilities in Stonewall, LA (1 year)</p> <p>Home Health (1 year)</p> <p>Case Management (7 years)</p>	<p>Assistant Professor of Nursing in BSN Program</p> <p>Level III Coordinator</p> <p>Medical/Surgical Nursing II (N312)</p> <p>Group Interaction III (N305)</p> <p>Aspects of Gerontology (HP302)</p> <p>Consumer Health (HP 400) Environmental Health and Safety (HP 402)</p> <p>First Year Experience (FYE 101)</p> <p>1980 Critical Care Clinical Instructor for Lakeland Community College in Mentor, OH</p> <p>1981-1983 Full-time Instructor for Huron Road Hospital School of Nursing</p>	<p>2005-2008 Principle Investigator for the HERD Project (HRSA Grant)</p> <p>Site Coordinator for the Adventist Health Study II (from Loma Linda, CA)</p> <p>08/2006-5/2008 Assistant Professor (Adjunct Faculty) Sports, Leisure Studies & Kinesiology Dept. Health Promotion Program GSU</p> <p>1/2007-12/2008 Item Writer NCLEX RN & NCLEX PN Projects Educational Re-sources Inc. (ERI)</p> <p>04/2010-04/2010 Chapter Reviewer for Burston House Ltd on behalf of Cengage Publishing Co. (Neurological & Immunity Disorder)</p> <p>Murff, S. (2005). The impact of stress on academic success in college students. ABNF Journal, 17(4), 143-146. (refereed).</p> <p>Murff, S. (2007). Under-standing diabetes: The key to glucose control. NBNA News (News Journal for the National Black Nurses Association) Winter 2007.</p> <p>Murff, S. (2009). Social Forces and The African American Nurse in Practice: A</p>

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
						<p>(Diploma Program)</p> <p>1993-1995 Critical Care Instructor for GSU</p>	<p>Historical Overview.</p> <p>Published Monograph, National Assoc. of African American Studies and Affiliates (NAAAS). Retrieve from http://www.naaas.org</p> <p>“Is Anybody Listening to My Heart? Spiritual Distress”. Presented at the Annual Region V Conference for the Louisiana Medical Association (LMA) June, 2005</p> <p>“Decreasing Morbidity in the African American Community” Presented at the Annual Region V Conference for the Louisiana Medical Association (LMA) June 2006</p> <p>Social Forces and the African American Nurse in Practice – Presented at the Annual Conference for the National Association of African American Studies and Affiliates (NAAAS); February 11, 2009 Baton Rouge, LA.</p> <p>African Americans and Type II Diabetes. Presented at the Annual Conference for National Association of African American Studies and Affiliates (NAAAS): February 12, 2010, Baton Rouge, LA</p> <p>The Effects of Hassles and Uplifts on Final Grades of Nursing Students in a Baccalaureate Nursing Program. Beta Chi Chapter of Sigma Theta Tau International (STTI), Regional Research Conference, March 15, 2010, Shreveport, Louisiana</p>
Norman, Jamil	FT	08/06	Assistant Professor	PhD in Nursing (Student) University of	Labor and Delivery	Women’s Health	2011 – Manuscript Systematic Review of the Literature on Simulation (2011) Association of Black Nursing Faculty Journal

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
				<p>Texas Tyler</p> <p>MSN – Grambling State University</p> <p>BSN – University of Central Arkansas</p>			<p>The Role of the Nurse in Women’s Health Nursing Louisiana Association of Student Nurses’ 57th Annual State Conference (presenter) Alexandria, LA September 2011 Faculty of the Year Award August 2011</p> <p>Association of Black Nursing Faculty Dissertation Award June 2011</p> <p>Lucy Perry/Nursing Education Funds Scholarship May 2011</p> <p>The Role of Simulation-Based Learning in Teaching Clinical Nursing: Current and Future</p> <p>Challenges Facing the Nurse as Educator ABNF 24th Annual Meeting and Scientific Conference Arlington, VA (presenter)</p> <p>2011 – Elsevier HESI Research Testing Grant (Dissertation)/2011 Private Investigator/Funded Awarded \$8000</p> <p>Marilyn Bagwell Leadership Development Grant/2011/Private Investigator/Unfunded</p> <p>2011 - ABNF Dissertation Grant/Private Investigator/Funded \$500</p> <p>October 2010 - Women’s Health Nursing Louisiana Association of Student Nurses: 56th Annual State Convention Shreveport, Louisiana</p> <p>November 2009. On the Move to Prevent Breast Cancer. Faces of a Healthy Future: national conference to end Health Disparities Winston-Salem, North Carolina</p>

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
							<p>October 2009 -Women's Health Nursing Louisiana Association of Student Nurses: 55th Annual State Convention Lafayette, LA</p> <p>October 2008 - Nursing Students Perception of Academic Dishonesty: A Generation Y Perspective. McKnight Fellows 24th Annual Graduate Conference Tampa, Florida June 2008</p> <p>Nursing Students Perception of Academic Dishonesty: A Generation Y Perspective. ABNF 21st Annual Meeting & Scientific Conference Montreal, Canada</p>
Potter, Danita	FT	8/11	Associate Professor	<p>PhD in Nursing – Hampton University</p> <p>MSN – Alcorn State University</p> <p>BSN – Grambling State University</p>	<p>Psych Mental health</p> <p>Geriatrics</p> <p>Community Health</p>	<p>NUR 305 Group Seminar III</p> <p>NUR 314 Psy/Mental Health Nursing</p> <p>NUR 314K Psy/Mental Health Clinical</p> <p>NUR 403 Group Seminar IV</p> <p>NUR 501 Advanced Nursing Science Theory</p> <p>NLNAC Steering Committee</p> <p>MSN Committee, BSN Committee, Library & Resources Committee</p>	<p>Sigma Theta Tau International Honor Society 10/2010</p> <p>Hampton University, Dissertation Defense, African American Teenage Mothers' Perceptions of Nurse Caring 5/2011</p> <p>Lighthouse/Renewal Inc. Annual Health Fair, Breast Cancer Awareness & Prevention 9/2011</p> <p>Southern Research Society of Nursing 26 conference, New Orleans 02/2012</p>
Reynolds, Amanda	FT	01/84	Associate Professor	<p>MSN – Northwestern State University</p> <p>BSN –</p>	Adult Med-Surg	<p>Nur120</p> <p>Nur 125</p> <p>Nur 201</p> <p>Nur 350</p> <p>Nur 206</p> <p>Nur 207</p> <p>Nur 208</p>	Chapters of 2 book reviews

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
				Northwestern State University		Building Coordinator, Coordinator of the Computer Labs	
Rhodes, Karen Lynn	PT	01/08	Assistant Professor	MSN – Indiana Wesleyan University BSN – Northwestern State University	ED, Women’s Health, Labor & Delivery, Newborn Nursery, Quality/Risk Management, Med/Surg	MSN Assistant Professor of Nursing – Clinical Rotations in Labor & Delivery/Women’s Health	FHM Instructor Trainer, Presentations to Medical Staff and Employees on Quality and Safety in Patient Care
Roberson, Sherrie	FT	10/09	Assistant Professor	MSN – University of Phoenix BSN – Grambling State University	Telemetry; Cardiac/Critical Care	NUR 308 Adult Med/Surg I NUR 308K Adult Med/Surg I Clinical NUR 303 Group Seminar II NUR 350 Independent Study Enhancement Sessions Academic Advisor Admissions/Academic Standards Committee Level II Coordinator Student Nurse Association Advisor	
Simmons, Pearlie	FT	01/08	Assistant Professor	PhD in Nursing (Student) – University of Phoenix MSN – University of Phoenix	Emergency Nursing, OB, PP, Geriatrics	Nursing Concepts Health Assessment OB/Peds Clinicals	March 2010-Presented at Health Educ classess at Community Mission-TX & mgmt of Diabetes April 2010-Conference in New Orleans- Schools of Nursing aligned for Emergency

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
				BSN – Northwestern State University			Responsiveness
Smith, Naomi	FT	08/11	Assistant Professor	DNP Student Loyola University New Orleans MSN – Grambling State University BSN – Grambling State University	Cardiac Critical Care Home Health Rural Health Emergency Department Midlevel Provider Outpatient Clinic Midlevel Provider Nurse Consultant	MSN Assistant Professor of Nursing Graduate Preceptor Advanced Pathophysiology	Speaker for Health Seminars Post Graduate Doctor of Nursing Practice candidate at Loyola University New Orleans, LA <i>Applying the Activities of Daily Living</i> , a draft manuscript for Palgrave Books
Thomason, Brenda	FT	8/04	PNP Coordinator	DNS – Louisiana State University MSN – Northwestern State University BSN – Northwestern State University	Pediatrics Cardiology	Pediatrics Pediatric Coordinator	(Presenter) LANP last 2 years Chairperson and Co-chair of Annual Pediatric Conference – Monroe NAPAP 2009 TDK symposium NO 2010 Pediatric Coordinator
VanDyke, Carmel	PT	08/95	Assistant Professor Adjunct	MSN – University of TX Tyler BSN – Northwestern State University	Maternal Child/Leadership Management	15 years Adjunct faculty @ GSU 14 years Administrative House Manager for LSUHSC	Fetal Monitoring conference Care of the High Risk Maternal client

Faculty Name	FT /PT	Date of Initial Appointment	Rank	Academic preparation	Areas of Clinical Expertise	Academic Teaching(T) And other Areas of responsibility	Scholarly Activities(Conferences Presentations
Wade, Lalisa	PT	08/11	FNP	DNP (Student) – Loyola University New Orleans, LA MSN – Alcorn State University BSN – Grambling State University	Family Practice	Pediatric clinicals for level 4 BSN students	DNP 2011 conference volunteer
Williams, LaTonya	FT	01/10	FNP Faculty	DNP student – University of Birmingham MSN – Grambling State University BSN – Grambling State University	Family, Cardiac, Nuero	Family Nurse Practitioner	Member LANP
Willsher, Laura	FT	01/87	Assistant Professor	Ed.D Grambling State University Post Masters FNP Mississippi University for Women MSN Northwestern State University BSN Northeast Louisiana University	Pediatrics and Family	Pediatrics and Family	Pediatric Conference April 2010 LANP Sept 2011, Presenter LANP Sept 2011, Pediatric Conference April 2011 NAPNAP March 2010

Appendix D Clinical Facilities***Clinical Facilities by BSN Program***

Agency	Course Name & Number	Level of Students
Promise Hospital St. Joseph's Nursing Home Veterans Administration Medical Center	N212 Fundamentals of Nursing	I
Louisiana State University Health Sciences Center Shreveport (LSUHSC) Glenwood Regional Medical Center Northeast Louisiana Regional Medical Center	N 308K MedSurg	II
Willis Knighton Medical Center Louisiana State University Health Sciences Center Shreveport (LSUHSC)	N 312 K Acute Med/Surg	III
E.A. Conway Medical Center St. Patrick's Behavioral Unit	N 314K Psych/Mental Health	III
St. Francis Medical Center St. Francis KidMed E.A. Conway Medical Center Louisiana State University Health Sciences Center Shreveport (LSUHSC) Minden Medical Center	N 408K Child Health	IV
St. Francis Medical Center E.A. Conway Medical Center Louisiana State University Health Sciences Center Shreveport (LSUHSC) Minden Medical Center	N 410K Women's Health	IV
St. Francis Medical Center	N 414K Community	V
	N Leadership & Management	V

Appendix E Interim Associate Dean for Nursing Brief Curriculum Vita**Name:** Danita Potter**Rank:** Associate Professor**Position:** Interim Associate Dean - Tenured**Education:**

<u>Degree</u>	<u>University</u>	<u>Year</u>
PhD	Hampton University Hampton, Virginia	2011
MSN	Alcorn State University Lorman, MS	2005
BSN	Grambling State University Grambling, LA	1995

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Associate Professor	2011-Present	Full-Time
University of Louisiana Monroe Monroe, LA	Assistant Professor	2001-2011	Full-Time
Louisiana Delta Vo-Technical College West Monroe, LA	Instructor	2007-2008	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Mary Gross Nursing Home Medical Center Monroe, LA	Registered Nurse Supervisor	2010-Present	PRN
Ridge Crest Nursing Center West Monroe, LA	Nurse Supervisor	2007-2010	PRN

Appendix F Faculty Committee Assignment

**Grambling State University
School of Nursing
Committees 2011-2012**

Curriculum	Policy	Evaluation	Admissions/Academic Standards
K. Jones (Chair) T. Kindall S. Jordan L. Williams Dr. Jones Dr. Hensley P. Simmons C. Mansfield	S. Murff (Chair) M. Dew Dr. Potter L. Gipson N. Smith A. Reynolds T. Stewart-Dixon	Dr. Willsher (Chair) Dr. Stoglin J. Norman A. Reynolds C. Lin B. Finley Dr. Franklin	A Britt (Chair) S. Roberson P. Simmons Dr. Franklin Dr. Jones Dr. Hensley R. Hood
Staff: Q. Wilson	Staff: B. Johnson	Staff: Q. Wilson	Staff: B. Johnson

Standing Committees**Ad Hoc Committees**

Mary E. Mahoney Honor Society	Continuing Education	Gramblinite
T. Kindall (Chair) Dr. Thomason A. Britt B. Finley L. Gipson C. Mansfield	K. Jones (Co-Chair) S. Roberson (Co-chair) C. Lin N. Smith Dr. Willsher	Dr. Stoglin (Chair) S. Jordan Dr. Willsher R. Hood Dr. Potter
Staff: S. Foley	Staff: Q. Wilson	Staff: S. Foley

Appendix G Curriculum Plans for MSN Program

Grambling State University School of Nursing
Family Nurse Practitioner Option/MSN
Curriculum Plan

Fall Semester (16 weeks)	Credit Hours	Clinical Hrs/Wk
NUR 501 Advanced Nursing Science Theory	3	
NUR 505 Advanced Pathophysiology	3	
NUR 540 NP: Advanced Health Assessment	3	3
NUR 541 NP: Role I	1	1.5
Total	10	72 hr/semester
NUR 552 Advanced Pharmacotherapeutics	3	
Spring Semester (16 weeks)		
NUR 542 NP: Advanced Health Management I	4	6
NUR 503 Advanced Nursing Research	3	
Total	10	96 hr/semester
Summer Semester (12 weeks)		
NUR 545 Family Dynamics	3	1.5
NUR 544 NP: Advanced Health Management II	4	6
NUR 543 Rural Health/Community Issues	3	1.5
Total	10	114 hr/semester
Fall Semester (16 weeks)		
NUR 546 NP: Advanced Health Management III	6	12
NUR 547 NP: Role II	1	
NUR 580 Research Project OR	3	
NUR 590 Thesis Option	3	
Total	10	192 hr/semester
Spring Semester (16 weeks)		
NUR 548 NP: Advanced Health Management IV	7	15
NUR 590 Thesis Option or Elective	3	
NUR 599 Comprehensive Examination	0	
Total	10	240 hr/sem
Total for Program	50	714 hours

Appendix G (continued)

Grambling State University School of Nursing
Pediatric Nurse Practitioner Option/MSN
Curriculum Plan

Fall Semester (16 weeks)	Credit Hours	Clinical Hrs/Wk
NUR 501 Advanced Nursing Science Theory	3	
NUR 505 Advanced Pathophysiology	3	
NUR 540 NP: Advanced Health Assessment	3	3
NUR 541 NP: Role I	<u>1</u>	1.5
Total	10	72 hr/semester
 Spring Semester (16 weeks)		
NUR 572 PNP: Advanced Health Management I	4	6
NUR 503 Advanced Nursing Research	3	
NUR 552 Advanced Pharmacotherapeutics	Total 10	96 hr/semester
 Summer Semester (12 weeks)		
NUR 545 Family Dynamics	3	1.5
NUR 574 PNP: Advanced Health Management II	4	6
NUR 543 Rural Health/Community Issues	<u>3</u>	1.5
Total	10	114 hr/semester
 Fall Semester (16 weeks)		
NUR 576 NP: Advanced Health Management III	6	12
NUR 547 NP: Role II	1	
NUR 580 Research Project OR	3	
NUR 590 Thesis Option	<u>3</u>	
Total	10	192 hr/semester
 Spring Semester (16 weeks)		
NUR 578 NP: Advanced Health Management IV	7	15
NUR 590 Thesis Option or Elective	3	
NUR 599 Comprehensive Examination	<u>0</u>	
Total	10	240 hr/semester
Total for Program	50	714 hours

Appendix G (continued)

Grambling State University School of Nursing
Post Master's Certificate FNP
Curriculum Plan

Fall Semester	Credit Hours
NUR 505 Advanced Pathophysiology*	3
NUR 540 NP: Advanced Health Assessment	3
NUR 541 NP: Role I	<u>1</u>
Total	7
Spring Semester	
NUR 542 NP: Advanced Health Management I	4
NUR 552 Advanced Pharmacotherapeutics	<u>3</u>
Total	7
Summer Semester	
NUR 543 Rural Health/Community Issues	3
NUR 544 NP: Advanced Health Management II	4
NUR 545 Family Dynamics	<u>3</u>
Total	10
Fall Semester	
NUR 546 NP: Advanced Health Management III	6
NUR 547 NP: Role II	<u>1</u>
Total	7
Spring Semester	
NUR 548 NP: Advanced Health Management IV	7
NUR 599 Comprehensive Examination	<u>0</u>
Total	7
Total	38

*If earned credit in pathophysiology is older than 5 years, students will be required to audit NUR 505

Appendix G (continued)

Grambling State University School of Nursing
 Post Certification Family Nurse Practitioner Programs
 Curriculum Plan

Adult Nurse Practitioner (ANP) to Family Nurse Practitioner (FNP)

Course		Credit Hours
NUR 544	NP: Advanced Health Management II	4
NUR 545	Family Dynamics	3
NUR 546	NP: Advanced Health Management III	6
NUR 548	NP: Advanced Health Management IV	<u>7</u>
	Total	20

Women's Health Practitioner (WHNP) to Family Nurse Practitioner (FNP)

Course		Credit Hours
NUR 542	NP: Advanced Health Management I	4
NUR 545	Family Dynamics	3
NUR 546	NP: Advanced Health Management III	6
NUR 548	NP: Advanced Health Management IV	<u>7</u>
	Total	20

Pediatric Nurse Practitioner (PNP) to Family Nurse Practitioner (FNP)

Course		Credit Hours
NUR 542	NP: Advanced Health Management I	4
NUR 544	NP: Advanced Health Management II	4
NUR 545	Family Dynamics	3
NUR 548	NP: Advanced Health Management IV	<u>7</u>
	Total	18

Appendix G (continued)

Grambling State University School of Nursing
 Nurse Educator Option
 Clinical Focus: Adult/Geriatric

Fall Semester	Credit Hours
NUR 501 Advanced Nursing Science Theory	3
NUR 505 Advanced Pathophysiology	3
NUR 530 Educational Foundations	3
NUR 535 Nurse Educator Role	<u>1</u>
Total	10
Spring Semester	
NUR 514 Adult Health I	4
NUR 532 Curriculum Development	3
NUR 503 Advanced Nursing Research	<u>3</u>
Total	10
Summer Semester	
NUR 507 Issues and Trends in Nursing	<u>3</u>
Total	3
Fall Semester	
NUR 590 Thesis	3
NUR 534 Teaching Methodologies	3
NUR 516 Adult Health II	<u>4</u>
Total	10
Spring Semester	
NUR 536 Practicum	3
NUR 590 Thesis	3
NUR 599 Comprehensive Examination	<u>0</u>
Total	6
Total	39

Appendix G (continued)

Grambling State University School of Nursing
 Nurse Educator Option
 Clinical Focus: Maternal Child

	Credit Hours
Fall Semester	
NUR 501 Advanced Nursing Science Theory	3
NUR 505 Advanced Pathophysiology	3
NUR 530 Educational Foundations	3
NUR 535 Nurse Educator Role	<u>1</u>
Total	10
Spring Semester	
NUR 510 Women's Health	4
NUR 532 Curriculum Development	3
NUR 503 Advanced Nursing Research	<u>3</u>
Total	10
Summer Semester	
NUR 507 Issues and Trends in Nursing	<u>3</u>
Total	3
Fall Semester	
NUR 512 Pediatric Health	4
NUR 534 Teaching Methodologies	3
NUR 590 Thesis	<u>3</u>
Total	10
Spring Semester	
NUR 536 Practicum in Nursing Education	3
NUR 590 Thesis	3
NUR 599 Comprehensive Examination	<u>0</u>
Total	6
Total	39

Appendix H List of Clinical Preceptors

Preceptor	Clinical Title	Years of NP Experience	Educational Preparation	Clinical Affiliation
Allen, Linda	FNP	13 years	BSN 1976-Univ. of La-Monroe and MSN Grambling State University Grambling, La 1999	Winnsboro Medical Clinic-Family Medicine Clinic
Beard, Rhonda	FNP	11 years	1997-BSN 2001 MSN Grambling State University	Primary Health Care Services Monroe, LA
Dr. Bonomo, Carrie	Physician	12 years	MD-Louisiana State University Medical School in 5/2000	Pediatrics
Braswell, Rena	FNP	9 years	BSN 1991-Univ of La-Monroe and MSN GSU 2003	Family NP
Brown, Amanda	FNP	6 years	BSN 1985-Northeast La Univ.-Monroe and MSN Grambling State Univ.-Grambling 2005	Family NP
Bennett, Jennifer	FNP	6 years	BSN 1981 Northeast La. Univ. and MSN Grambling State Univ.-Grambling 2005	Family NP
Carter, Sandra	FNP	10 years	1992 BSN 2002 MSN Grambling State University	Primary Health Care Services Monroe, LA
Dr. Chandler, Michael	Physician	11 years	MD 2001 Louisiana State University School of Medicine	Minden family Medicine in Minden, La
Clack, Jo Ann	Pediatric Nurse Practitioner	8 years	BSN 2000 Univ of Ark-Monticello; MSN 2003 Univ of Ark-Monticello	Jo Ann Clack
Cummings, Lori	Pediatric Nurse Practitioner	10 years	BSN 1995 Northwestern State Univ; MSN 2002 Northwestern State Univ.	Lori Cummings
Dr. Calhoun	Physician	14 years	MD 1998 Louisiana State University School of Medicine	Dr. Calhoun
Bulah Darnell	FNP	17 years	BSN 1968 Northwestern; MSN 1995	West Carroll Health System, Oak Grove, La
Dr. Fakhre Fakhre	Physician	19 years	MD 1993-St. George's University Medical School	Family Medicine

Preceptor	Clinical Title	Years of NP Experience	Educational Preparation	Clinical Affiliation
Deborah Green	Women's Health Nurse Practitioner	4 years	BSN 1976 Univ of Louisiana-Monroe; MSN 2008 Northwestern State University	Morehouse Community Medical Center
Long, Jennifer Allen	WHNP	10 years	2002 MSN-1999 BSN-1992 ASN Northwestern University BSN-	LSU- Health Science Center Shreveport, LA
Lemley, Edie	FNP	12 years	1999MSN- Alcorn State University 1995 BSN-Ole Miss University 1998 ASN- La Tech University	Primary Health Services Center Monroe, LA
McClanahan, Patsy	WHNP		1990 MSN Northwestern state University 1976 BSN Northeast Louisiana University	LSU- Health Science Center Monroe, LA
Malik, Shazad	Physician-Pediatrics	4 years in the US	1991- King Edward Medical College	Morehouse Community Medical Centers Inc. Bastrop, LA
McDonald, AJ	FNP	8 ½ years	1999-MSN Grambling State University 1979-BSN Northeast Louisiana University	Union Clinic of Marion Marion, LA
Moberley, Courtney	FNP	5 years	2005 –MSN University Mississippi Medical Center	The Medical Clinic Newellton, LA
Malmay, Kim	Physician-Pediatrics			104 Contempo West Monroe, LA
Marie, Sharon	FNP	14 years	1998- MSN Northwestern State University 1980- BSN N.E Louisiana Univ.	101 Professional Dr. West Monroe, LA 71291
Mouhaffel, Assad	Physician-Cardiology	14 years		Northeast Cardiology Associates Monroe, La
Nida, Joseph	Physician – Family	10 years	2002 MD- LSU Medical School Shreveport, La	LSU Health Science Center Shreveport LA Family Practice Springhill, LA

Preceptor	Clinical Title	Years of NP Experience	Educational Preparation	Clinical Affiliation
Ovitt, Wanda	FNP	9 years	2003 MSN Grambling State University	Quick Care Ruston Ruston, LA
Perkins, Camille	Physician - Pediatrics	32 years	1977-MD University of Illinois Chicago, Ill	The Family Practice Clinic Lake Providence, LA
Perkins, Ronald Anthony	FNP	9 years	MSN-Mississippi University for women and men BSN- University of LA Monroe, LA	The Heart Clinic 102 Thomas Road West Monroe, LA
Roy, Samir	Physician-Family	14 years	1998-MD LSU Shreveport, LA	102 Thomas Rd Ste 504 West Monroe, 71291
Rice, Shelyna	FNP	8 years		Bilancia Center of Health Ruston, LA
Rutledge, Wayne	FNP	12 years	1999 MSN University of Ark. Monticello	Drew Outpatient Clinic 1117 Cheniere Drew Monroe, LA
Stewart-Dixon, Tammy	FNP	11 years	1999 BSN- 2001 MSN University of Phoenix	Primary Health Care Services Monroe, LA SoleCare LLC Monroe, LA
Dr. Wyche Coleman, Jr.	Physician	38 years	MD 1975 Louisiana State University School of Medicine	Coushatta Clinic-Family Practice
Wilson Brown, Susan	FNP	13 years	BSN 1994 Northwestern State University and MSN 1999 Northwestern State University	Family NP

Appendix I Systematic Plan for Program Evaluation

**Grambling State University School of Nursing Program
Systematic Plan for Program Evaluation**

Plan				Implementation	
Criteria/ Component	Definition/Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Person Responsible
<p>Standard 1: Mission And Administrative Capacity- The nursing education unit’s mission reflects the governing organization’s core values and is congruent with its strategic goals and objectives. The organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.</p>					
SON Mission & Philosophy	<p>Mission-primary statement of purpose Philosophy-stated beliefs of faculty organization regarding nursing, person, society, health, education congruent with mission & philosophy of GSU; consistent with current nursing practice</p> <p>100%</p>	Minimum of every 5 years; any time GSU mission & philosophy is revised	<p>SON Faculty Handbook</p> <p>SON BSN Student Handbook</p> <p>SON MSN Student Handbook</p>	Review and analysis of congruence with GSU mission & philosophy; analysis & discussion by faculty regarding current nursing practice	Associate Dean School of Nursing Faculty Curriculum Committee
Participation in governance	<p>Administrators, faculty & students serve on GSU committees, faculty & students serve on SON committees</p> <p>Administrators-100% Faculty-50%</p>	Each semester, with the accreditation cycle, or upon revision of the	Nursing faculty and Associate Dean conduct monthly meetings to ensure resources are	School of Nursing Mission Statement created in congruence with the Mission of GSU and is	Associate Dean BSN Director MSN Director School of Nursing Faculty School of Nursing Graduate and

Plan				Implementation	
Criteria/ Component	Definition/Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Person Responsible
	Students-5% F-T faculty-100% serve on at least 3 committees; students-1 rep fm per level per committees	SON policies	sufficient to achieve the SON and University outcomes.	reviewed annually	Undergraduate Students
Plan				Implementation	
Criteria/ Component	Definition/Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Person Responsible
Dean: Qualifications	Qualifications: doctorate, master's in nursing, bachelor's in nursing, minimum of 3 years in clinical practice, RN license 100%	At time of hire; at time of LSBN & NLNAC visits	GSU Office of Institutional Effectiveness; SON faculty files	Visual confirmation of official documents	Academic VP and Human Resources

Plan				Implementation	
Criteria/ Component	Definition/Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Person Responsible
Dean: Authority & responsibility	Authority of SON Associate Dean is comparable with that of other deans at GSU: evaluation of faculty & nursing programs, approval of student course work for graduation, submits & controls SON budget committees 100%	Annually	Faculty evaluation files, Council of Academic Dean (CAD) committee minutes, Student forms for graduation, Budget submission forms	Discussion with other deans: Comparison of authority	Associate Dean
Nursing faculty policies	Policies of nursing faculty/staff are the same as GSU: non-discrimination, faculty appointment, academic rank, grievance, promotion, salary & benefits, tenure, rights & responsibilities, termination, workload: all are defined in the GSU Faculty Handbook	Annually	GSU Faculty Handbook— Available on website: www.gram.edu	Review of documents and policies affecting faculty; discussion with other deans	Associate Dean

Plan				Implementation	
Criteria/ Component	Definition/Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Person Responsible
<p>Standard 2: Faculty and Staff- The nursing education unit's reflects qualified faculty and staff providing leadership and support to attain the goals and outcomes of the nursing education unit.</p>					
Faculty qualifications	<p>Bachelor's degree in nursing, master's degree in nursing, minimum of 2 years clinical experience, RN License; teach specialty area of educational or experiential preparation; maintain faculty expertise in area of responsibility 100%</p> <p>Doctoral degree to teach in MSN program; FNP preparation for FNP faculty 50%</p>	At time of initial appointment; annually for license & maintenance of expertise	GSU Office of Institutional Effectiveness; SON faculty files; Faculty assignments in Nursing Faculty committee minutes	Visual confirmation of credentials; copy provided by faculty for faculty files	Associate Dean of Nursing, Directors of MSN & BSN programs

Plan				Implementation	
Criteria/ Component	Definition/ Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Persons Responsible
Faculty utilization	Faculty study ratio in clinical is <1:10 (LSBN requirement), preferably < 1:7 in Levels I & II 100% Faculty student ration in classroom is <1:15 MSN: faculty student ratio < 1:6 for NP clinical courses	Each semester, and annually. With the accreditation cycle or upon revision of the SON.	Faculty assignments in Nursing Faculty minutes; Progression committee minutes	Discussion of Associate Dean & Directors, Discussion with faculty as appropriate	Associate Dean of Nursing, Directors of BSN & MSN programs
Faculty evaluation of performance	Peer evaluation (GSU form) Student evolution (SON form & GSU form) Self evaluation: Annual report of activities (GSU format) Dean/Director evaluation annually (GSU form)	>80% on all evaluations	Associate Dean/Director evaluation kept in Dean Evaluation files; other evaluation forms kept by faculty	Review evaluations by peers & students: incorporation of findings in annual report; Discussion of evaluation ratings by Associate Dean/Director	Faculty, Associate Dean, Directors of BSN & MSN programs

Plan				Implementation	
Criteria/ Component	Definition/ Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Persons Responsible
Faculty scholarship	<p>Teaching-ability to guide & inspire students to achieve success in nursing, design learning activities that cause students to critically analyze, plan, implement, and evaluate</p> <p>Integrate-incorporation of knowledge by attending professional meetings and presenting information to colleagues; sponsoring student organizations & accompanying them to state meetings; working with other disciplinary professionals to provide created services</p> <p>Discovery-research activities or studies that lead to subsequent articles or presentations at professional meetings</p> <p>Application-clinical practice, service on health care advisory boards, continuing education, active work in professional organizations</p> <p>BSN Faculty T-65% I-15% D-10% A-10%</p> <p>MSN Faculty T-45% I-15% D-20% A-20%</p>	Annually	Faculty Annual Report	Review of activities at end of each semester and academic year.	Associate Dean of Nursing, Directors, Faculty

Plan				Implementation	
Criteria/ Component	Definition/Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Responsible Person
Standard 3: Students- The student policies, development, and services support the goals and outcomes of the nursing education unit.					
Student policies	<p>Defined by GSU & same as GSU: non-discrimination, grievance and appeal, graduation requirements, financial aid, transfer of credit, recruitment, validation of prior learning</p> <p>Different from GSU: Admission to BSN professional program: 2.75 in pre-nursing courses & 2.75 GPA in math/sciences, cannot have 2 D's or F's in any required science course; must be cleared by LSBN academic progression-must have C or higher in all courses in curriculum</p> <p>Grading scale-A=93, B=85-92, C=80-84, D=70-76, Admission to MSN program: GRE scores-minimum of 450 in each section, Minimum of 2 years experience as RN Progression with C in any nursing clinical course</p>	Every semester	GSU Catalog, SON Student Handbook, Nursing Syllabi	Review and analysis of congruence with GSU and SON policies any time student record is analyzed, ie., at time application to professional program & at time of re-application to professional program	Dean, Faculty, Academic Standards Committee, Coordinator of Student & Administrative Services Directors, Admission &

Plan				Implementation	
Criteria/ Component	Definition/ Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Persons Responsible
Student support services	<p>Provided for all students; defined by GSU: health services, counseling, academic services-tutoring, academic advisement, financial aid, career counseling, intramural sports</p> <p>100%</p>	Annually	GSU Catalog, Minutes of CAD	Review of activities at end of each semester and academic year.	Associate Dean
Student records: educational Financial	<p>Educational: transcripts – always maintained by Registrar’s Office; Semester grades-maintained by Associate Dean’s Office Tests and semester grading and evaluation-maintained by faculty for 3 years Financial: maintained by Financial Aid Office</p> <p>100%</p>	Every semester	Registrar’s Office Dean’s Office files Faculty files Financial Aid office	Visual conformation by Dean’s office of records submitted, verbal validation by faculty of records	Associate Dean, Directors, Faculty

Plan				Implementation	
Criteria/ Component	Definition/Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Responsible Person
Standard 4: Curriculum- The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practices in contemporary health care environments.					
Curriculum: Integrity & Development	100%-Congruent-agreement b/t & flows from philosophy & organizing framework to graduate competencies to level objectives 100%-Complies with AACN, LSBN, NLNAC, & NONPF guidelines 100%-Organized-logical progression, simple to complex; general education courses (pre-nursing) are foundation; professional program at upper division; can be matriculated in 4 years; content & learning experiences contribute to course objectives, level objectives, graduate competencies 100%-Students are evaluated: clinical evaluation tool in syllabus, feedback on clinical performance & written work; didactic/theory work-evaluation criteria in syllabus, test review group & individuals 90%-Technology appropriate 100%-Evaluation of courses by faculty- to assure currency, sequential progression, comprehensiveness 100%-Collaboration with other disciplines	Congruence & organization & evaluation of courses q 3years Student evaluation every semester at tend of every rotation, informal feedback every two weeks technology-ongoing, SON Student Handbook, Nursing Syllabi	SON Student Handbook, SON Faculty Handbook, GSU Catalog, Course syllabi, Curriculum Committee minutes, Nursing Faculty Committee minutes, Faculty files, Student evaluation files, CAD minutes	Review & discussion by faculty organization comparison of documents	Dean, Directors, Faculty, Policy Committee, Curriculum Committee

Plan				Implementation	
Criteria/ Component	Definition/ Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Persons Responsible
Curriculum: Concepts & Competencies	Knowledge, skills, & values specified by AACN in Essentials for Baccalaureate Education; prepare students to function in beginning roles 100%	Annually	GSU Catalog, SON Student Handbook, Course Syllabi, Evaluation Committee Minutes	Review and comparison of national guidelines and NCLEX-RN test plan; Graduate surveys includes items that ask how well the program prepared the graduates for each competency; Student Clinical Evaluation Form	Associate Dean
Clinical Facilities	Contract current, specify expectations & responsibilities of GSU SON and clinical agencies Facilities provide learning experiences for student to meet graduate competencies 80%	Every semester	Dean's files, Level minutes, Faculty minutes	Clinical Agency evaluation, Faculty informal evaluation	Associate Dean, Directors, Faculty

Plan				Implementation	
Criteria/ Component	Definition/Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Responsible Person
Standard 5: Resources - The fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing unit.					
Fiscal Resources Sufficiency	Comparable to other units at GSU; SON can achieve goals Budget preparation & submission by Directors through Associate Dean with input from faculty Budget controlled by Associate Dean Budget supports faculty development, research, teaching, practice, and professional service	Annually	GSU Budget Book	Visual review and comparison, Discussion of Associate Dean & Directors	Dean, Directors

Plan				Implementation	
Criteria/ Component	Definition/ Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Persons Responsible
Support Services: Administrative & Clerical	Personnel adequate in number & function to support goals and work of programs 80%	Annually	GSU Budget Book, Annual Program Reports to GSU	Analysis of ability to meet goals each year	Associate Dean, Directors, Faculty
Learning Resources	Contract current, specify expectations & responsibilities of GSU SON and clinical agencies Facilities provide learning experiences for student to meet graduate competencies 80%	Annually	Nursing Faculty minutes, level minutes	Clinical Agency evaluation, Faculty informal evaluation	Faculty
Physical Facilities	Adequate space for both programs in SON building, comfortable & functional	Annually	Committee minutes	Analysis of ability to meet goals each year	Associate Dean, Directors, Faculty

Plan				Implementation	
Criteria/ Component	Definition/ Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Persons Responsible
Information about programs	Brochures, Fact Sheets, GSU Catalog, Website, SON Student Handbook, SON Faculty Handbook, GSU Class Schedules, Course Syllabi-accurate & complete as agreed by faculty 90%	Annually	Documents as listed in Definition Policy Committee minutes, Faculty committee minutes	Analysis of ability to meet goals each year	Associate Dean, Directors, Faculty
Program Concerns	Contract current, specify expectations & responsibilities of GSU SON and clinical agencies Facilities provide learning experiences for student to meet graduate competencies 100%	When concerns expressed	GSU Catalog, SON Student Handbook, Faculty meeting minutes, Level minutes	Discussion and decision by consensus unless overruled by administration	Faculty

Plan				Implementation	
Criteria/ Component	Definition/Expected level of Achievement	Frequency of Assessment	Location of Data	Assessment Method(s)	Responsible Person
<p>Standard 6: Outcomes- The evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.</p>					
Program Outcomes	<p><u>Graduation rates:</u> BSN-% of students who completed the professional component of the program</p> <ul style="list-style-type: none"> • 2005-2006 = 66% • 2006-2007= 80% • 2007-2008= 81% • 2008-2009 • 2009-2010= 83.9% <p>Average completion rate = 78%</p> <p>MSN-% of students who complete program the program</p> <ul style="list-style-type: none"> • 2007 = 57.14 % • 2008 = 73.7% • 2009 = 59.4% • 2010= 33% <p><u>NCLEX-RN pass rates</u>-% of first-time writers who pass the exam annually (by calendar year)</p> <ul style="list-style-type: none"> • 2005 = 63.63% • 2006 = 42.5% 	Annually	Evaluation committee minutes, Faculty minutes	<p>Calculation of rate; comparison with previous rates & expected level</p> <p>Calculation of rates; comparison with previous rates & required/expected level</p> <p>By verbal report from graduates</p> <p>Graduate Survey or Program Survey analysis</p>	<p>Evaluation Committee, Faculty</p> <p>Report by LSBN Report by AANP or ANCC</p>

<ul style="list-style-type: none"> • 2007 = 75% • 2008 = 90.5% • 2009 = 76.8% • 2010 = 79.61% <p>The BSN program placed on condition approval due to NCLEX pass rates.</p> <p><u>Certification exam pass rates</u>-% of first-time writers who pass the exam each year</p> <ul style="list-style-type: none"> • 2005 = 100% • 2006 = 100% • 2007 = 100% • 2008 = 100% • 2009 = 92.8 % • 2010 = 100% <p><u>Job placement rates:</u></p> <p>BSN-% of graduates who acquire a position as RN (Applicant) within 6 months following graduation = 100%.</p> <p>MSN % of graduates who acquire a position as NP or nurse educator within 1 year following graduation = 100%.</p> <p><u>Program satisfaction:</u></p> <p>BSN—Data from the satisfaction survey demonstrates that the majority of BSN students were satisfied with preparation related to graduate competencies</p> <p>MSN—Approximately 80% of MSN student report</p>				
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	<p>satisfaction with program evaluation indicators</p> <p><u>Employer evaluation rates:</u> Grambling graduates received favorable verbal and written employer evaluations.</p>				
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Appendix J Long Term Program Evaluation

Grambling State University School of Nursing Long-Term Program Evaluation

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The change in curriculum you saw at Grambling State University's School of Nursing strengthened the nursing program.					
2. The new technologies implemented in the nursing program strengthened the nursing program.					
3. The nursing program adequately prepared me for entry into the nursing profession.					
Work	In Northeast Louisiana	In North-west Louisiana	In North Central Louisiana	In South Louisiana	Outside of Louisiana
Where do you plan or have been working?					
Certifications					
What area of nursing have you been working?	Hospital	Public Health	Rehabilitation	Nursing Home	Other
Continuing Education					
What is highest degree in nursing you hold?	MSN in Nursing Education	NP – Nurse Practitioner	CRNA-Nurse Practitioner	Doctoral Degree	Other
If you would like to serve in an advisory capacity for the School of Nursing, please email _____ and indicate that you would like to serve on the SON Advisory Committee.					

Appendix K Strategies to increase NCLEX-RN scores**Grambling State University
School of Nursing
BSN Program****Action Plan 2011**

1. Existing program admission criteria will be enforced. Students who do not meet admission requirements will not be allowed into the professional component. Students who transfer from other institutions no in good academic standing will not be allowed into the professional component.
2. Based on HESI progression examination results from the previous six semesters, progression examinations will be implements for every semester and will be made a pass/fail component of the theory/clinical course. A student who is unsuccessful on the progression examination will not be allowed to progress. Students will not be allowed more than three attempts to pass the exit progression examination. The minimum score required to pass is as follows:
 - Progression Exam I: 700
 - Progression Exam II: 750
 - Progression Exam III: 800
 - Progression Exam IV: 850
 - Exit Progression: 880 (FA11); 900 (SP12)
3. The SON grading scale will be adjusted to reflect an even distribution among letter grades. The minimum passing grade in all nursing courses will be 77% C.
4. A pre-admission examination will be administered as part of future admission criteria beginning with the spring 2012 cohort.
5. NUR 205 Principles of Pharmacology and NUR 225 Applied Nursing Pathophysiology will be considered a part of the science component for calculation of the math/science GPA requirement. Unsuccessful attempts in these courses will also count as science failures and will disqualify a student for admission into the professional program if these failures constitute a second failure attempt or equals a third science failure in combination with two other science failures a part of the pre-nursing science component.
6. A standard clinical evaluation tool will be utilized in the professional component to evaluate student clinical performance.

7. Kaplan Nursing will be initiated as the department's academic enhancement program and all students enrolled in the professional component will have access during the fall 2011 semester.
8. Upon a second failure in the professional component, a student will be dismissed from the professional component. A failure of two courses in the same clinical level will result in dismissal from the professional component.
9. The SON will continue utilization of the Kaplan Review for graduating seniors in Level V and Hurst NCLEX-RN review for professional students in Levels IV and V.
10. Full implementation and continued utilization of computer lab resources and simulation technology gains from the Title III funded grant *Using Technology to Enhance Nursing Education*.

Strategies to increase NCLEX-RN scores

Pre-Nursing Component [1st 3 semesters]:

<i>Previous Policy</i>	<i>New Policy</i>	<i>Date</i>
Science component: Policy noted in “New Policy” column not implemented in 2007.	Science component: Anatomy & Physiology, Chemistry , Microbiology, Pathophysiology A third failure in the required science courses will disqualify a student for admission into the professional component.	Fall 2011
Policy noted in “New Policy” column not implemented in 2007.	Nursing 205 (Pharmacology) will be considered a part of the science component for calculation of the math/science GPA.	Fall 2011
None	Pre-Admission Nursing exam: Students who do not successfully complete a standardized admission exam will not be allowed admission to the professional component. Faculty members are presently reviewing various admission exams. An exam will be administered Fall 2011 to determine baseline. The policy will be enforced Spring 2012.	Spring 2012

Professional Component [Last 5 semesters]:

<i>Previous Policy</i>	<i>New Policy</i>	<i>Date</i>
Progression grade point average (GPA): None	Progression GPA: Students maintain 2.75 GPA to remain in good academic standing. Students who fall below 2.75 GPA will be placed on academic probation. After two consecutive semesters on academic probation, the student will be suspended from the program for two consecutive semesters.	Spring 2012
Policy noted in “New Policy” column not implemented in 2007.	Progression Exam for every semester: <i>Progression Exam I:</i> nursing fundamentals, health assessment, & pharmacology. <i>Progression Exam II:</i> nursing fundamentals, health assessment, basic medical/surgical nursing, & pharmacology. <i>Progression Exam III:</i> nursing fundamentals, health	Fall 2011

	<p>assessment, basic medical/surgical nursing, advanced medical/surgical nursing, psychiatric nursing, & pharmacology.</p> <p><i>Progression Exam IV:</i> nursing fundamentals, health assessment, basic medical/surgical nursing, advanced medical/surgical nursing, psychiatric nursing, maternal nursing, child health nursing, & pharmacology.</p> <p><i>Exit Exam:</i> nursing fundamentals, health assessment, basic medical/surgical nursing, advanced medical/surgical nursing, psychiatric nursing, maternal nursing, child health nursing, community health nursing, nursing management, & pharmacology.</p> <p>Health Education Systems, Inc. (HESI [Elsevier]) is currently the vendor used to develop and administer the exams. A minimum score is required to pass the exams:</p> <p>Progression Exam I: 700</p> <p>Progression Exam II: 750</p> <p>Progression Exam III: 800</p> <p>Progression Exam IV: 850</p> <p>Exit Exam: 880 900</p>	
Policy noted in “New Policy” column not implemented in 2007.	<p>Failure Policy in Professional Component:</p> <p>Upon a 2nd failure in the professional component, dismissal will occur.</p>	Spring 2011
	<p>NCLEX-RN Review:</p> <p>Students who do not pass the Exit Exam will not graduate. A grade of “D” will be issued in NUR 407 – Critical Thinking in Nursing. Student will be required to enroll in the course again. This course is designed to offer remediation, test taking strategies, knowledge enhancement and student support. The student must pass the Exit Exam to pass the course. The course can be repeated twice.</p> <p>Students will continue to receive Hurst and Kaplan NCLEX- Reviews each semester.</p>	Spring 2011

Appendix L BSN Program Evaluation by Graduates

**Grambling State University
School of Nursing
BSN Program Evaluation by Graduates**

By the end of the nursing program, to what extent were you prepared to achieve each program

Program Objectives	Totally Prepared	Mostly Prepared	Somewhat Prepared	Minimally Prepared	Not at All Prepared
1. Synthesize theoretical and empirical knowledge from the humanities and the physical, biological, and behavioral sciences with nursing theory and practice.					
2. Apply the nursing process to promote adaptation along the wellness illness continuum for multiple client systems throughout the life cycle in a variety of settings.					
3. Assume various roles of the professional nurse to meet health needs of client systems in a multi-variant and changing society.					
4. Collaborate with other health team members to promote optimal health of various client systems.					
5. Utilize appropriate communication techniques with multiple client systems in a variety of settings.					
6. Demonstrate professional accountability Incorporating legal and ethical aspects in nursing practice.					
7. Demonstrate leadership and management skills within the practice setting to enhance the quality of health care delivery.					
8. Evaluate research for the applicability of its findings to nursing practice.					
9. Exhibit responsibility for continued personal and professional growth to prepare for present and future practice of nursing.					
10. Utilize the teaching/learning process to promote optimal health for multiple client systems.					
11. Pass the NCLEX-RN.					
12. Work as a registered nurse.					

Objective _____

Appendix M Faculty Vita**Brief Faculty Vita**

Name: Tina M Albert
Rank: Adjunct, Assistant Professor
Position: Non-Tenured, Adjunct, BSN Program

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	Northwestern State University Shreveport, LA	1991
BSN	College Misericordia Dallas, PA	1983

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Adjunct, BSN Program	1995-Present	Part-time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Shreveport, LA Ruston, LA	Willis-Knighton Medical Center Staff Development Manager	1991-1993	Full-Time
Shreveport, LA Jonesboro, LA	Division Manager/Nurse Recruiter Willis-Knighton Medical Center	1975-1983	Full-Time

Brief Faculty Vita

Name: Martha Woodard Andrus
Rank: Assistant Professor
Position: Pre-Nursing, Biology, Non-Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MST	Southern University Baton Rouge, LA	1967
Bachelor of Science Biology	Grambling State University Grambling, LA	1970

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Biology Instructor, Pre-nursing	2011-Present	Full-time
Grambling State University Grambling, LA	Biology Instructor, Anatomy Labs	1993-2003	Part-time
Lincoln Parish School System Ruston, LA	Ruston High School, Biology	1988-1993	Full-time
Acadia Parish School System Ruston, LA	Biology Teacher	1971-1986	Full/Part-time

Brief Faculty Vita

Name: Jeffery A. Bennett

Rank: Non-Nursing Faculty/Pharm. D/Adjunct

Position: Instructor/Non-Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
Pharm. D	University of Arkansas Medical Sciences Little Rock, AK	1986
BSP Pharm	University of Louisiana at Monroe Monroe, LA	
BS Zoology	Louisiana Tech University Ruston, LA	

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University	Instructor/Pharmacology	2010	Part-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Clinic Rx Ruston, LA	Owner/Operator	1990-Present	Full-Time
RX Express Ruston, LA	Head Pharmacist	1987-Present	Full-Time
LSUMC Monroe, LA	Staff Pharmacist	1986-1987	Full-Time

Brief Faculty Vita

Name: Alma J. Britt
Rank: Assistant Professor
Position: BSN Program, Tenure-Track, Non-Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
PhD, <i>student</i>	University of Phoenix Phoenix, AZ	2011
MSN	Grambling State University Grambling, LA	1988
BA	Grambling State University Baton Rouge, LA	1969

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	BSN Program Assistant Professor	2007-2012	Full-time
Grambling State University Grambling, LA	BSN Program, Instructor	2004-2007	Full-time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
West Monroe, Adult Medical Louisiana, LA	Aging Care Home Health RN Case Manager	1999-2004	Part- Time
New York, Albany Jonesboro, LA	St. Peter's Hospital Registered Nurse	1975-1983	Full- Time

Brief Faculty Vita

Name: Kathleen Guidry Candler
Rank: Assistant Professor
Position: Adjunct Faculty of BSN Program

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	University of Phoenix Phoenix, AZ	2007
AD	Louisiana Tech University Ruston, LA	1983
BA	Louisiana Tech University Ruston, LA	1978

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Adjunct Instructor	2008-Present	Part-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Christus Schumpert Shreveport, LA	Adult Medical Surgical Nursing, ICU, ER, Nursing Employee Training, BLS Instructor	2008-Present	Full-Time
Promise Health Care Shreveport, LA	Adult Intensive Care Nursing, Relief Supervisor	2001-2008	Full-Time
Alpha Nursing Agency Shreveport, LA	Adult Medical Surgical Nursing, ICU	1997-2001	Full-Time
Christus Schumpert Shreveport, LA	Adult Intensive Care Nursing, Telemetry	1998-1999	Part-Time

Brief Faculty Vita

Name: Melanie B. Dew
Rank: Assistant Professor
Position: Faculty of BSN Program, Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	Grambling State University Grambling, LA	2003
BSN	Northeast Louisiana University Monroe, LA	1972

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Faculty, BSN Program	2007-Present	Full-Time
University of Louisiana at Monroe Monroe, LA	Faculty, BSN Program	1976-1977	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Northeast Louisiana Regional Office of Public Health Monroe, LA	Regional Nurse Consultant	2001-2007	Full-Time
Morehouse Parish Health Unit Bastrop, LA	Public Health Nursing, Supervisor	1977-2001	Full-Time
Oak Woods Nursing Home Mer Rouge, LA	Director of Nurses	1975-1976	Full-Time

Brief Faculty Vita

Name: Marilyn Ziegler Franklin

Rank: Assistant Professor

Position: Faculty of BSN Program

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
PhD	Northeast Louisiana University Monroe, LA	1991
MS (Biology)	North Louisiana University Monroe, LA	1985
BS (Biology)	North Louisiana University Monroe, LA	1977
RT	E.A. Conway Memorial Hospital School of Radiologic Technology Monroe, LA	1971

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Faculty of BSN Program	2003-Present	Full-Time
Lake Erie College Of Osteopathic Medicine Erie, LA	Faculty of Pharmacy Program	2002-2003	Full-Time
Grambling State University Grambling, LA	Faculty of BSN Program	1992-2002	Full-Time
Northeast Louisiana University Monroe, LA	Faculty of Pharmacy Program	1984-1992	Full-Time

Brief Faculty Vita

Name: Lena McWain Gipson

Rank: Faculty

Position: Instructor Nursing/Biology Faculty, Tenured Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MAT	Grambling State University Grambling, LA	1992
BS	Grambling State University Grambling, LA	1977

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University	Biology Instructor	2003-Present	Full-time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
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Brief Faculty Vita

Name: Donna Greer
Rank: Associate Professor
Position: Faculty, Non-Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	University of South Alabama Mobile, AL	2003-2005
BSN	Northwestern State University Shreveport, LA	1999-2001
ADN	Northwestern State University	1990-1993

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Minden Medical Center Minden, LA	Constituency Satisfaction Coach	2007-Present	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Adjunct Faculty	2007-Present	Part-Time
Grambling State University Grambling, LA	Associate Professor	2005-2007	Full-Time
Minden Medical Center Minden, LA	Nurse Manager	1997-2005	Full-Time
Minden Medical Center Minden, LA	Staff Nurse	1993-1997	Full-Time

Brief Faculty Vita

Name: Rhonda Hensley
Rank: Associate Professor
Position: MSN Program Director, Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
DNP	University of Alabama Birmingham, AL	2011
EdD	Grambling State University Grambling, LA	2003
Post Master Certificate	Mississippi University for Women Columbus, MS	1997
MSN	Northwestern State University Shreveport, LA	1995
BSN	Northeast Louisiana University Monroe, LA	1973

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	MSN Director	1997-2011	Full-Time
Grambling State University Grambling, LA	Assistant Professor	1995-1997	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Winsboro Medical Center Winsboro, LA	Family Nurse Practitioner	2006-Present	Part-Time
Family Convenience Clinic West Monroe, LA	Family Nurse Practitioner	2002-2008	Part-Time

Brief Faculty Vita

Name: A. Karin Jones
Rank: Associate Professor
Position: Director of BSN Program, Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN, FNP	Grambling State University Grambling, LA	2001
PhD	Louisiana State University Baton Rouge, LA	1999
MSN	Northwestern State University Natchitoches, LA	1986
BSN	Northeast Louisiana University Monroe, LA	1974

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Director of BSN Program	1999-Present	Full-Time
	Faculty, MSN Program	1997-Present	
	Faculty, BSN Program	1988-1999	
Northeast Louisiana University Monroe, LA	Faculty, Adult Nursing	1985-1988	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Lincoln General Hospital Ruston, LA	Adult Medical Surgical Nursing ICU, ER, Supervisor	1983-1995	Part-Time
Jackson Parish Hospital Jonesboro, LA	Adult Med-Surg Nursing, OR, OB Staff, Supervisor, Inservice Educator, Director of Nurses	1975-1983	Full-Time

Brief Faculty Vita

Name: Katina Jones
Rank: Assistant Professor
Position: Faculty, Tenured-Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
PhD (student)	University of Texas Tyler, TX	2011
MSN	Grambling State University Grambling, LA	2006
BSN	Grambling State University Grambling, LA	1998

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor	2006-Present	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Saint Francis North Hospital Monroe, LA	Pediatric Staff Nurse	2007-2009	PRN
Pediatric Home Health Monroe, LA	Pediatric Nurse	2002-2006	Full-Time
Summerlin Lane Nursing Home Bastrop, LA	Weekend Registered Nurse Director of Nursing	2002-2009 2001-2002	Part-Time
Texas Children's Hospital Houston, TX	Pediatric Staff Nurse Medical/Surgical/Transplant	1998-2001	Full-Time

Brief Faculty Vita

Name: Steven Jordan
Rank: Assistant Professor
Position: Faculty, Tenured-Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	Grambling State University Grambling, LA	2006
BSN	Grambling State University Grambling, LA	1999

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor Director of Technology Lab	2006-Present 2008-2011	Full- Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Swanson Correctional Center Monroe, LA	Corrections Nurse	2003-2006	Full- Time
Medical Temps Monroe, LA	Registered Nurse	2002-2003	Full- Time
LSU-Monroe/EA Conway Monroe, LA	Weekend Registered Nurse	1999-2002	Full- Time

Brief Faculty Vita

Name: Tavell Kindall
Rank: Assistant Professor
Position: Faculty, Tenured-Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	University of Phoenix Phoenix, AZ	2009
BSN	Grambling State University Grambling, LA	1998

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor	2009-Present	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Saint Francis Medical Center Monroe, LA	Nurse Manager	2008	Full-Time
Oschner Medical Center New Orleans, LA	Critical Care Transport Nurse	2004-2009	Full-Time
Kenner Regional Medical Center Kenner, LA	Staff Registered Nurse Intensive care Unit	2002-2004	Full-Time
Oshner Medical Center New Orleans, LA	Staff Registered Nurse Medical Surgical/Intensive Care	1999-2002	Full-Time

Brief Faculty Vita

Name: Poh Suan Lewis
Rank: Instructor
Position: Adjunct Faculty, Non-Tenured-Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	Grambling State University Grambling, LA	2011
BSN	Grambling State University Grambling, LA	1995

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Adjunct Faculty	2010-Present	Part -Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Northern Louisiana Medical Center Ruston, LA	Staff Registered Nurse	2005-2008	PRN
Health Paradigm Hospital Ruston, LA	Charge Nurse Adult Psychiatric Hospital	2003-2005	Full- Time
Community Care Center Nursing Home Ruston, LA	Registered Nurse Supervisor	2003-2005	PRN
Health South Rehabilitation Center Ruston, LA	Registered Nurse Medical Surgical Nursing	2000-2003	Full- Time

Brief Faculty Vita

Name: LaKisha Lewis
Rank: Instructor
Position: Adjunct Faculty, Non-Tenured-Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	Northwestern State University Shreveport, LA	2008
BSN	Northwestern State University Shreveport, LA	2003
ADN	La. Tech University Ruston, LA	2000

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Adjunct Faculty	2011-Present	Part -Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Willis Knighton Health Health System Shreveport, LA	Registered Float Nurse	2008-2009	Full- Time
Bienville Medical Center Farmerville, LA	Registered Staff Nurse Emergency Department	2007-2009	Full- Time
Minden Medical Center Minden, LA	Registered Nurse Charge Nurse	2000-2008	Full- Time

Brief Faculty Vita

Name: Chin-Nu Lin
Rank: Assistant Professor
Position: Faculty, Tenured-Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
PhD	University of Texas at Tyler	2009- Present
MSN	Grambling State University Grambling, LA	2007
BSN	Chung-Shan Medical University Taichung, Taiwan	1987

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor	2008-Present	Full-Time
Grambling State University Grambling, LA	Adjunct Faculty	2007-2008	Part-Time
Ming-Hui College	Instructor	1991-2007	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
E.A. Conway Medical Center Monroe, LA	Registered Staff Nurse Acute Psychiatric Unit	2006-2009	Full-Time
St. Francis North Hospital Monroe, LA	Registered Nurse	2005-2006	Full-Time
Chung-Shan Memorial Hospital Taichung, Taiwan	Registered Nurse	1987-1989	Full-Time

Brief Faculty Vita

Name: Chelsea Mansfield
Rank: Assistant Professor
Position: Faculty, Tenured-Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
DNP	Loyola University New Orleans, LA	2010- Present
MSN	Alcorn State University Lorman, MS	2007
BSN	Grambling State University Grambling, LA	2000

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor	2011-Present	Full-Time
LA Delta Community College Monroe, LA	Assistant Professor	2010-2011	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Morehouse Community Medical Center Bastrop, LA	Family Nurse Practitioner	2008-Present	PRN
St. Francis Convenience Clinic Monroe, LA	Family Nurse Practitioner	2008-Present	PRN
Belue Family Clinic Ruston, LA	Family Nurse Practitioner	2007-Present	PRN

Brief Faculty Vita

Name: Sharon Murff
Rank: Assistant Professor
Position: Faculty, Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
PhD	Walden University Baltimore, MD	2008- Present
MSN	Northwestern State University Shreveport, LA	1997
BSN	East Carolina University Greenville, NC	1976

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor Nursing	2002-Present	Full-Time
Grambling State University Grambling LA	Assistant Professor Sports, Leisure Studies & Kinesiology	2010-2011	Part-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Louisiana Health Science Center Shreveport, LA	Registered Nurse Case Manger	2003-2010	Full-Time
Willis Knighton Shreveport, LA	Career Institute Faculty	2001-2003	Full-Time
Willis Knighton Shreveport, LA	Head Nurse ICU	1988-1991	Full-Time

Brief Faculty Vita

Name: Jamil Norman
Rank: Assistant Professor
Position: Tenured-Track Non-Tenure

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
PhD	University of Texas Tyler, TX	2011
MSN	Grambling State University Grambling, LA	2006
BSN	University of Central Arkansas Conway, AR	2001

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor	2006-Present	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
E.A. Conway Medical Center Monroe, LA	Registered Nurse Labor & Delivery	2002-2004 2005-2008	Full-Time

Brief Faculty Vita

Name: Karen Lynne Rhodes
Rank: Assistant Professor
Position: Adjunct Faculty, Non-Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	Indiana Wesleyan University Marion, IN	2008
BSN	Northwestern State University Natchitoches, LA	2003
ADN	Northwestern State University Natchitoches, LA	1995

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Adjunct	2008-Present	Adjunct
Southern Arkansas University Magnolia, AR	Adjunct	2004-2005	Adjunct

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Minden Medical Center Minden, LA	Director of Quality Management	2005-2011	Full-Time
Minden Medical Center Minden, LA	Perinatal Nurse Management	2001-2005	Full-Time
Minden Medical Center Minden, LA	Case Manger	1999- 2001	Full-Time
Minden Medical Center	Perinatal Nurse Management	2001-2005	Full-

Minden, LA

Brief Faculty Vita**Name:** Amanda Reynolds**Rank:** Associate Professor**Position:** Faculty, Tenured**Education:**

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	Northwestern State University Natchitoches, LA	1975
BSN	Northwestern State University Natchitoches, LA	1954
Post-masters	21 hr. 2hr Northwestern University 9hr Northeast Louisiana University 9hr Grambling State University	

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant/Associate Professor	1984-Present	Full- Time
Northeast Louisiana University Monroe, LA	Assistant Professor	1978-1984	Full- Time
Northwestern State University Shreveport, LA	Assistant Professor	1972-1978	Full- Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Oak Wood Nursing Home Mer Rouge, LA	Nursing Supervisor	2005-1993	Part- Time
Glenwood Medical Center West Monroe, LA	IV Therapy Team	1979-1984	Part- Time
Schumpert Medical Center	Staff Nurse	1973- 1978	Part-

Shreveport, LA

Time

Brief Faculty Vita**Name:** Sherrie Roberson**Rank:** Assistant Professor**Position:** Faculty of BSN Program, Tenured**Education:**

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	University of Phoenix Phoenix, AZ	2008
BSN	Grambling State University Grambling, LA	2000

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Faculty of BSN Program	2009-Present	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Glenwood Regional Medical Center West Monroe, LA	Adult Medical Surgical Nursing ICU, Telemetry	2001-Present	Part-Time
Cardiovascular Diagnostic Center West Monroe, LA	Adult Cardiology Nursing Office and Hospital Patient Care	2003-2009	Full-Time

Brief Faculty Vita

Name: Pearlie Simmons
Rank: Assistant Professor
Position: Faculty of BSN Program, Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	University of Phoenix Phoenix, AZ	2006
BSN	Northwestern State University Shreveport, LA	1988
LPN	Louisiana Technical College Shreveport, LA	1980

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Faculty of BSN Program	2007-Present	Full-Time
East Texas Baptist University Marshall, TX	Faculty of BSN Program	2007-2007	Part-Time
Southern University Shreveport, LA	Faculty of Nursing Program	2006-2007	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Christus Schumpert Medical Center Shreveport, LA	Nursing Supervisor	2007-Present	Part-Time
Louisiana State University Health Science Center Shreveport, LA	Adult Medical Surgical Nursing, ER, NB Nursery, OB Postpartum	1980-2006	Full-Time

Brief Faculty Vita

Name: Naomi Ruth Smith

Rank: Assistant Professor

Position: Faculty, Tenured Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
DNPc	Loyola University New Orleans New Orleans, LA	2010-Current
MSN	Grambling State University Grambling, LA	2001-2003
BSN	Grambling State University Grambling, LA	1988-1992

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor BSN, MSN	2011	Full-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor of Nursing	2011-Present	Full-Time
Northern Louisiana Medical Center Ruston, LA	FNP/Midlevel Provider/ER	2010- Present	Per Diem
Minden Medical Center Minden, LA	FNP/Midlevel Provider/ER	2009- Present	Per Diem
Morehouse Community Bastrop, LA	FNP/Midlevel Provider	2011-Present	Per Diem
Saint Francis Medical Center Monroe, LA	FNP/Midlevel Provider	2008-2011	Full-Time

Brief Faculty Vita

Name: Tammy Stewart-Dixon, DNP(c), MSN, APRN, FNP-BC

Rank: Assistant Professor, Part-time, 12-Month

Position: MSN, FNP Program Faculty, Non-Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
DNP	Loyola University New Orleans, LA	2012
MSN	University of Phoenix Phoenix, AZ	2000
BSN	University of Phoenix Phoenix, AZ	1999
ADN	Louisiana State University New Orleans, LA	1986

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Teach MSN Program	2011	Part-time
University of Louisiana University Monroe, LA	Lecturer, Women's Health	2008-2010	Guest

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
SoleCARE, LLC. Monroe, LA	Family Practice CEO, Provider	2008 to present	Full- Time
Primary Health Services Monroe, LA	Family & Urgent Care Clinical Director	2002-2009	Full Time

Brief Faculty Vita

Name: Brenda Thomason
Rank: Associate Professor
Position: Faculty, Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
DNS	Louisiana State University Baton Rouge, LA	1997
MSN	Northwestern State University Shreveport, LA	1982
BSN	University of Louisiana Monroe Monroe, LA	1972

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Assistant Professor	2006-2011	Full-Time
University of Louisiana Monroe Monroe, LA	Assistant Professor	1992	Part-Time
Northwestern State University Shreveport, LA	Assistant Professor	1992	Part-Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Terry D. King, MD, Inc. Mer Rouge, LA	CNS/ Nurse Practitioner	1982-2008	Part-Time
St. Francis Medical Center Monroe, LA	Registered Staff Nurse	1973-1982	Full-Time

Brief Faculty Vita

Name: Carmel Preyan VanDyke
Rank: Adjunct, Assistant Professor
Position: Adjunct, BSN Program, Non-Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	University of Tyler TX Mobile, Alabama	1995
BSN	Northwestern State University Natchitoches, LA	1985

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	BSN Program Adjunct, Clinical Instructor	1997-Present	Part-time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Shreveport, LA Louisiana, LA	LSU Shreveport Nursing Manager-Administration	1995-present	Full-Time
Shreveport, LA Louisiana, LA	LSUHSC Shreveport Charge Nurse, L&D	1995-1998	Full-Time
Shreveport, LA Louisiana, LA	LSU Shreveport Nursing Manager	1986-1989	Full-Time

Brief Faculty Vita

Name: Laura Willsher
Rank: Assistant Professor
Position: Faculty, Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
Edd	Grambling State University Grambling, LA	2009
Post Master Certificate	Mississippi University for Women Columbus, MS	1997
MSN	Northwestern State University Shreveport, LA	1985
BSN	Northeast Louisiana University Monroe, LA	1978

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	MSN-FNP Program	1987-Present	Full- Time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Affinity Health Group Monroe, LA 7	Nurse Practitioner	2009-Present	Part- Time
Metro Home Health Hospital Monroe, LA	Staff Nurse	1987-1997	Part- Time
St Francis Medical Center, Monroe, LA	Nurse Supervisor	1978-1989	Full- Time

Brief Faculty Vita

Name: Dominique Wilson
Rank: Adjunct, Assistant Professor
Position: Adjunct, BSN Program, Non-Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
MSN	University of South Carolina Mobile, Alabama	2009
BSN	Grambling State University Grambling, LA	2005
ADN	Texarkana College Grambling, LA	2000

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	BSN Program Clinical Instructor	2009-Present	Part-time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
Overton Books VA Hospital Shreveport, LA	Registered Nurse RN, ICU	1999-2004	Full- Time
Willis Knighton Hospital Bossier City, LA	Registered Nurse, Telemetry	1975-1983	Full- Time

Brief Faculty Vita

Name: Angelique White Williams
Rank: Professor, Associate Dean, Nursing
Position: Associate Dean, Nursing, Tenure-Track

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
DNS	Louisiana State University New Orleans, LA	2005
MN	Louisiana State University New Orleans, LA	1984
MA	Xavier University Baton Rouge, LA	1984
BSN	Dillard University New Orleans, LA	1979

Educational Experience & Clinical Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	Associate Dean, Nursing Professor	2007-2012	Full-time
Loyola University New Orleans, LA	MSN, BSN Faculty	2010	Full-time
Dillard University New Orleans, LA	Program Director, CAN	2007-2009	Full-time
LSUHSC, Nursing New Orleans, LA	Nursing Faculty, Dept. Head Coordinator/President-Faculty Organization	1991-2007	Full-time

Brief Faculty Vita

Name: Latonya Williams
Rank: Assistant Professor
Position: Faculty, Tenured Track-Non-Tenured

Education:

<u>Degree</u>	<u>University</u>	<u>Year</u>
DNP(c)	University of Alabama Birmingham Birmingham, Alabama	May, 2012
MSN, FNP	Grambling State University Phoenix, AZ	2004
BSN	Grambling State University Phoenix, AZ	2000
LPN	Louisiana Technical College Ruston, LA	1997

Educational Experience:

<u>Location</u>	<u>Responsibilities</u>	<u>Time</u>	<u>Status</u>
Grambling State University Grambling, LA	MSN-FNP Program Health Assessment	2009-Present	Full-time

Clinical Experience:

<u>Location</u>	<u>Type of Nursing Experiences</u>	<u>Time</u>	<u>Status</u>
St. Francis Convenience Clinic Monroe, LA 71201	Nurse Practitioner	2009-Present	Part-Time
Iasis Glenwood Regional Medical Center West Monroe, LA 71291	Hospitalist, Nurse Practitioner	2008-2009	Part-Time
Northeast Louisiana, Cardiology Associates West Monroe, LA 71291	Nurse Practitioner	2007-2008	Part-Time
Lakeshore Family Medicine Associates Monroe, LA 71203	Nurse Practitioner	2004-Present	Part-Time