DOCTOR OF Nursing Practice (DNP) STUDENT HANDBOOK
2013-2015 EDITION

REVISED 2014/DNP COMMITTEE
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INTRODUCTION TO THE HANDBOOK

This Doctor of Nursing Practice (DNP) handbook has been compiled by the faculty of the Byrdine F. Lewis School of Nursing to facilitate students’ progression through their DNP studies. The handbook contains the most recent School of Nursing policies and procedures; thus, it supersedes any other publication regarding policies and procedures. The handbook should be used in conjunction with the Georgia State University Graduate Catalog to answer policy and procedure questions regarding doctoral study. The faculty encourages each student to obtain and keep a copy of the graduate catalog for the year in which that student was admitted, as well as this and any updated versions of the DNP handbook. The handbook also contains copies of required forms. Original forms must be obtained from the website of the Byrdine F. Lewis School of Nursing and Health Professions (http://nursing.gsu.edu/385.html)

GENERAL OVERVIEW

The School of Nursing was originally established as a Department of Nursing. The Georgia Board of Regents approved the Bachelor of Science in nursing in 1968, the master’s degree in nursing in 1973, and the PhD in nursing in 1986. In 2003 the School of Nursing was renamed the Byrdine F. Lewis School of Nursing (BFLSON) following a generous donation by a benefactor. In 2012 the BFLSON became a free standing school with a subsequent name change to the Byrdine F. Lewis School of Nursing and Health Professions and henceforth, in this document, will be referred to as the School of Nursing (SON). The Doctor of Nursing Practice (DNP) Program was initiated in 2013.

Faculty members in the SON actively participate in state, regional and national practice organizations at both the undergraduate and graduate levels. The Atlanta area is the site of many diverse clinical settings that provide clinical experiences for undergraduate and graduate nursing students. The SON has contracts with over 200 clinical agencies including primary and tertiary care facilities, several special care hospitals, extended care facilities and public health agencies.

The faculty is also involved in a variety of nursing and interdisciplinary organizations and task forces that are concerned with conducting and supporting research that contributes to nursing practice at local and regional, national, and international levels. The rich clinical opportunities in the Atlanta area also provide opportunities for conducting a variety of quality improvement/practice change and studies important to patient care and nursing practice. The SON’s long relationships with these clinical agencies enhance the possibilities open to doctoral students.

Vision Statement
The Byrdine F. Lewis School of Nursing DNP program will be the premier program of choice for educating advanced nursing practice scholars in the southeastern United States.
Mission Statement
The mission of the Doctor of Nursing Practice (DNP) program is to prepare nurses for advanced nursing practice, who will bring innovative, evidence-based knowledge into clinical practice to improve patient-centered care, healthcare outcomes for individuals and populations, initiate system level change, facilitate interprofessional teams and strengthen nursing leadership, and education; and translate research findings into practice.

Philosophy Statement
The philosophy of the SON is congruent with and flows from the mission of Georgia State University. The philosophy reflects the faculty’s beliefs about the nursing metaparadigm concepts (nursing, health, human, and environment) and our beliefs about teaching and learning. The philosophy is founded in and shaped by our core values: Honesty/integrity, professional excellence, collegiality/collaboration, cultural sensitivity/diversity, and creativity/innovation. The faculty is dedicated to teaching, research and service. We recognize and honor the value of interdisciplinary exchange, and believe that nursing education should be founded in the liberal arts and sciences. Baccalaureate level nursing prepares a generalist for entry into professional nursing practice. Master’s level education prepares the student for advanced practice as a clinical nurse specialist, nurse practitioner, and/or leader in programs utilizing innovations in health care. Education at the doctoral level prepares nurse scholars in the areas of research, practice and education.

Nursing
Nursing is a humanistic discipline that is grounded in the art of caring and the application of scientific principles. The profession of nursing is accountable to the individuals, families, and communities it serves. The faculty believe that honesty, integrity, knowledge, and professional excellence are the pillars upon which nursing is anchored, each of which affects the outcome of care at every level. Nursing incorporates education, clinical practice, political awareness, research, and technology to prepare health care providers to engage in critical thinking as they interact with individuals, families and communities. Nursing emphasizes the importance of evidence-based clinical decision-making and scientific inquiry in evolving health care systems. The profession of nursing is dedicated to the restoration of health, promotion of wellness, and support throughout the lifespan for all individuals through care that is comprehensive, culturally sensitive, ethically sound, and cost effective. Furthermore, nursing has a responsibility to advocate for individuals, families, and communities with limited health care resources as well as to minimize disparities in health care.

Health
Health is a dynamic state of adaptive functioning comprised of the biological, psychological, sociocultural, and spiritual wellbeing of individuals, families, and communities. Health is promoted and maintained in the context of the client’s beliefs, values, and perception of wellness. Being culturally sensitive is essential as nurses collaborate with clients from diverse settings and cultures for health promotion and maintenance of wellbeing, and when health has been compromised, restoration to the client’s full potential.

Humans
Humans are complex biological, psychological, sociocultural, and spiritual beings. Humans are interdependent with their environment but value independence and autonomy. Humans exist as
individuals and members of families, groups, and communities. Humans share commonalities but require respect for diversity in order to grow and mature. Humans deserve care by qualified, honest nursing professionals who assist them to reach their full potential.

**Environment**
The environment is made up of internal and external factors that affect the health of a human being. Internal factors include biological, genetic, and psychological influences that synergistically and dynamically impact an individual’s health. External factors have broad effects on the health of an individual while simultaneously contributing to the health of a population. These include such factors as family and community structure, sociocultural beliefs, spirituality, economics, health policy, and ecology. Technological advances have broadened the environment, nationally and internationally to encompass global health issues.

**Teaching and Learning**
The faculty believes that teaching should be conducted in an environment that enhances learning and honors diversity. Teaching is aimed at encouraging students to develop the ability to influence individuals, families, and communities to improve their health outcomes. Teaching uses technological advances to integrate a variety of educational strategies such as didactic sessions, simulations, clinical and research mentoring in both face-to-face and web-enhanced environments. Learning is a process involving the exchange of ideas for the purpose of advancing knowledge, and takes place in a collaborative environment aimed at challenging students to think in critical and creative ways to solve problems and generate nursing science. The learning environment encompasses coursework, clinical practice, and research. Through these scholarly pursuits, based on the core values of the SON, students develop an appreciation of the multifaceted determinants of health.

**PROGRAM DESCRIPTION**
The DNP program at Georgia State University prepares practice scholars who will bring innovative, evidence-based knowledge into clinical practice to improve healthcare outcomes and strengthen nursing management and education. The DNP program is a natural evolution from our master’s program. The curricula will build on the master’s level education by expanding the student’s knowledge in evidence-based practice, leadership, quality improvement and systems thinking.

The Doctor of Nursing Practice program is designed to:

1. Prepare advanced practice nurses for increasingly complex practice, faculty, and leadership roles;
2. Prepare nurse leaders who are innovative and can address real-world clinical and health issues;
3. Improve the quality of care through evidence-based practice and quality improvement initiatives;
4. Expand the knowledge and skill base of advanced practice nurses;
5. Increase the supply of advanced practice nurse leaders; and,
6. Provide nurses with academic preparation for the terminal nursing practice degree.
OVERVIEW OF THE PROGRAM AND PLAN OF STUDY

The DNP program at Georgia State University prepares the graduate with leadership skills to initiate change, improve patient-centered care and facilitate interprofessional teams. The program requires a minimum of 39 semester hours past the master’s degree in nursing, including a minimum of 10 semester hour capstone project credits. In general, 2 or 3 semester hour course represents 2 or 3 lecture hours of content.

Plan of Study and Courses

The focus of the DNP program is the development of practice scholar skills. The curriculum includes nursing core courses, system and systems management, area of concentration practicum, unspecified electives, capstone project proposal and capstone project defense. The full-time plan of study, to be completed by the student and advisor, is in Appendix A. The student should carefully note pre-requisites and co-requisites of required courses to assure that courses are taken in the correct sequence. Course descriptions, along with pre-requisites and co-requisites of required courses, appear in the University graduate course catalog, which can be found on the Georgia State University website. In addition to nursing courses, interprofessional electives in the student’s area of concentration (capstone project) are often appropriate for students and provide other viewpoints that enhance the student’s education. Thus, it is helpful to explore courses offered in other GSU departments and schools, such as biology, public health, math and business. A timeline for completion of various program requirements is found in Appendix B.

Transfer Credit

The maximum amount of credit which may be transferred from another institution and applied to the DNP degree requirements is six (6) semester hours. Coursework which was used to satisfy graduation requirements for the master’s degree may not be transferred to meet requirements for the DNP degree. The student’s academic advisor and the DNP Program Coordinator must approve all courses accepted for transfer credit. All credits, including transfer credits, presented for the Doctor of Nursing Practice degree must have been earned within five calendar years of the date of the degree.

A student who wishes to transfer credits into the DNP program must complete an “Evaluation of Transfer Credit” form (Appendix C). This form should be returned to the Admissions Counselor II in the Office of Academic Assistance along with course description and/or the course syllabus. On the form, the student is to note which Georgia State University degree requirement the transferred course will satisfy, if accepted.

A copy of the transcript showing the course information will be forwarded to the student’s advisor, along with the course description and/or syllabus. The advisor and the DNP Program Coordinator will review the materials and consult with faculty who teach the equivalent Georgia State University course to determine if the proposed transferred course meets the objectives of the required course. The student’s advisor and the DNP Program Coordinator will sign the form and return it to the Office of Academic Assistance. If approved, the transfer credit will be documented on the student’s academic record through GoSolar.
STUDENT ADVISEMENT AND COMMITTEE FORMATION

Overview
The DNP student-advisor relationship involves close interaction allowing students and faculty the opportunity to continue to grow and develop based on interactions and dialogue together. Throughout the DNP program, the student has a committee chair and two or more additional committee members to provide guidance through different stages of the program. Prior to the capstone project proposal, the committee may be thought of as being an advisory committee. The student and the committee will (the advisor and the other committee members) work together to plan the student’s coursework and scholarly project objectives. The following guidelines provide a framework for compiling an effective and appropriate committee.

Capstone Advisory Committee
Overview
The role of the Capstone Advisory Committee (CAC) is to:
1) guide the student in the selection of area of concentration courses;
2) approve scholarly activities that meet the clinical hours requirement; and
3) oversee the Capstone Proposal defense.

Capstone Advisory Committee Membership

A minimum of two, or maximum of three, committee members is required. One of the committee members must be from the GSU School of Nursing serving as the Capstone Advisory Committee (CAC) chair and holding graduate faculty status. The student’s advisor, the CAC chair, is usually assigned when the student begins the program, based on the student’s primary scholarly project interests and preferences, and the faculty member’s research/practice focus and availability. The advisor provides primary guidance in creating a tentative program plan and in assisting the student to choose the other committee members. The second committee member of the CAC can be a SON faculty, and should be selected as soon as feasible, but no later than the completion of 15 credits of coursework. The third member can be a faculty member holding a primary faculty appointment outside of the SON and in a different discipline than nursing practice expert. This third committee member (optional) can be added by completion of 15 hours of course work. Once the CAC is selected, the Capstone Advisory Committee Appointments Form should be completed (Appendix D). Members of the committee should be selected based on their expertise and their relevance to the student’s area of the capstone project. Although the student and advisor work together in these selections, the process of creating the committee is the student’s responsibility.

Georgia State University faculty members outside the SON who hold graduate faculty status are eligible to serve on the CAC. However, certain occasions (e.g., when a particular area of expertise is needed) it may be necessary for students to select the third member of the committee from an institution other than Georgia State University. It is important that individuals serving on CACs have the necessary credentials to guide DNP level scholarship. If a student identifies a person who seems appropriate for the CAC, the student is responsible for the following:
1) Confirm that the potential external committee member holds a faculty appointment and DNP/PhD or graduate degree in their area of specialty. This is usually done by having this person send the student their curriculum vitae (CV).

2) Discuss with the potential committee member the responsibilities of serving on a capstone advisory committee,

3) Submit the individual’s CV to the CAC chair for review. If the potential committee member holds a faculty appointment and DNP/PhD or graduate degree in their area of specialty and the Capstone Advisory Committee chair approves, the outside committee member can be invited by the student to join the committee. The student then completes the Capstone Advisory Committee Appointments Form. (Appendix D)

Occasionally the potential committee member does not meet Criterion 1, described above. For example, the person may hold an MD degree and not a DNP/PhD. In this case, the student submits the CV to the DNP Program Coordinator with a request for an exception to this criterion. Requests for exceptions should be made based on the potential committee member’s credentials, such as holding an academic rank at a college or university and having an active program of research within a specific area relevant to the student’s area of interest. Approval or disapproval of a request for exception will be made in writing to the student and to the CAC chair and a copy will be placed in the student’s file. If the exception is approved, the student then invites the individual to join the committee. If the exception is not approved, the student must identify another member for the CAC. When the committee membership is complete, the student completes the Capstone Advisory Committee Appointments Form.

Capstone Advisory Committee Membership Changes

A student may initiate a change in the CAC membership; for example, request that a different faculty become the CAC chair etc., at any time until the Capstone Proposal Defense has begun. Once the Capstone Proposal Defense process begins the student may not initiate a change in CAC membership.

STUDENT PROGRESSION AND EVALUATION

Preceptor
A preceptor may be an advanced practice nurse, advanced practice clinician, a licensed physician or another advanced practice clinician in the student’s area of study who possess the experience and is a recognized expert in the area of proposed study. It is recommended the preceptor possesses a doctoral level of education or advanced degree in their area of expertise. Committee chairs or course faculty will have final approval of all proposed preceptors. Preceptors will be required to provide their curriculum vitae for faculty review and agree to establish a University Memorandum of Understanding.

The preceptor must be willing to work closely with the student and provide opportunities necessary to assist the student to meet course and program outcomes. The preceptor must also possess access to services, information, peers, and other resources to assist the student to meet the clinical objectives, and assist the student to initiate, implement, or evaluate the Doctor of Nursing Practice scholarly project.
The student is encouraged and highly advised to choose a preceptor outside of their current employment setting or clinical service area. If a student chooses a preceptor at their current place of employment there must be a clear delineation between the student’s employment hours and clinical hours.

**Mentor**
A mentor may be a recognized subject or clinical expert the student consults with for limited or brief assistance with their Doctor of Nursing Practice Capstone Project. These mentors should possess a masters level or higher degree and be approved by the academic advisor or CAC chairman. It is not recommended for this mentor to be in direct line of supervision of the student at their place of employment.

**Project Proposal and Final Project Defenses**
To qualify for graduation from the DNP program, each student must successfully defend the project proposal as well as the Final Project during the semester they are enrolled in NURS 8998. An Evaluation Guide which delineates expectations for the components of these evaluations is available in Appendices G). This can be used to guide evaluation but completion or submission is not required.

**Project Proposal**
Students will complete a written proposal according to the guidelines described in the following section. Once the proposal is finalized, each student must deliver an oral presentation to their committee that covers all aspects of their project proposal. Students must work closely with their Committee Chair on the development of the written proposal, and should contract with their committee regarding the detailed expectations regarding this process. It is strongly recommended that students meet these expectations by the end of their second semester of enrollment in the capstone project course sequence (NURS 8994).

**Format for Written Project Proposal**
The proposal should be written in APA format (latest edition). It should be formatted in a readable type face no smaller than 12 font. Page numbers are placed at the upper right corner, three quarters of an inch (3/4”) from the top and one inch (1”) from the right edge. Include a title page that indicates the name of the project, student name and academic credentials, Georgia State University, Byrdine F. Lewis School of Nursing and the words "in partial fulfillment of the requirements for the Doctor of Nursing Practice Degree". The paper copy of the report must be produced on good quality bond, 8.5 x 11 inches. An electronic copy of the proposal must also be submitted to the committee.

Although the order and organizational format in which this content is presented is determined by the Committee Chair and committee, the following elements should all be addressed in the Project Proposal:
Recommended Proposal Element

- Title Page
- Abstract
- Introduction
- Problem statement (with rationale)
- Purpose of the Project
- Clinical Question
- Literature synthesis and evaluation of the evidence (evidence tables)
- Conceptual and Theoretical Framework
- Project Design
- Methodology
  - Targeted population or sample
  - Setting (site description and rationale for choice of setting)
  - Evaluation of resources (financial and human) with budget proposal of measurable goals and objectives/aims with clear rationale
- Plan for implementation
  - Intervention and Data collection (tools or methods)
  - Plan for data analysis
- Significance and/or Implications
- Plan for dissemination of information
- Conclusion
- References
- Appendices

The student will prepare an oral presentation that covers all aspects of the project proposal. Only the committee needs to be present at the Project Proposal Evaluation. The evaluation can take place in person or with the use of distance technology based on the preference of the committee. The presentation should last approximately thirty minutes and include audio-visual support such as PowerPoint. After the presentation, students must be prepared to answer questions from the committee.

The committee members will determine the outcome of the Proposal Defense and provide a written evaluation and recommendation to the student at the end of the defense. All members of the committee will sign Proposal Defense Evaluation Form (Appendix F). A copy must be submitted to the DNP Program Coordinator who will forward it to the Associate Dean for Academic Affairs in the School of Nursing and the Dean of School of Graduate Studies. If a student fails to pass the Proposal Defense, a plan for remediation will be developed by the Committee and the student.
Recommended Timetable for Written and Oral Proposal Evaluation:

- The student is expected to submit a first draft of the proposal to the Committee Chair four weeks before the scheduled Proposal Defense.

- The student should submit a revised draft of the paper and slide presentation to Project Committee Members following Committee Chair’s approval 2 weeks before scheduled Proposal Defense. The final copy of the proposal paper and slide presentation should be submitted to the Committee Chair and all members one week before scheduled Proposal Defense.

**Project Progression**

Students are expected to meet the requirements for completing the project in a timely manner. In the case when unforeseen circumstances interfere with a student's ability to meet all the expectations for completion of the project during the final semester, the student will receive an incomplete for NURS 8998. A student that receives an incomplete will need to enroll the following semester in an independent study.

If a student fails to meet the expectation for completion during the independent study, the student will receive an "unsatisfactory" for the independent study. This will not affect the student's grade point average, but it does require remediation. Students receiving an unsatisfactory will need to repeat the independent study and receive a grade of 'satisfactory' in order to graduate.

Once the student has met all the requirements for completion of the project, the incomplete will be overturned and the student will be eligible for graduation.

**POLICIES RELATED TO STUDENT PROGRESSION**

**Progression**

The student must maintain a 3.0 average to progress.

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

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

According to University policy, all credits, including transfer credits, presented for the Doctor of Nursing Practice degree, must have been earned within seven calendar years of the date of the degree.
Thus, students must complete all requirements for the DNP degree within five (5) years of the semester in which they are admitted.

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

**Professional Behavior and Accountability**
Professional behavior and accountability are overriding requirements for passing any graduate course. The programs in the SON reserve the right to require the withdrawal of any student, who, in the opinion of the faculty, does not maintain the standards of professional performance or conduct. Failure to adhere to professional behavior or professional accountability will result in a course(s) grade of “F” (failure).

**Capstone Practicum (Clinical Hours)**
The aim is for each student to complete 500 clinical hours with post-Master’s DNP program plan.

### APPEALING A PERFORMANCE EVALUATION

**Purpose**
The faculty of the School of Nursing believe that each student should be assured the right to due process. This due process provides a way of receiving a fair determination of the evaluation of the student’s performance within the courses of the School of Nursing. The evaluation may be of an assigned grade, written work, oral presentations, examinations, or clinical performance.

A student who has concerns regarding a course grade may appeal the grade. The grievance process can be found in the University catalog at: (http://www2.gsu.edu/~catalogs/2011-2012/graduate/). The responsibilities of the student, faculty, and School of Nursing related to the grievance process are listed below.

**Student Responsibilities**
The student is responsible for determining the basis upon which the evaluation is questioned and for initiating and maintaining communication and compliance within the framework of the grievance process.

**Faculty Responsibilities**
Each faculty member is responsible for being aware of the student's right of grievance of an evaluation and for providing the student with guidance to initiate the process. The faculty is responsible for maintaining evaluation materials and providing materials necessary to the grievance process.

**School of Nursing Responsibilities**
The School of Nursing and the Coordinator of the Doctoral Program will ensure that the student's expected progression through the program is not interrupted during the grievance process.
RESOURCES FOR DNP STUDENTS

Assistance with Scholarly Writing
There are two major resources to assist with writing within the University. The first is “The Writing Studio,” sponsored by the GSU Department of English, located in Rm. 976 of the General Classroom Building on the main campus. The Writing Studio is staffed by doctoral students in English who assist students with all aspects of writing except line-by-line editing. To obtain assistance from them, an appointment can be made at 404-413-5840. Normally appointments are scheduled for 25 minutes, but for doctoral students, 50 minute appointments are available. This service is free. More information is available at http://www.writingstudio.gsu.edu/Graduate students are sometimes available to provide line-by-line editing for the final version of the dissertation, and may be contacted by calling the English Department at 404-413-5800. There is a reasonable cost for this service.

Guidelines for Scholarly Work
DNP students within the program are encouraged to engage in scholarly activities such as submitting abstracts and writing manuscripts. Guidelines for students engaging in scholarly activities can be found in Appendix I.

Academic Honesty Statement
In the process of completion of the dissertation, the student will use materials from various courses. To do so, it is important that academic integrity is maintained by the inclusion of an academic policy statement when materials are used in various courses. An example of an academic honesty statement can be found in Appendix J. See plagiarism under academic honesty policy.

http://www2.gsu.edu/~wwwphl/adandst/honesty.html
http://deanofstudents.gsu.edu/faculty-staff-resources/academic-honesty/

Directed Reading (N8060)
During the course of DNP education, the student may choose to enroll in directed readings (NURS 8060). To enroll in these courses, permission from the student’s advisor is required. See Appendix K for guidelines to complete the directed reading. Please note that the N 8060 Directed Reading is evaluated with a letter grade, A, B+, B, C+, C, etc.

Registration for Courses in Other Universities
Students at GSU are also eligible to cross-register for courses at other schools in the Atlanta area, through a program coordinated through the Registrar’s Office. See http://www.gsu.edu/registrar/cross-registration.html for more information.
FINANCIAL SUPPORT

Regents Opportunity Scholarships
A limited number of Regents Opportunity Scholarships are available. Students must demonstrate extreme financial need to qualify. Information is available from the Office of Academic Assistance.

Non-Resident Tuition Waiver
A limited number of "out of state" tuition waivers are available through the Office of Academic Assistance.

Graduate Assistantships
A limited number of Graduate Research Assistantships (GRA), Graduate Teaching Assistantships (GTA), and Graduate Lab Assistantships (GLA) are available. An Application for Graduate Assistantship may be obtained from the Administrative Coordinator for the Doctoral Programs. Contact the Assistant Dean for Nursing early in the semester proceeding the semester in which you wish to serve as a Graduate Assistant. GTA and GLA positions are not normally available during summer semester. (See Appendix L for a copy of the application and more information on these positions). A Graduate Assistantship pays a stipend and tuition charges. The student is responsible for payment of mandatory fees and insurance.

Academic Common Market
Certain states within the Southern Regional Educational Board region (15 southeastern states) have agreed to participate with the Board of Regents, University System of Georgia to allow resident fees to be paid for nonresident students. Please see the Director of the Office of Academic Assistance for more information if you are a nonresident and live within the southeastern region.

Waiver of Student Fees
Enrollment fees are reduced to only the technology fee for students who fall into the categories below.

- Students enrolled only in courses offered under a tuition agreement between Georgia State University and a corporation, organization, educational institution or other legal entity if the tuition agreement specifies that fees will be waived.
- Students enrolled only in courses which meet more than 50 miles from Georgia State University if taking those courses at that location is required by their program of study. Such courses may include: practicum, student teaching, internship, directed reading, independent study, thesis research, or dissertation research. If the program of study allows (but does not require) that the courses be taken more than 50 miles from campus, then the students will not be granted a fee waiver.
- Students enrolled only in courses that meet more than 50 miles from Georgia State University if those courses are part of an official Georgia State University off-campus study program. Such programs may include field study programs and study abroad programs.
- Students enrolled in a faculty led study abroad program will have all fees waived, except for the Board of Regents Institution Fee and Technology Fee. For more information see the Study Abroad website: http://www.gsu.edu/studyabroad/40110.html.
Students who have paid fees at other institutions do not receive a waiver of Georgia State University fees. To apply for a fee waiver, go to the Dean of Students website, www2.gsu.edu/~wwdos/waiverrequest.html and complete the Fee Waiver Request Form.
# APPENDIX A

## DNP PROGRAM FULL-TIME PLAN OF STUDY

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester 1</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 8670  Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 8700 Scholarly Writing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 8992 Capstone Project – Role Development Transition</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 8160 Introduction to Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 8550 Basics of Financial Management in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 8994 Capstone Project Planning</td>
<td>2</td>
</tr>
<tr>
<td><strong>Summer Semester 3</strong></td>
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<tr>
<td>NURS 8001 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 8620 Health Care Technologies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall Semester 4</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 8610 Advanced Leadership &amp; Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>NURS Capstone Project Implementation</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester 5</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 8205 Health Law, Vulnerable Populations &amp; Disparities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 8998 Capstone Project Dissemination</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: *Elective courses are selected with the guidance of the Capstone Advisory Committee. **The DNP program is a total of 39 credits hours in length.*
### Name of Form

<table>
<thead>
<tr>
<th>Name of Form</th>
<th>Time to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Advisory Committee Appointment Form</td>
<td>By the end of 15 hours of course work</td>
</tr>
<tr>
<td>Plan of Study</td>
<td>At the time the CAC is appointed</td>
</tr>
<tr>
<td>Residency Activity Form</td>
<td>At the time the CAC is appointed</td>
</tr>
<tr>
<td>Capstone Advisory Committee Form</td>
<td>At the time of committee formation</td>
</tr>
<tr>
<td>Capstone Project Proposal Defense Evaluation Form</td>
<td>At the time the proposal is approved by the Capstone Advisory committee (Student provides copy of approved proposal)</td>
</tr>
<tr>
<td>Capstone Final Project Defense Evaluation Form</td>
<td>At the completion of a successful Capstone Final Project defense</td>
</tr>
</tbody>
</table>
GEORGIA STATE UNIVERSITY
SCHOOL OF NURSING

APPENDIX C

EVALUATION OF TRANSFER CREDIT FORM

INSTRUCTIONS: Part I and II are to be filled out by the student.

- A separate form must be filled out for each institution from which credit is requested.
- Please do not leave any spaces blank.
- If course work was taken prior to enrollment in GSU, a course description and syllabus is required. If course work was taken after enrolling at GSU, an official transcript (in a sealed envelope from the transfer institution) must be sent directly to:

  ATTN: Office of Academic Assistance
  Byrdine F. Lewis School of Nursing and Health Professions
  P.O. Box 3995
  Atlanta, GA 30302-3995

PART I.

Student’s Name_________________________________  Panther ID # ___________________
Dept./School ___________________  Specialty __________________  Advisor _______________
College/University Where Courses Were Taken ___________________________________________
Dates Attended From _______________ to _______________  Year/Month  Year/Month

PART II.

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Course Title (As it appears on the transcript)</th>
<th>Semester/Quarter</th>
<th>Credit Hour</th>
<th>Grade</th>
<th>List Here the GSU Degree Requirement This Course Will Satisfy</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

PART III.

APPROVAL: ________________________________ Approved  Not Approved  Date ________
Advisor

______________________________ Approved  Not Approved  Date ________
DNP Program Coordinator
CAPSTONE ADVISORY COMMITTEE APPOINTMENTS FORM

The Capstone Advisory Committee (CAC) assists the student in planning an appropriate program of study, identifying residency activities and constructs, and administers the comprehensive examination.

The CAC chair and committee members should be selected as soon as feasible, but no later than the accrual of 15 credits of course work, or one calendar year, from the undertaking of course work, whichever comes first. There will be a minimum of three committee members: a major advisor from the School of Nursing, one committee member from the School of Nursing, and non-nursing committee member from outside the School of Nursing.

STUDENT’S NAME ________________________________ PANTHER ID NUMBER ________________________________

DATE ADMITTED ________________________________ AREA OF CONCENTRATION ________________________________

The following faculty members have agreed to serve on the above named student’s Doctoral Committee:

MAJOR ADVISOR/COMMITTEE CHAIRPERSON ________________________________ SIGNATURE ________________________________ DATE ________________

COMMITTEE MEMBER ________________________________ SIGNATURE ________________________________ DATE ________________

COMMITTEE MEMBER ________________________________ SIGNATURE ________________________________ DATE ________________

APPROVAL: Signature below indicate approval of this Doctoral Advisory Committee.

DNP Program Coordinator ________________________________ SIGNATURE ________________________________ DATE ________________

Submit this form to the DNP Program Coordinator.
The purpose of the residency is: (a) to enable the DNP student to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field; and (b) for socialization of the student to the doctoral role through engagement in scholarly activities expected of doctorally prepared nurses.

A separate sheet must be attached which describes the residency activities and includes a description of how these activities meet the residency objectives.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Panther ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Admitted</td>
<td>Area of Concentration</td>
</tr>
</tbody>
</table>

***************Residency Objectives and Activities***************

(See attached sheet)

Approvals

<table>
<thead>
<tr>
<th>Doctoral Student</th>
<th>Date</th>
<th>Committee Member</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Advisor</td>
<td>Date</td>
<td>Committee Member</td>
<td>Date</td>
</tr>
<tr>
<td>Committee Member</td>
<td>Date</td>
<td>DNP Program Coordinator</td>
<td>Date</td>
</tr>
<tr>
<td>Committee Member</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The planned activities and course work were successfully completed.

<table>
<thead>
<tr>
<th>Major Advisor</th>
<th>Date</th>
</tr>
</thead>
</table>

*Upon completion of the residency activities, a copy of this form and the residency activities are to be placed in the students’ file.*
TO:  
______________________________  
DNP Program Coordinator

FROM:  
______________________________  
Major Advisor  Date

Student’s Name  Panther ID Number

Date Admitted  Area of Concentration

The Capstone Advisory Committee of the doctoral student named above has approved a project proposal entitled:

A copy of this proposal is attached.

Approvals:  Signatures below indicate approval of the attached project proposal and recommendation to candidacy for the DNP Degree.

______________________________  Date
Major Advisor

______________________________  Date
Committee Member

______________________________  Date
Committee Member

______________________________  Date
DNP Program Coordinator

Submit this form to the DNP Program Coordinator.
APPENDIX G - RESULTS OF CAPSTONE PROJECT DEFENSE

Byrdine F. Lewis School of Nursing and Health Professions
Georgia State University
DNP Program Nursing

To: Associate Dean of Academics, SNHP
From: DNP Committee Chairperson -
Cc: DNP Program Coordinator
Office of Academic Assistance Advisor

RE: Results of Capstone Project Defense

<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
<th>STUDENT ID NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>HOME TELEPHONE</td>
</tr>
<tr>
<td>CITY, STATE, ZIP</td>
<td>BUSINESS TELEPHONE</td>
</tr>
<tr>
<td>DATE ADMITTED</td>
<td>GRADUATE TRACK</td>
</tr>
</tbody>
</table>

THE ABOVE NAME CANDIDATE DEFENDED A CAPSTONE PROJECT ENTITLED:

THE FOLLOWING RESULTS ARE REPORTED:
○ Successfully Defended
○ Successfully Defended Pending Revisions
○ Unsuccessful

COMMENTS:

APPROVALS: Signatures below indicate acknowledgment of results reported above.

<table>
<thead>
<tr>
<th>STUDENT’S SIGNATURE</th>
<th>DATE</th>
<th>COMMITTEE MEMBER</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR ADVISER/COMMITTEE CHAIRPERSON (signature)</td>
<td>DATE</td>
<td>COMMITTEE MEMBER</td>
<td>DATE</td>
</tr>
<tr>
<td>COMMITTEE MEMBER</td>
<td>DATE</td>
<td>COMMITTEE MEMBER</td>
<td>DATE</td>
</tr>
</tbody>
</table>

File Copies: Student Department File and Office of the Associate Dean or Academic Affairs Created 1/3/13; pending approval
GEORGIA STATE UNIVERSITY
SCHOOL OF NURSING

APPENDIX H

CHANGE IN CAPSTONE ADVISORY COMMITTEE APPOINTMENTS FORM

TO: _________________________________ _________________________________
    DNP Program Coordinator  Date

FROM: _________________________________
      DNP Student

RE: (Check One) Change in: Capstone Advisory Committee Appointments

Student's Name: _______________________________________________________

<table>
<thead>
<tr>
<th>Previous Committee</th>
<th>New Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Advisor</td>
<td>Major Advisor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee Member</td>
<td>Committee Member</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee Member</td>
<td>Committee Member</td>
</tr>
</tbody>
</table>

Signatures below indicate approval of this new Capstone Committee.

Major Advisor _________________________________ Date___________________

New Committee Member _________________________________ Date____________

New Committee Member _________________________________ Date____________

New Committee Member _________________________________ Date____________

DNP Program Coordinator _________________________________ Date____________
GUIDELINES FOR SCHOLARLY ACTIVITIES

These general guidelines apply to any form of scholarly work (e.g., scholarships, abstracts, presentations, manuscripts for publication). They are designed to assist and support students in successfully developing their scholarship in an informed, thoughtful, and ethical manner. We encourage students to be productive in writing, publishing, and seeking funding for scholarships and/or grants. Your DNP advisor can be helpful in guiding you in this process. Scholarly work completed as part of your DNP studies needs to be recognized as such as we offer the following:

- The work you complete as a DNP student represents GSU. Although you may be employed elsewhere, scholarly works upon which you identify yourself as a GSU DNP student reflect on GSU. Therefore it is essential that you inform your faculty advisor of plans for submission of scholarly works so that appropriate university approvals (if needed) can be obtained according to established guidelines.

- Always start early to discuss your plans with your advisor. Some projects may require faculty support and/or university approval/signoff.

- Having a faculty’s name on any scholarly work indicates to others that the faculty member has read and approved the work. Therefore, it is important not to put a faculty name on a grant, scholarship or abstract without providing that faculty an opportunity to review the final work and give consent to be listed on the project.

Submitting Grants/Scholarships
We encourage students to submit grants and/or scholarships to support their DNP study. If you are planning to submit a grant/scholarship during your doctoral studies, it is important to discuss your plans with your advisor well in advance of the due date. Your advisor can help you review grant or scholarship guidelines to offer insights and explanations that may increase your chances for a successful submission.

Some grants and scholarships come directly to the student; however, others must be administered by the university. If the guidelines require university approval, there is a specific process for this. Your advisor will be helpful in guiding you through the process. Grants/scholarships that must be administered by the university must have internal documents completed, and you will need to contact the SON grants manager well in advance.

Authorship/Co-Authorship
If a faculty member is Principal Investigator (PI) or Co-Investigator (Co-I) on a study and you are interested in developing an abstract for submission to a conference or a manuscript for publication, you need to discuss authorship of the project with the faculty member before you begin. This will avoid future misunderstandings. If you are working as a member of a Capstone project team or conducting a secondary analysis of the data set, the PI is responsible for dissemination of that data. Below are some questions you will want to discuss with the
APPENDIX I (CONTINUED)

the PI. You need to discuss your roles and responsibilities if you want to collaborate with the faculty to publish.

- Does the PI have a data-use agreement that you will have to sign to use the data?
- If you, the student, accept a major role in writing the manuscript, what will the order of authors be?
- What are expectations if you (the student) are the first author?
- Are there others on the Capstone project research team who are interested in being co-authors on the paper/abstract?

You may consider publishing a paper you have written as a course requirement. Doing so often requires substantial revision of a paper designed to meet course objectives to become a publishable manuscript. If you have an interest in publishing a paper developed from a course, you may want to invite course faculty or your advisor to be co-author to facilitate you in the process. Working with a more experienced writer can be extremely beneficial for the novice.

For more information about authorship see these resources:


Example

Author Note:

Pursuant to the academic honesty standards of the University, it is important to note that some of the information pertaining to XX and XX has been used in other classes for research regarding instrument development and theory development. Additionally, some of the research performed related to XX has been used as background information for other papers or projects conducted throughout the course of study, and then added to throughout the curriculum. In all circumstances, the information has been built upon to gain depth and knowledge related to the area of XX, and this assignment has not been submitted in full for any other assignment within the School of Nursing or the University.
GEORGIA STATE UNIVERSITY
SCHOOL OF NURSING

APPENDIX K

GUIDELINE FOR DIRECTED READINGS

General Guidelines and Procedure for Directed Readings (NURS 8060)

Student:
The student who plans to take a directed reading course (N8060) in the program of study must:

1. Complete the Student Course Request Form (data on this form may be considered preliminary and is refined upon meeting with the selected faculty member).

2. Review the faculty expertise/areas of interest list. Faculty profiles can be found on the School of Nursing website.

3. Select a faculty member as possible course administrator and contact that faculty member.

4. Notify the faculty member if it becomes necessary to drop the course.

Steps 1, 2, and 3 must be completed prior to the first week of the semester. (This will allow for mutual agreement about the course and time for the faculty member involved to authorize the course.

Faculty:
Once the faculty and student have agreed upon the specifics, a course syllabus form (1) will be completed and placed in the student file, (2) a second copy will be retained by the faculty member, and a (3) copy will be placed in the N8060 course book. (Course syllabus form and sample attached).

Grades for N8060 include A, B+, B, C+, C etc. The grade must be sent to the Doctoral Program Coordinator at the completion of the semester.
GEORGIA STATE UNIVERSITY
SCHOOL OF NURSING

APPENDIX K (CONTINUED)

GUIDELINE FOR DIRECTED READINGS

Request for Directed Reading (NURS 8060)
Student Course Request Form

This form must be completed by the student at the time a request for a directed reading course is made. Upon completion of this form, the student proceeds with the registration process through the School of Nursing Office of Records and Information. A copy of this request is to be placed in the students’ file.

NAME OF STUDENT:

COURSE:

NUMBER OF HOURS OF CREDIT:

TITLE OR PROPOSED AREA OF STUDY:
(Include a brief description of what you would like to study)

OBJECTIVES:

LEARNING ACTIVITIES:

METHODS OF EVALUATION:

Signature of Faculty: ________________________________

Department: _______________________________________

Date: _____________________________________________

Signature of Student: _______________________________
COURSE SYLLABUS FOR DIRECTED READINGS

Directed Reading (NURS 8060)
Course Syllabus

Course Number:
Course Name:
Credit Hours:
Placement: (Semester and Year)
Class Schedule:
Faculty:
Textbook:
Directed Reading Objectives:
Learning Activities:
Class/Meeting Schedule:
Evaluation:
Name: ____________________________________________________________

Panther ID #: ________________________

Address: ___________________________________________________________________________________

Phone Number: (_____ ) ____________________________

E-mail address: ____________________________

Please Indicate Type of Assistantship Desired (You may apply for more than one type of assistantship position, however, only one position per student may be awarded.)

Graduate Teaching Assistantship (GTA)

Please indicate area of teaching expertise:

Graduate Laboratory Assistantship (GLA)

Please indicate any experience or expertise you may have that might be helpful to us in considering you for a GLA position in the Computer lab or in the Nursing Skills lab.

(CONTINUED ON NEXT PAGE)
Graduate Research Assistantship (GRA)

If you receive a GRA appointment, the following information will be helpful in assigning you with a faculty mentor.

What is your area of interest for your own research future?

What experience have you had related to research (previous GRA positions, data entry, data collection, etc.)?

If you are familiar with the research interests/activities of faculty at Georgia State University School of Nursing, do you have a preference for assignment with a particular faculty member? If so, please indicate below.

Please return this form by mail or FAX to:
Georgia State University
Byrdine F. Lewis School of Nursing
Joan Cranford, EdD., RN
Assistant Dean for Nursing
P.O. Box 4019
Atlanta, GA 30302-4019
FAX: 404-413-1203