New Mexico State University

Approval Form for
New Graduate Degrees

Date:  Oct. 28, 2005

Originating Department or Program:  Department of Nursing

Contact Person:  Mary Hoke, Head, 505 646-3812, hoke@nmsu.edu

Proposed Degree:  Doctor of Philosophy in Nursing

Proposed date to admit new students:  Fall 2006

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<th>Approvals:</th>
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<td>Department Chair</td>
<td>Mary Hoke</td>
<td>Oct. 28, 2005</td>
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Attach proposal in approved format of the Department of Higher Education (5 NMAC 5.2—See Dean of the Graduate School for Guidelines and Approved Format).
### New Mexico Commission on Higher Education

**New Program Annual Headcount, Credit Hour Production, Budget**

#### New Mexico State University

**PhD in Nursing**

**Total Credits:** 69 credits plus 3 credits optional

**Date:** October 28, 2005

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**Expected Credit Hour Load Per Term (Per Formula)**

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**Expected Enrollment by Year**

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**Program Exits**

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**Estimated Revenues Other Than State**

### Estimated Expenses - New Program

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### New Mexico Commission on Higher Education

#### New Program Annual Headcount, Credit Hour Production, Budget

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**Part-time Credit Hours**

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<th>576</th>
<th>666</th>
<th>756</th>
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**Formula Instruction Calculation**

| Tier 1 | Calculated at: | 0.00 | %-age: 0.00 | - | - |
| Tier 2 | Calculated at: | 772.18 | %-age: 1.00 | 129,726 | 315,049 | 444,776 |
| Tier 3 | Calculated at: | 0.00 | %-age: 0.00 | - | - |

**Estimated Tuition Credit**

| 1,968.00 | (27,552) | (66,912) | (94,464) |
| 164.00 | - | - | - |

**Estimated Tuition Revenue**

| 1,968.00 | 27,552 | 66,912 | 94,464 | 94,464 | 94,464 |
| 164.00 | - | - | 14,760 | 29,520 |

**Estimated Other Revenue**

2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11
---|---|---|---|---

1. Headcount
2. Annual Student Credit Hours
3. Graduates
4. Instructional Instruction Flow
5. Tuition Credit
6. State Funding
7. Tuition Revenue
8. Other Revenues
9. Estimated Total Revenues
10. Current Budget
11. Estimated Expenses
12. Estimated Revenues Less Expenses

**Notes:** All calculations use resident tuition.

**Notation:** If calculations carried out for two additional years- program revenues exceed program expenses.
New Graduate Program Approval Request

New Degree: Doctor of Philosophy in Nursing

Submitted: Department of Nursing
College of Health and Human Services

Nursing Doctorate Faculty Taskforce

Mary Hoke, PhD, APRN-BC
Academic Department Head

Wanda Borges, DSN, APRN-BC
Assistant Professor

Irene Hurst, PhD, RN
Associate Professor

Pamela Schultz, PhD, RN
Associate Professor

October 28, 2005
New Graduate Program Approval Request

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Proposal for Approval of New Mexico State University
Doctoral Program in Nursing
Leading to Doctor of Philosophy Degree in Nursing

This proposal has been developed based on the New Mexico Department of Higher Education provisions of 5 NMAC 5.2 that apply to new graduate programs proposed for implementation by a constitutional institution of higher education in New Mexico. Itemization corresponds to 5 NMAC 5.2, Part 9, Requirement for Approved Graduate Programs (Appendix O).

9.1.1. Propose of the Program and Mission of the Proposing Institution.
The proposed program must have a clear purpose that is consistent with the mission of the proposing institution.

A. Primary Purpose

The state, regional, and national nursing shortage is increasingly threatening quality of health care and quality of life. This threat is particularly evident in our minority-majority state with its large medically underserved rural population. The purpose of this proposal is to obtain approval to initiate a doctoral program in nursing at New Mexico State University (NMSU). The program will increase the number of PhD prepared nurses and nurse educators who are critically needed to address nursing education, nursing research, and nursing service needs within New Mexico. The proposed PhD in Nursing will operate in collaboration with the established nursing doctoral program at the College of Nursing (CON), University of New Mexico (UNM).

The intent of the doctoral program is to prepare individuals who can assume leadership roles in academia, including the scholarship of teaching, research, and professional service activities. The focus of the program is on nursing scholarship to facilitate development of new knowledge and nursing education directed at improving nursing care outcomes for individuals, families, communities, and systems. Holistic nursing scholarship as it relates to improving the care of individuals, families, groups, and communities experiencing or at risk for health
disparities will be the emphasis of the program. Holistic nursing scholarship acknowledges the interrelationship of mind, body, and spirit with an emphasis on health promotion and disease prevention. An empowerment/social justice framework will guide our distinctive emphasis given our border and international context. This special emphasis complements that of our collaborators (College of Nursing (CON), University of New Mexico (UNM) Health Science Center) which has a primary emphasis in maternal child health.

A critical mass of doctoral prepared nurses is a key factor in achieving the two overarching goals articulated in Healthy People 2010. The first goal (to increase quality and years of healthy life) directs actions toward increasing both life expectancy and quality of life. Doctoral prepared nurses, with their unique skills and holistic perspective, are essential to the accomplishment of research and education needed to address complex health problems, to identify nursing best practices, and evaluate nursing outcomes. These actions facilitate accomplishment of the first Healthy People 2010 overarching goal.

A doctoral program in nursing also impacts the second Health People 2010 goal: to eliminate health disparities. It has been well documented that disparities exist by gender, race/ethnicity, socioeconomic level, disease type and geographical location. Nurses prepared with doctoral degrees are able to disseminate knowledge through teaching activities with nurse clinicians, members of other health care disciplines, patients, and students: Conducting these activities assists individuals in gaining knowledge, motivation, and the opportunity needed to make informed decisions about their health. Further, as nurse educators, doctoral prepared nurses prepare their students to help individuals, families, groups, and communities in the underserved and border areas of the state by assuming leadership roles within the health care system.
B. Program Consistency with Role and Scope of New Mexico State University

The development of advanced nursing education at the doctoral level is consistent with the role and scope of New Mexico State University and its strategic vision document, “Living the Vision: A Performance Plan for Excellence which is New Mexico State.” A Hispanic-Serving and Research-Extensive University, New Mexico State University has as its mission: “New Mexico State University is the state’s land-grant university, serving the educational needs of New Mexico’s diverse population through comprehensive programs of education, research, extension education, and public service.” The NMSU Department of Nursing (DON) Mission Statement: “The mission of NMSU’s Department of Nursing is to serve the people of New Mexico through nursing education, research, and public service recognizing the state’s multicultural heritage, the ever-changing environment, and an interdependent world.”; is congruent with the larger NMSU mission and speaks to the appropriateness of adding doctoral nursing studies to its approved program offerings.

The NMSU Vision is “By 2020, New Mexico State University will be a premier university as evidenced by demonstrated and quantifiable excellence in teaching, research, and service relative to its peer institutions.” As a premier member of the university community, the Department of Nursing’s ability to offer a doctoral degree is critical in assisting the university to realize its mission.

In summary, this proposal is fully congruent with the land-grant mission of New Mexico State University and is seen as an important component in the attainment of its land grant mission and vision.

C. Institutional Priority for the Proposed Program

Major challenges facing New Mexico are the need to improve health care status and the need for economic development. The NMSU nursing doctorate proposal addresses both of these challenges. Graduates, whether they seek academia, research, or practice as their major focus,
will promote improved health status, and bring additional research funding and/or new jobs to the state. Both the College of Health & Social Services and the Department of Nursing place their highest priority on the approval of the doctoral nursing program.

Evidence supporting the priority placed on nursing education within the NMSU system over the past four years includes: 1) increasing the tenure-tenure track positions from 15 to 17 (a 13% increase); 2) submitting, as a university priority, funding requests to the New Mexico Commission on Higher Education both in instruction and general (I & G) and in public service funding categories every year since 2002; 3) CHSS Dean and Provost level support for federal funding to increase the nursing education offerings (2002-2004) which has resulted the awarding of $3.3 million dollars to date; and 4) plans for reallocation of resources (operating budget and faculty positions) to reflect student enrollment growth within the department. Increased funding through the New Mexico Legislature and the New Mexico Commission on Higher Education since FY 2003 has totaled $2.3 million dollars through FY 2006.

“NMSU’s Living the Vision: A Performance Plan for Excellence” contains several goals with corresponding objectives which a doctoral program in nursing will assist in accomplishing. A nursing doctorate will attract doctoral prepared nurses with border and health disparities expertise which in turn will attract students to all levels of nursing education at NMSU. The consistency between institutional goals and objectives and the proposed nursing doctorate are outlined in Table 1.

<table>
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<tr>
<th>NMSU Goal</th>
<th>NMSU Objective</th>
<th>Nursing Doctoral Interface</th>
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<tbody>
<tr>
<td>1 To be the “University of Choice” for undergraduate education in New Mexico</td>
<td>Achieve diversity among undergraduates, students, faculty &amp; staff similar to New Mexico’s demography</td>
<td>Greater than 50% of undergraduate students are classified as minority. This provides a diverse doctoral applicant pool from which to educate a large number of diverse doctoral prepared nurses. Doctoral prepared nurses from diverse...</td>
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<tr>
<td>3</td>
<td>To be nationally and internationally recognized in research and creative activity</td>
<td>Obtain increasing levels of external funding for research, creative activity, &amp; other sponsored programs to achieve parity with peer institutions</td>
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<td></td>
<td>Demonstrate faculty participation in research &amp; creative activity similar to peer institutions with one criteria being number of awarded doctoral degrees</td>
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<td></td>
<td>NMSU will have 4 to 6 research clusters operational &amp; funded</td>
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<td>5</td>
<td>To serve as an engine for economic, social, educational and community development in New Mexico.</td>
<td>Speak to technology transfer, community development</td>
</tr>
<tr>
<td>6</td>
<td>To be an excellent steward of all resources dedicated to achieving the vision of the University.</td>
<td>Speak to developmental funds, allocation, and fiscal responsibility</td>
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ethnic/racial backgrounds are underrepresented in all nursing areas and even more so at the doctoral level. Provision of diverse nursing faculty role models will result from this doctoral program.
Establishment of a research doctoral program in nursing is the logical progress for the Department of Nursing and this progression is seen as facilitating accomplishment of the NMSU mission and vision. For a Department of Nursing at a Doctoral/Research extensive university, a doctoral program in nursing is essential to offer the population of the state the full range of educational opportunities in the discipline and will assist in attracting additional scholars and nursing educators to NMSU. Within New Mexico, with its rural, border, and underserved populations, there is a strong need for nurses with advanced preparation who can address complex health needs of individuals, communities, and systems and who can simultaneously educate the next generation of nurse educators, who are in such critical demand. Individuals precepted as scientists in nursing at the doctoral level can and do make contributions to nursing in a variety of settings. For the practice of nursing to be efficacious, a symbiotic relationship must exist between discovery of knowledge (research) and nursing practice. Doctoral-prepared nurses are in the best position to advance the discipline and impact individual, groups, and population health outcomes through scholarly inquiry.

NMSU is one of two public universities in the state that is approved to offer graduate nursing education. With over 300 undergraduate and graduate students, the NMSU DON offers both baccalaureate and masters nursing education programs. Both programs are accredited by the Collegiate Commission on Nursing Education (CCNE) through 2012 and the pre-licensure components of the BSN Program are approved through 2010 by the New Mexico State Board of Nursing. Within the baccalaureate program are three options: 4 year pre-licensure (48 students admitted each semester); accelerated alternate entry for students with bachelor’s degree in another field (16-24 students admitted annually), and BSN completion for associate degree
nurses seeking their baccalaureate in nursing (40-48 students annual). The pre-licensure BSN option includes five semesters of nursing course work. The accelerated BSN provides for completion of all nursing course work within a 15 month window. The BSN completion option provides students from Las Cruces, Alamogordo, and Carlsbad an opportunity to complete nursing course work within 12 months through the use of interactive instructional television combined with an internet component, local clinical experiences, and a compressed-one-day per week schedule. See Appendix M for student demographics.

The NMSU DON provides MSN educational trajectory in four nursing specialty areas: clinical specialist in medical-surgical nursing, clinical specialist in community health nursing, dual psychiatric/mental health nurse practitioner/clinical specialist, and nursing administration. The enrollment demographics are in Appendix M. The degree plan for each specialty area includes didactic and clinical practicum credits within the general areas of: nursing, advanced practice, specialty practice, and focus/electives. Supervised nursing clinical practicum hours vary by specialty; however, all specialties meet the requirements of certification agencies which are needed for the students to qualify for their national examinations. The curriculum for the dual psychiatric-mental health nurse practitioner (NP)/clinical nurse specialist (CNS) track is delivered via distance education with students completing their supervised practicums within their local area and the majority of their didactic course work via the internet. Students are on main campus for 2-3 days at the start of each academic session. The curriculum for the other three tracks is currently delivered via a combination of compressed scheduling, traditional classes, and internet components.

<table>
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<tr>
<th>Table 2: MSN Degree Plan by Nursing Specialty</th>
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<tr>
<td>Graduate Nursing Core Credits</td>
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<tr>
<td>Program</td>
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<tr>
<td>---------------------------------------------</td>
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<tr>
<td>Psychiatric/Mental Health Nurse Practitioner/CNS</td>
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<tr>
<td>Medical-Surgical CNS</td>
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<tr>
<td>Community Health Nursing CNS</td>
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<tr>
<td>Nursing Administration</td>
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The NMSU DON has a proud and successful history of recognizing emerging nursing education needs and then rapidly developing educational programs to address these as evidenced by the establishment of the distance education BSN completion option in 2002, the accelerated alternate entry BSN option in 2004, and the dual psychiatric mental health NP/CNS in 2004. Building on collaborative relationships with other nursing programs has consistently been used to facilitate program implementation and provide for efficient use of resources as evidenced by the collaboration with the CON, UNM in the mid-1990s for the initiation of the NMSU DON Masters Program.

The implementation of a PhD in Nursing is a strategic step to addressing the state and regional nursing shortage and is the sound next step for nursing education at New Mexico State University. The doctoral program is a NMSU nursing faculty goal and a focal item in the CHSS Strategic Plan. The faculty voted unanimously in the Fall of 2002 to move toward a collaborative doctoral program with UNM. NMSU DON faculty members have been attending and working with UNM CON faculty since Fall 2003 as UNM has implemented their PhD Program. A NMSU DON Doctoral Task Force has been working since Fall 2004 and a curricular plan was developed and approved by the faculty in December 2004.
To make a doctoral program a reality, research and scholarship production within the faculty community is necessary. To facilitate this environmental culture, the establishment of the Southwest Partnership Center for Health Disparities Research (NIH/NINR-P20) was initiated in September 2002. Through this mechanism, the NMSU DON has partnered with the University of Texas-Austin School of Nursing to building the NMSU nursing research infrastructure. To date, NMSU nursing faculty have served as principal investigators on nine health disparities research pilot studies and an additional seven faculty have served in co-investigator positions. Four faculty members are in the process of developing research proposals for higher level external funding. Further, as part of the Office of Minority Health’s U-56 funding mechanism, two faculty members worked with the Fred Hutchison Cancer Center on a multi-year colorectal cancer prevention study. Another faculty received 18 months of funding from the Paso del Norte Health Foundation, a regional private foundation, to study the concept of brief interventions in diabetes. This study provides the foundation for increased funding proposals as well. Faculty have elected to place their highest research priority around health disparities within a border health context.

9.1.2 Justification for the Program

The proposed program must meet one or more specified needs within the state or region; must not duplicate existing programs unnecessarily or inappropriately; and, to the extent feasible and appropriate, should benefit from cooperative arrangements with other institutions.

9.1.2.1.1 Need

The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need.

The need for this degree is based on: the status of New Mexico as largely medically underserved; the existing and worsening shortage of nurses within the nation and the state; the
lack of educational mobility options for many masters prepared nurses who desire doctoral nursing education; the need for increased numbers of doctoral prepared nurses to address the complex health needs of the diverse residents of New Mexico and the U.S.-Mexico Border Region; and the need to educate nursing faculty as a strategic approach to the state’s nursing shortage. The program clearly provides a response to societal requirements, employer needs, and student demands.

A significant nursing shortage exists throughout the United States, with minority nurses under represented in the nursing workforce. In New Mexico the nursing shortage is projected to reach 57% by 2020 compared to a national shortage of 29%. Much of New Mexico’s racially and culturally diverse population is vulnerable and under-served underscoring the state’s need to increase its number of doctoral prepared nurses who are representative of the populations of the state and who are culturally aware and increasingly competent to deliver cross-cultural health care services, nursing research, and nursing education. New Mexico State University is ideally positioned to accomplish this project based on its location along the United States-Mexico Border, its status as a Hispanic Serving Institution, and its past successes in the undergraduate and graduate education of minority nurses (primarily Hispanic and American Indian).

Population profile of New Mexico residents. New Mexico is a minority-majority state in which no single major racial/ethnic group holds a majority. According to the 2000 State of Health in New Mexico Report, New Mexico now ranks 5th among all states for its large multi-racial populations. Whereas 45% of the state’s population is non-Hispanic white, Hispanic/Latinos comprise 42%, American Indians/Alaskan Natives 11%, and African Americans 2% compared to the national figures of 72%, 11%, 12%, and 1%, respectively. The influx of immigrants across the state’s border with Mexico and movement of individuals back
and forth across the New Mexico-Mexico border is difficult to quantify. New Mexico’s population groups consist of heterogeneous sub-groups with different cultures and historical backgrounds. Two population groups, Hispanic/Latino and Native American illustrate this heterogeneity. New Mexico has large populations of Hispanic-Mexican descent but individuals may or may not have combinations of Spanish or Mexican or Native American or other ancestry. Within the state, there are 19 pueblos, 2 Apache tribes, and many members of the Navajo Nation. The diverse populations in New Mexico make imperative a professional nursing workforce that is culturally competent and equally diverse, a priority all the more urgent because of the worsening health care status of its citizens.

Health status of New Mexico residents. The Health Resources and Service Administration (HRSA) State Workforce Profiles-New Mexico ranks New Mexico as 50/50 for percentage of state population at or below the poverty level. The socioeconomic landscape of New Mexico appears to be significantly coupled with the health and welfare of its people. The state’s per capita personal income in 2001 of $23,155 ranked New Mexico 47th among the States. KIDS COUNT, a project of the Annie E. Casey Foundation, ranked New Mexico 46th of the 50 states for securing the well-being of children in 2000 (down from its 1990 ranking of 42nd). The 2000 United Health Group State Health Rankings identified New Mexico as the 40th healthiest of the 50 states, a decline from its 10-year high of 36th in 1994. The state ranked lower than the national average for the quality of its health in terms of its relative rank (on a scale of first being best and 50th being worst) for motor vehicle deaths (37th of 50 states), violent crime (50th), adequacy of prenatal care (50th), lack of health insurance (46th), support for public health care (46th), occupational fatalities (38th), infectious disease (41st), and premature death (34th).
Access to health care is problematic for many New Mexico citizens. The federal government has designated 31 of the state’s 33 counties as whole or partial health professional shortage areas. The top ten leading causes of death for New Mexico residents are in descending order: diseases of the heart; malignant neoplasm; cerebrovascular diseases accidents; chronic lower respiratory diseases; diabetes mellitus; influenza & pneumonia; intentional self harm; chronic liver diseases and cirrhosis; and Alzheimer’s Disease. The New Mexico causes of death are higher than the national causes for diseases of the heart; malignant neoplasm; accidents; chronic lower respiratory diseases; diabetes; intentional self harm; and chronic liver disease and cirrhosis.

The need for mental health care in New Mexico is great. For children between the ages of 12-21 years, it is estimated that 56,000 suffer from depression, 17,000 from post-traumatic stress disorder, 3300 have bipolar disorder, 200,000 have some form of addiction (alcohol, cocaine or marijuana), and 2000 have schizophrenia. The suicide rate for 15-24 years old in 1997 was among the highest states in the U.S., and 104% of the national rate, with suicide being the 8th leading cause of death in the state. In 1996, there were 28,861 child abuse cases reported, about 42/1000 and about 12,000 cases of elder abuse (35/1000). In both cases, the rates are rising. Twenty-five percent (25%) of the New Mexico population with health insurance report they are unable to access mental health services. Access to mental health services is a national problem with mental health services either delayed or never received. All of these health status indicators represent complex health issues that would benefit from nursing research. The complexity of the issues requires the research to be directed by doctoral prepared nurses.

The recently released Behavioral Health Needs and Gaps in New Mexico Report demonstrates the extensive mental health needs of the state. Within the New Mexico’s
correctional system an estimated 26% of inmates have substance abuse issues or mental health issues. Within this population approximately 15% receive mental health services in a given month compared to the national average of 20% of inmates receiving services. Of the 11,000 homeless individuals in the state at any point in time, two-thirds have a mental or substance abuse disorder.

Approximately 55,000 New Mexicans have both mental health issues and substance abuse issues existing simultaneously. Many of these individuals end up in correctional facilities instead of receiving the appropriate combined mental health and substance abuse counseling services. The co-occurring disorders are often referred to as co-morbidity. With co-morbidity, symptoms and outcomes are worsened and very difficult to treat. Research indicates that sequential and parallel treatment is not effective. Rather, interventions must be directed to both conditions, at the same time, by the same provider.\textsuperscript{17} Research in the area of co-morbidities and mental health, health conditions for which health disparities have been documented, is needed throughout the U.S. Mexico Border Region.

Hispanics and American Indians are two minority groups of special interest. The state is home to a large number of persons with Hispanic or Mexican ethnicity or origin. Within this large group are subgroups with vastly different cultures and histories. Yet, the behavior health system develops interventions that treat all subgroups exactly alike. New Mexico ranks 8\textsuperscript{th} among states for the number of Hispanics living within its borders; and 5\textsuperscript{th} for multi-racial populations, and first for populations of Hispanic/Mexican descent. Individuals with Spanish ancestry tend to be located in Northern New Mexico while those of Mexican ancestry tend to be located in Southern New Mexico. The term Hispanic is used throughout the United States Southwest and refers to individuals with both a Spanish or Mexican heritage. This heritage may
include Native American ancestry as well. Mental health disorders among adult Hispanics are similar to or less than the mental health disorders in the general population; however, higher rates of depression are seen among U.S. born Mexican Americans and Mexican born individuals. Acculturation processes appear to increase risks for mental disorders. 17

Native Americans account for 9.5% of New Mexico’s population (173,483) which represents 10 times the proportion of American Indians in the United States.10 Among American Indian youth, suicide and homicide are the second and third leading cause of death.17 While there has been a decline in the rates of suicide among the Apache tribal members, suicide remains the fifth leading cause of death.18 American Indians have five times the rate of African Americans for Fetal Alcohol Syndrome (2.97 per 1000) and 33 times the rate of Whites. Within New Mexico mental health resources are very limited in rural areas in which the majority of American Indians live. Further, American Indians use mental health and substance abuse outpatient resources less than their White counterparts, while they use in-patient facilities more often. They also have a higher treatment non-return rate than do other ethnic groups. American Indian mental health workers are underrepresented nationally (101/100,000 compared to 173/100,000).17

Based on the interviews which included community members as well as mental health professionals for the New Mexico Behavioral Gaps and Needs Study,17 the following conclusions were drawn related to two special interest groups:

| Table 3: Conclusion Related to Mental Health Needs NM Hispanics/American Indians |
|---------------------------------|-----------------------------------|---------------------------------|
| **Conclusions Related to Hispanics** | **Conclusions Related to American Indians** |
| • Border communities feel isolated and unheard | • American Indians feel isolated and unheard |
| • Mentally ill and substance abuse/dependent undocumented individuals are not being served | • Mentally ill and substance abuse/dependent American Indians are not being served. |
| • Persons with English as a second language or who only speak Spanish are often not served or are not served well. | • Persons with English as a second language are often not served or are not served well |
| | • The behavioral health workforce is inadequate and |
The behavioral health workforce is inadequate and insufficiently trained to deal with the needs of Hispanic/Mexican American populations in New Mexico.
- Crisis services are critically underdeveloped resulting in stress on hospital emergency rooms and law enforcement personnel and in lack of appropriate treatment or inappropriate entry into the behavioral health system at the wrong level or intensity of care.
- The system as a whole is fragmented with no direction and the infrastructure is overly complicated and complex, especially for the Hispanic/Mexican American population.
- Elderly populations are critically underserved. (10, p. 116).

Access to services is difficult due to lack of crisis and community based services, lack of transition from inpatient/residential and institutional settings, and lack of culturally appropriate assessment and treatment options.
- The system as a whole is fragmented with no direction and infrastructure and is especially complicated and complex for the American Indian population due to multiple responsibilities spread across multiple systems. (10, p. 132).

The general consensus among key informants interviewed throughout the study was that no population, including Whites, was being appropriately served along the United States-Mexico border region. Prevention/early intervention, education/information, and family involvement were among the largest identified needs. Further services that provided for the integration of treatment for co-morbidities and substance abuse were clearly identified. Much of New Mexico’s and the US Mexico Border area’s population is vulnerable and under-served, as is the increasing elderly population with its associated mental health issues in the areas of addictions and depression. (10) Research to determine effective nursing interventions is critically needed.

Healthy Border 2010: An Agenda for Improving Health on the United States Mexico Border 19 is a bi-national agenda for health promotion and disease prevention established by the United States-Mexico Border Health Commission. It was based on the framework of Healthy People 20102 and addresses border population and environmental conditions of each country with emphasis on similarities in health issue priorities. Eighty percent (80%) of the top ten causes of death are similar in both countries. They both have high rates of specific infectious diseases. Tuberculosis and water and food borne illnesses are problems with public health significance on the border 19. These shared health conditions and similarities are given as reasons...
for the need for a bi-lateral health agenda. As the health discipline with the largest number of practitioners, registered nurses on both sides of the border are uniquely positioned affect health status. Doctoral preparation in border health issues for nurses is needed.

General lack of BSN and higher level nurses and under representation of minority BSN and higher educated nurses. New Mexico ranks 44th of 50 states for the number of registered nurses per 100,000 population. The New Mexico rate was 660 registered nurses compared to the United States rate of 797.7. The lack of registered, employed nurses in New Mexico is acute as evidenced by the projected (2020) nursing shortage of 57% compared to the projected national shortage of 29% and by the current state-wide registered nurse vacancy rates of 18% for acute care facilities, 13% for home health care facilities, and 18% for long term care facilities. Seven percent (7%) of the public school districts within the state are without a school nurse and 45% of school districts do not meet the national standard of 1 school nurse to 750 students. The New Mexico Public Health Region III (encompassing Dona Ana County) reported a 50% RN vacancy rate in its organization in July 2001.

The number of baccalaureate prepared nurses in New Mexico to fill these vacancies is declining. The HRSA Workforce Profiles-New Mexico, using 1996 data, showed that the highest nursing related educational attainment for New Mexico was 42% associate degree, 31% baccalaureate, and 8% masters/doctoral. The corresponding national figures in 1996 were 35%, 32%, and 10%. The July 2001 State of Nursing Workforce in New Mexico Annual Report documented that the state’s registered nurse workforce prepared at the associate degree level increased to 58% while the number at the baccalaureate level decreased to 26%. The current number of baccalaureate nurses in New Mexico falls far short of the National Advisory Council on Nurse Education and Practice (NACNEP) recommendations to move the professional nursing
workforce mix to 66% BSN. Non-Hispanic white registered nurses account for 63.9% (1996-1997 data) of New Mexico’s nursing population while Non-Hispanic whites make up only 48.9% of the entire New Mexico population. Hispanic registered nurses represent 23.7% of the nursing population while the Hispanic population in New Mexico is 42%. In a report addressing the minority nursing workforce, the NACNEP found that the majority of minority registered nurses had less than a baccalaureate education and that the majority of minority students (particularly Hispanic students) desiring to become nurses enrolled in associate degree nursing programs. The numbers at the masters and doctoral level are even more dismal. Few of the doctoral nursing faculty at New Mexico State University (one in non-tenure track position) or the University of New Mexico are Hispanic or Native American.

The demand for doctoral prepared nurses is high at this time and is projected to become even higher over the next 20 years as the nursing shortage intensifies and retirements within the current professoriate increase. As an example, nursing programs within the Western Athletic Association anticipate that fully 50% of their doctoral faculty will retire within five years. With the nursing faculty at NMSU, over 70% of the faculty will be eligible for retirement within 10 years and of these 50% will be eligible in 1-5 years. This pattern is similar across the nation. The lack of doctoral prepared nursing faculty is troubling as studies have shown that in 2002 over 5000 qualified applicants to pre-licensure BSN programs were not accepted due to lack of faculty. The number of unaccepted students to BSN and MSN programs grew to over 32,000 in 2004.

The demand for doctoral prepared nurses is very high with a corresponding great variety of opportunities. Forty-nine percent (49%) of doctoral prepared nurses enter academia. Others serve as directors or investigators of nursing research related programs, and in advanced
practice roles in health care delivery if their master’s degrees prepare them as advanced practice nurses.  

Given salary limitations and the aging nursing professoriate, replacement of senior, seasoned doctoral prepared faculty is very difficult in a research extensive doctoral university if no doctoral program exists. Further, the lack of ready access to a wide variety of doctoral education options/foci in New Mexico has resulted in individuals leaving the state for doctoral education and, for many, not returning at the end of their studies.  

The focus of the proposed program will be to prepare individuals who can assume leadership roles in academia which includes the scholarship of teaching, research, and professional service. Traditionally, nursing doctoral programs have not included content about nursing education within the curriculum. The proposed program has a separate course, NURS 610-Nursing Education: Pedagogy and Roles, to specifically prepare students for faculty roles. In addition, the theory courses include an exploration of the relationships between knowledge and development of education and theories of several disciplines as they apply to nursing education.  

The stated purpose of the program is research and education. In order for faculty in research institutions to have longevity in the system, both of these goals are critical. Nursing nationally has a research agenda to build the discipline. Community college faculties must have sufficient research knowledge to be able to study and teach the latest outcomes in evidenced-based nursing practice. Whether students are in an ADN program, a BSN program, or a graduate nursing program, latest findings in evidenced based care must be part of their learning. This helps teach best practices and improves nursing care for patients.
The document “Addressing New Mexico’s Nursing Shortage: A Statewide Strategy” is a critical document for leading New Mexico forward in meeting the educational and health care needs. One major outcome advanced was the doubling of nursing student graduates within the state. Several strategies listed to address the faculty shortage, which is a barrier to doubling student enrollment and graduation, included the establishment of the UNM PhD Program to be followed with the rapid implementation of a collaborative PhD in Nursing between UNM and NMSU.

Consistency with workforce plans. The NMSU nursing doctoral proposal complies with national and state workforce plans as shown below in Table 4.

<table>
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<th>Table 4: Workforce &amp; Strategic Plans</th>
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| National Advisory on Nursing Education & Practice | - Increase the number & % of minority BSN prepared nurses. 
- 2/3 of minority nurses to be prepared at BSN level or higher. 
This will require additional doctoral prepared nursing faculty. |
| New Mexico State Health Workforce Objectives/ State Plans Report of Health Care Workforce Conference | - Acknowledgement of need to increase the pipeline for all health professionals. 
- Need to improve collaboration between health professional education programs to reduce duplication, eliminate unnecessary competition, standardize course offerings where appropriate, and respond more effectively and quickly to emerging needs. 
- Need to offer innovative education arrangements for students to complete programs in a timely manner. 
- Need to address the lack of expertise among health professional in finance, economics, business practice, and practice management, etc. |
| Addressing New Mexico’s Nursing Shortage: A Statewide Strategy Framework (Dec 5, 2002) | - Double the number of licensed nursing graduates in New Mexico through addressing nursing faculty shortage, increasing & improving clinical education site placements, expanding enrollments in nursing education programs, develop state nursing program to accelerate second baccalaureate degree nursing students & attract students from other fields into nursing profession; creating seamless articulation across nursing programs. 
- Complete all approvals for the UNM PhD in Nursing 
- Obtain approval for a collaborative PhD Program between NMSU & UNM. |

Needs Assessment. The NMSU DON conducted a nursing education needs assessment in Spring 2005. An educational needs assessment survey (Appendix B) was mailed to all 14,676 New Mexico licensed registered nurses in January 2005. The survey examined needs for the RN
to BSN, masters and doctoral levels of education. The response rate was 10% with 1,479 nurses from throughout the state returning the survey. The majority of those who responded were in the 50-59 age group (n=483), with 353 in the 40-49 age group. Half of the respondents (n=735) had greater than 20 years of experience in nursing. Of those who responded, 4.9% (n=72) were male, 11% (n=164) were Hispanic and 2% (n=33) were Native American.

Of those who responded, 208 (14%) expressed some interest in continuing their education to the PhD level, 29 were very likely, 40 were likely, and 139 were slightly likely. Seven percent (n=15) were male, 13% (n=28) were Hispanic, 4% (n=8) were Native American, and 2% (n=5) were African American. Those in the 40-49 age group expressed an interest in obtaining a PhD more frequently (n=72) than those in the 50-59 age group (n=60) and the 30-39 age group (n=41). Sixty-two (30%) of those participants expressing interest in obtaining a PhD currently have a masters of science in nursing. Of those individuals who were likely to continue their education to the PhD level, the most frequently cited factors affecting the decision to continue were: access to distance learning or web based courses, cost, time, and advanced education in a clinical area of practice. The type of positions the respondents indicated they would like to pursue after being granted the PhD included: university faculty (n=97), community college faculty (n=57), research position (n=63), a leadership position in acute care (n=61), a leadership position in long term care (n=13) and a leadership position in the community (n=82).

9.1.2.2 Duplication

The proposed program must not duplicate existing programs unnecessarily or inappropriately. A proposal for a program similar to one (or more) that already exists within the state must present clear and convincing evidence that need for the program cannot be met by the existing program(s).
There are 94 research nursing doctoral programs in the United States (Appendix C). At present, the only doctoral program in nursing in New Mexico is operated through the University of New Mexico’s College of Nursing, over 200 miles north of Las Cruces, NM. The next closest PhD programs geographically are at the University of Arizona, the University of Colorado, and the University of Texas at Austin. Traveling time and distance to these universities ranges from 3 to 10 hours by automobile and covers a distance of from 200 to over 600 miles. Consequently, nurses are seeking doctoral degrees in disciplines other than nursing because they are unable neither to travel these distances nor to leave work and families. The nurses who do leave the state to obtain a doctorate in nursing often either do not return to the state for many years after completion of their degrees or never return at all.30

The focus of the program at the University of New Mexico is in the area of maternal and child health nursing. At the University of Arizona in Tucson the focus is primarily on psychometric instrumentation and statistics or health care systems. At the University of Colorado in Denver, the focus is the human experience of health, illness and healing, and the human technology interface along with cost-effective outcomes; and at the University of Texas at Austin, the focus is on holistic adult health, parent-child nursing and women’s health research, nursing systems, and public health.

The proposed doctoral program at New Mexico State University does not duplicate these programs. The unique focus of the proposed program for New Mexico State University reflects the diversity of New Mexico’s population, and includes specific coursework about the status of border/international individuals, families, communities, and systems; and behavioral health and chronic diseases. These courses make the proposed program different from those in the surrounding areas. The average age of a nursing doctoral student in nursing is 41.32 Many
students of this age are unwilling or unable to travel the distances required and uproot
themselves/and/or their families to attend a program in another state. The health status of New
Mexico as outlined in Section 9.1.1 was used to determine the specific substantive area of the
program. Further, faculty research interests that have high potential for external funding and
which fall within the scope of the Southwest Partnership Center for Health Disparities Research
were instrumental in the selection of the substantive area.

There is strong support by the other universities in New Mexico to develop this program.
Letters of support from the University of New Mexico, Western New Mexico State University,
and several community colleges are in Appendix E.

9.1.2.3 Inter-Institutional Collaboration and Cooperation

To the extent feasible and appropriate, the proposed program should establish
collaborative relationships with other programs within New Mexico, so that state
investments can be shared and students can benefit from expanded opportunities across
intuitional boundaries.

Inter-institutional collaboration and cooperation are hallmarks of this proposal. Table 5
provides an overview of a typical doctoral student’s degree plan. Table 6 provides the outcome
competences for graduates of the NMSU PhD in Nursing Program.

| Table 5: Typical Doctoral Degree Plan- Full-Time Student |
|-----------------|-----------------|-----------------|
| **Summer I**    | **Fall I**      | **Spring I**    |
| **NURS 603:** Developing Research in Nursing (optional course-not part of 48 credit required coursework) | **NURS600** Philosophy of Science in Nursing | **NURS602:** Theory II: Contemporary Substantive Nursing Knowledge |
|                  | 3 cr            | 3 cr            |
| **Total**        | **3 cr**        | **9 cr**        |
| **Fall II**      | **Spring II**   | **Total**       |
| **NURS604:** Advanced Health Care Statistics | **NURS 607** Qualitative Methods in Nursing Research | **NURS 640** Chronic Diseases: A Health Promotion Approach in Underserved Populations |
| First Cognate    | 3 cr            | 3 cr            |
| **Total**        | **6 cr**        | **9 cr**        |
Table 6: Doctoral Competencies

- Assume the role of the Doctoral prepared nurse in teaching, scholarship, leadership, and service.
- Accept the responsibility for self-directed scholarly development in an ongoing research program focused on patient care improvement especially for individuals, families, groups, communities at risk for or experiencing health disparities within a border/international context.
- Conduct independent formal inquiry pertaining to health care, reflective caring practice, critical synthesis of existing knowledge, and generation of new knowledge and theory.
- Practice nursing reflectively, guided by theory, based on best evidence, and integrating creative and critical thinking.
  - Cultivate research expertise relative to a particular population, setting, or human response to health or illness.
  - Evaluate and critique social policy relevant to the organization and delivery of health care.

The doctoral curriculum will prepare individuals who can assume leadership roles in academia which includes the scholarship of teaching, research, and professional service. The focus of the NMSU DON program is on nursing scholarship to facilitate new knowledge development and nursing education directed at improving nursing care outcomes for individuals, families, communities, and systems. Holistic nursing scholarship as it relates to improving the care of individuals, families, groups, and communities experiencing or at risk for health disparities will be the emphasis of the program. An empowerment/social justice framework will guide our distinctive emphasis given our border and international foci.
The curriculum, which parallels the UNM CON curriculum, will consist of a doctoral core of courses related to the philosophy of science, theory, education, the pedagogy of teaching, research and statistics, border and cultural health, health policy and population health, behavioral health concepts, and nursing therapeutics and outcomes. Nursing therapeutics and outcomes will emphasize chronic disease and behavioral health. Border health will be the focus in each of the nursing substantive areas. Additionally, there will be nine credits of cognates as well as the dissertation credits. The total credit requirements for the program will be 48 credits of course work plus 21 hours of dissertation credit for a total 69 academic semester hours beyond the masters degree in nursing (Appendix L). The plan of study will be approximately two years of full-time academic study (9-12 credit hours per academic semester and 3-6 credits during the summer sessions) followed by completion of the dissertation.

As NMSU DON continues to increase its level of funded research, its number of senior doctoral prepared faculty, and its doctoral level courses, the core doctoral nursing courses will be provided to NMSU doctoral students using UNM nursing faculty in a distance education faculty status. During this process, NMSU nursing faculty will collaborate with the UNM faculty on course implementation and evaluation. Similarly faculty members from both nursing programs will serve on dissertation committees. At approximately year 3-4, core courses will alternate between the two institutions with NMSU nursing faculty teaching approximately 50% of the courses.

This means that in Year 1, UNM CON faculty will teach all courses in the fall semester (NURS 600, 601, & 606) and one course in spring (NURS 602) for the first NMSU doctoral student cohort. NURS 620 and NURS 630 will be taught by NMSU DON faculty. In Year 2, the pattern established in Year 1 will continue for NMSU DON second cohort of students. For
cohort 1 (year 2 of degree plan), NMSU DON faculty will teach NURS 631 & 640 and co-teach 2 additional courses each semester. Year 3 will include teaching of NMSU specific courses (NURS 620, 630, 631, 640), starting of student dissertation work and teaching of some core courses.

The two university nursing programs have a strong history of collaboration. With the initiation of masters nursing course in the mid-1990s, a similar arrangement facilitated the rapid establishment of graduate nursing education for the southern region of the state. The implementation of a PhD Program with a major in nursing at NMSU extends the depth and breadth of doctoral educational options available for students within the state.

9.1.3 Clientele and Projected Enrollment

The proposal must clearly describe the population of students who will be recruited for the proposed program and must include a detailed projection of enrollment and credit hours anticipated during the first five years.

9.1.3.1 Clientele

From our initial inquires, it is probable that an applicant pool of 8-10 masters prepared nurses would be available for each of the classes for at least three years. At the end of that period, through additional marketing we anticipate that each year’s cohort would increase to 14-16 students. An additional source of doctoral students will be the NMSU DON MSN graduates, to date numbering 77.

These cohort sizes, in keeping with current university policy, would ensure course availability and guard against cancellation of courses due to low enrollment. We anticipate that our student diversity will parallel that found within our current undergraduate and master’s programs. The NMSU DON Student Ethnic Diversity for Fall 2004 was 45% ethnic minority at the undergraduate level and 33% at the masters level. Hispanics were the largest ethnic group.
These statistics are considerably more diverse than the national average in the discipline of nursing.

Efforts will be made to attract applicants from ethnically diverse backgrounds. Specific efforts will be made throughout New Mexico through hospitals, community agencies, and professional associations. Targeted efforts will also be made nationally through minority professional nursing organizations (i.e., American Indian and Native American Nurses Association, the Association of African American Nurses, and the Association of Hispanic Nurses). In 2000, doctoral prepared nurses represented only 2.9% of the registered nurses in the United States. Documentation indicating the ethnicity of these nurses is lacking as in most studies they are aggregated with masters’ prepared nurses. Minority nurses in the general population of all nurses represent about 11% (4.9% Black/African American, 2.5% Asian, 2.0% Hispanic, 0.5% American Indian/Alaska Native, 0.2% Native Hawaiian/Pacific Islander; and 1.2% two or more racial backgrounds). At NMSU we aspire to having our nursing program enrollments to be in parity with the diversity of the state.

A. Application Deadlines

Fall semester: Initially, only fall admissions will be available to students. January 15 is the deadline for full consideration for admission and graduate assistantships. Acceptance of applications for consideration will be contingent on space and assistantships available, with a final application deadline of May 1. Notifications for those applicants who meet the initial deadline will be accomplished by April 1st.

Spring semester: None accepted.

Summer sessions: None accepted.
B. Admission Requirements

General requirements for a doctoral degree are set forth in the NMSU Catalog. The Department of Nursing specifies the following additional requirements for its doctoral program:

1. Possession of a Master’s degree (M.S.N.) from an accredited nursing program (National League for Nursing Accreditation (NLNAC) or Commission on Credentialing of Nursing Education (CCNE) through American Association of Colleges of Nursing (AACN)).

2. A master’s grade point average of 3.5 or higher on a 4.0 scale. However, students with a grade point averages higher than 3.0 will be given consideration. Notation: The average GPA from the NMSU DON MSN Program over the past 2 years has been greater than 3.5:

3. A graduate level statistics course completed within three years prior to the date of expected admission is desirable. However, if no course is on the student’s record, it is highly recommended that the optional summer course (NURS 603) be taken prior to the start of the fall courses.

4. A signed statement of basic computer literacy skills is required for consideration of admission. Three skills are required including the use of word processing programs, sending and receiving email communications, and searching Web sites.

5. A personal interview with the DON faculty admissions committee.

6. Evidence of scholarly ability and the potential for scholarly growth. Examples include, but are not limited to: a thesis, a published or non-published scholarly paper, or a creative work.
7. A one-page statement from the individual reflecting his/her experience in the discipline of nursing and outlining particular experiences with underserved or border/international populations.

8. A letter of intent that addresses individual professional and personal goals with research interests is required.

9. A brief two-to-three page resume that summarizes individual’s background.

10. Three letters of recommendation directly from persons who know the applicant professionally.

11. Compliance with health requirements prescribed by the Department of Nursing and found in the DON Graduate Student Handbook or on the DON Website.

12. A valid RN license in any U.S. A. state, territory or from a foreign country. Please note that students holding teaching or research graduate assistantships must have an active New Mexico RN license or be licensed in a compact state.

13. Exceptions to any program admission criteria will be considered on an individual basis and are at the discretion of the Graduate Committee with recommendation to the Academic Department Head.

9.1.3.2 Projected Enrollment

Table 7 contains the projected enrollment of students. Table 8 contains the projected credit hours generated and formula funding generation. The program is proposed to be completed in 3 years academic years and 2 summers of full time study (year round with 9-12 credits in the fall and the spring semesters and 3-6 credits during summer). Part-time options for students will be provided starting in Year 4. Enrollment and credit hour generation are projected
to stabilize in Years 7 with 5-6 graduates and 8 admissions (5 full-time and 3 part-time) per year.

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Year 1 2006-2007</th>
<th>Year 2 2007-2008</th>
<th>Year 3 2008-2009</th>
<th>Year 4 2009-2010</th>
<th>Year 5 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students, Part-Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
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<tr>
<td>New Students, Full-Time</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Returning Students</td>
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<td>8</td>
<td>16</td>
<td>16</td>
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<tr>
<td>Total Headcount</td>
<td>6</td>
<td>16</td>
<td>24</td>
<td>30</td>
<td>36</td>
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<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

**Table 7. Projected Student Enrollments**

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Year 1 2006-2007</th>
<th>Year 2 2007-2008</th>
<th>Year 3 2008-2009</th>
<th>Year 4 2009-2010</th>
<th>Year 5 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Head Count</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Number of Student Credits Hours Generated</td>
<td>8 students x 21 credits/12 month period = 168 cr hrs</td>
<td>(8 returning students x 30 credits/12 month period = 240) + (8 new students x 21 credits/12 month period) 168) = 576 cr hrs</td>
<td>(8 x 21=168) + (8 x 30=240) + (8 x 21=168) = 576 cr hrs</td>
<td>(8 x 21=168) + (8 x 30=240) + (8 x 21=168) + (6 x 15=90) = 666 cr hrs</td>
<td>(8 x 21=168) + (8 x 30=240) + 8 x 21=168) + (12 x 15=180) = 756 cr hrs</td>
</tr>
<tr>
<td>Formula Funding Generated Based on Level 2 ($726.30 per graduate student credit hour)</td>
<td>$122,018.40</td>
<td>$296,330.40</td>
<td>$418,348.80</td>
<td>$483,715.80</td>
<td>$549,082.80</td>
</tr>
</tbody>
</table>

Based on 8 students admitted annually for full time study Years 1-5 and 6 additional students admitted on part-time status starting in Year 4. Calculations assume all students take optional 3 credit hours during first summer following acceptance.

**9.1.4 Institutional Readiness for the Program**

The institution should have nearly all of the resources needed to initiate the program. The proposal should include a clear statement of the extent to which the institution is ready to initiate the program, citing the remaining needs and recognized each of those needs in the cost analysis developed pursuant to Section 9.1.5.
A. Teaching Faculty

A portion of the faculty needed to teach in the program is already in place and/or being recruited. Over the first five years, it is anticipated that four additional tenure/tenure-track faculty will be needed to support research mentoring needs of doctoral students as the number of students approaching the dissertation phase increases. It is anticipated that one position will be recruited each year for 4 years. Additional funds will be sought for these positions from the Division of Nursing, Bureau of Health Professions, Health Resources Services Administration as well (see cost analysis later in the proposal) and through the New Mexico Department of Higher Education and the New Mexico State Legislature.

Typically, graduate assistants are used in limited numbers within the department due to professional licensing board requirements requiring masters level nursing faculty to be conducting pre-licensure courses. With the PhD Program, assistants will have masters level education already, it is anticipated that additional assistantships will be needed to assist doctoral faculty with their teaching responsibilities in the undergraduate (BSN) program. This will provide doctoral faculty with necessary time to develop, teach, and evaluate courses within the doctoral curriculum. NMSU DON will work with the NMSU Graduate School to increase graduate assistant positions to the Department of Nursing. Further, as external funded research increases, there should be increased research assistant positions available within the department.

Appendix F contains the qualifications of some of the current NMSU & UNM nursing faculty members. The identified faculty members are expected to have significant contact with doctoral students and have been involved in the development of the program. These faculty, however, have additional faculty teaching and administrative responsibilities within the NMSU Department of Nursing and the UNM CON and are not available for fulltime assignment in this
External funding obtained by DON & CON (partial list) faculty is provided in Appendix A. The curriculum vitae of four faculty members (Dr. Schultz, Dr. Hurst, Dr. Borges, & Dr. Keele) and the Academic Department Head (Dr. Hoke) are found in Appendix G. Also, included are the curriculum vitae of six University of New Mexico Faculty who will have contact with students via the core courses (Dr. Carlson, Dr. Lobo, Dr. Meeks, Dr. Parshall, Dr. Tigges, & Dr. Averill).

It is important to note that the proposed doctoral program will not take resources away from the baccalaureate program. The Department of Nursing and the College of Health and Social Services will continue to enroll and increase the number of baccalaureate students based on current funding allocations. Three major Health Resources Services Administration (HRSA) educational grants have allowed the department to increase pre-licensure BSN education by offering an accelerated, second degree option; to increase RN to BSN education in partnership with three associate degree nursing programs at Carlsbad, Alamogordo, and Dona Ana; and to increase masters level psychiatric mental health practitioner/clinical nurse specialist enrollment. Further, funding through the New Mexico Department of Higher Education (NMDHE) and the New Mexico Legislature, when combined with private funding (development) has allowed the department to increase semester admissions within the pre-licensure 4 year BSN program to 48 students per semester compared to the earlier 32 admittees each semester. To implement the doctoral program, additional resources are being requested.

B. Library and Other Academic Support Services

Current academic support resources are sufficient to initiate the program. Several support services will be of particular use by nursing doctoral students. These include financial
aid and scholarships and the Registrar’s Office. A list of additional services available at NMSU is in Appendix H.

Support for additional nursing and health related journals will be needed by the library for start up and then for continuation of the program. Sharing arrangements with the UNM Health Science Center Library and its full-text electronic journals provides an additional source for current publications (See Appendix I).

Doctoral students in nursing will predominately require library resources from the most recent periodical publications in professional and research journals. The NMSU Library System has been designed to provide users with modern and efficient facilities for students and research. The library collection includes over 1.5 million books, 1 million microform units, and 6,747 current serial subscriptions. The libraries are located on the central part of campus and are accessible via the Internet. Through the Internet, students and faculty can access the library networks for holdings, literature searches, and requests for articles. The library has an extensive interlibrary loan and periodical acquiring system that enriches the intellectual capabilities for the students and faculty. The Zuhl Library (opened in 1992) has two technology-equipped classrooms that are available for technology enhanced classes and to assist student learning related to library resource utilization. The numbers of electronic journals grows each year and the College of Health and Social Services supports development of this collection through the NMSU budget. The NMSU Library’s World Wide Web page provides 24-hour access to instructions in the selection and use of different databases, access to those data bases (including full-text resources).
C. Physical Facilities

New Mexico State University’s Department of Nursing currently offers two degrees: the Bachelor of Science in Nursing (BSN) for four-year, for accelerated second degree students, and for RN-BSN degree completion students, and the Master of Science in Nursing (MSN). In Spring 2000, the NMSU Honor Society for Nursing was chartered as Pi Omega Chapter of Sigma Theta Tau International. The Department was visited by CCNE in Fall 2001 and awarded the full 10 year accreditation for both the BSN and MSN Programs in 2002.

The Department of Nursing is co-located with the School of Social Work, the Department of Health Science and the CHSS Dean’s Office in the newly built CHSS Building. Within the CHSS building are three nursing simulation laboratories, a media center, a distance education classroom, five other classrooms, three seminar rooms, and a computer classroom. The nursing simulation laboratories include 17 student acute care bed stations and are equipped with supplies, mannequins, and equipment to support student practice of psychomotor skills and use of selected technology prior to assignment to clinical practice. Two new SimMan simulators were purchased in Spring 2004. The media center, located on the third floor, serves as a site for students to review current health-related videotaped and DVDs, meet for small group work, and use multi-media equipment to develop presentation. All faculty offices are either private or semi-private and are equipped with current computer technology.

The Southwest Partnership Center, located on the first floor of the CHSS Building, consists of six offices, a conference room, and a reception area. This dedicated space serves as the hub for research activity within the department and will be available for doctoral students.
D. Equipment & Technology Resources

NMSU technology resources including the email system, will serve as a learning resource to enhance communication with advisors, faculty members, fellow students, and professional colleagues around the globe. Software typically used by doctoral students and many master’s degree students in nursing includes word processing, Nudists, Ethnography, the Statistical Package for Social Sciences (SSPS) and SAS. Site licenses for SPSS and SAS are maintained by NMSU and licenses will be required for qualitative software. These quantitative statistical software programs are be available through the university server and will be available for doctoral student learning needs on-campus. Further many of these programs are available at nominal costs to students for use off campus. Additional budget support for these learning support materials is not required.

9.1.5.1 Projected Costs of the Program

The program must include a clear analysis of the project cost of the proposed program and the sources of funding that will support it.

9.1.5.1 New Costs for Program Start-Up

A. Faculty

Four additional 12 month faculty positions will be required. One new position will be needed each year (Year 1 [one faculty FTE] annual salary of $90,000; Year 2-[2 faculty FTE] with annual salaries of $180,000; Year 3-[3 faculty FTE] with annual salaries of $270,000; and Year 4-[4 faculty FTE] with annual salaries of $360,000. Total costs by year which include 29% fringe benefit rate are: Year 1-$116,100; Year 2-$232,200; Year 3- $348,300; Year 4-$464,400; and Year 5-$464,400.
B. Professional and Administrative Personnel

One-0.5 FTE professional position is being requested. A half-time media specialist ($22,500 with fringe=$29,025) will support faculty and student distance education activities. The media specialists will report to the Associate Department Head for Graduate Studies and Research and will interface with students and faculty as students are admitted, progress through the program, and matriculate.

C. Library Resources

Additional library resources in the amount of $40,000 will be required for program initiation and $50,000 added to the library’s material budget. Sharing agreements with the University of New Mexico Health Science Library should be investigated further and may represent one strategy to partially address library resource expenses for this program, especially in relationship to database recommendations. Additional funds to maintain routine updates should be provided through normal NMSU funding mechanisms.

C. Additional Facilities, Equipment, and Technology Resources

Significant additional resources for the addition of the doctoral program are not anticipated.

D. New Graduate Assistantships

Graduate assistantships for this program will be coordinated through the NMSU Graduate School.

9.1.5.2 State Support

The approximate amount of state operational formula funding that will flow to the program for each of the first five years, based on the projected student credit hours generated and current formula funding factors was provided at 9.1.3.2. At project AY 06-07 formula funding
levels, approximately $583,768 will be generated annually in Year 5. Cost for the program at Year 5 include: faculty ($464,400); professional position ($29,025); and library costs ($50,000) for a total of $543,425.

**Other Support**

The funding to support this proposal is a major consideration. Collaboration with the College of Nursing at UNM is one method that reduces the cost of the program as teaching of core courses is shared. Further, the use of a similar curriculum has limited planning costs for NMSU. The dedication of DON’s endowed professorship to the doctoral program will assist with faculty recruitment and salary. Potentially the CHSS endowed chair position for health disparities may be an additional source for faculty line funding. In addition, NMSU included in its FY 2006 NM Legislature Priorities $125,000 for initial start up costs for this program. The CHSS Development Officer is actively seeking additional funding. As growth dollars are allocated to CHSS, it is anticipated that significant resources will come to the Department of Nursing and these can be used to partially support this program. Other support for the program will be sought through a HRSA Advanced Nursing Education Program grant. If approved and funded, state funds to initiate the program would not be needed or the need would be significantly less. Funding to continue the program at the end of the HRSA funding period (normally three years) would be needed.

In summary, the Department of Nursing and the CHSS operates to preserve quality and configuration of our current programs. Thus, start-up funding is and will continue to be sought.

9.1.6. **Quality of the Program**

The proposed program must be designed to meet high standards of academic quality, considering its instructional curriculum, faculty, student admission standards, opportunities for experiential learning and academic support, and provision of continual review and improvement of the program.
Research doctoral programs in nursing are not accredited, at the present time, by any national accrediting body nor is it anticipated that they will be. However, the Association of American Colleges of Nursing (AACN), as the national voice for four year and higher nursing educational programs, works to establish quality standards for baccalaureate and graduate degree nursing education.

The Indicators of Quality in Research-Focused Doctoral Program in Nursing formed the basis for this doctoral program (Appendix J). The program, with the exception of the NMSU distinct coursework courses, is identical to the University of New Mexico College of Nursing program. When that program was envisioned, approximately 20 of the most highly rated doctoral programs in nursing in the United States were consulted as reference points. Members of their doctoral task force included graduates of seven of the programs evaluated. Dr. Ada Sue Hinshaw, Dean of the School of Nursing at the University of Michigan and the past Director of the National Institute of Nursing Research, served as a consultant to the UNM PhD Taskforce in August 2001 to assist in refinement of the courses (Appendix K). Subsequently, consultant comments were incorporated into the doctoral curriculum.

Two NMSU DON faculty members have been active participants in the UNM, CON doctoral implementation committee since the Fall of 2003. In the establishment of the NMSU focus, the unique nature of health care needs within the state and border region has received special consideration in the development of our distinctive courses. The ability to complement and not duplicate the foci of the CON, UNM was also a key consideration.

There are some special considerations built into the proposed plan of study. The preliminary summer course is optional for students; however, most admitted students will be highly encouraged to take the course. The course is written to review some master’s level
content. It is anticipated that many of the students seeking their PhD will be returning to academics after several years of non-study and this review will build confidence in doctoral level work. The course assists in identifying individual student learning needs and, as appropriate, special learning support can be identified early in the program of study. This course has been positively received by the two cohorts of PhD students who have completed it thus far at UNM.

It is the DON’s intent that distance education modalities become the primary method of doctoral course delivery; however, the pattern established by the UNM, CON will be followed with the courses directly offered by NMSU. This includes a graduated and gradual movement to totally online courses. When a course is offered for the first time, a combination of face-to-face instruction with online supplementation will be used. For the second offering, of the same course, online modalities will be primary with face-to-face as the secondary modality. The core courses will be conducted using distance education modalities primarily. For those courses taught primarily in a face-to-face modality, a compressed block schedule will be used (i.e., Thursday evening and all day Friday) to assist students from rural and underserved areas of the state to have access to the program.

Based on the needs assessment, a diverse multicultural and multiethnic doctoral nursing student body is anticipated. It is anticipated that 19% of the student body will be ethnic minority members. Several individuals address minority student success in undergraduate nursing programs; however, few studies have addressed success of diverse students within graduate or doctoral nursing education. An outstanding educational environment at NMSU is seen as facilitating doctoral student success. The Hispanic Outlook in Higher Education ranked NMSU as one of the nation’s top colleges and universities for Hispanic students in May 2003 with an overall rank of 17th for the number of baccalaureate degrees awarded to Hispanic
students, 49th for number of master’s degrees awarded to Hispanic students, and 31st for the number of doctoral degrees awarded to Hispanic students.

The NMSU DON has successfully educated significant numbers of minority nursing students (on average 45% of the generic BSN students at NMSU are Hispanic, 2% Native American, and 1% African American; on average 33% of the graduate MSN students at NMSU are minorities; and within the RN to BSN, 28% are minority). Further, established multicultural nursing education advisory committees within NMSU DON will be asked to provide input and guidance for the doctoral program. Those actions which have been shown to be effective within the DON will continue at the doctoral level. These include assisting students to obtain institutional support, technology orientations, and reframing education as a benefit to the family. Another student success strategy, faculty and peer support, will be facilitated within all phases of the doctoral program through the use of traditional methods (office visits, faculty 1:1 mentoring with students) and technology supported methods (chat rooms, email list serves, email/video discussion groups). Evaluation of student success and satisfaction will be ongoing with adjustments implemented as appropriate.

9.1.6 Assessment of Operations and Impact

The proposal must include a plan by which the proposed program will be assessed for its operation and impact over at least a five-year period.

Evaluation will address specified measurable outcomes for each of the major objectives of the program (outcome evaluation) and the tasks to be accomplished (process evaluation). The planned evaluation is designed to complement the existing NMSU DON Outcomes Assessment and Process Evaluation Plan. The nursing program objectives, which derive from the philosophy and organizing strands, provide the focus for the department’s evaluation process. The model
uses both quantitative (i.e., course and faculty evaluations) and qualitative (i.e. exit interviews) data collection methods.

With assistance of a consultant (to be determined) and tools available within the Flashlight Evaluation Program, the PhD Program will use enhanced evaluation strategies that address effectiveness and efficiency. Tools within the Flashlight Evaluation Program will allow the department to address distance education quality and benchmarks within other nursing education programs. The Indicators of Quality in Research-Focused Doctoral Program in Nursing \(^33\) will guide evaluation activities. Distance education areas to be evaluated, as well, and will include: outcomes (access, convenience, connectedness, preparation for doctoral professional practice, proficiency with technology use, socialization to doctoral role); educational practices (active learning, prompt feedback, time on task, collaboration and interaction with peers, and student-faculty interaction); and use of technology (technology infrastructure, and use of technology to promote productive time use).\(^{37,38}\) Program outcomes will be provided to the NMSU Provost annually and to the NMSU Regents and the New Mexico Commission on Higher Education as requested.
9.1.6 Administrative Responsibility for the Program and Institutional Commitment. There must be clear indication in the proposal that the institution is committed to the success of the proposed program.

The doctoral program will be administered under the auspices of the Department of Nursing, Academic Department Head, College of Health and Social Services. This is consistent with the administration of other academic programs in the college.

Statements of administrative support for the program and assurance of sufficiency of resources are in Appendix D and Appendix E.

<table>
<thead>
<tr>
<th>Table 7: Internal Approvals Received</th>
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<tbody>
<tr>
<td><strong>Body</strong></td>
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<tr>
<td>DON Faculty</td>
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<tr>
<td>With CHSS Dean’s Office</td>
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<td>CHSS Curriculum Committee</td>
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<td>New Mexico Council of Graduate Deans</td>
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Appendix A

Current Research/Grant Funding
## Appendix A: Current/Recent Research/Grant Funding
### Department of Nursing-New Mexico State University

<table>
<thead>
<tr>
<th>PI</th>
<th>Title of Project</th>
<th>Sponsor</th>
<th>Purpose of Grant</th>
<th>Budget Period</th>
<th>Amount</th>
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<tr>
<td>Dr Mary Hoke</td>
<td>Southern New Mexico RN to BSN Initiative</td>
<td>DHSS/HRSA/BHP</td>
<td>Expands BSN Completion Option to Rural Areas of New Mexico using distance education modalities</td>
<td>7/1/02-6/30/05</td>
<td>$1,243,010</td>
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<tr>
<td>Dr. Mary Hoke</td>
<td>Southwest Center for Health Disparities Research</td>
<td>NINR/NIH</td>
<td>Increase Health Disparities Research, &amp; research careers of minority nurse researchers Provides funds for 4 pilot research studies annual. In partnership with University of Texas-Austin</td>
<td>9/30/02-6/30/07</td>
<td>$777,514</td>
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<tr>
<td>Dr. Mary Hoke</td>
<td>Mental Health Improvement via Nursing Distance Education (MIND)</td>
<td>DHSS/HRSA/BHP</td>
<td>Uses Distance Education Methodology to take masters level psychiatric-mental health practitioner/clinical nurse specialists to rural and underserved areas</td>
<td>7/1/04-6/30/07</td>
<td>$1,091,329</td>
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<td>Dr. A. Mann</td>
<td>Second Degree Accelerated BSN Option (Roadrunner)</td>
<td>DHSS/HRSA/BHP</td>
<td>Provide fast track to BSN for 2nd degree students</td>
<td>7/1/04-6/30/07</td>
<td>$1,026,500</td>
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<tr>
<td>Marilyn Pase</td>
<td>Advanced Education Nursing Traineeship Programs</td>
<td>DHSS/HRSA/BHP</td>
<td>Pays tuition and stipends to qualifying graduate nursing students</td>
<td>7/1/04-6/30/05</td>
<td>$23,491</td>
</tr>
<tr>
<td>Marilyn Pase</td>
<td>Colorectal Cancer Screening in a Public Health Clinic Serving Minorities</td>
<td>NCI-NIH (U56 partnership planning grant) awarded to NMSU (College of Agriculture &amp; Fred Hutchison Cancer Research Center.</td>
<td>Colorectal screening practices of Mexican Americans</td>
<td>6/1/04-5/31/05</td>
<td>$226,079</td>
</tr>
<tr>
<td>Dr. W. Borges Co-Investigators</td>
<td>Tailoring Diabetes Education Service to Optimize Outcomes</td>
<td>DHSS/Centers for Medicare &amp; Medicaid Services</td>
<td>Diabetes Education Practices within primary care settings</td>
<td>10/1/05-9/30/07</td>
<td>$250,000</td>
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</table>
**College of Nursing - University of New Mexico**  
*Partial Listing*

<table>
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<tr>
<th>PI</th>
<th>Title of Project</th>
<th>Sponsor</th>
<th>Budget Period</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Paula Meeks</td>
<td>Cognitive Processes &amp; symptom self-management in COPD</td>
<td>NINR/NIH R01</td>
<td>2004-2007</td>
<td>$752,000</td>
</tr>
<tr>
<td>Dr. Mark Parshall</td>
<td>Testing a measurement model of acute dyspnea</td>
<td>NINR/NIH R-15</td>
<td>2004-2005</td>
<td>$150,000</td>
</tr>
<tr>
<td>Dr. Beth Tigges</td>
<td>Teen Pregnancy prevention: Social comparison uses scale</td>
<td>NINR/NIH</td>
<td>2002-2005</td>
<td>$148,750</td>
</tr>
</tbody>
</table>
Appendix B

Nursing Education Needs Assessment
Instrument
In an effort to revise and continually plan for the educational needs of nurses in New Mexico, we need your help to understand how to strategically plan for the future. Please take a moment to answer the following needs assessment questions and provide us with any thoughts you would like to share. Answer only the sections that are pertinent to your situation at this time. The needs survey can be completed on paper. Please return the needs survey as soon as possible. Thank you!

**RN to BSN:** The RN/BSN courses are available using a combination of Web CT and Interactive TV provided at distance sites. The web/interactive TV alternative provides access to RNs throughout the state to further their education by attending class one day a week and using their home computer for the Web CT enhanced portion of the classes.

### 1A. How likely are you to continue your education to the BSN level at NMSU in the next three years?

- [ ] Already Enrolled
- [ ] Currently Taking Steps to Become Admitted
- [ ] Planning to Enroll in a Course.
- [ ] Planning to Enroll and Finish with MSN.
- [ ] I have no plans to further my education at this time.
- [ ] I plan on continuing my education with an institution other than NMSU.

If so, where? 

### 1B. If you answered you have no plans to further your education at this time, what top three factors are influencing your decision?

- [ ]
- [ ]
- [ ]

### 2. Will access to a complete program for RN/BSN using a one day class format at distance sites with web CT enhancement affect your decision?  
- [ ] YES  
- [ ] NO

### 3. Graduates of the RN/BSN program need 4 courses of upper division electives. Knowing that some topics may be web compatible and others are not, what topics would interest you as electives?

- [ ]
- [ ]
- [ ]

### 4. If you are considering continuing your education, what factors would most benefit your long-range plans and make getting your degree worthwhile?

- [ ]
- [ ]
- [ ]

**Over please!**
Master of Science in Nursing Program (MSN): The master's program has several concentrations available. The number of credits needed to graduate varies by the specialty and the kind of credentials desired. The Psychiatric CNS/NP Program is currently utilizing both compressed class schedules (3-4 days on campus at the beginning of each semester) with the rest of the classes delivered by the web. All graduate core courses, as well as advanced pathophysiology and pharmacology will also be available on the web at least once a year.

1A. How likely are you to continue your education to the MSN level at NMSU in the next three years?
- Already Enrolled
- Currently Taking Steps to Become Admitted
- Planning to Enroll in a Course
- Planning to Enroll and Finish with MSN
- I have no plans to further my education at this time.
- I plan on continuing my education with an institution other than NMSU.

1B. If you answered you have no plans to further your education at this time, what top three factors are influencing your decision?

2. Will having access to a complete MSN program of courses on the web affect your decision?
- YES
- NO

3A. Currently, do you think you may be interested in obtaining a PhD in nursing at some time in the future?
- YES
- NO

3B. What are your major content areas of interest?

Advanced practice as:
- Nursing Administration
- Community Health

4. What specialty concentration most interests you?
- Adult Health
- Child Health
- Gerontology
- Psychiatric/Mental Health
- Family Nurse Practitioner
- Other: [Please specify]

O Acute Care Nurse Practitioner
O Certified Nurse Midwifery
O Neonatal Nurse Practitioner
O Psychiatric Nurse Practitioner
O CNS Concentration with a specialty (also please mark above specialty)

5. What functional role interests you along with an advanced nursing specialty (Please check all that apply)?
- Nursing Education
- Nursing Administration
- Nursing Practice

Next page Please!
Proposed Doctoral Program: The doctoral program is proposed and in the stage of University, Board of Regents, and Commission on Higher Education approval. We are anticipating admitting students by Fall of 2006. The program’s focus is on nursing education, knowledge development, and the improvement of nursing care outcomes.

1. How likely are you to continue your education to the PhD level at NMSU as it becomes available?
   - Very Likely
   - Likely
   - Slightly Likely
   - Not Likely

1B. If you answered you are not likely to further your education at this time, what top three factors are influencing your decision?

1C. If you answered you are likely to continue your education at this time, what top three factors are influencing your decision?

2. What kind of employment do you hope to seek after securing a doctoral degree? (Check all that might apply)
   - University Faculty
   - Community College Faculty
   - Researcher
   - Leadership Position in Acute Care Setting
   - Leadership Position in Long-Term Setting
   - Leadership Position in Community Setting

Over Please!
2. What kind of courses related to nursing would you like to take?

A

B

C

Any Other Comments about Educational Needs at NMSU, Department of Nursing

Demographic Information

Name: (optional)

Mailing Address: (optional)

County of Residence

Age Group:
- 20 - 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60 +

Family Income Range:
- Below $20,000
- $20,000 - $39,000
- $40,000 - $59,000
- $60,000 - $79,000
- Over $100,000

Gender:
- Male
- Female

Ethnic Group:
- Caucasian (White)
- Hispanic
- Native American
- African American (Black)
- Asian
- Other

Years of Experience in Nursing:
- 0 - 5
- 6 - 10
- 11 - 15
- 15 - 20
- Greater than 20

Educational Degrees (Check all that apply)
- Diploma in Nursing
- Associate Degree in Nursing
- Associate Degree in another field
- Baccalaureate in Nursing
- Baccalaureate in another discipline
- Master's Degree in Nursing
- Master's Degree in another discipline

Thank you for your time and thoughtfulness in completion of the questionnaire. Your input is valuable to us in strategic planning for the future and in understanding your unique needs in advancing your career.

Please return the needs survey as soon as possible to:

Wanda Borges, DSN, RN
Assistant Professor
CHSS, Department of Nursing
New Mexico State University
PO Box 30001, MSC 3185
Las Cruces, NM 88003

Self addressed envelope is enclosed.
Appendix C

Institutions Offering Doctoral Programs in Nursing
### Institutions Offering Doctoral Programs in Nursing and Degrees Conferred

(N=94)*

January 2005

#### ALABAMA

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
<th>Year Established</th>
<th>Degree(s) Conferred</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>University of Alabama at Birmingham</td>
<td>School of Nursing</td>
<td>1530 Third Avenue, South</td>
<td>(205) 934-5360</td>
<td>(205) 934-1894</td>
<td>Rachel Z. Booth, PhD, Dean</td>
<td>1975</td>
</tr>
<tr>
<td>2</td>
<td>University of Arizona</td>
<td>College of Nursing</td>
<td>PO Box 210203</td>
<td>(520) 626-6152</td>
<td>(520) 626-2669</td>
<td>Marjorie Isenberg, DNSc, Dean</td>
<td>1976</td>
</tr>
<tr>
<td>3</td>
<td>University of Arkansas for Medical Sciences</td>
<td>College of Nursing</td>
<td>4301 W. Markham St., #529</td>
<td>(501) 686-5376</td>
<td>(501) 686-8350</td>
<td>Linda Hodges, EdD, Dean</td>
<td>1997</td>
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</tbody>
</table>

#### CALIFORNIA

<table>
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<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
<th>Year Established</th>
<th>Degree(s) Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Azusa Pacific University</td>
<td>School of Nursing</td>
<td>701 E. Foothill Avenue</td>
<td>(626) 815-5386</td>
<td>(626) 815-5414</td>
<td>Aja Lesh, PhD, Dean</td>
<td>2004</td>
</tr>
<tr>
<td>5</td>
<td>Loma Linda University</td>
<td>School of Nursing</td>
<td>Loma Linda, CA 92350-0001</td>
<td>(909) 558-4517</td>
<td>(909) 558-0225</td>
<td>Helen King, PhD, Dean</td>
<td>2002</td>
</tr>
<tr>
<td>6</td>
<td>University of California-Los Angeles</td>
<td>School of Nursing</td>
<td>2-256 Factor Building</td>
<td>(310) 825-9621</td>
<td>(310) 206-7433</td>
<td>Marie J. Cowan, PhD, Dean</td>
<td>1986</td>
</tr>
</tbody>
</table>

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.

* Institutions that are part of collaborative, cooperative, and joint initiatives are counted as one program.
Institutions Offering Doctoral Programs in Nursing: January 2005

CALIFORNIA, cont.

7. University of California-San Francisco
School of Nursing
2 Koret Way, Box 0604
San Francisco, CA 94143-0604
(415) 476-1806
FAX: (415) 476-9707
Kathleen Dracup, DNSc, Dean
E-mail: kathy.dracup@nursing.ucsf.edu
Year established: 1964
Degree(s) conferred: PhD

8. University of San Diego
Hahn School of Nursing and Health Science
5998 Alcala Park
San Diego, CA 92110-2492
(619) 260-4550
FAX: (619) 260-6814
Sally Brosz Hardin, PhD, Dean
E-mail: shardin@sandiego.edu
Year established: 1985
Degree(s) conferred: PhD

CONNeCttuCT

11. University of Connecticut
School of Nursing
231 Glenbrook Road, Unit 2026
Storrs, CT 06269-2026
(860) 486-0537
FAX: (860) 486-0001
Laura Cox Dzurec, PhD, Dean
E-mail: laura.dzurec@uconn.edu
Year established: 1994
Degree(s) conferred: PhD

12. Yale University
School of Nursing
100 Church Street South
PO Box 9740
New Haven, CT 06536-0740
(203) 737-1791
FAX: (203) 737-5034
Katherine Jones, DNSc, Acting Dean
E-mail: katherine.jones@yale.edu
Year established: 1994
Degree(s) conferred: DNSc

DISTRICT OF COLUMBIA

13. The Catholic University of America
School of Nursing
620 Michigan Avenue, N.E.
116 Gowan Hall
Washington, DC 20064
(202) 319-5403
FAX: (202) 319-6485
Nalini Jairath, PhD, Dean
E-mail: cua-deanschoolofnursing@cua.edu
Year established: 1967
Degree(s) conferred: DNSc

FLORIDA

14. Barry University
School of Nursing
11300 N.E. 2nd Avenue
Wiegand 133
Miami Shores, FL 33161-6695
(305) 899-3840
FAX: (305) 899-3831
Pegge Bell, PhD, Dean
E-mail: pbell@mail.barry.edu
Year established: 1996
Degree(s) conferred: PhD

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.
Institutions Offering Doctoral Programs in Nursing: January 2005

FLORIDA, cont.

15. Florida Atlantic University
    Christine E. Lynn College of Nursing
    777 Glades Road
    Boca Raton, FL 33431
    (561) 297-3206
    FAX: (561) 297-3687
    Anne Boykin, PhD, Dean
    E-mail: boykina@fau.edu
    Year established: 2002
    Degree(s) conferred: DNS

16. Florida International University
    School of Nursing
    3000 NE 151 Street
    North Miami, FL 33181
    (305) 919-5915
    FAX: (305) 919-5395
    Divina Grossman, PhD, Dean
    E-mail: grossman@fiu.edu
    Year established: 2004
    Degree(s) conferred: PhD

17. University of Central Florida
    School of Nursing
    PO Box 162210
    Orlando, FL 32816-2210
    (407) 823-5496
    FAX: (407) 823-5675
    Jean Leuner, PhD, Director
    E-mail: jleuner@mail.ucf.edu
    Year established: 2003
    Degree(s) conferred: PhD

18. University of Florida
    College of Nursing
    Health Prof/Nursing/Pharm Complex
    P.O. Box 100197
    Gainesville, FL 32610-0197
    (352) 273-6324
    FAX: (352) 273-6505
    Kathleen Ann Long, PhD, Dean
    E-mail: longka@nursing.ufl.edu
    Year established: 1984
    Degree(s) conferred: PhD

19. University of Miami
    School of Nursing
    PO Box 248153
    Coral Gables, FL 33124-3850
    (305) 284-2107
    FAX: (305) 667-3787
    Nilda Peragallo, DrPH, Dean
    E-mail: nperagallo@miami.edu
    Year established: 1985
    Degree(s) conferred: PhD

20. University of South Florida
    College of Nursing
    12901 Bruce B. Downs Blvd.
    MDC Box 22
    Tampa, FL 33612-4766
    (813) 974-9091
    FAX: (813) 974-5418
    Patricia Burns, PhD, Dean
    E-mail: pburns@hsc.usf.edu
    Year established: 1997
    Degree(s) conferred: PhD

GEORGIA

21. Emory University
    Nell Hodgson Woodruff School of Nursing
    1520 Clifton Road, NE, Suite 402
    Atlanta, GA 30322-4207
    (404) 727-7976
    FAX: (404) 727-9800
    Marla Salmon, ScD, Dean
    E-Mail: msalmon@emory.edu
    Year Established: 1999
    Degree(s) conferred: PhD

22. Georgia State University
    College of Health & Human Sciences
    Byrdine F. Lewis School of Nursing
    Box 4019
    Atlanta, GA 30302-4019
    (404) 651-2050
    FAX: (404) 651-4969
    Alice S. Demi, DNS, Director
    E-mail: ademi@gsu.edu
    Year established: 1986
    Degree(s) conferred: PhD

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.
GEORGIA, cont.

23. Medical College of Georgia
School of Nursing
997 St. Sebastian Way
Augusta, GA 30912-4206
(706) 721-3771
FAX: (706) 721-6258
Lucy Marion, PhD, Dean
E-mail: lumarion@mail.mcg.edu
Year established: 1986
Degree(s) conferred: PhD

27. University of Illinois at Chicago
College of Nursing
845 South Damen Avenue
M/C 802
Chicago, IL 60612-7350
(312) 996-7806
FAX: (312) 996-8066
Joan Shaver, PhD, Dean
E-mail: jshaver@uic.edu
Year established: 1975
Degree(s) conferred: PhD

HAWAII

24. University of Hawaii at Manoa
School of Nursing and Dental Hygiene
2528 McCarthy Mall, Webster Hall 402
Honolulu, HI 96822
(808) 956-8522
FAX: (808) 956-3257
Julie E. Johnson, PhD, Dean
E-mail: juliejohn@hawaii.edu
Year established: 1998
Degree(s) conferred: PhD

INDIANA

28. Indiana University
School of Nursing
1111 Middle Drive, Room 132
Indianapolis, IN 46202-5107
(317) 274-1486
FAX: (317) 278-1842
Marion E. Broome, PhD, Dean
E-mail: mbroome@iupui.edu
Year established: 1978
Degree(s) conferred: PhD

ILLINOIS

25. Loyola University of Chicago
Marcella Niehoff School of Nursing
6525 N. Sheridan Road
Chicago, IL 60626-5385
(773) 508-3255
FAX: (773) 508-3241
Sheila Haas, PhD, FAAN, Dean
E-mail: shaas@luc.edu
Year established: 1989
Degree(s) conferred: PhD

29. University of Illinois at Chicago
College of Nursing
845 South Damen Avenue
M/C 802
Chicago, IL 60612-7350
(312) 996-7806
FAX: (312) 996-8066
Joan Shaver, PhD, Dean
E-mail: jshaver@uic.edu
Year established: 1975
Degree(s) conferred: PhD

IOWA

26. Rush University
College of Nursing
600 South Paulina Street, Ste. 1080
Chicago, IL 60612
(312) 942-7117
FAX: (312) 942-3043
Kathleen Andreoli, DSN, Dean
E-mail: Kathleen_GAndreoli@Rush.edu
Year established: 1977 (PNSc)
Degree(s) conferred: DNSc, ND

KANSAS

30. University of Kansas
School of Nursing
3901 Rainbow Blvd.
Mail Stop 2006
Kansas City, KS 66160-7500
(913) 588-1601
FAX: (913) 588-1605
Karen L. Miller, PhD, Dean
E-mail: kmliller@kumc.edu
Year established: 1983
Degree(s) conferred: PhD

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.
### KENTUCKY

31. University of Kentucky  
College of Nursing  
315 College of Nursing Building.  
760 Rose Street  
Lexington, KY 40536-0232  
(859) 323-6533  
FAX: (859) 323-1057  
Carolyn Williams, PhD, Dean  
E-mail: cawill00@uky.edu  
Year established: 1986 (PhD), 2001 (DNP)  
Degree(s) conferred: PhD, DNP

32. University of Louisville  
School of Nursing  
555 S Floyd Street, Room 3019  
Louisville, KY 40202  
(502) 852-8300  
FAX: (502) 852-5044  
Mary Mundt, PhD, Dean  
E-mail: mhmund01@louisville.edu  
Year established: 2005  
Degree(s) conferred: PhD

### LOUISIANA

33. Louisiana State University Health Sciences Center  
School of Nursing  
1900 Gravier Street  
New Orleans, LA 70112-2262  
(504) 568-4106  
FAX: (504) 599-0573  
Elizabeth Humphrey, EdD, Dean  
E-mail: ehumph@lsuhsc.edu  
Year established: 1986  
Degree(s) conferred: DNS

34. Southern University A&M College  
School of Nursing  
PO Box 11794  
Baton Rouge, LA 70813  
(225) 771-3266  
FAX: (225) 771-2641  
Janet Rami, PhD, Dean  
E-mail: janetrami@suson.subr.edu  
Year Established: 2001  
Degree(s) conferred: PhD

### MARYLAND

35. The Johns Hopkins University  
School of Nursing  
525 North Wolfe Street  
Baltimore, MD 21205  
(410) 955-7544  
FAX: (410) 955-4890  
Martha Hill, PhD, Dean  
E-mail: mnhill@son.jhmi.edu  
Year established: 1993, 2000  
Degree(s) conferred: PhD, DNSc

36. Uniformed Services University of the Health Sciences  
Graduate School of Nursing  
4301 Jones Bridge Road  
Bethesda, MD 20814-4799  
(301) 295-9004  
FAX: (301) 295-9006  
Patricia Hinton Walker, PhD, Dean  
E-mail: phintonwalker@usuhs.mil  
Year established: 2003  
Degree(s) conferred: PhD

37. University of Maryland  
School of Nursing  
655 W. Lombard Street  
Baltimore, MD 21201  
(410) 706-6741  
FAX: (410) 706-4231  
Janet Allan, PhD, Dean  
E-mail: allan@son.umaryland.edu  
Year established: 1979  
Degree(s) conferred: PhD

### MASSACHUSETTS

38. Boston College  
William F. Connell School of Nursing  
140 Commonwealth Avenue  
Cushing Hall  
Chestnut Hill, MA 02467  
(617) 552-4251  
FAX: (617) 552-0931  
Barbara Hazard Munro, PhD, Dean  
E-mail: barbara.munro.1@bc.edu  
Year established: 1988  
Degree(s) conferred: PhD
Institutions Offering Doctoral Programs in Nursing: January 2005

MASSACHUSETTS, cont.

39. University of Massachusetts
Amherst and Worcester Collaborative Program
Year established: 1994
Degree(s) conferred: PhD

University of Massachusetts-Amherst
School of Nursing
Arnold House
715 North Pleasant Street
Amherst, MA 01003-0420
(413) 545-5093
FAX: (413) 545-0086
Eileen Breslin, PhD, Dean
E-mail: breslin@nursing.umass.edu

40. University of Massachusetts-Boston and Lowell Collaborative Program
Year established: 1996
Degree(s) conferred: PhD

University of Massachusetts-Boston
College of Nursing and Health Sciences
100 Morrissey Boulevard
Science Building, Second Floor
Boston, MA 02125-3393
(617) 287-7526
FAX: (617) 287-7527
Greer Glazer, PhD, Dean
E-mail: greer.glazer@umb.edu

University of Massachusetts-Lowell
Department of Nursing
3 Solomont Way, Suite 2
Lowell, MA 01854-5126
(978) 934-4467
FAX: (978) 934-3006
May Futrell, PhD, Chair
E-mail: MAY_FUTRELL@uml.edu

41. Michigan State University
College of Nursing
A-219 Life Sciences Bldg.
East Lansing, MI 48824-1317
(517) 355-6527
FAX: (517) 432-5667
Marilyn Rothert, PhD, Dean
E-mail: rothert@msu.edu
Year established: 2000
Degree(s) conferred: PhD

42. University of Michigan
School of Nursing, Dean's Office
400 North Ingalls, Room 1320
Ann Arbor, MI 48109-1287
(734) 764-7185
FAX: (734) 764-7186
Ada Sue Hinshaw, PhD, Dean
E-mail: ahhinshaw@umich.edu
Year established: 1975
Degree(s) conferred: PhD

43. Wayne State University
College of Nursing
5557 Cass Avenue
Suite 112
Detroit, MI 48202
(313) 577-4070
FAX: (313) 577-4571
Barbara Redman, PhD, Dean
E-mail: b.redman@wayne.edu
Year established: 1975
Degree(s) conferred: PhD

MINNESOTA

44. University of Minnesota
School of Nursing
6-101 Weaver-Densford Hall
308 Harvard Street S.E.
Minneapolis, MN 55455-0342
(612) 624-1410
FAX: (612) 624-3174
Joanne Disch, PhD, Interim Dean
E-mail: disch003@umn.edu
Year established: 1983
Degree(s) conferred: PhD

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.
Institutions Offering Doctoral Programs in Nursing: January 2005

MISSISSIPPI

45. University of Mississippi Medical Center and University of Southern Mississippi Collaborative Program
Year Established: 1998 (Mississippi Medical Center); collaborative program 1999
Degree(s) conferred: PhD

University of Mississippi Medical Center School of Nursing
2500 North State Street
Jackson, MS 39216-4505
(601) 984-6220
FAX: (601) 815-5958
Kaye Bender, PhD, Dean
E-mail: kbender@son.umsmed.edu

University of Southern Mississippi School of Nursing
118 College Drive # 5095
Hattiesburg, MS 39406-0001
(601) 266-6846
FAX: (601) 266-5927
Katherine E. Nugent, PhD, Director
E-mail: katherine.nugent@usm.edu

MISSOURI

46. Saint Louis University School of Nursing
3525 Caroline Mall
Saint Louis, MO 63104-1099
(314) 977-8910
FAX: (314) 977-8949
Joan Hrubetz, PhD, Dean
E-mail: hrubetz@slu.edu
Year established: 1990
Degree(s) conferred: PhD

47. The Cooperative University of Missouri Schools of Nursing
Year established: 1993
Degree(s) conferred: PhD

University of Missouri-Columbia Sinclair School of Nursing
S215 School of Nursing Building
Columbia, MO 65211
(573) 882-0278
FAX: (573) 884-4544
Rosemary Porter, PhD, Dean
E-mail: porterr@missouri.edu

University of Missouri-Kansas City School of Nursing
2220 Holmes, Health Sciences Bldg
Kansas City, MO 64108-2676
(816) 235-1395
FAX: (816) 235-1701
Lora Lacey-Haun, PhD, Dean
E-mail: lacey-haun@umkc.edu

University of Missouri-St. Louis Barnes College of Nursing and Health Studies
1 University Blvd.
St. Louis, MO 63121
(314) 516-6066
FAX: (314) 516-6730
Lucille Travis, PhD, Dean
E-mail: travisll@umsl.edu

NEBRASKA

48. University of Nebraska Medical Center College of Nursing
985330 Nebraska Medical Center
Omaha, NE 68198-5330
(402) 559-4109
FAX: (402) 559-7570
Virginia Tilden, DNSc, Dean
E-mail: vtilden@unmc.edu
Year established: 1989
Degree(s) conferred: PhD

NEVADA

49. University of Nevada-Las Vegas School of Nursing
4505 Maryland Parkway
PO Box 453018
Las Vegas, NV 89154-3018
(702) 895-5307
FAX: (702) 895-4807
Carolyn Yucha, PhD, Dean
E-Mail: carolyn.yucha@ccmail.nevada.edu
Year established: 2004
Degree(s) conferred: PhD

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.
Institutions Offering Doctoral Programs in Nursing: January 2005

NEW JERSEY

50. Rutgers, The State University of New Jersey
College of Nursing
Ackerson 102
180 University Avenue
Newark, NJ 07102
(973) 353-5293 x 600
FAX: (973) 353-1277
Felissa Lashley, PhD, Dean
E-mail: lashley@nightingale.rutgers.edu
Year established: 1990
Degree(s) conferred: PhD

51. University of New Mexico
College of Nursing
MSC09 5350 Nursing/Pharmacy Building
1 University of New Mexico
Albuquerque, NM 87131
(505) 272-6284
FAX: (505) 272-6270
Sandra Ferketich, PhD, Dean
E-mail: sferketich@salud.unm.edu
Year established: 2003
Degree(s) conferred: PhD

NEW YORK

52. Binghamton University
Decker School of Nursing
P.O. Box 6000
Binghamton, NY 13902-6000
(607) 777-4354
FAX: (607) 777-4440
Sarah Gueldner, DSN, Dean
E-mail: gueldner@binghamton.edu
Year established: 1999
Degree(s) conferred: PhD

53. Columbia University
School of Nursing
630 West 168th Street, Box 6
New York, NY 10032
(212) 305-3582
FAX: (212) 305-1116
Mary O’Neil Mundinger, DrPH, Dean
E-mail:mm44@columbia.edu
Year established: 1993
Degree(s) conferred: DNSc

54. New York University
Division of Nursing
246 Greene St., 808W
Mail Code 5400
New York, NY 10003
(212) 998-5303
FAX: (212) 995-4770
Terry Fulmer, PhD, Head
E-mail: terryfulmer.don@nyu.edu
Year established: 1934
Degree(s) conferred: PhD

55. Teachers College, Columbia Univ
Dept. of Organization & Leadership
525 West 120th St., Box 167
New York, NY 10027
(212) 678-4004
FAX: (212) 678-3976
Elaine La Monica Rigolosi, EdD, Program Coordinator
E-mail: eli9@columbia.edu
Year established: 1933
Degree(s) conferred: EdD

56. University at Buffalo
School of Nursing
1030 Kimball Tower
3435 Main St.
Buffalo, NY 14214-3079
(716) 829-2533
FAX: (716) 829-2566
Mecca Cranley, PhD, Dean
E-mail: mcranley@buffalo.edu
Year established: 1986
Degree(s) conferred: DNS

57. University of Rochester
School of Nursing
601 Elmwood Avenue, Box SON
Rochester, NY 14642
(585) 275-8902
FAX: (585) 273-1268
Patricia Chiverton, EdD, Dean
E-mail: patricia_chiverton@urmc.rochester.edu
Year established: 1978
Degree(s) conferred: PhD

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.
Institutions Offering Doctoral Programs in Nursing: January 2005

NORTH CAROLINA

58. East Carolina University
School of Nursing
133 Rivers Building
5th Street
Greenville, NC 27858-4353
(252) 328-6099
FAX: (252) 328-4300
Phyllis Nichols Horns, DSN, Dean
E-Mail: hornsp@mail.ecu.edu
Year Established: 2002
Degree(s) Offered: PhD

59. The University of North Carolina-Chapel Hill
School of Nursing
Carrington Hall
CB# 7460
Chapel Hill, NC 27599-7460
(919) 966-3731/2
FAX: (919) 966-1280
Linda Cronenwett, PhD, Dean
E-mail: lcronenwett@unc.edu
Year established: 1988
Degree(s) conferred: PhD

NORTH DAKOTA

60. University of North Dakota
College of Nursing
PO Box 9025
Grand Forks, ND 58202-9025
(701) 777-4555
FAX: (701) 777-4096
Helen Melland, PhD, Interim Dean
E-mail: helenmelland@mail.und.nodak.edu
Year established: 2002
Degree(s) conferred: PhD

OHIO

61. Case Western Reserve University
Frances Payne Bolton School of Nursing
10900 Euclid Avenue
Cleveland, OH 44106-4904
(216) 368-2545
FAX: (216) 368-5050
May L. Wykle, PhD, Dean
E-mail: mlw4@case.edu
Year established: 1972 (PhD), 2004 (DNP)
Degree(s) conferred: PhD, DNP; ND phasing out

62. The Joint PhD in Nursing Program-Kent State University and University of Akron Colleges of Nursing
Year established: 2000
Degree(s) conferred: PhD

Kent State University
College of Nursing
113 Henderson Hall
Summit Street
Kent, OH 44242-0001
(330) 672-3777
FAX: (330) 672-2433
Kathleen Huttinger, PhD, Interim Dean
E-mail: khuttin@kent.edu

University of Akron
College of Nursing
209 Carroll St., Mary Gladwin 101A
Akron, OH 44325-3701
(330) 972-7552
FAX: (330) 972-5737
Cynthia Capers, PhD, Dean
E-mail: capers@uakron.edu

63. The Ohio State University
College of Nursing
1585 Neil Avenue
Columbus, OH 43210-1289
(614) 292-8900
FAX: (614) 292-4535
Elizabeth Lenz, PhD, Dean
E-mail: lenz.23@osu.edu
Year established: 1985
Degree(s) conferred: PhD

64. University of Cincinnati Medical Center
College of Nursing
P.O. Box 210038
Cincinnati, OH 45221-0038
(513) 558-5330
FAX: (513) 558-9030
Andrea R. Lindell, DNSc, FAAN, Dean
E-mail: andrea.lindell@uc.edu
Year established: 1990
Degree(s) conferred: PhD

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.
Institutions Offering Doctoral Programs in Nursing: January 2005

OREGON

65. Oregon Health and Science University
School of Nursing, SN ADM
3455 SW US Veterans Hospital Road
Portland, OR 97239
(503) 494-7444
FAX: (503) 494-5165
Kathleen Potempa, DNPsc, Dean
E-mail: potempa@ohsu.edu
Year established: 1985
Degree(s) conferred: PhD

69. University of Pittsburgh
School of Nursing
350 Victoria Building
3500 Victoria Street
Pittsburgh, PA 15261
(412) 624-7838
FAX: (412) 624-2401
Jacqueline Dunbar-Jacob, PhD, Dean
E-mail: dunbar@pitt.edu
Year established: 1954
Degree(s) conferred: PhD

PENNSYLVANIA

66. Duquesne University
School of Nursing
450 Fisher Hall
Pittsburgh, PA 15282
(412) 396-6553
FAX: (412) 396-5974
Eileen Zungolo, EdD, Dean
E-mail: zungolo@duq.edu
Year established: 1994
Degree(s) conferred: PhD

67. Pennsylvania State University
School of Nursing
201 Health & Human Development East
University Park, PA 16802-6508
(814) 863-0247
FAX: (814) 865-3779
Paula Milone-Nuzzo, PhD, Director
E-mail: pxm36@psu.edu
Year Established: 1999
Degree(s) conferred: PhD

68. University of Pennsylvania
School of Nursing
420 Guardian Drive
Philadelphia, PA 19104-6096
(215) 898-8283
FAX: (215) 573-2114
Afaf Meleis, PhD, Dean
E-mail: meleis@nursing.upenn.edu
Year established: 1974
Degree(s) conferred: PhD

RHODE ISLAND

72. University of Rhode Island
College of Nursing
2 Heathman Rd.
Kingston, RI 02881
(401) 874-2766
FAX: (401) 874-3811
Dayle Joseph, EdD, Dean
E-mail: dayle@uri.edu
Year established: 1985
Degree(s) conferred: PhD

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.
SOUTH CAROLINA

73. Medical University of South Carolina
College of Nursing
99 Jonathan Lucas Street
PO 250160
Charleston, SC 29425-2401
(843) 792-3941
FAX: (843) 792-9258
Gail Stuart, PhD, Dean
E-mail: stuartg@musc.edu
Year established: 2002
Degree(s) conferred: PhD

74. University of South Carolina
College of Nursing
1601 Greene Street
Columbia, SC 29208-9998
(803) 777-3861
FAX: (803) 777-2027
Mary Ann Parsons, PhD, Dean
E-mail: maryann.parsons@sc.edu
Year established: 1986 (PhD)
Degree(s) conferred: PhD, ND

TENNESSEE

75. East Tennessee State University
College of Nursing
PO Box 70617
Johnson City, TN 37614-0617
(423) 439-7051
(423) 439-4543
Patricia L. Smith, EdD, Dean
E-mail: smithp@etsu.edu
Year established: 2002
Degree(s) conferred: DSN

76. University of Tennessee-Knoxville
College of Nursing
1200 Volunteer Boulevard
Knoxville, TN 37996-4180
(865) 974-7584
FAX: (865) 974-3569
Joan Creasia, PhD, Dean
E-mail: jcreasia@utk.edu
Year established: 1989
Degree(s) conferred: PhD

77. University of Tennessee Health Science Center
College of Nursing
877 Madison Avenue
Memphis, TN 38163
(901) 448-6128
FAX: (901) 448-6100
Donna Hathaway, PhD, Dean
E-mail: dhathaway@utmem.edu
Year established: 1989 (PhD), 2004 (DNP)
Degree(s) conferred: PhD, DNP

78. Vanderbilt University
School of Nursing
461 21st Avenue South
111 Godchaux Hall
Nashville, TN 37240-0008
(615) 343-8876
FAX: (615) 343-7711
Colleen Conway-Welch, PhD, Dean
E-mail: colleen.conway-welch@vanderbilt.edu
Year established: 1993
Degree(s) conferred: PhD

TEXAS

79. Texas Woman’s University and Texas Tech University Health Sciences Center Collaborative Program
Year established: 2002
Degree(s) conferred: PhD

Texas Woman’s University
College of Nursing
P.O. Box 425498
Denton, TX 76204-5498
(940) 898-2401
FAX: (940) 898-2437
Marcia J. Hern, EdD, Dean
E-mail: mbem@ttu.edu
Year established: 1971
Degree(s) conferred: PhD

Texas Tech University Health Sciences Center
School of Nursing
3601 4th Street, Stop 6264
Lubbock, TX 79430-5884
(806) 743-2738
FAX: (806) 743-1622
Alexia Green, PhD, Dean
E-mail: alexia.green@ttuhsc.edu

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
AACN is not responsible for errors in reporting by respondent institutions.
80. University of Texas-Arlington
School of Nursing
Box 19407, 411 S Neddem1an Dr.
Arlington, TX 76019-0407
(817) 272-2776
FAX: (817) 272-5006
Elizabeth Poster, PhD, Dean
E-mail: poster@uta.edu
Year established: 2003
Degree(s) conferred: PhD

81. University of Texas-Austin
School of Nursing
1700 Red River
Austin, TX 78701-1499
(512) 471-4100
FAX: (512) 471-4910
Dolores Sands, PhD, Dean
E-mail: dsands@mail.utexas.edu
Year established: 1974
Degree(s) conferred: PhD

82. University of Texas Medical Branch
School of Nursing
301 University Blvd.
Galveston, TX 77555-1132
(409) 772-1510
FAX: (409) 772-5118
Pamela G. Watson, ScD, Dean
E-mail: pgwatson@utmb.edu
Year established: 1997
Degree(s) conferred: PhD

83. University of Texas Health Science Center-Houston
School of Nursing
6901 Bertner, Room 887
Houston, TX 77030
(713) 500-2002
FAX: (713) 500-2007
Patricia L. Starck, DSN, Dean
E-mail: Patricia.L.Starck@uth.tmc.edu
Year Established: 1996
Degree(s) conferred: DSN

84. University of Texas Health Science Center-San Antonio
School of Nursing-MC 7942
7703 Floyd Curl Drive
San Antonio, TX 78229-3900
(210) 567-5800
FAX: (210) 567-5929
Robin Froman, PhD, Dean
E-mail: froman@uthscsa.edu
Degree(s) conferred: PhD

85. University of Utah
College of Nursing
10 South 2000 East
Salt Lake City, UT 84112-5880
(801) 581-8262
FAX: (801) 581-9816
Maureen Keefe, PhD, Dean
E-mail: Maureen.Keefe@nurs.utah.edu
Year established: 1977
Degree(s) conferred: PhD

86. George Mason University
College of Nursing and Health Science
4400 University Drive, MSN3C4
Fairfax, VA 22030-4444
(703) 993-1944
FAX: (703) 993-1943
Jeanne Sorrell, PhD, Acting Dean
E-mail: jsorrell@gmu.edu
Year established: 1986
Degree(s) conferred: PhD

87. Hampton University
School of Nursing
Hampton, VA 23668
(757) 727-5654
FAX: (757) 727-5423
Constance Hendricks, PhD, Dean
E-mail: constance.hendricks@hamptonu.edu
Year established: 1999
Degree(s) conferred: PhD

88. University of Virginia
School of Nursing
McLeod Hall
PO Box 800782
Charlottesville, VA 22908-0782
(434) 924-0063
FAX: (434) 243-2721
Jeanette Lancaster, PhD, Dean
E-mail: Lancaster@virginia.edu
Year established: 1982
Degree(s) conferred: PhD
Institutions Offering Doctoral Programs in Nursing: January 2005

VIRGINIA, cont.

89. Virginia Commonwealth University
School of Nursing
Box 980567
1220 East Broad Street
Richmond, VA 23298-0567
(804) 828-5174
FAX: (804) 828-7743
Nancy F. Langston, PhD, Dean
E-mail: Nlangsto@vcu.edu
Year established: 1982
Degree(s) conferred: PhD

WASHINGTON

90. University of Washington
School of Nursing
Box 357260
Seattle, WA 98195
(206) 543-8732
FAX: (206) 616-2420
Nancy Fugate Woods, PhD, Dean
E-mail: nfwoods@u.washington.edu
Year established: 1978
Degree(s) conferred: PhD

WEST VIRGINIA

91. West Virginia University
School of Nursing
6700 HSS, PO Box 9600
Morgantown, WV 26506-9610
(304) 293-4831
FAX: (304) 293-6826
E. Jane Martin, PhD, Dean
E-mail: ejmartin@hsc.wvu.edu
Year established: 2000
Degree(s) conferred: DSN

WISCONSIN

92. Marquette University
College of Nursing
Clark Hall
PO Box 1881
Milwaukee, WI 53201-1881
(414) 288-3812
FAX: (414) 288-1597
Lea Acord, PhD, Dean
E-mail: lea.acord@marquette.edu
Year established: 2003
Degree(s) conferred: PhD

93. University of Wisconsin-Madison
School of Nursing
Rm K6/158 Clinical Science Center
600 Highland Avenue
Madison, WI 53792-2455
(608) 263-5155
FAX: (608) 263-5323
Kathryn May, DNSc, Dean
E-mail: kamay@wisc.edu
Year established: 1982
Degree(s) conferred: PhD

94. University of Wisconsin-Milwaukee
College of Nursing
Cunningham Hall
P.O. Box 413
Milwaukee, WI 53201-0413
(414) 229-4189
FAX: (414) 229-2640
Sally P. Lundeen, PhD, Dean
E-mail: shlundeen@uwm.edu
Year established: 1984
Degree(s) conferred: PhD

Source: American Association of Colleges of Nursing, Research and Data Center, 2005
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Appendix D

Letters of Support from NMSU
October 12, 2005

Mary M. Hoke, PhD, APRN, BC
Academic Department Head
Department of Nursing, MSC 3185
New Mexico State University
PO Box 30001
Las Cruces, NM 88003

Dear Dr. Hoke:

This letter is in support of the Department of Nursing’s proposal to start a doctoral program in nursing which you are submitting through New Mexico State University and the Higher Education Department channels for approval.

I view your proposal as a strategic intervention designed to address three needs within our state: 1) the statewide nursing shortage, 2) the expanding the nursing faculty shortage, and 3) the under representation of Hispanic and Native American doctoral prepared nurses. The proposal builds on a historic and strong collaborative partnership with the College of Nursing at the University of New Mexico and represents a meaningful stewardship of resources for the benefit of New Mexicans, current and future.

We, at NMSU, are committed to working with the Department and the College of Health & Social Services to secure the resources required to develop an exemplary nursing research doctoral program.

Sincerely,

Michael V. Martin
President
October 12, 2005

Mary M. Hoke PhD, APRN, BC
Academic Department Head
Department of Nursing, MSC 3185
New Mexico State University
PO Box 30001
Las Cruces, NM 88003

Subject  Letter of Support- NMSU PhD in Nursing Program

Dear Dr. Hoke

I am writing this letter of support for the doctoral degree in nursing proposal. As Dean of the College of Health and Social Services, the academic college under which the Department of Nursing at NMSU resides, I am well aware of the shortage of both qualified nurses and nursing faculty. I recall a quote from Dr. Mary Hoke, the Department Head for our Nursing program, that across the United States last year over 32,000 fully qualified nursing students were turned away from baccalaureate and graduate education program. The number one reason cited by programs for this situation was the lack of nursing faculty. I am also aware that at NMSU we turn away 1-3 students for every pre-licensure nursing student we accept.

I believe that the proposal which our Department of Nursing has been processing through the university and state-level approval channels, is an efficient one which has been developed in collaboration with the PhD in Nursing program at the UNM College of Nursing. As such, it builds on the strengths of each nursing program, extends doctoral education throughout our state, and is fully in line with the New Mexico State University mission and strategic vision. Such doctoral programs are necessary to produce nursing faculty who will be available to increase the number of students educated to become professional and advanced practice nurses.

External funding including research awards have been steadily increasing within the NMSU Department of Nursing. Also, the nursing faculty have increased their level of scholarship and publications in peer reviewed journals. Both demonstrate the Department of Nursing’s capacity to successfully implement this new degree program.
I am fully committed to having a successful launch for this doctoral program. Upon final approval, we will work together to secure the additional resources needed to make this program a reality.

Sincerely,

Jeffrey E. Brandon, Ph.D., CHES
Dean
Appendix E

Other Letters of Support
Dear Dr. Hoke:

When the College of Nursing at the University of New Mexico Health Sciences Center received approval in 2003 for the establishment of the doctoral program, it was the intent to collaborate with New Mexico State University in three to five years. This endeavor continues to have my full support.

It is through doctoral nursing education that nursing faculty can be initially produced and then become key resources to educate New Mexico’s critically needed registered nurse workforce. The doctoral-prepared faculty will directly educate baccalaureate and graduate nurses for clinical practice and further will educate the master’s level nursing faculty required to sustain the associate degree nursing programs located throughout the state. In conjunction with their nursing practice colleges (registered nurses are the largest health care profession in the state), doctoral-prepared nurses will focus nursing efforts on the well documented health disparities challenges facing New Mexico.

Given the demand for doctoral-prepared nurses, it is critical that access to programs continue to increase. Your proposal to launch a doctoral nursing program is a timely approach that provides direct benefits for individual nurses and, even more important, New Mexico-wide benefits in this era of nursing and nursing faculty shortages.

I look forward with great anticipation to collaboration with you as nursing doctoral education is extended to southern New Mexico in partnership with the Nursing Department of New Mexico State University’s College of Health and Social Services.

Sincerely,

Karen L. Carlson, PhD, RN
Professor and Acting Dean

PhD IN NURSING
December 16, 2002

Liz Jenkins  
Deputy Director  
New Mexico Commission on Higher Education  
1068 Cerrillos Road  
Santa Fe, NM 87505

Dear Ms. Jenkins:

The five year joint operating plan to indicate the continuing efforts of the University of New Mexico and New Mexico State University to collaborate on a PhD program that will be stronger than either school can provide alone. I have attached the copy of the American Association of Colleges of Nursing’s position paper on quality indicators. The joint operating plan will create a collaborative PhD program that builds on the unique strengths of New Mexico State University and The University of New Mexico.

Sequence of events

**UNM**

1998-2002

Build research, add faculty strength to meet base standards

Benchmarks on core studies and on resources, state-of-the-art technical and support services, and library and database resources. Our evaluation plan is developed and we will strive to meet the student outcome measures

**NMSU**

2002

Obtain grant to support development to reach base standards

2002

Apply for approval of PhD program. Obtain grant to provide start up funds
2003  
Bring faculties together for planning

2004  
Finalize at College and University level details of “Celebration of PhD”

2005  
Collaborate on grant to expand current program to a collaborative program. Submit grant fall of 2005 for funding to begin in 2006

2006  
Begin collaborative program

2007  
Continuous evaluation and improvement

I hope this clarifies our plans. Should you have questions, please contact Mary Hoke (505-646-7449) or me.

Sincerely,

Sandra Ferketich, PhD, RN, FAAN  
Dean and Professor

Mary Hoke, PhD, MSN, RN –BC, APRN –BC  
Department Head
October 13, 2005

Mary Hoke PhD, APRN-BC, RN  
Academic Department Head & Associate Professor  
New Mexico State University  
Department of Nursing, MSC 3185  
PO Box 30001  
Las Cruces, NM 88003

Dear Mary:

I am writing to support a PhD program in Nursing at New Mexico State University in collaboration with University of New Mexico College of Nursing.

The current nursing shortage is a well publicized fact. One of the contributing factors or the shortage is a shortage of qualified faculty for nursing schools. At a time when student capacity increases are indicated to meet the growing demand for nurses, nursing programs are not able to grow related to lack of faculty. The American Association of Colleges of Nursing has noted that master’s and doctoral programs in nursing are not producing a large enough pool of potential educators to meet the demand.

By developing a collaborative PhD program in nursing, New Mexico State University will be expanding the capacity of New Mexico as a state to address this very critical issue. It provides an effective use of state resources. It will provide additional educational options for nurses in the southern part of the state. I fully support this effort.

If you have further questions, do not hesitate to call.

Sincerely,

Pat Mcintire, MS, FNP, APRN-BC  
Chair, Nursing Department

"Meeting Your Educational Needs in the 21st Century"
October 13, 2005

To: Mary M. Hoke, PhD, APRN-BC
   Academic Department Head
   Department of Nursing, MSC 3185
   New Mexico State University
   PO Box 30001
   Las Cruces, NM 88003

From: Jeanette Little, MSN, RN
   Nursing Area Coordinator
   New Mexico State University-Alamogordo
   2400 North Scenic Dr.
   Alamogordo, NM 88310

Letter of Support for New Mexico State University Doctor of Philosophy in Nursing

This letter strongly recommends and supports the New Mexico State University (NMSU) Doctor of Philosophy in Nursing proposal. The program is a collaborative effort with the University of New Mexico which will function to strengthen the network of health care providers, nursing educators, and nursing services across the state. The program of study will support the needs of the high risk underserved border/international populations of Southern New Mexico. The doctorate prepared nurses will provide culturally sensitive expert health care to individuals, families, communities, and systems. The advanced preparation of these nurses will facilitate the development of programs and services designed to improve access to care in an effort to reduce health care disparities throughout New Mexico. The program that NMSU is proposing should be approved without hesitation.

Sincerely,

Jeanette Little, MSN, RN
Nursing Area Coordinator
October 12, 2005

TO WHOM IT MAY CONCERN:

I am writing this letter in support of the New Mexico State and University of New Mexico collaborative PhD in nursing program.

Currently, there is not a PhD in nursing in the State of New Mexico for nursing professionals pursuing their advance degree. The State of New Mexico faces the similar nationwide shortage of nurses, particularly advance degree nursing roles, to assume leadership of nursing education and promote the health care of New Mexico citizens. The program focuses on border health, which is unique to New Mexico and the state’s health needs, with an emphasis on the social justice framework. I feel this type of program will assist greatly in meeting the needs of New Mexico nurses and its citizens.

I would strongly recommend support of this important collaborative effort by the two largest universities in New Mexico to assist nurses in obtaining their advanced degree and improve the health care of New Mexico.

Thank you for your time and consideration in this pivotal issue addressing nursing education. If you have any questions regarding this matter, please feel free to contact me at (505) 234-9301.

Sincerely,

Deanna M. Suggs, RN, MSN, FNP-C
Professor/Director of Nursing Program
NMSU at Carlsbad

DMS/bks
Appendix F

Faculty Qualifications-For Those Having Significant Contact With Students
Appendix F: Qualifications of Faculty Members Having Significant Contact with Students

New Mexico State University Nursing Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Academic Degrees</th>
<th>Nursing Specialty or Subspecialty</th>
<th>Area of Teaching Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Borges, Wanda</td>
<td>DSN-University of Texas Health Science Center</td>
<td>Nursing</td>
<td>Chronic Disease Medical-Surgical Nursing</td>
</tr>
<tr>
<td></td>
<td>MSN- New Mexico State University</td>
<td>Medical-Surgical CNS</td>
<td></td>
</tr>
<tr>
<td>*@Hoke, Mary</td>
<td>PhD- New Mexico State University</td>
<td>Curriculum&amp; Instruction</td>
<td>Community Health Nursing Education</td>
</tr>
<tr>
<td></td>
<td>MSN- University of Texas Health Science Center-San Antonio</td>
<td>Community Health Nursing, Nursing Administration</td>
<td></td>
</tr>
<tr>
<td>@Hurst, Irene</td>
<td>Post Doctoral Fellow-University of Pennsylvania</td>
<td>Women, Children &amp; Health</td>
<td>Cultural Concepts Border Health Qualitative Research Professional Writing</td>
</tr>
<tr>
<td></td>
<td>PhD- University of California San Francisco</td>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN- University of California-San Francisco</td>
<td>Clinical Specialist in perinatal Nursing</td>
<td></td>
</tr>
<tr>
<td>@Becky Keele</td>
<td>PhD- University of Kansas</td>
<td>Nursing</td>
<td>Community Health Nursing</td>
</tr>
<tr>
<td></td>
<td>MS-University of Kansas</td>
<td>Community Health Nursing</td>
<td>Qualitative Research</td>
</tr>
<tr>
<td>*Keller, Teresa</td>
<td>PhD- St Louis University</td>
<td>Policy</td>
<td>Health Policy Nursing Administration</td>
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<td></td>
<td>MSN- New Mexico State University</td>
<td>Nursing Administration</td>
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<td></td>
<td>MPA-</td>
<td>Public Health Administration</td>
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<tr>
<td>@#Mann, Alison</td>
<td>EdD- University of Texas-Houston</td>
<td>Education</td>
<td>Behavioral Health</td>
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<td></td>
<td>MSN-</td>
<td>Psychiatric/Mental Health Nursing</td>
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<td>#Robbins, Leslie</td>
<td>DSN- University of Texas Houston Health Science Center</td>
<td>Nursing</td>
<td>Behavioral Health /Mental Health</td>
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<td></td>
<td>MSN- University of Texas- El Paso</td>
<td>Psychiatric-Mental Health Nursing</td>
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<tr>
<td>@Pamela Schultz</td>
<td>PhD- Texas Woman’s University</td>
<td>Nursing</td>
<td>Quantitative Research Mental Health/Behavioral Health</td>
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<td></td>
<td>MSN—Texas Woman’s University</td>
<td>Psychiatric-Mental Health Nursing</td>
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### University of New Mexico Nursing Faculty

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Academic Degrees</th>
<th>Nursing Specialty or Subspecialty</th>
<th>Area of Teaching Responsibility</th>
</tr>
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<tbody>
<tr>
<td>*Averill, Jennifer</td>
<td>PhD-University of Colorado</td>
<td>Nursing Research, Gerontology, Transcultural &amp; Migrant Health</td>
<td>Rural Health, Community Health, Philosophy of Science</td>
</tr>
<tr>
<td></td>
<td>MSN-University of New Mexico</td>
<td>Community Nursing</td>
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</tr>
<tr>
<td>*Carlson, Karen</td>
<td>PhD-University of Texas-Austin</td>
<td>Parent-Child Nursing Research/Child Development</td>
<td>Administration, Nursing Education, Child Health, Research Methods, Quantitative Research</td>
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<td></td>
<td>MSN-University of New Mexico</td>
<td>Maternal-Child Nursing, Nursing Education</td>
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<td>Post-Masters Certificate-University of New Mexico</td>
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<tr>
<td>Lobo, Marie</td>
<td>PhD-University of Washington</td>
<td>Nursing Science</td>
<td>Child &amp; Family Health, Nursing Theory, Quantitative Research</td>
</tr>
<tr>
<td></td>
<td>MSN-University of Washington</td>
<td>Pediatric Nursing</td>
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<tr>
<td>*Meek, Paula</td>
<td>PhD-University of Arizona</td>
<td>Clinical Nursing Research</td>
<td>Quantitative Research &amp; Modeling</td>
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<td></td>
<td>MSN-University of Washington</td>
<td>Physiologic Nursing</td>
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<tr>
<td>*Parshall, Mark</td>
<td>PhD-University of Kentucky</td>
<td>Nursing</td>
<td>Adult Health, Statistics</td>
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<td>MSN-University of Kentucky</td>
<td>Adult Health, Emergency Care</td>
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<tr>
<td>*Tigges, Beth</td>
<td>PhD-Columbia</td>
<td>Socialmedical Sciences (Public Health/Social Psychology)</td>
<td>Child Health/Newborn Care, Rural Health, Quantitative Research</td>
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<td>MSN- Yale University</td>
<td>Pediatric Nurse Practitioner</td>
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</tr>
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* Faculty with current federal research funding
# Faculty with current federal education project funding
@ Faculty projected to submit proposals for federal research funding AY 2005-2006
Appendix G

Curriculum Vitae of Core/Substantive Course Faculty &
Academic Department Head
CURRICULUM VITAE
Wanda J. Borges, DSN, APRN-BC, CNS

EDUCATION:

University of Texas, HSC, Houston, TX  2004  DSN  Nursing
University of Texas, HSC, San Antonio, TX  2002  Post-Graduate  Diabetes foot care
New Mexico State University  Las Cruces, NM  1997  MSN  Medical/Surgical Clinical Nurse Spec.
New Mexico State University  Las Cruces, NM  1991  BSN  Nursing
New Mexico State University  Las Cruces, NM  1986  ADN  Nursing

LICENSURE/CERTIFICATION:

Registered Nurse, States of NM & TX  1986-Present
AACN Certification - Medical/Surgical Clinical Nurse Specialist  1998-Present

PROFESSIONAL POSITIONS:

New Mexico State University
Nursing Department
Las Cruces, NM
   Full Time Assistant Professor, medical/surgical nursing, graduate and undergraduate programs  2002 – Present

Memorial Medical Center
Las Cruces, NM
   Relief Nursing Supervisor – Part-time  1994 – Present
   Clinical Nurse Specialist, nursing services – Full time  1998 – 2000
   Interim Director, Pediatrics – Full time  1995
   Interim Director, surgical/medical oncology – Full time  2000
   Cardiac Cath Lab – Full time  1993 – 1994
   ED Manager and Staff RN – Full time  1987 – 1993
PROFESSIONAL POSITIONS: (cont.)

Carlos Cadena, D.P.M.
Las Cruces, NM
    Part-time Clinical Nurse Specialist 2004 - Present

Bill D. Holloman, M.D.
Las Cruces, NM
    Part-time Clinical Nurse Specialist, women’s health screening, osteoporosis counseling 2003 – 2004

Las Cruces High School
Student Health Center
    Part-time Clinical Nurse Specialist, women’s health, asthma management 2001 – 2002

Dona Ana Branch Community College
Nursing Department
Las Cruces, NM
    Part-time Faculty 2001 – 2002

David G. Klein, M.D.
Las Cruces, NM

La Pinon, Sexual Assault
Nurse Examiner Program
Las Cruces, NM
    Part-time Sexual Assault Nurse Examiner 1999 – 2000

Mimbres Memorial Hospital
Deming, NM
    ED Staff Nurse 1986 – 1987
PROFESSIONAL MEMBERSHIPS:

Member, National Association of Clinical Nurse Specialists
   Geriatric Task Force 2004 – Present
American Association of Diabetes Educators 2003 – Present
Academy of Medical Surgical Nurses 2001 – Present
Member, Senate Memorial 22, Pain Management Task Force,
   New Mexico Health Policy Commission 2001 – 2002
Emergency Nurses Association 1990 – Present
National Gerontological Nurses Association 2003 – Present
National Association of Clinical Nurse Specialists 1999 – Present
Sigma Theta Tau, Pi Omega Chapter 1999 – Present

PUBLICATIONS:

   services, using available resources. Journal of Nursing Administration, 25(1).

   School-based health center viability: application of the COPC model. Issues in
   Comprehensive Pediatric Nursing, 26: 231-251.

PRESENTATIONS:

Paper

“Pies Sanos”: Improving Foot Self-Care in Patients with Type 2 Diabetes,” Paper
   Session, Society of Behavioral Medicine’s 26th Annual Meeting, April 2005, Boston, MA.

“Diabetes Self-Care Behaviors and Self-Efficacy in a Biethnic Population,”
   Symposium Presentation, Western Institute of Nursing Communicating Nursing Research
   Conference, April 2005, San Francisco, CA.

“Pies Sanos: A Brief Foot Self-Care Intervention for Patients with Diabetes,”
   Concurrent session, National Association of Hispanic Nurses 29th Annual Conference,
   July 2004, Las Vegas, NV.

“Partnerships to Promote Diabetes Self-care in Older Hispanic Patients,” Pre-
   conference break-out session, National Gerontological Nursing Association Annual
   Conference, October 2003, Houston, TX.

“Matching Research Designs to Important Policy Questions,” Adolescent Health
   Risk Assessment, October 2000, Columbia University School of Nursing Center for
   Health Policy, New York, NY.
PRESENTATIONS: (cont.)

Poster

“Pies Sanos: A Brief Foot Self-Care Intervention for Patients with Diabetes-Preliminary Data Results,” Poster presentation, National Gerontological Nursing Association Annual Conference, October 2003, Houston, TX.


AWARDS AND RECOGNITIONS:

2005 Millie A. Field Nursing Research Award, University of Texas Health Science Center at Houston, Houston, TX

2002 Research Fellow, National Institute of Health, Affiliated Systems, Houston, TX

GRANTS:

Borges, W. J. (Sharon K. Ostwald, PhD, RN, sponsor) The Impact of a Brief Foot Care Intervention for Persons with Diabetes, DSN Dissertation, Paso Del Norte Health Foundation, Center for Border Health Research, CH 02 0142, 2002 – 2004, $74,899.

NEW MEXICO STATE UNIVERSITY
CURRICULUM VITAE

DOCUMENT DATE: October 17, 2005

NAME: Mary M. Hoke
Office Address: Department of Nursing, MSC 3185
New Mexico State University
PO Box 30001
Las Cruces, NM 88003

DEPARTMENT/COLLEGE: Nursing, College of Health & Social Services
PRESENT RANK & DATE OF RANK: Associate Professor- August 2001
NMSU Appointment History:
Year Appointed/Rank: 2001/Associate Professor
Year Awarded Tenure: 2001
Year Promoted to Associate Professor: 2001
Year Promoted to Full Professor: N/A

Education:

<table>
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<tr>
<th>Institution and Location</th>
<th>Degree</th>
<th>Yr Conferred</th>
<th>Field of Study</th>
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<tr>
<td>University of Illinois--Bloomington, IL</td>
<td>BSN</td>
<td>1973</td>
<td>Nursing</td>
</tr>
<tr>
<td>Tulane University--New Orleans, LA</td>
<td>15 graduate</td>
<td>1974</td>
<td>Public Health</td>
</tr>
<tr>
<td></td>
<td>credits</td>
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<tr>
<td>UT HSC-San Antonio--San Antonio, TX</td>
<td>MSN-Honors</td>
<td>1983</td>
<td>Community Health Nursing &amp; Nursing Administration</td>
</tr>
<tr>
<td>New Mexico State University--Las Cruces, NM</td>
<td>PhD</td>
<td>1999</td>
<td>Curriculum &amp; Instruction</td>
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Certification & Licensure

1983-2010 American Nurses Creditionaling Center-Board Certified CHN
1994-2009 American Nurses Creditionaling Center-Board Certified Clinical Specialist in Community Health Nursing
Texas Board of Nurse Examiners Recognized Clinical Nurse Specialist-CHN
Registered Nurse, Texas (Compact) and Illinois

Directory Listing
American Association of Colleges of Nursing Leadership for Academic Nursing Program Directory of Fellows
Professional Experience:

2001-Present  Associate Professor  Nursing Dept, College of Health & Social Services, NMSU, Las Cruces, NM
              Academic Dept Head
              Graduate Faculty Appointment
1999-2001  Assistant Professor  School of Nursing, College of
              Director, Graduate CHN  Health Sciences, UTEP
1997-1999  Clinical Instructor  CHN Program, UTEP; El Paso, TX
              BSN Program, UTEP, El Paso, TX
1995-1997  Nursing Instructor  El Paso Community College, El Paso, TX
1994-1995  School Nurse  Bassett Middle School, EPISD, El Paso, TX
1991-1993  Director, CHN  US Army MEDDAC-Panama
1988-1991  Chief, Preventive Medicine  US Army MEDDAC-Augsburg, Germany
1984-1988  Chief, Preventive Medicine  US Army MEDDAC-Fort Drum, NY
1983-1984  Asst Chief, CHN  Brooke Army Med Ctr Ft Sam Houston, TX
1981-1982  Staff CHN  Brooke Army Med Ctr Ft. Sam Houston, TX
1978-1980  Staff CHN  US Army 24th Gen Disp Giessen, Germany
1974-1977  Staff CHN  US Army MEDDAC Ft. Hood, TX

Professional Organizations/Society Membership/Activities:

American Nurses Association, Texas Nurses Association District 1 Member, Treasurer (1999-2005), State Delegate (1998-1999)
American Public Health Association & Texas Public Health Association
National League for Nursing
Association of Community Health Nursing Educators. Member Annual Conference Planning Committee (2003, 2005 & 2006).
Association of Military Surgeons of United States
Eta Sigma Gamma (Professional Health Education Honorary) inducted 2001
Sigma Theta Tau International Honor Society of Nursing: Pi Omega Chapter & Delta Alpha Chapter
Society for Public Health Education & Paso del Norte SOPHE Chapter, Chapter
American Association of Colleges of Nurses: Member BSN Conference Planning Committee (2004-2005); Governmental Affairs Committee (Oct 04-Mar 07); Grass Roots Liaison for New Mexico (2004-present)

Honors and Awards

2005  Who’s Who Among American Nurses Nominee
2005  NMSU CHSS Nominee for Westhafer Excellence in Teaching Award
2004 & 2005  Who’s Who Among America’s Teachers Nominee with Award in 2004
2003  Selected to attend AACN Leadership for Academic Nursing Programs funded by the Helene Fuld Health Trust, HSBC, Trustee (Completed Oct 2003)
1999  Mentor for National Organization of Nurse Practitioner Faculties (NONPF)/Helene Fuld Faculty–to-Faculty Mentoring Program in Community Health
1998  Friend of the National Institute for Nursing Research Ada Sue Hinshaw Nurse Scholar
1996  Item Writer ANCC Clinical Specialist in CHN Certification Examination
1994  United States Army - Legion of Merit
1983  Marilyn Willman Scholarship-University of Texas Health Science Center at San Antonio
1980  Giessen Military Community Federal Woman of the Year-Military Category

I.  TEACHING ACTIVITIES

ACADEMIC COURSES/TOPICS TAUGHT

Nursing Fundamentals- El Paso Community College
Community Heath Nursing- Undergraduate & Graduate- University of Texas –El Paso
Nursing Education – Graduate Level- New Mexico State University
Guest Lectures- Nursing Administration, Research & Community Health Nursing Courses- NMSU

CURRICULUM DEVELOPMENT ACTIVITIES

Border Health Didactic & Clinical Courses – El Paso Community College
Graduate Community Health Nursing Curriculum with Environmental Focus- UTEP
BSN Completion Option via compressed schedule, interactive TV, & local liaisons- NMSU
Nursing Education Graduate Sequence- updated courses with increased emphasis on measurement/evaluation and teaching with technology-NMSU
Graduate Psychiatric/Mental Health with addictions component curriculum - NMSU with Dr. L. Robbins
Accelerated Second Degree BSN Option –NMSU with Dr. A. Mann
PhD in Nursing –NMSU in collaboration with the College of Nursing, University of New Mexico (Dr. Karen Carlson) and at NMSU Drs. Borges, Hurst, & Schultz

STUDENT ADVISING

Member MSN Orals Committee 8 students - UTEP
3 students - NMSU
Member Allied Health Orals Committee 2 students-UTEP
Member MSW Orals Committee (Dean’s Representative) 2 students- NMSUs

Doctoral Dissertations
2005- Present Committee Member
Deborah Vowell- College of Education

II. RESEARCH AND SCHOLARLY ACTIVITIES

RESEARCH/GRANTS

Funded Research and Grants:
1996 El Paso Community College “Video Film Series for Nursing Students” Mini-Grant. Co-Project Director with Karen Fowler. Funded: $ 1025
1998-1999 American Nurses Foundation Ada Sue Hinshaw Nurse Scholar Grant to support doctoral dissertation research on outcome competences for masters prepared community health, occupational health, and home health nurses. Funded: $2600
1999-2002 Paso Del Norte Health Foundation “Clinic Health Promotion & Lifestyle Promotion” Director of Feedback, Training, and Networking. Funded: $410,000

Notation: Project involved work with 10 community health centers/clinic serving minority population (rural & urban) to increase health promotion/health education activities within 3 counties along the United State-Mexico Border, within two states (Texas & New Mexico), and two countries (Juarez, Mexico & USA)

Notation: The focus of this initiative is to fully integrate environmental health into a community/public health nursing masters degree program.
2002-2006  Department of Health & Human Services, Health Resources and Services Administration. “Southern New Mexico RN to BSN Expansion Initiative. Director. Funded: $1,242,010

Notation: This grant used a compressed scheduling format, with WebCt, interactive TV, and local faculty liaisons to take BSN Completion education from Main Campus to 3 community college sites throughout Southern New Mexico. Each cohort of students completed nursing course work within a 12 month period.


Notation: One of eight partnerships funded to increase infrastructure to support health disparities research and development of minority nursing researchers. Focus for this partnership between School of Nursing, The University of Texas-Austin and Department of Nursing, New Mexico State University is rural Hispanic and American Indian populations.


Notation: With Co-Investigator (Dr. Gayle Timmerman- UT-Austin, two articles under development and podium presentation given at Western Institutes of Nursing Annual Conference in April 2005.


Notation: Focus on increasing BSN education by increasing admissions to 48 per semester from base of 32 students/semester.

2004-2007 Department of Health & Human Services, Health Resources Service Administration “Mental Health Improvement Via Nursing Distance Education: MIND.” Director. Funded: $ 1,091,329

Notation: Focus is on education of dual psychiatric/mental health (PMH) nurse practitioners/clinical nurse specialist with competence in PMH and addictions using a distance education model that requires limited time on campus, local preceptors, and facilitates cultural competence.


Notation: Further expansion/maintenance of undergraduate & graduate nursing education.


Notation: Ongoing expansion/maintenance of undergraduate & graduate nursing education.


Notation: Provides nurse traineeship funding for graduate nursing students.

**Notation:** Will explore optimal models for effective diabetes education.


**Notation.** Explores the use of positive deviance methodology with archival minority data set.

**Non-Funded Grant Submissions**

2001 Partnerships for Developing Public Health Nursing Leadership, HRSA, Role PI Approved not funded.
2001 NMSU Graduate Nursing Program, HRSA. Role PI. Not approved.
2002 A Southwestern Community-Based Participatory Prevention Research Partnership (SCPPRP) CDC. Role PI Not approved
2002 Public Health Nursing, HRSA. Role PI. Approved not funded.

**Research Areas of Interest:**

Health Disparities, Nursing Education, Public Health Workforce

**PUBLICATIONS**

**Publications: Invited/Peer Reviewed**


Notation: * peer reviewed # Invited

**Manuscripts: In Review**


**Manuscripts: In Revision**

Hoke, M. M. (in revision). Comparison of clinical nurse specialists and public health leaders’ views of graduate community health nursing competencies.

Hoke, M. M., & Sizemore, M. H. (in revision). Southern New Mexico RN to BSN Initiative: Lessons Learned

**Manuscripts: In Development**


**Published Abstracts**


PRESENTATIONS

Professional Presentations
1986  Health Issues of the Military Child. (8 hour workshop on culture and children presented to public health and school nurses from 3 New York Counties). Fort Drum Steering Council. Fort Drum, NY (8 hour workshop)
1990  *No More TB by Year 200. 7th Medical Command Ambulatory Health Conference, Garmisch/Berschgarten, Germany.
1993  *Your House Haunted? (Environmental Issues). Isthmian Civilian and Military Nurses 2nd Annual Wellness Conference. Panama City, Panama
1999  *Cooperative Learning and Team Teaching in Nursing Education. Delta Kappa Chapter Sigma Theta Tau. El Paso, TX
1999  *Clinical Health Nursing Specialists’ Views on Graduate CHN Competencies. 75th Annual Education Conference. Texas Public Health Association, Austin, TX
2000  *Graduate CHN Competencies. Delta Kappa Chapter Sigma Theta Tau, El Paso, TX
2001  *Graduate CHN Competencies: CNS Views. APHA 129th Annual Meeting & Exposition. Atlanta, GA (October 24, 2001)
2002  *Cooperative Teaching Strategies in Nursing Education.  Turning on the 
Light:  Sharing Teaching Strategies That Foster Student Success Conference. 
Alamogordo, NM (April 5, 2002).

2005  *Building Health Disparities Research Capacity (Symposium Podium 
Presentation).  38th Annual Communicating Nursing Research Conference-
Western Institute of Nursing . San Francisco, CA (April 7, 2005).  Co-
presented with Drs. E. Rew, B. Keele, A. Mann, & L. Robbins.  2 Published 
Abstract: Overview & Southwest Partnership Center-NMSU Experience.

2005  *Rural Mexican American Women: Explanatory Models of Eating, Weight & 
Health.  38th Annual Communicating Nursing Research Conference-Western 
Institute of Nursing . San Francisco, CA (April 8, 2005).  Co-presented with 
Dr. Gayle Timmerman.  Published Abstract.

2005  *Rural Mexican American Women: Barriers to Healthy Eating." Poster 
Presentation. (Timmerman, G.M. & Hoke, M.M.). 26th Annual Meeting of the 
Society of Behavioral Medicine in conjunction with the Society for Public 
Health Education, Boston, MA (April 13-16, 2005).

2005  #Building a Research Infrastructure. 1st Annual Nursing Research Conference 
UNM College of Nursing, Albuquerque, NM  (April 16, 2005).

2005  * Rural Mexican Women’s Explanatory Models of Eating Behavior, 
Weight, & Health, University of New Mexico College of Nursing 1st Annual 
Nursing Research Conference, Albuquerque, NM (April 16, 2005). Co-
presented with Dr. Gayle Timmerman.

2005  *I’m Different Now (poster Ricer, WA & Hoke, MM. ). 23rd International 
Nursing Computer & Technology Conference sponsored by Rutgers 
University.  Alanta, GA (April 14-17, 2005).

2005  * Southern New Mexico RN to BSN Initiative: Round Table Discussion (M. 
Hoke & M. Sizemore). Bureau of Health Professions First All Grantee 

2005  #Cultural Competencies Workshop University of North Carolina at 
Greensboro, School of Nursing. (4 hour faculty workshop on teaching cultural 
competence within nursing education), Greensboro, NC (Nov 16, 2005)

Notations: # invited * peer reviewed.  Unless specified all presentations were podium.

Dissertation

Community Health Clinical Specialists’ View of Graduate Community Health Nursing 
Competencies. (1999). New Mexico State University, Las Cruces, NM

III.  PROFESSIONAL SERVICE

Academic Committee Work

New Mexico State University-Committees
NMSU Advisory Council on Administrative Policy- Alternate Member
College of Health & Social Services Executive Team-member
Department of Nursing Faculty Organization- Chair
Department of Nursing Advisory Committee- Chair

**University of Texas –El Paso-Committees**
Nursing Faculty- Member
Graduate Curriculum Committee- Member & Chair  2000-2001
Nursing Evaluation Committee- Member & Chair 1999-2001
College Faculty Organization- Member & Chair Elect- 2001

**El Paso Community College –Committees**
EPCC Technology Committee- Member
Nursing Student Retention- Member
First Semester Retain Faculty- 1 Year (mentoring of students)

**State of New Mexico Activities**

New Mexico Nursing Shortage Statewide Strategy Sessions- active member
Resulted in report by the New Mexico Commission on Higher Education


New Mexico Department of Health. Medication Aids: Long-term Care & Schools Taskforce 2002. Member

Expert Witness on Nursing and Nursing Education to Health & Human Services Committee, Education Committee, Finance Committee of New Mexico Legislature (House of Representatives & Senate as appropriate) and Commission on Higher Education. 2001 through present.

Member, New Mexico Board of Nursing Education Committee, 2005 to present.

**Professional Activities:  See earlier section**

Text review for Delmar Publications

**Community Activities**

St Mark’s Parish Council- Member 2 years mid 1990s
Southwest Chapter American Red Cross- Board Member - 2003-2004
El Paso Safari Club- member 2003-2005
Periodic television/radio interviews related to nursing shortage & nursing education (2000-2005)
Periodic community presentations on nursing education/shortage, i.e. Border Area Council of Advanced Practitioners; Memorial Medical Center Board of Directors.
PERSONAL BACKGROUND STATEMENT

During the past twenty-eight years my experience has spanned a broad spectrum of issues related to maternal-child health. My interest in maternal-child health grew out of my childhood experiences as a daughter of an immigrant father and first generation mother from Eastern Europe. I grew up in multi-ethnic working class communities comprised of families like mine, recent immigrant families from post World War II Western and Eastern Europe. I was given a rich cultural heritage, yet my family and many other families that I knew experienced much stress related to immigration and subsequent acculturation, particularly related to conflicting cultural attitudes regarding women and children. This led to my participation in multiple projects related to maternal-child health.

For many years prior to becoming a nurse, I helped to found and was involved in a number of community based programs serving disenfranchised and vulnerable populations of women and families focusing on such issues as women’s reproductive health, violence against women, and women’s health hazards on the job and at home. A key focus of my work in these areas was developing plans for delivery of health care and evaluation of health care services, working with broad based consortiums of health care organizations, governmental agencies, corporate and community foundations, and community based organizations. These community based health care projects were undertaken in the Chicago area in communities with racial, cultural, and socio-economic diversity. These experiences led me to pursue a career in nursing to provide myself with a more comprehensive knowledge base from which I could continue to develop and implement models of health care based upon active collaboration between health care clients and health care providers.

The focus of my nursing practice and scholarly activities is with vulnerable populations of childbearing families, particularly with parents and their babies in the newborn intensive care setting and these families’ health care needs after the baby’s discharge to home. My program of research includes families’ evaluations of newborn intensive care and support programs and families’ cost burdens related to newborn intensive care in racially, culturally and socio-economically diverse groups of families. I work closely with family advocacy and interdisciplinary groups to inform my research, facilitating and working in broad based coalitions to address health care issues. My research also examines how telecommunication technologies can be utilized to facilitate provision of comprehensive health care services.

An integral component of my post doctorate was the study of scientific writing and various writing formats to develop further my skills and expertise in these areas to inform my research, scholarship and teaching. The need for nurses to communicate the unique contribution and importance of nursing in health care to the public across various media led me to include, as part of my study of writing, a focus on journalism and narrative writing to inform health policy.

The areas of focus of my teaching, research and scholarship at New Mexico State University are maternal child border health and health care policy, culturally competent health care and research, working in coalitions, and writing for health care professions.
EDUCATION


1992-1996 University of California, San Francisco School of Nursing Department of Family Health Care Nursing San Francisco, California PhD (December, 1996)

1989-1992 University of California, San Francisco School of Nursing MS (Clinical Specialist in Perinatal Nursing)

1983-1985 Rush University College of Nursing Chicago, Illinois BSN


LICENSES

2004-presenter Registered Nurse, New Mexico

1998-2004 Registered Nurse, Utah

1987-1998 Registered Nurse, California


PRINCIPAL POSITIONS HELD

10/2003-present New Mexico State University Associate Professor

7/1998-6/2001 College of Nursing, University of Utah Assistant Professor


1994-1997 University of California, San Francisco Medical Center Evaluation Consultant

1987-1990 University of California, San Francisco Medical Center Parent Resource Network Program


Department of Medical Surgical Nursing

Page 2 of 24
January 14, 2005
COLLEGE/UNIVERSITY SERVICE

New Mexico State University (NMSU)

8/2004- present
Roadrunner Program, Department of Nursing (DON)
  o Culture Consultant
  o Cultural Advisory Committee, Chair
  o Co-Coordinator for Program Faculty Workshops
  o Program Committee Member
  o Applicant Review Committee (Spring 2004)

Chairperson of Graduate Thesis Task Force DON

10/2003- present
MSN Program Committee(DON), NMSU

10/2003 - present
Doctoral Program Liaison for NMSU with University of New Mexico (initiation of collaborative doctoral program at NMSU in fall 2006)

10/2003 - present
Department of Nursing (DON) Faculty Committee

Prior to New Mexico State University

College of Nursing, University of Utah

2000-2001
Peer Review Merit Evaluations
  (Faculty member identifies a peer to individually review yearly goals and accomplishments and assign peer merit review rating)

2000-2001
Nursing Research Committee
  College of Nursing, University of Utah

1999-2001
Diversity Committee
  College of Nursing, University of Utah

1999-2000
Graduate Admissions and Advancement Committee (Masters & Doctoral Programs)
  College of Nursing, University of Utah

1999-2000
Collaborative Council
  Health Sciences Center Committee, University of Utah

1999-2001
Peer Review for Retention, Promotion, and Tenure
  (Review and write peer summary of faculty files for Retention, Promotion, and Tenure review process)

1999
Health Sciences Academy for High School Students from Underrepresented Populations

1999
Facilitator – supervise and provide exposure to clinical nursing experiences for high school student(s) from underrepresented populations

1998
Reviewer – Baccalaureate Nursing Program Applications

University of California, San Francisco Medical Center

1988-1990
Research Committee
  Intensive Care Nursery, University of California, San Francisco Medical Center

1987-1990
Primary Nursing Committee
  Intensive Care Nursery, University of California, San Francisco Medical Center
1987-1990  Developmental Committee
          Intensive Care Nursery, University of California, San Francisco Medical Center
          Rush Presbyterian St. Luke's Medical Center

1987     Problem Solving Task Force

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

2004-present  The National Association of Hispanic Nurses (Associate membership)
2003-present  Council on Nursing and Applied Anthropology (CONAA)
2001-present  The Society for Applied Anthropology
2000-present  UCSF Nursing Alumni Association
1999-present  Association of Women's Health, Obstetric, and Neonatal Nursing
1985-present  Sigma Theta Tau International
              o  Pi Omega Chapter 2005
                Department of Nursing, New Mexico State University
              o  Xi Chapter, Sigma Theta Tau 2002-2004
                School of Nursing, University of Pennsylvania
              o  Gamma Rho Chapter – Nominating Committee member 1998-2002
                College of Nursing, University of Utah
              o  Alpha Eta Chapter 1987-1998
                University of California, School of Nursing
              o  Gamma Phi 1985-1987
                Rush University College of Nursing
1999-2001  International Council on Women's Health Issues
1995-1997  American Association of Critical Nurses
1995-1997  Parent Care, Inc.
1994-1999  American Association of University Women
1989-1998  Neonatal Nurses of Northern California (Chapter of the National Association of
          Neonatal Nurses)
1988-1993  California Nurses Association
1985-2002  National Association For Neonatal Nurses
1985-1987  Illinois Nurses Association
1985-1987  Professional Nurses Association
          Rush Presbyterian St. Luke's Medical Center

HONORS, PRIZES, SCHOLARSHIPS OR AWARDS

12/2004  College of Health and Social Services Faculty Research Awards 2004
        Submitted application (Nov. 30, 2004) for award for research publication “Imposed
        Burdens: A Mexican American Mother’s Experience of Family Resources in a Newborn
        Intensive-Care Unit” in JOGNN (April, 2004)
        Announcement of awards pending as of 1/25/05

5/2004  Sustaining Member 2003-2004
        Teaching Academy, New Mexico State University
HONORS, PRIZES, SCHOLARSHIPS OR AWARDS

9/2001-present
Postdoctoral Fellowship
Center for Research on Vulnerable Women, Children, and Families
School of Nursing, University of Pennsylvania
National Institute of Health Fellowship – 5T32NR07100-04

Honors For Nursing Recognition, Spring 2001, Nursing Alumni, College of Nursing,
University of Utah

Master of Science Degree in Perinatal Nursing, Awarded with Distinction, University of
California, School of Nursing, San Francisco

Bachelor of Science in Nursing, Class Rank 1, Suma Cum Laude
Rush University College of Nursing

Deans Award for Scholastic Achievement – Graduation Honors
Rush University College of Nursing

1983-1985
In-service Scholarship
Rush University College of Nursing

1985
Sigma Theta Tau

1984-1985
Clinical Honors:
Obstetrical and Gynecological Clinical Rotation
Psychiatric Clinical Rotation
Rush University College of Nursing

1981
Phi Beta Kappa

EXTRAMURAL GRANTS/FUNDING

7/2004 - 2007 $1,026,100
Co-Author and Culture Consultant: “Roadrunner Project: A Fast Track to Nursing (DHSS-HRSA: 1 D65HP03147-01-00)
Culture Consultant (10% x 9 months and 25% x 3 months/per year)
Three year grant for alternate BSN program; submitted 12/2003 with Alison Smalley Mann, Ed.D, RN as Program Director

7/2004 - present $15,000
P.I. “Mexican American Mothers’ Experience of Participation in the Newborn Intensive Care Nursery” submitted 3/1/04;
Co-P.I. David Kahn, PhD, RN UT at Austin Southwest Partnership Center (SWPC), National Institute of Health Project withdrawn from SWPC by P.I. 12/04

2001-2003
P.I. “Family Resource Management Strategies Related to Newborn Intensive Care” Post doctoral research, National Institute of Health Fellowship – 5T32NR07100-04

2000-2001 $ 500
Sigma Theta Tau, Gamma Rho

1999-00 $11,000

"Building Bridges for Optimal Birth Outcomes: Working Collaboratively in the Spanish-Speaking Community," Educational conference for health care providers and representatives from community organizations;
Volunteer grant writer
Funding sources: March of Dimes and other business and health care organizations

1996-97 $1,800

San Francisco Foundation

1995-97 $48,200

Grant writer, development & evaluation consultant: “Parent Resource Network Program, University of California-San Francisco Medical Center. Intensive Care Nursery”
San Francisco Foundation

1994-1995 $2,000

Grant writer
AT&T Corp
In-Kind Donation of Computers
“Parent Resource Network Program”
University of California, San Francisco Medical Center

1993-96 $2,750

P.I.: “Mothers’ Experiences of Having a Hospitalized Premature Baby”
National Association of Neonatal Nurses
Sigma Theta Tau, Alpha Eta Chapter

1988-91 $2,500

Co-Investigator: “Stressors Reported by Mothers of Hospitalized Premature Infants”
National Association of Neonatal Nurses
Sigma Theta Tau, Alpha Eta Chapter

INTRAMURAL GRANTS/FUNDING

5/2004 $23,400

Co-Author: “Nursing for the 21st Century” GO Bond Proposal submitted to the NMSU Main Campus Library to augment, update and initiate multi-varied library resources for the Department of Nursing students and faculty; Awarded May 2004
Co-authors: Alison Mann Ed.D., RN & Joanne Hess, PhD, RN

10/2004 - ongoing $14,000

P.I. “Mexican American Mothers’ Experience of Participation in the Newborn Intensive Care Nursery” Department of Nursing, New Mexico State University

4/00-5/01 $2,000

P.I. “Family Resource Circumstances, Nonmedical Out-of-Pocket Costs and Family Strategies of Families of Premature, Low Birthweight Babies” Nursing Research Committee, College of Nursing University of Utah

Page 6 of 24
January 14, 2005
INTRAMURAL GRANTS/FUNDING

$22,740  
Approved Seed Initiative Grant, University of Utah  
for fundingApproved for funding but not funded – funding base insufficient to fund all grants approved for funding

1993-96  
$1,500  
P.I. “Mothers’ Experiences of Having a Hospitalized Premature Baby”  
Graduate Research Award  
University of California, San Francisco

ADDITIONAL GRANT/FUNDING ACTIVITIES

Mental Health Improvement via Nursing Distance Education (MIND) (DHHS-HRSA proposal) Mock reviewer; assisted with grant revisions;  
Funded grant effective July 2004; Mary Hoke, Ph.D., RN & Leslie Robbins, MSN, RN as project directors (Funded at $1,085,863 over 3 years)

PROGRAM DEVELOPMENT/EVALUATION - KEY PROJECTS

Telehealth Projects

2000-2001  
Web site development: Utah Organizations Providing Perinatal Services to the Latino Communities  
Volunteer supervisor  
Develop a web site to provide information about perinatal services and resources for Latino families for health care providers, community organizations, and health care clients. Developed an electronic survey instrument for organizations to complete that would be the basis for the web site and supervised initial phase of data collection.

Web site development: Utah Arthritis Foundation  
Volunteer Team Member  
Project facilitated through the University of Utah; members researched and designed a web site on fibromyalgia for the Utah Arthritis Foundation

1998-1999  
Telehealth Care, Salinas  
Program Consultant, Volunteer  
Consulted with health care organization, government, and community representatives about developing a plan for the application of telecommunication technologies for health and education in the Salinas community.
1997-1999

**Telehealth Care AT&T Corp**

Program Consultant

Member of AT&T team to identify and direct AT&T's resources for telehealth care and education in Hawaii.

Provided consultation to establish goals and priorities for funding telehealth care and education projects in Hawaii, assisted with development of projects, and reviewed grant applications. Provided consultation to government officials on the application of telecommunication technologies, regulatory concerns, and funding opportunities.

1997-1998

**Department of Health, State of Hawaii**

Research Consultant

Planning grant to develop a business plan including establishment of a policy and process for the effective use of telecommunication technologies to provide health care services in the State of Hawaii.

Developed a survey instrument to assist health care organizations to determine appropriate applications of telecommunication technologies for their client population. Publications and presentations pertaining to the survey completed.

**Parent Support Programs**

1992-1998

**Parent Resource Network of the Neonatal Intensive Care Unit at UCSF**

Evaluation consultant (salaried) and volunteer grant writer/program development; co-founder of the Parent Support Group

Provided consultation on development, facilitation, and evaluation of the program. Invited by the Department of Nursing at UCSF to develop a parent support program including the content of the support services, evaluation component, budget, and writing of the grants. Responsible for establishing a collaborative partnership between program staff, medical center principles, and foundation sponsors. Responsible for the development of evaluation tools, training of co-facilitators to the evaluation components of the program.

Responsible for the development, implementation and analysis of evaluation components including qualitative and quantitative analyses as well as writing data management program and final evaluation reports. Provided recommendations for program enhancement and NICU policy. Activities related to dissemination of the program model included presentations for national and local nursing and parent conferences and UCSF staff as well as publications in nursing journals.

**Women's Health**

1999-2001

**Utah Spanish Perinatal Outreach Board (Salt Lake City, Utah)**

Board Member, Volunteer

Volunteer grant writer, assisting with development of long term plan for organizational growth and development, evaluation of perinatal education services. Member of conference planning committee for an educational conference for health care providers entitled, "Building Bridges for Optimal Birth Outcomes: Working Collaboratively in the Spanish-Speaking Community," held November, 2000 in Salt Lake City, UT.

Page 8 of 24
January 14, 2005
1984-1985

**Health Evaluation Referral Service (Chicago, Illinois)**

Member, Volunteer on Fundraising Committee
Assisted with securing a stable funding base which included identifying potential foundations and other funding sources and maintaining program correspondence records. Other activities included overseeing membership records, fundraising mailings, and assisting with the organizational walkathon which raised several thousand dollars annually.

1975-1977

**Chicago Area-wide Coalition on Occupational Safety and Health**

Member, Volunteer on Resource Committee
Assisted with the development and implementation of referrals and follow-up to appropriate governmental, organizational, and community resources. Collaborated with other committee members to review studies on occupational health and safety issues, government policy, negotiated agreements, and proposed legislation, particularly those related to women's reproductive health and safety. Coordinated and participated in informational workshops on work, home and related community health hazards attended by employees, employers, community organizations, and members of governmental agencies. Assisted with campaigns to facilitate community awareness and participation in legislative activities surrounding protective legislation.

1973-1975

**Lake County Rape Crisis Force (Illinois)**

Co-chairperson and co-founder (volunteer)
Developed and implemented the program design and plan with other organizational officers. Collaborated with local law enforcement agencies, health organizations, and public agencies to develop and implement protocols on how to respond to victims of sexual violence which included an interview protocol, checklists for material evidence, and how to serve as an advocate. A key component of the program was providing educational workshops to these agencies which I helped to coordinate as well as conduct. Planning and developing workshops and training volunteer staff.

**OTHER**

1999-2000

Member of Delphi panel of the Delphi Neonatal End of Life Study, investigators Dr. Anita Catlin, Napa Valley College, Napa California, and Dr. Brian Carter, Vanderbilt University, Nashville, Tennessee: goal of research is to provide landmark protocol for end of life care in the neonatal population; Funding agencies – American Nurses Foundation, Lambda Gamma Chapter of Sigma Theta Tau
PUBLICATIONS

Journal Publications (all peer reviewed):
*indicates data based publications


*Fast tracked for rapid publication because of its significance to culturally competent practice – clinical research report*


Conference Proceedings Publications


Papers, Monographs and Reports


Journal Articles in Press:

Hurst, I. The legal landscape at the threshold of viability for premature infants: A nursing perspective, Part 1 (Accepted for publication in Journal of Perinatal and Neonatal Nursing (JPNN), Ethics Special Issue - April 2005) (Double blind peer review)

Selected as lead article for neonatal ethics section and article to have a C.E.U. offering in the JPNN Ethics Special Issue

Hurst, I. Manufactured versus informed consent: Negotiated parental decision-making in the newborn intensive care nursery, Part II. (Accepted for publication in JPNN, Special Topics Issue- August 2005) (Double blind peer review)

Manuscripts In Review:

Hurst, I. (2005). One size does not fit all: Parents’ evaluations of a support program in a newborn intensive care nursery. (data based manuscript)

Hurst, I. (2005). Latino families’ cost burdens related to newborn intensive care. (data based manuscript)

Manuscripts in Preparation:


Additional Publication Activities

“Nurses and Narrative Conference (October 3-5, 2003)” sponsored by Health Affairs (multidisciplinary health journal), funded by the W. K. Kellogg Foundation held in Airlie, Virginia. Invitational conference for nurses using narrative in their scholarly work and teaching to develop goals and strategies for using narrative writing to inform public health care policy.

Intramural DON NMSU/UNM Manuscript Reviewer Activities (2004)– volunteer reviewer for faculty manuscripts prior to submission for review
SPEECHES, PRESENTATIONS, WORKSHOPS, AND LECTURES
(*Peer Review Selection Process; + C.E.U. Credits)

2004
November
State of Advanced Nursing Practice and Education in New Mexico
Presented: Joint UNM/NMSU doctoral program
Border Area Council of Advanced Practice Nurses Board Meeting
November 9, 2004 Double Eagle, Mesilla, NM

2004
October
+ Pi Omega Chapter, Sigma Theta Tau Research Meeting Fall 2004
Podium Presentation: “Family Participation in the Newborn Intensive Care Nursery and Beyond: A Nursing Program of Research”
October 11, 2004, Mountain View Medical Center, Las Cruces, NM

2004
October
Health Promotion through Cancer Awareness – Breastival
“Breast Health, Breast Feeding, and Cancer Prevention in Women” Poster & Booth (140 visitors to booth & poster presentation)
October 8, 2004, New Mexico State University, Las Cruces, NM

2004
March/April
*+Social Science and Advocacy, The 64th Annual Meeting of the Society for Applied Anthropology; Podium presentation “Cultural Competence in Social Advocacy: Distraction or Key to Reducing Health Disparities?”
Authors: Irene Hurst, PhD, RN and Juliene Lipson, PhD, RN, FAAN
March 31 to April 4, 2004, Dallas, Texas

2003
June
+Parents and Caregivers: Working for Collaborative Decision-Making in the Newborn Intensive Care Nursery, (1) Podium Presentation: “Public Perceptions of Prematurity and Proposed Provider Responses” and (2) moderator: “You Are Not Alone” video on ethical decision-making in the NICU
June 4, 2003, Arnot-Ogden Medical Center, Elmira, New York

2003
May
*+Summer Nursing Research Institute 2003
Poster Presentation: “Family Strategies to Manage Demands on Their Resources Related to Newborn Intensive Care”
May 14, 2003, School of Nursing, University of Pennsylvania, Philadelphia, PA

2002
September
*+Advancing Nursing Practice Excellence: State of the Science Conference

2002
May
*+Summer Nursing Research Institute 2002
Poster Presentation: “Vigilant Watching Over: Mothers’ Actions to Safeguard their Premature Babies and Themselves in the Newborn Intensive Care Nursery”
May 14, 2002, School of Nursing, University of Pennsylvania, Philadelphia, PA

2002
May
*+Collaborative Decision-Making in Perinatal Care Conference
Poster Presentation: “Mothers’ Actions in the Newborn Intensive Care Nursery: Implications for Family-Centered Care”
Academy of Medicine, May 9-10, New York City, NY
May 6, 2002; Children’s Hospital of Philadelphia; Continuing Education Credits

2001
December
+“Conducting Culturally Competent Research,”
Panel Presentation by the International Center of Research for Women, Children and Families, School of Nursing, University of Pennsylvania
Presented a Case Study Application of Culturally Competent Research,
December 12, 2001, University of Pennsylvania, Philadelphia, PA

2000
November
Utah Spanish Perinatal Board and College of Nursing, University of Utah
Salt Lake City, UT

2000
January
*+Eleventh International Congress on Women’s Health Issues: Women’s Work, Health, and Quality of Life
Selected as an alternate podium presentation: “Support Needs of Spanish-speaking Only Families Experiencing Newborn Intensive Care,”
San Francisco, CA

1999
April
*+3rd International Neonatal Nursing Conference, Bridging the World
Podium Presentation: “Vigilant Watching Over: Mothers’ Actions to Safeguard Themselves in the NICU,”
Yorkshire, United Kingdom

1998
August
*+Pacific Medical Technology Symposium, (Podium Presentation – joint presentation given by J. Peebles – “Developing a Telehealth Care Community Assessment Survey for Hawaii,”), Honolulu, HI

1998
February
*+Frontiers in Nursing: Care of the Very Low Birthweight Infant.
Podium presentation entitled: “Vigilant Watching Over: Mothers’ Actions to Safeguard Their Hospitalized Premature Babies and Themselves,”
Salt Lake City, UT

1997
March
*+1997 Annual Meeting of the Society for Applied Anthropology
Panel Presentation – “Transitions in Perinatal Health for Mothers’ of Hospitalized Premature Babies” – (unable to attend due to family illness – conference abstract disseminated by Dr. Juliene Lipson)
Seattle, WA

1997
September
*+National Association of Neonatal Nurses (NANN), 13th Annual National Meeting
Podium presentation entitled “Vigilant Watching Over: Mothers’ Actions to Safeguard Their Hospitalized Premature Babies,”
Phoenix, AZ
1996 June  
National Association of Neonatal Nurses (NANN), San Francisco Clinical Update Workshop presentation entitled “Parents as Partners: Empowerment Through Support”, San Francisco, CA

1996 February  
March of Dimes, Annual Women’s Auxiliary Luncheon, Keynote Speaker “Parent Resource Network Program”, San Francisco, CA

1994 September  
National Association of Neonatal Nurses (NANN), 10th National Meeting Podium presentation: "Primary Topics of Discussion in a Support Group for Parents of Infants Hospitalized in a Neonatal Intensive Care Nursery” Chicago, IL

1994 Spring  
UCSF NICU Staff Meeting, Research Presentation “Parent Support Issues in the NICU”, San Francisco, CA

1993 February  
Frontiers in Nursing: Care of the Very Low Birthweight Infant, University of Utah Hospital NBICU Podium presentation: "Stressors Reported by Mothers of Hospitalized Premature Infants" Salt Lake City, Utah

1992 September  
National Association of Neonatal Nurses (NANN), 8th National Meeting Podium presentation: "Stressors Reported by Mothers of Hospitalized Premature Infants" New Orleans, LA

+Neonatal Nurses of Northern California, Chapter of NANN) Fall Meeting “Research in the Clinical Setting: Improving Patient Care,” panel member-clinical research issues Oakland, CA

+Winter Research Day, Department of Nursing, University of California, San Francisco, Panel member-“Clinical Research Issues”

Conference Presentations Pending  
(*Peer Review Selection Process; + C.E.U. Credits)

February 21, 2005  
Student Nursing Association, New Mexico State University Guest Presentation: Culture Care Concepts for Nursing Practice

April 5-10, 2005  
65th Annual Meeting of the Society for Applied Anthropology (SFAA) Heritage, Environment & Tourism Santa Fe, NM Podium Presentation: “Negotiating Culture with Mexican-American Families Experiencing Newborn Intensive Care”

April 16, 2005  
University of New Mexico College of Nursing Research Conference Albuquerque, NM
Podium Presentation: Investigating Latino Family Resource Needs in the Newborn Intensive Care Nursery

Conference Abstracts Submitted

Other Workshop Activities

November 15, 2004  + Adult Learner Teaching Principles
                  Coordinated Roadrunner Sponsored Workshop for DON faculty/preceptors
                  Mary Prentice, Ph.D. Guest Speaker
                  New Mexico State University

TEACHING ACTIVITIES

Teaching Responsibilities/Assignments Department of Nursing, New Mexico State University

2005 S  N596 Writing for Publication from a Health and Nursing Perspective (3 Semester Units)
        Graduate Course – 6 to 13 students per semester
        Position: Faculty of Record
        Focus: Designated writing course for all master’s level graduate students; units of
discourse for scientific, newssprint and narrative writing, application of theories of
scientific writing, and manuscript development
        Major Responsibilities: Course content including revising 60% of course from Spring
2004 to Fall 2004 and revising 50% of course in Spring 2005 because of changes in
DON Masters’ Programs completion requirements, sequencing of the N596 in the
program (now have students at beginning and end of program), lectures, student
materials, and student & course evaluation mechanisms in addition to NMSU course
evaluations

2004 F  N505 Theoretical Foundations of Advanced Nursing (3 Semester Units) – 12 students
        Position: Faculty of Record
        Focus: Master’s level introduction to nursing theory including nature of theory
development in field of nursing, structure and sources of knowledge of nursing theories
and application to nursing practice, research, education, and administration
        Major Responsibilities: Course content including developing new course syllabus (focus
of readings, progressive student learning objectives), implementing new pedagogical
teaching / student learning strategies e.g., multicontextuality, writing to learn, team
based problem solving, etc.; student materials, and student & course evaluation
mechanism in addition to NMSU course evaluations
        *GRASP – N505 participated in GRASP program – Dr. Judy McShannon, weekly
observer
2004 N596 Writing for Publication from a Health and Nursing Perspective (3 Semester Units)
Graduate Course – 5 students

**Position:** Lead lecturer – Co-Faculty

**Focus:** Designated writing course for all master's level graduate students; units of discourse for scientific, newsprint and narrative writing, application of theories of scientific writing, and manuscript development

**Major Responsibilities:** Course content including developing new course syllabus, lectures, student materials, and student & course evaluation mechanisms; lead lecturer (95% of lectures); coordinate activities with co-faculty

2004 N375 Research Section 2 (3 Semester Units) Distance Education Course with Web CT - RN to BSN Program – 37 students (4 sites: Las Cruces, Alamogordo, Carlsbad, & Deming)

**Position:** Co-Faculty

**Focus:** Theory integration, research paradigms and methods, ethics, Health People 2010, health disparities, vulnerable populations, and research application

**Major Responsibilities:** Co-lecturer (all class sessions co-lectured); developed & prepared 90% of all course materials; managed faculty-student communication and website; graded all course assignments; coordination with distance site facilitators

**Additional Teaching Activities**

**Spring 2005**
Roadrunner Guest Lecturer
Culture Concepts – January 26, 2005
Culture Care Concepts in Nursing: Debates & Application – February 2, 2005

**Spring 2004**
N303 Introduction to Research (Dr. Hess)
Guest lecturer workshop for student team project – April 16, 2004

**Spring 2004**
Honors English (Undergraduate Second Semester)
Volunteer Interviewee for Pre-Nursing Student (Nicole Lucero) Project – February 2, 2004

**Teaching Responsibilities/Assignments College of Nursing, University of Utah**

2000-2001 N3510 Lifespan Events (4 Semester Units) 60 Students

**Position:** Course Coordinator, Lead lecturer

**Focus:** Designated the cultural diversity course for the undergraduate baccalaureate program; Common health life events and problems across the life span; core concepts include Cultural Diversity, Family Theory, Wellness-illness, Levels of Health Promotion, and Healthy People 2010

**Major Responsibilities:** Course content including developing course syllabus, lectures, student materials, and student & course evaluation mechanisms; lead lecturer (2 days per week); coordinate activities with co-lecturer
2000-2001
N3520 Common Problems and Life Events (4 Semester Units) 60 Students

Position: Course Coordinator
Focus: 7 week clinical blocks (4 blocks per academic year) – maternity, pediatric and healthy aging clinicals
Major Responsibilities: Developing and coordinating undergraduate baccalaureate nursing clinical content with didactic content for N3510; prepare and communicate student and faculty clinical placements; coordinate and implement clinical orientation workshops every 7 weeks; oversee 6 clinical instructors and multiple hospital and community based clinical sites according to clinical consortium contracts; new faculty orientation and ongoing faculty development; oversee student evaluations

2001
N6012 Introduction to Curriculum and Instruction in Nursing (4 Semester Units)

Position: Preceptor
Focus: Dynamics of curriculum development structured as a preceptorship course in which the graduate student has an opportunity to work closely with and learn from a master classroom and clinical educator (i.e., preceptor)
Major Responsibilities: Work directly with one preceptee in both classroom and clinical setting to develop and assist preceptee with appropriate assignments and goals and objectives on a weekly basis; supervise activities; meet with course faculty of record (FOR) throughout the semester; provide written and oral evaluation of preceptee to FOR

1999-2000
N3510 Lifespan Events (4 Semester Units) 60 Students

Position: Guest Lecturer
Topics: Maternity content

1998-2000
N3520 Common Problems and Life Events Clinical (4 Semester Units)

Position: Maternal-Child Clinical Supervision – Clinical Instruction
Major Responsibilities: Development of new maternity clinical sites at University of Utah Health Sciences Center; development of maternity clinical content and all teaching materials; clinical supervision of approximately 10 undergraduate students for seven week blocks of clinical (4 blocks of clinical per academic year - ~40 students per academic year) consisting of two 6 hour days of clinical per week; and team meetings

1999-2000
N3520 Common Problems and Life Events (4 Semester Units)
Position: Supervisor of Teaching Assistant
Major Responsibilities: Supervise and mentor graduate student as a teaching assistant for maternity clinical (1999-2000) and community pediatric and healthy aging clinicals (2000-2001)

Teaching assistant was subsequently hired to be a Clinical Instructor in N3520 by the College of Nursing at the University of Utah

1998 F
N7001 Descriptive Research Designs (4 Semester Units)

1999 F
Position: Guest Lecturer

2000 F
Topics: “Building Your Research Career”
“Research and Working in Coalitions”
1999 F  N6005, Program Management and Evaluation (3 Semester Units)

Position: Guest Lecturer

Topic: "Working in Coalitions"

Teaching Activities/Responsibilities University of California (UCSF) & Health Sciences Center

1988-1998  Guest Lectures

Critical Care Training Program, University of California Medical Center, 1988 - 1998 (workshops on primary nursing, parent support issues, and family-centered care) both in the Intensive Care Nursery and the Pediatric Critical Care Training Programs

U.C. Berkeley, Sociology Department, Undergraduate program, Fall 1997, (maternal child health policy in the NICU)

1988-1990  Clinical Preceptor, Newborn Intensive Care Nursery, University of California, San Francisco Medical Center

Graduate Students Supervised: University of Utah

<table>
<thead>
<tr>
<th>Member/Chair</th>
<th>Degree Level</th>
<th>Date of Degree</th>
<th>Thesis/Dissertation Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member</td>
<td>PhD</td>
<td>6/01</td>
<td>A Standardized Vocabulary for an Occupational Health Surveillance Data Set</td>
</tr>
<tr>
<td>Member</td>
<td>MS</td>
<td>6/00</td>
<td>Cultural Beliefs and Practices Related to Breastfeeding</td>
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</tbody>
</table>

Independent Study/Honors Students Supervised: University of Utah

<table>
<thead>
<tr>
<th>Year</th>
<th>Level of Student</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>Baccalaureate – Helen Fuld Leadership Project</td>
<td>2</td>
</tr>
<tr>
<td>2000</td>
<td>Baccalaureate - Honors</td>
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<tr>
<td>1999</td>
<td>Baccalaureate - Honors</td>
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<tr>
<td>1999</td>
<td>Baccalaureate – Independent Study</td>
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<tr>
<td></td>
<td>Baccalaureate - Honors</td>
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## PROFESSIONAL DEVELOPMENT ACTIVITIES (Previous 5 Years)

### Research

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>September</td>
<td>New Mexico Section of the Association of Women’s Health, Obstetric and Neonatal Nurses Annual Meeting&lt;br&gt;“Cherish Our Past, Celebrate Our Present, Create Our Future”&lt;br&gt;September 17, 2004, Santa Fe, New Mexico</td>
</tr>
<tr>
<td>2004</td>
<td>August</td>
<td>Funded Research and Diversity: Get a Competitive Advantage&lt;br&gt;Faculty: Roberto A. Ibarra, Ph.D&lt;br&gt;Special Assistant for Diversity Initiatives in the Office of the Provost, University of New Mexico&lt;br&gt;Teaching Academy, New Mexico State University&lt;br&gt;August 20: 2 – 3:30 p.m.</td>
</tr>
<tr>
<td>2004</td>
<td>July</td>
<td>9th Summer Institute in Qualitative Research – Mixed Methods&lt;br&gt;July 11-16&lt;br&gt;Faculty: Margarete Sandelowski, RN, PhD&lt;br&gt;School of Nursing, University of North Carolina&lt;br&gt;Chapel Hill, North Carolina</td>
</tr>
<tr>
<td>2003</td>
<td>July</td>
<td>8th Summer Institute in Qualitative Research – Qualitative Methodologies&lt;br&gt;July 14-18, 2003&lt;br&gt;Faculty: Margarete Sandelowski, RN, PhD&lt;br&gt;School of Nursing, University of North Carolina&lt;br&gt;Chapel Hill, North Carolina</td>
</tr>
<tr>
<td>2002</td>
<td>July</td>
<td>7th Summer Institute in Qualitative Research – Qualitative Data Analysis&lt;br&gt;July 15-19, 2002&lt;br&gt;Faculty: Margarete Sandelowski, RN, PhD&lt;br&gt;School of Nursing, University of North Carolina&lt;br&gt;Chapel Hill, North Carolina</td>
</tr>
<tr>
<td>2002</td>
<td>May</td>
<td>Summer Nursing Research Institute&lt;br&gt;May 13 – 24, 2002&lt;br&gt;Sponsored by the School of Nursing, University of Pennsylvania</td>
</tr>
<tr>
<td>2002</td>
<td>March</td>
<td>14th Annual Scientific Session of the Eastern Nursing Research Society&lt;br&gt;Sponsored by the Eastern Nursing Research Society&lt;br&gt;March 21-23, The Pennsylvania State University&lt;br&gt;State College, Pennsylvania</td>
</tr>
<tr>
<td>2000</td>
<td>February</td>
<td>Frontiers in Nursing: Care of the Very Low Birthweight Infant&lt;br&gt;Sponsored by University Hospital NBICU and Utah Association of Neonatal Nurses&lt;br&gt;Salt Lake City, Utah</td>
</tr>
</tbody>
</table>
1999 November
A Community of Cultures: Exploring the Complex Adjustment Issues Impacting the Current Refugee Populations
Sponsored by Intermountain Health Care
Salt Lake City, Utah

1999 August
This is the Place, Again: The Impact of Immigration and Cultural Diversity on Primary Care
Sponsored by Intermountain Health Care Salt Lake Valley CME

1999 Spring
Data Retrieval and Management 5230/6230
University of Utah, Salt Lake City

1998-99
Utah Telehealth Network Seminar Series
Sponsored by the University of Utah Telemedicine Outreach Program: Salt Lake City, Price, and St. George, Utah (education and collaboration of health care providers and health organizations on implementation of computer and telecommunications in health care services in Utah)

1998 Fall
Communications 3000 Web site design
University of Utah, Salt Lake City

**Doctoral Education**

2005 January
2005 Doctoral Education Conference
“Bold Directions: Innovative Pathways to Doctoral Education in Nursing”
January 19-22
Sponsored by American Association of Colleges of Nursing (AACN)
San Diego, California

2004 February
2004 Doctoral Education Conference
“Sharing Successes in Doctoral Education”
February 4-7
Sponsored by American Association of Colleges of Nursing (AACN)
Captiva Island, Florida
<table>
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<tr>
<th>Year</th>
<th>Season</th>
<th>Event Title</th>
<th>Details</th>
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</table>
| 2004 | July/August | Santa Fe Writer's Workshop Twentieth Anniversary | Director: Michael Pettit  
July 31 – August 5, 2004  
Sponsor: Southwest Literary Center of Recursos De Santa Fe  
Santa Fe, New Mexico |
| 2003 | December | Nieman Conference on Narrative Journalism | December 5-7, 2003  
Sponsored by the Nieman Foundation for Journalism at Harvard University  
Cambridge, Massachusetts |
| 2003 | October | Nurses and Narrative Working Conference | October 3-5, 2003  
Sponsored by: W.K. Kellogg Foundation and Health Affairs  
Airlie, Virginia |
| 2003 | Fall | The Science of Scientific Writing Workshop II | Facilitator: Judith Swan, PhD  
Faculty Professional Development, School of Medicine, University of Pennsylvania |
| 2003 | Spring | The Science of Scientific Writing Workshop I | Facilitator: Judith Swan, PhD  
Faculty Professional Development, School of Medicine, University of Pennsylvania |
| 2003 | Spring | Journal Writing Workshop (recording field notes, journal writing methodology in research) | 2003AWRIT007100, General Studies Program, University of Pennsylvania |
| 2003 | Spring | What is Voice and Where is Yours? (nonfiction writing) | Faculty: Tanya Maria Barrientos  
2003AWRIT067100, General Studies Program, University of Pennsylvania |
| 2003 | Spring | Freelancing for Newspapers | Faculty: Walter Fox  
2003AWRIT064100, General Studies Program, University of Pennsylvania |
| 2003 | Spring | Eight Great Short Stories (analysis of writing techniques, e.g., use of metaphor for application to data analysis, nonfiction writing) | Faculty: James Rhan  
2003AARTS033100, General Studies Program, University of Pennsylvania |
| 2002 | Fall | The Art of the Screenplay (analysis of precise writing, metaphor, and other writing techniques as applied to screenplay writing) | Faculty: Marc Lapadula  
2002WRIT023100, General Studies Program, University of Pennsylvania |
2002 Fall
Eight Great Short Stories (analysis of writing techniques, e.g., use of metaphor for application to data analysis, nonfiction writing)
Faculty: James Rhan
2002AARTS033100, General Studies Program, University of Pennsylvania

2002 Spring
From Silence to Voice: Workshop on Nurses and Writing
Faculty: Suzanne Gordon
Eastern Nursing Research Society, March 23, Pennsylvania State University, PA

Teaching

2005 January
Responding to Diversity: Three Pedagogical Changes That Improve Retention and Achievement
Faculty: Craig E. Nelson, Ph.D, University of Indiana-Bloomington
Sponsor: Teaching Academy
January 10: 1:30 – 4:30 p.m.

2005 January
Fostering Critical Thinking in Scientific Disciplines and Across the Curriculum
Faculty: Craig E. Nelson, University of Indiana-Bloomington
Sponsor: Teaching Academy
January 10: 8:30 a.m. – 12:30 p.m.

2004 December
Backwards Course Design
Faculty: L. Dee Fink, University of Oklahoma
Sponsor: Teaching Academy, New Mexico State University
December 1: 3 – 4:30 p.m.

2004 November
The Foundations of Indigenous Knowledge
Faculty: Gregory Cajete, Ph.D
Sponsor: American Indian Program, New Mexico State University
November 17: 7 – 9:00 p.m.

2004 November
Teaching & Learning in Thailand
Faculty: A contingent of Thai Educators
Sponsor: Teaching Academy, New Mexico State University
November 10: 8 – 9:30 a.m.

2004 October
Discussion as a Way of Teaching
Faculty: Stephen L. Preskill, Ph.D. University of New Mexico
Sponsor: Teaching Academy, New Mexico State University
October 29: 1:30 – 4:30 p.m.

2004 August - December
GRASP – Participated in Gaining Retention & Achievement for Students Program (GRASP) NMSU program with N505 Theoretical Foundations of Advanced Nursing
GRASP Faculty Consultant – Judy McShannon Ph.D
2004  
**June**  
Teaching and Evaluation Strategies for Web-Based Courses (20 contact hours)  
Faculty: Diane Billings, PhD, RN  
Sponsor: Indiana University School of Nursing  
Location: University of New Mexico, School of Nursing  
June 17-27, 2004  

2004  
**May**  
Writing-Across-the-Curriculum Faculty Seminar  
Faculty: Chris Burnham, PhD & Monica Torres, PhD  
Sponsor: New Mexico State University  
May 17-21, 2004  

2004  
**April**  
What You Ask For Is What You Get: Designing Effective Writing Assignments  
Faculty: Chris Burnham, PhD & Susanne Green, PhD  
Sponsor: Teaching Academy, New Mexico State University  
April 17, 2004  
9 a.m. – 12 p.m.  

2004  
**March**  
The Sun Conference on Teaching and Learning  
Sponsored by The University of Texas at El Paso  
March 5 – 6, 2004  
El Paso, Texas  

2004  
**February**  
Making Time, Making Change: Avoiding Overload in College Teaching  
Faculty: Douglas Robertson, PhD  
Sponsor: Teaching Academy, New Mexico State University  
February 13  
8:30 – 10:15 a.m. Making Time I: Efficiencies and Boundaries  
10:30 a.m. – 12 p.m. Making Time II: Time and Values  
1:00 – 2:30 p.m. Making Change I: Why We Don’t Change...Resistance to Self  
3:00 – 4:30 p.m. Making Change II: Why We Don’t Change ... Resistance in Our Relationships  

2004  
**February**  
Toward Dismounting a Dead Horse: Avoiding Overload in College Teaching  
Faculty: Douglas Robertson, PhD  
Sponsor: Teaching Academy, New Mexico State University  
February 12: 2:30 – 4:00 p.m.  

2003  
**November**  
Teaching Minority and First Generation Students  
Faculty: Laura Gutierrez Spencer, PhD  
Sponsor: Teaching Academy, New Mexico State University  
November 14: 2:30 – 4:00 p.m.  

2003  
**November**  
Teaching for Strategic Learning  
Faculty: Claire Ellen Weinstein, PhD and Wilbert J. McKeachie, PhD  
Sponsor: Teaching Academy, New Mexico State University  
November 13: 12:30 – 2:00 p.m.  

Page 23 of 24  
January 14, 2005
2003 November  
Critical Thinking is Hard to Teach: How Do We Know When We’ve Done It?  
Faculty: Christine Reimers and William Robertson  
Sponsor: Teaching Academy, New Mexico State University  
November 6: 2:30 – 4:00 p.m.  

2003 November  
Teaching Critical Thinking: Will This Be On The Test?  
Faculty: Christine Reimers and William Robertson  
Sponsor: Teaching Academy, New Mexico State University  
November 6: 10:45 a.m. – 12:15 p.m.  

2003 November  
Teaching Critical Thinking: Are We Really Doing It?  
Faculty: Christine Reimers and William Robertson  
Sponsor: Teaching Academy, New Mexico State University  
November 6: 9-10:30 a.m.  

1998-99 Teaching Methods Workshops Series  
Sponsored by the College of Nursing, University of Utah  

Other  

2004 October  
3rd Annual Promotion and Tenure Workshop  
Faculty: Lisa Frehill, Ph.D., Bill Quintana, Ph.D., Tara Gray, Ph.D., Dean Cruzado-Salas; Dean Lacey; Pookie Sautter, Ph.D.  
Sponsor: Office of the Provost, Advance, and Teaching Academy, New Mexico State University  
October 2: 8 a.m. - 1:30 p.m.  

2004 February  
“Getting a Head Start for Spring Review” Spring Promotion and Tenure Working Session  
February 21: 8:30 a.m. – 12:30 p.m.  
Sponsor: Office of the Provost NMSU  

ADDITIONAL PUBLIC SERVICE  

1984  
43rd Ward Democratic Party  
Deputy Registrar  
Chicago, Illinois  

1976  
Community Law and Education Program  
Co-facilitator  
Sponsored by the League of Women Voters  
Chicago, Illinois  

References available upon request.
NEW MEXICO STATE UNIVERSITY
CURRICULUM VITAE

DOCUMENT DATE: Spring 2005

NAME: Becky Keele APRN, BC, Ph.D.

Office Address: Dept. of Nursing, MSC 3185
                Breland Hall, R359
                New Mexico State University
                P.O. Box 30001
                Las Cruces, NM 88003-8001

Home Address: 316 E. Joy Rd
               Anthony, NM 88021

Telephone No: (505) 646-2029

Telephone No: (505) 882-1296

DEPARTMENT/COLLEGE:
Nursing Department/New Mexico State University

PRESENT RANK & DATE OF RANK:
Associate Professor

NMSU APPOINTMENT HISTORY:

Year Appointed/Rank: Fall 1996/Visiting Professor
                    Fall 1997/Assistant Professor
                    Spring 2003/Associate Professor

DATE & PLACE OF BIRTH: 11/04/55- Conway, AR

CITIZEN OF: USA

EDUCATION:

High School: Vilonia High School, Vilonia, AR: Graduated, May 1973

Baccalaureate: University of Central Arkansas: BSN, May 1978

Graduate: University of Kansas: MS, May 1990
          Ph.D., May 2000

Licensure: 1996- present Registered Nurse in State of New Mexico
1988- present  Registered Nurse in State of Kansas
1975- present  Registered Nurse in State of Arkansas

Certification: 2000- present APRN, BC  Clinical Specialist in Community Health Nursing, ANCC
1990-2000: RN,C Community Health Nurse Certification, ANCC

PROFESSIONAL EXPERIENCES
Fall 2003-present  Associate Professor, New Mexico State University, Las Cruces, NM
Fall 1997-2003   Assistant Professor, New Mexico State University, Las Cruces, NM
Fall 1996-1997   Visiting Professor, New Mexico State University, Las Cruces, NM
Fall 1995-1996   Associate Professor, Pittsburg State University, Pittsburg, KS
Fall 1988-1995   Assistant Professor, Pittsburg State University, Pittsburg, KS
Fall 1989-1996   Clinical Positions: Staff Nurse, Home Health; Girard District Hospital and Mt. Carmel Medical Center, Pittsburg, KS
Fall 1987-1988   Staff Nurse, Mercy Hospital; Fort Scott, KS

PROFESSIONAL SOCIETY MEMBERSHIP(S) (current and last 5 years):
Reversal Theory Society
Phi Delta Kappa
Sigma Theta Tau, Pi Omega Chapter
District #14 Nurses’ Association, NM
District #14 Nurses’ Association, NM
University of Central Arkansas Alumni Association
University of Kansas Alumni Association
Phi Kappa Phi

HONORS/AWARDS:
Oct., 2004  Received Nurse Researcher Award from the New Mexico Nurses Association
Fall, 2002  Received College of Health and Social Services Research Award, $500.
Fall, 2003  Received College of Health and Social Services Research Award, $500.
Spring, 2002 Nominated to represent the College of Health and Social Services for the University Research Council Awards for Exceptional Achievements in Creative Scholarly Activity
Dec., 1999  Received PH.D. in Nursing from The University of Kansas with a 4.0 GPA

1997-1998  Finalist for the University award entitled the Patricia Christmore Faculty Teaching Award.

Fall, 1991  Awarded Pre-Doctoral Fellowship from The University of Kansas Medical Ctr.

May, 1990  Received Master’s of Science Degree with a 4.0 GPA

I. TEACHING ACTIVITIES

A. Years at NMSU- Fall 1996-present

B. Years at Other Colleges/Universities (Please list)
   Pittsburg State University 1988-1996

C. Courses Taught at NMSU in Last Five Years

1. Undergraduate- Coordinator of the Family Centered Clinical Nursing Course (clinical that includes pediatrics, O.B., and Community Health Nursing); Research Utilization in Nursing Course for both BSN and RN completion Students, Community Health Nursing Theory for both BSN and RN completion Students

2. Graduate- Advanced Community Health Nursing; Graduate Nursing Research Course

3. Theses/Master Project’s Committees- Served on one Master’s in Public Health thesis committee and chaired two MSN students orals committees.

   1. Course or Curriculum Development- I have completely revised and over-hauled the Family Centered Nursing Course Clinical and the research courses. Reduced and streamlined paperwork requirements for this course. Also added community analysis projects. Examples include campus wide health fair for students, staff and faculty, Teddy Bear Clinic Projects, a series of educational offerings for an alternative high school, development of an on-line resource directory, implementation of an anti-smoking education campaign entitled “Tar Wars” in the elementary schools in Las Cruces, development of student-managed wellness clinics at three local senior citizen buildings, an assisted living facility, and at the local homeless shelter, etc. I have added a new creative teaching strategy to the undergraduate research class. Students participate in an experiment entitled “The Great Cookie Experiment”
where they learn first hand, in a fun way, the research process. Students rate two cookies; one ingredient is different, on qualities such as taste and texture. Data is entered and statistical analyses are done. This project has stimulated much discussion within the classroom setting. I have also developed the undergraduate research course as a Web-CT course and taught it to the BSN Completion Students, Spring 2002. I made major changes to the Graduate Nursing Research class. For example, as part of the course, the students actually write and implement a research proposal of their own design. They are involved hands-on in all phases of the research process from problem identification to dissemination of the findings via a paper. Two such research projects have been published in refereed journals. I have also taught the graduate research class as an interdisciplinary course with Masters in Public Health Graduate Students. It was team-taught with a health science faculty member but I assumed the lead role. Feedback was very positive from both nursing and public health students.

E. Course Materials (Unpublished)
Development of assessment tools for both Family Assessment based on Roy’s Adaptation Model and Community Assessment based on General Systems Theory. Development of a Web-CT Based Course entitled “Introduction to Nursing Research”, which is a required course for undergraduate nursing students.

II. RESEARCH ACTIVITIES
a. Funded Research in Last Five Years

Fall 2004-Spring 2005 “CHSS on the Move” Exercise program and research study focused on designing individualized exercise prescriptions for faculty, staff and students within the College of Health and Social Services. Internally funded by the Dean of CHSS for approximately 3,000.

Fall 2003-Spring 2004 “Validity and Reliability of the Exercise Motivation Questionnaire with a Mexican American Population”. Pilot study proposal submitted as part of an overall collaborative P20 Program Grant with the University of Austin School of Nursing. Budget: 12,000.


Spring 2000-Fall 2000: “Hot Projects” Grant to develop an educational video to highlight the wellness center at the Gospel Rescue Mission. Budget: $1,000

Spring 2001: “Hot Projects” Grant to examine the effects of an individually tailored exercise prescription on exercise adherence in a group of adults who wanted to start or improve their exercise program. Budget: $1,000
b. **Research Not Funded**

Completed, Dec. 1999: Dissertation Research: Reversal Theory and Motivational Factors For Exercising (Methodological Study that resulted in the development of an instrument to measure motives for exercising)

Spring, 1999: Examined the effects of a “Teddy Bear Clinic” on a group of head start children in Dona Ana County New Mexico.

Spring, 2000: Examined the effects of crossing legs on blood pressure in a group of community dwelling senior citizens

Spring, 2002: Compared the health promoting lifestyle behaviors of a group of registered nurses with a group in the general population.

C. **Fellowships/Grants/Special Awards in Last Five Years**

Service-Learning Grant, Spring 1999, $500 to help fund supplies at a Wellness Center I developed at the Gospel Rescue Mission

**Research Areas of Interest:** Any health promotion topic but in particular adherence issues related to exercise and nutrition.

III. **PUBLICATION***

A. **Journal Articles Published**

1. **Refereed Journals**

Keele-Smith, Leon, Teresa (October, 2003). Evaluation of Individually Tailored Interventions on Exercise Adherence. *Western Journal of Nursing Research*


2. **Nonrefereed Journals**

3. Works in Progress


B. Papers/Abstracts Published in Conference Proceedings

1. Referred Papers

Keele-Smith, Rebecca (2001). Effects of Crossing Legs on blood pressure measurement in a senior population. 36th Sigma Theta Tau International Biennial Convention, November 10-14 in Indianapolis, Indiana.

Keele-Smith, Rebecca (2001). Reversal theory and motivational factors for exercising. 10th International Conference on Reversal Theory, July 2-6, Hobart, Australia.

Keele-Smith, Rebecca (2001). Effects of crossing legs on blood pressure in a senior population. Published in the WIN Assembly Communicating Nursing Research Conference Proceedings, Volume 34, April 19-21.


Keele-Smith (Jan. 3-6,2001). Teaching graduate nursing research by Doing research. Abstract published by Mosby's Faculty Development Institute 2001.


Keele, Becky, Connelly, Lynn, Kleinbeck, Susan & Schneider, Joanne (1992). A focused ethnographic study of empowerment from the client’s
C. Creative Shows/Exhibits/Posters

1. Refereed


Poster presentation: “Developing a student-ran wellness center at a homeless population” presented at the first annual New Mexico State University Research and Creative Activities Fair, NMSU, Las Cruces, NM, October 2, 2001.

Poster presentation: “Using research to teach research to graduate nursing students” presented at the first annual New Mexico State University Research and Creative Activities Fair, NMSU, Las Cruces, NM, October 2, 2001.


Keele-Smith (Jan. 4, 2000). Teaching graduate nursing research by doing research. Mosby's Faculty Development Institute 2000, Ceasar's Palace, Las Vegas, Nevada.


Poster presentation entitled “A Place to be Yourself: A Focused Ethnographic Study of Empowerment from the Client’s Perspective” presented at the third

D. Creative Performances

Helped develop and coordinate the first, Second and Third Annual NMSU Research and Creative Activities Fair, 2001-2003.

Implementation of Project: Healthylife, a community intervention research project developed for the community of Girard by a multidisciplinary group of concerned community residents.

Development of a nursing student managed wellness center at the local homeless shelter.

Coordinated a campus-wide health fair for staff/students/faculty at New Mexico State University, 1999.

Helped host the Family Motor Coach Association Convention by doing a health fair for participants during Spring Break on my own time March, 1998.

Television- KRWG highlighted the Tar Wars Curriculum Project at area schools that I coordinated, 1997.

KRWG highlighted the wellness center at the gospel rescue mission on one of their news spots May, 1998. I was interviewed on T.V. about what we do.


(Christmas Break, 1997) Planned and coordinated special community service project with nursing students from another University (Pittsburg State University in Kansas). Project involved getting both groups of nursing students (NMSU and PSU) working together on several projects such as a health fair at Munson Senior Center. Other activities included a tour of the campus, a social potluck/games, orientation to Onate's School-Based Wellness Center, shopping at old Mesilla, eating Mexican food, and a trip to Juarez, Mexico.

Coordinated multiple “Teddy Bear Clinics” for area day cares, head start programs, and kindergarten classes. Focus was on teaching good health promotion activities such as exercise and good nutrition. Another goal was to decrease anxiety of children when they have to enter the health care system.

Developed an on-line resource directory to be used by health care providers or anyone that has Internet capabilities.

Developed Wellness Centers at four different sites that are totally ran by nursing
students throughout the year. Two are at senior centers, one at the homeless shelter, and one at a local assisted living facility.

E. Papers Presented
1. Invited and/or Refereed Internationally or Nationally

“Promoting Physical Activity with Mexican American Adults,” presented as part of a podium symposium on Building Health Disparities Research Capacity at the WIN Assembly entitled Looking Ahead: Innovations in Nursing Science, Practice, and Education, April 7, 2005, Renaissance Parc 55 Hotel, San Francisco, California.


“Effects of Crossing Legs on blood pressure measurement in a senior population” presented as a podium presentation at the 36\textsuperscript{th} Sigma Theta Tau International Biennial Convention in Indianapolis, Indiana, Nov. 10-14.

2. Invited and/or Refereed Local/Regionally

Keele, Rebecca (2004). Invited guest lecturer for Women’s Health class on physical activity as a lifestyle factor in promoting health.

Keele, Rebecca (2004). Development of the Exercise Motivation Questionnaire (EMQ) with Mexican American Adults. STT, Pi Omega Chapter.


“Reversal Theory and Motivation Factors for Exercising.” Podium presentation at the WIN Regional Research Conference held in Seattle, Washington, April 19-21, 2001


“Reversal Theory and Motivation Factors for Exercising,” presented at Scholarly Day of the Pi Omega STT Chapter, November 17, 2000, Las Cruces, NM.

“Teddy Bear Clinic: A Health Promotion Activity for Preschool Age Children”
presented at Scholarly Day of the National Honor Society, November 6, 1998, Las Cruces, NM.


“A Place to be Yourself: A Focused Ethnographic Study of Empowerment from the Client’s Perspective.” Symposium presentation, Midwest Research Conference, Cleveland, Ohio 1993.

“Psychometric Evaluation of the Paratelic Dominance Scale,” Third Annual Kansas Nursing Research Exchange, University of Kansas Medical Center, Kansas City, 1992.

F. Other Scholarly Work

Reviewer for Evidence-Based Practice in Nursing & Healthcare by Melnyk and Fineout-Overholt, Lippincott Williams & Wilkins, 2005.


My work was highlighted in the University Publication entitled: “Viewbook”. 2000-2001 which is distributed to many schools across the country as a recruitment tool.

My work was also highlighted in another University Publication called “The Panorama”. This highlights my work with children (2000).

Participated in implementing a survey of meal satisfaction of senior citizens receiving “Meals on Wheels” from a local senior center using community health nursing students to assist with data collection and analysis.


Newspaper Articles:
Sun News, Las Cruces, NM, Sept. 25, 1997. NMSU nursing program reaches out to area's homeless.

children's fears about doctor visits.

**Department Newsletter:**

Nursing Newsletter, NMSU Nursing Dept., Spring 1998. Teddy bear clinics!

**IV. PROFESSIONAL DEVELOPMENT**

Launching a Project or What to Do Now That You’re Funded. Southwest Partnership Center Colloquium, May 2, 2003.

Writing for Publication Workshop and Nudist Software Training, UT-Austin School of Nursing, February 21 and 22, 2002.


First Annual New Mexico State University Research and Creative Activities Fair, Las Cruces, NM, October 2, 2001.

10th International Conference on Reversal Theory, Hobart, Australia, July 2-6, 2001.

The University of Texas at Austin Center for Health Promotion and Disease Prevention Research for Underserved Populations Summer Institute, UT-Austin School of Nursing, June 11-15, 2001.


Establishing Partnerships to Address Health Disparities and the Career Development of Minority Nurse Researchers, Sponsored by the National Institutes of Health, National Institute of Nursing Research, and the National Center on Minority Health and Health Disparities, Feb. 4-6, 2001, Bethesda, Maryland.

Mosby’s Faculty Development Institute, Jan. 3-6, 2001, Las Vegas, Nevada.


Scholarly Day, National Honor Society, Fall 1998.

**V. PROFESSIONAL SERVICE**
A. Committee Assignments in Last Five Years

1. University Committees Chaired
   Currently Chair for the University Research Council

2. University Committees Membership

University Research Council, Fall 2000 to 2004
General Education Course Certification Committee Fall 2002 to present.
General Education Course Certification Committee Alternate Fall 2001 to Spring 2002.
General Education Assessment Committee, Spring 2000 to Fall 2001
Student Health Advisory Council, Spring 2000 to Fall 2001

3. College/Department Committees Chaired

Promotion and Tenure Committee Chair, Fall 2004-present
BSN Program Committee Chair, July, 2002-2004
MSN Program Committee Ad Hoc Committee on Advanced Community Health
Student Affairs, 1998-1999

4. College/Department Committees Membership

   Faculty Organization 1996-present
   BSN Program Committee Fall 2002-2004
   Faculty Organization Executive Committee-July-present
   MSN Program Committee Spring 2002 to present
   BSN Program Committee 1999-Fall 2001
   Student Affairs 1997-1999
   Faculty Affairs 1996-1998
   (Secretary 1996-1997)

B. Positions Held in Professional Associations in Last Five Years

Advisory Committee Member for the Dona Ana County Head Start, Fall 2000 to present.
Advisory Board Member for Memorial Medical Center’s Home Health Agency, 1999-present.
Research Committee Chair for local STT Chapter, Pi Omega 2001-present
Developed and served on the Patient Care Steering Committee for Mt. View Regional Medical Center, 2000-2002.
Eligibility Chair and Counselor for local STT Chapter, Pi Omega 1998-2000
Secretary and member of Onate High School Wellness Center
Advisory Board  1998-2000
Member of a state level committee entitled “Cardiovascular
Disease Prevention Group” 1998-2000
Vitae

Name: Teresa Lynn Keller

Address: 4418 Echo Canyon
         Las Cruces, NM 88011

Phone: (505) 525-1116

Social Security: 457-02-9304

Professional Credentials

Registered Nurse
   Texas (active)
   Illinois (inactive)
   Missouri (inactive)
   New Mexico (active)

Education

MSN (2003)
   Nursing Administration
   New Mexico State University

Ph.D. (1999)
   Public Policy Analysis
   And Administration
   Saint Louis University
   St. Louis, Mo.

Masters (1991)
   of Public Administration (1991)
   Troy State University
   Troy, Alabama

Bachelor’s of Science (1981)
   In Nursing
   University of Texas
   El Paso, Texas
**Organizations and Committees**

2004  NMSU Department of Nursing

- MSN Committee
- BSN Committee
- Evaluation Committee (Chairman)
- Faculty Search Committee

College of Health and Social Sciences

- Faculty Affairs

Sigma Theta Tau-Pi Omega Chapter

- Faculty Counselor

2003  NMSU Department of Nursing

- Faculty Affairs
- BSN Program Committee

College of Health and Social Sciences

- Faculty Affairs

2002  Sigma Theta Tau International

- Pi Omega Chapter

2002  American Nurses’ Association

2002  New Mexico Nurses Association

1998  IMPAC representative, Southern District

Illinois State Medical Society

1992  Pi Alpha Alpha

National Honor Society for Public Affairs and Administration

1988  Quality Assurance Coordinator, Department of Nursing

USAF Hospital Incirlik AB, Turkey
Publications

Contributor to:


Case Study Response Published


Peer-Reviewed Publications


Book Chapters


Presentations

“Coaching New Faculty” Podium Presentation. Annual Conference of the American Association of Colleges of Nursing. 16-18 November, San Antonio, Texas.


“Bridging Clinical Practice and Community Health Policy” for Advanced Practice nurses. Guest Lecturer at the University of Texas at El Paso, 27 September 2002.


**Employment History**

2002-current  Assistant Professor, New Mexico State University Department of Nursing. Instructor for Leadership and Management/Preceptorship for senior nursing students.

1998-2001  RN  staff/clinic administrator. The Vein Clinic Belleville, Illinois

1992-1998  Pursuing doctorate in Public Policy Analysis and Administration

1987-1991  Pursuing Masters in Public Administration

1981-1989  Nurse Corps officer United States Air Force Duty stations: Biloxi, Mississippi Incirlik AB, Turkey

Work areas
- Obstetrics and Gynecology, Neonatal ICU
- Adult Surgical, Quality Assurance
- Nursing Supervisor

Highest rank achieved: Captain

1981-1982  RN Neonatal Intensive Care Unit RE Thomason General Hospital El Paso, Texas
Research

2004- present

Hispanic Perceptions, Values, and Attitudes Toward End-Of-Life Care In Hospice Setting.  5 P20 NR008352-02 Hoke (PI) Keller (Co-PI) Rew 04/01/2005-04/01/2006 NIH/NINR

Mexican-American Parents’ Perceptions of Their Relationship with Nurses in a Child Immunization Clinic  5 P20 NR008352-02 Hoke (PI) Keller (Co-PI) 07/01/03-6/30/05 NIH/NINR

2002
New Mexico School Nurse Survey. New Mexico State University.
Data collection and analysis

1997-1999

1995-1996
“Early Steps” Program Evaluation Plan. Missouri Department of Health and Human Services. (graduate school research)

1993-1995
March of Dimes Needs Assessment for Missouri/Illinois: Metro East Region (graduate school research)

1984-1985
NEW MEXICO STATE UNIVERSITY
CURRICULUM VITAE

DOCUMENT DATE: Fall 2005

NAME: Alison S. Mann, Ed.D, MSN, RN

Office Address:  Home Address:
Department of Nursing, MSC 3185  2722 Bright Star Place
235 CHSS Las Cruces, NM 88011
New Mexico State University
P.O. Box 30001 Las Cruces, NM 88003-8001

Telephone No.: (505) 646-1919 Telephone No.: (505) 521-7793

DEPARTMENT/COLLEGE:
Nursing/College of Health and Social Services

PRESENT RANK & DATE OF RANK:
Assistant Professor, August 2000

NMSU APPOINTMENT HISTORY:
Year Appointed/ Rank: Fall 2000/Assistant Professor

DATE & PLACE OF BIRTH: Portland, Maine

CITIZEN OF: USA

EDUCATION:

High School: Edward Little High School, Auburn, Maine: Graduated 1963

Baccalaureate: University of Michigan, Ann Arbor, Michigan: BSN, May 1967

Graduate: Boston University, Boston, Massachusetts: MSN, May 1974
University of Houston, Houston, Texas: Ed.D, May 1984

Licensure: 1999-Present Registered Nurse in New Mexico
1974-Present Registered Nurse in Texas
PROFESSIONAL EXPERIENCES

Fall 2000- present  Assistant Professor, New Mexico State University, Las Cruces, NM
Fall 1999-2000  Consultation Services, Las Cruces, NM,
Feb.1998-May 1999  CEO, Mesilla Valley Hospital, Las Cruces, NM
Fall 1997-Feb. 1998  Nurse Executive, Mesilla Valley Hospital, Las Cruces, NM
1991-1997  Associate Administrator & Nurse Executive, West Oaks Hospital, Houston, TX
1989-1991  Assistant Administrator, Nurse Executive, West Oaks Hospital, Houston, TX
1987-1989  Executive Director, Day Treatment Services, West Oaks Hospital, Houston, TX
1984-1987  Director, Day Treatment Services, West Oaks Hospital, Houston, TX
1975-1982  Private Practice, Houston, TX
1974-1977  Instructor, Texas Woman’s University, Houston, TX
1971-1973  Therapist Intern, Dorchester Community Mental Health Center, Dorchester, MA
1969-1971  Clinical Coordinator and Therapist, Concord Community Mental Health Center, Concord, MA
1968-1969  Instructor, Peter Bent Brigham Hospital School of Nursing, Boston, MA
1967-1968  McLean Hospital, Belmont, MA, Head Nurse and Couples Therapist

HONORS/AWARDS:

Fall 2005  Recipient of the Patricia Christmore Award for Excellence in Teaching. One of two University faculty members selected annually, and the first nursing faculty member to receive this award.
Fall 2005  Elected to serve on the ADVANCING Leaders Committee 2005-2006. Voting was done by the 2004-2005 ADVANCING Leaders peer group
Fall 2004  Selected as one of 14 faculty for the 2004-2005 ADVANCING Leaders Program, funded by the National Science Foundation. Only representative from the College of Health and Social Services, New Mexico State University.
Summer 2004  Appointed as Summer Research Fellow to the Southwest Partnership Center (The University of Texas at Austin School of Nursing & NMSU Department of Nursing,
May 2004 Presented with the Distinguished Member Award for 2003-2004 from the Teaching Academy

Spring 2003 – Current Appointed to the NMSU Teaching Academy Board of Advisors by Provost.

Spring 2002 Nominated to represent the College of Health and Social Services for the University Research Council Awards for Exceptional Achievements in Creative Scholarly Activity.

Summer 2001 Appointed as Summer Research Institute Fellow to The Center for Health Promotion/Disease Prevention Research in Underserved Populations, an NIH–funded Research Center, The University of Texas at Austin.

Fall 2001 Nominated to represent the College of Health and Social Services for the University Research Council Awards for Exceptional Achievements in Creative Scholarly Activity.

I. TEACHING ACTIVITIES

A. Years at NMSU: (Fall, 2000- present)

B. Years at Other Colleges/Universities (Please list)

Texas Woman’s University, Houston, TX 1974-1977
Peter Bent Brigham Hospital, School of Nursing, Boston, MA 1968-69

C. Courses Taught at NMSU in Last Five Years

1. Undergraduate
   Community Health and Family Nursing-Clinical- Team member
   Psychiatric Nursing-Clinical Primary
   Psychiatric Nursing- Theory- Primary

2. Graduate
   Nursing Administration in Healthcare Agencies-Primary
   Nursing Administration in Healthcare Organizations-Primary
   Advanced Field Placement- Psych. Nursing- Primary
   Advanced Field Placement-Administrative Nursing- Primary

3. Course or Curriculum Development

Roadrunner Program- Director of the Roadrunner Program. In that capacity, developed sequencing, curriculum and format for this new accelerated nursing program for students who have a bachelor’s degree in a field other than nursing. Developed admission tools and criteria, interview guides, and conducted the interviewing and acceptance process. Responsible for all aspects of program development, evaluation, finances and implementation.

Nursing Administration in Healthcare Organizations- Created a model for the students where they look at a nursing administration problem including trends, and then plan a solution using administrative tools like vision, strategy, planning and communication. The students present these as written segments,
using current nursing administration articles to bolster their arguments. These can be the basis for projects in the following semester. Case studies and visiting lecturers are incorporated in this class.

**Nursing Administration in Healthcare Agencies**- Had not been taught in 5 years. Developed, with assigned theory, a curriculum where students design a program for their agencies, including description, budget, marketing plan, evaluation tools, and needed resources. Students have used their final papers to actually recommend to their agency administrators these new programs. A parallel process is achieved by having the whole class design a new project together in class to serve as an example for their individual projects.

**Psychiatric Nursing Theory**- Revamped a lecture course into a team learning course (after attending a workshop sponsored by CED), where student discussion, and critical thinking are vital. All materials were redesigned to fit a team learning experience. The course uses individual and team quizzes and exams, critical thinking exercises, and team presentation as well as popular movies that show people with mental illness. Students have been highly complimentary of this type of teaching and learning, and a peer evaluator, knowledgeable about team learning, has sent a positive letter to the Department Chair after reviewing the class.

**Psychiatric Nursing Theory and Clinical- Roadrunner Program**- Condensed a one semester course into a 3.5 week course for the accelerated nursing program. Revised all aspects of the course: quizzes, exams, syllabi, team exercises, clinical and theoretical sequencing so that what the students see in clinical is mirrored in theory. Recommended new clinical sites for this group; integrated cultural concepts into the course.

**D. Theses/Master Project’s Committees**- Served on six MSN project committees (Janet Schuellar, Mary Beth Fuller, Jamie Cox, Dora Thomas, Vina de la O, Lena Martinez)

**E. Graduate Faculty Status**
- Appointed to Graduate Faculty 2001-2003
- Appointed to Graduate Faculty 2004-Present

**F. Course Materials (Unpublished)**
- Team learning for psychiatric nursing- critical thinking exercises and quizzes, course syllabus and schedule, chapter review summaries.
- Administration courses- project requirements, course outlines, parallel process materials
- Cultural Concepts integration- Psychiatric Nursing

**II. RESEARCH ACTIVITIES**

**A. Funded Research and Grants**

Fall, 2001-Spring 2002: Center for Health Promotion Disease Prevention Research in Underserved Populations The University of Texas at Austin (NIH Funded Research Center): Strategies Used By Mexican-American Women To Deal with Depression. Principal Investigator. Funded: $10,636.


Spring, 2001: Paso del Norte Foundation, Hot Project Grant: Diabetes sung to a different tune: The melding of two languages and two disciplines through one melody. Faculty Director. Funded $1000.

Fall, 2000: Paso del Norte Foundation, Hot Project Grant: Nursing and Graphic Design to Promote Diabetes Self-Care. Faculty Director: Funded $1000.

Fall 1998- State of New Mexico, Department of Health, Community Grant: Jail diversion for the mentally ill of Dona Ana County. Principal Director. Funded: $150,000. Continues to be funded annually.

B. Research waiting funding

Fall, 2005-New Mexico State University, Research Clusters: Adolescent Pregnancy from the Parental Perspective: The Missing Element. PI: Jacquelyn Williams, CoI: Mann, Blair, Roditti, Thatcher. Request for funding: $25,000.

Summer, 2005- Fall 2005- Working on R15 proposal to National Institute of Nursing Research

C. Research not funded

Spring 2001: US Department of Commerce- Technology Opportunity Program grant to provide training on computers to people in rural communities in order to reduce social isolation. Co- principal investigator. Budget: 246,700 from Commerce Department with matching funds required to total 493,400. Grant was approved verbally July 2001. We were unable to obtain the match since initial partner pulled out of grant, so grant was not awarded.

Research Areas of Interest: Mental Health/Mental Illness, Community Mental Health, Community Health, Administration

III. PUBLICATION

1. Refereed Journals


2. Conference Proceedings


3. Works in Progress

Keller, T.& Mann, A. Coaching New Faculty.

Mann, A. Teaching in an Accelerated Program

1. Creative Shows/Exhibits/Posters

Eleven Tips for the New College Teacher. Workshop for graduate students and new NMSU faculty, Requested by the Teaching Academy for Spring 2006 presentation.


Using Team-Based Learning: Lessons from the Trenches (Breakout Session) New Mexico Association of Community Colleges Western States Consortium for Faculty Development 2004 Faculty Development Conference, September 30—October 2, 2004, NMSU. With Dr. Laura Madson & Dr. Chris Brown.

Characteristics of Community Programs to Decrease Depression in Latinas (Poster Presentation) 2004 Annual Communicating Nursing Research, “Hallmarks of Quality:
Generating and Using Knowledge” Western Institute of Nursing, Portland, Oregon. April 22-24. Received one of three faculty Awards of Excellence (from 184 poster submissions) given by WIN. With Dr. Alex Garcia.

Strategies Used by Mexican-American To Deal with Depression (Paper Presentation). Pi Omega Chapter of Sigma Theta Tau, New Mexico State University, March 15, 2004.


Strategies Used by Mexican American Women To Deal with Depression (Paper Session) Research Conference On Improving the Health and Health Promotion Behaviors of Underserved Populations, Center For Health Promotion Research, The University of Texas at Austin School of Nursing, November 15, 2002.


J. Creative Performances


Families in Crisis Conference. Coordinated (20) NMSU nursing students and the Dona Ana County Mental Health Work Group to present a conference. Planning took 8 months, with participation by students at every meeting of the planning committee and at the actual conference. Over 200 people attended, with 75 being turned away because of lack of room. Sept. 2002.


K. Instructional Materials Formally Published


N. Other Scholarly Work
Mental Health Plan for Dona Ana County 2001-2002. (2001, August) Presented to the Dona Ana Health Council, as the basis for future actions to serve the mentally ill in the County.


Newspaper Article:


Newspaper Letter:


IV. PROFESSIONAL DEVELOPMENT

Presenting qualitative research for publication. 11-12, Dr. Deborah Volker, Southwest Partnership Center, NMSU CHSS, September 9, 2005.

Write a letter home: An online or classroom assessment tool. 10:30-11:30am, Susan Pinkerton, The Teaching Academy, NMSU, September 1, 2005.


Designing culturally sensitive interventions in nursing research. 12-1pm Dr. Larry Olson, Southwest Partnership Center, NMSU CHSS, April 29, 2005.


Help! What do I do with the data I have in my nursing research? 12-1pm. Dr. Sharon Brown, Southwest Partnership Center, NMSU CHSS, April 1, 2005.

Building a Program of Nursing Research That Addresses a Health Disparity. 12-1pm Dr. Sharon Horner, Southwest Partnership Center, NMSU CHSS, March 4, 2005.

Getting a head start for the Tenure Review. 8:30am-11:30am, The ADVANCE program, NMSU, February 19, 2005.

Developing Women’s Leadership in the Academy. 12:30-2:30pm, Dr Virginia Valian, Hunter College of CUNY, NMSU Advancing Leaders Program, Jan. 21, 2005

Fostering critical thinking in scientific disciplines and across the curriculum. 1:30-5:30. Dr. Craig Nelson, U. of Indiana, NMSU Teaching Academy, Jan. 10, 2005.

Responding to diversity: Three pedagogical changes that improve retention and achievement. 8:30-12:30pm Dr. Craig Nelson, U. of Indiana, NMSU Teaching Academy, Jan. 10, 2005.

Productive diversity: How cultural differences can be an asset in the classroom., 10:30am-12noon., Dr. Monica Torres and Dr. Kathryn Valentine, NMSU Teaching Academy, December 1, 2004.

Adult Learner Teaching Principles, 8-9am, Dr. Mary Prentice, NMSU Dept of Educational Management

Research Program: Effect of Carbohydrate Intake on Hot Flash Frequency in Menopausal Women and Family Participation in the Newborn Intensive Care Unit, Dr. Irene Hurst, Sigma Theta Tau, October 11, 2004.

A Bi-national View of Health Along the US-Mexico Border: Implications for Nursing Research. 12-1pm, Dean Jeffrey Brandon, CHSS, Southwest Partnership Center, NMSU, September 10, 2004.

Funded Research and Diversity: Get a competitive advantage. 2-3:30pm Dr. Robert Ibarra, The University of New Mexico, The Teaching Academy, NMSU, August 20, 2004.


Making Time, Making Change: Avoiding Overload in College Teaching, 2:30pm-4pm, and 10:30-12am. Dr. Douglas Robertson, Eastern Kentucky University, The Teaching Academy, NMSU, February 12 and 13, 2004.


Strategies to Revitalize Teaching: A Faculty Development Workshop, 8:30am -4:30pm. Dr. Deborah Ulrich and Kellie Glendon, MSN, RNC, University of Texas at El Paso College of Health Sciences, January 18, 2003.

Journal Publishing. 9am-12pm. Dr. Gerald Stone, University of Illinois, Carbondale. Center for Educational Development, NMSU, December 5, 2002.


Promotion and Tenure Workshop, 8:30am-3:30 pm. NMSU Hispanic Faculty and Staff Caucus, Office of Provost, and NSF Advance Program, Corbett Center, NMSU. September 21, 2002.

Teaching Outside the Box: Honors Faculty Tell All. 1:30-3pm. Conroy Honors Center, NMSU, September 6, 2002.


Faculty Seminar in Writing Across the Curriculum, Dr. Chris Burnham & Susanne Green, New Mexico State University, Las Cruces, NM. May13-15, 2002.
Never a Dull Moment: A Workshop on Teaching as Performance. 2-5pm. Sponsored by Center for Educational Development, NMSU April 3, 2002.


Team Learning-8:30-4:30pm Dr. Larry Michaelsen. U. of Oklahoma., New Mexico State University, Las Cruces, November 2001.

Summer Research Institute, Center for Health Promotion Research, University of Texas School of Nursing, Austin. One of Two Faculty selected to attend. Preparation of grant proposal is main goal, June 11-June 15 2001.

Publish Don’t Perish- Course presented by Faculty Education. Faculty: Tara Gray. $100. honorarium, Spring, 2001.

Web CT Course. Information and Communication Technologies Dept. NMSU, June1, 2001.


Writing for Publication in the Health Sciences, UTEP, El Paso, TX, Nov. 18, 2000.

National Summit of the Uninsured, New Mexico Hospital and Health Systems Association, Albuquerque, NM, September 8, 2000.


V. PROFESSIONAL SERVICE

A. University Committees Membership

Criterion 3 sub-committee(Student Learning and Effective Teaching) for University Accreditation, Fall 2005- Present.
ADVANCING Leaders Committee Summer 2005- Summer 2006

Faculty Senate-Fall 2002 through Spring, 2005
  Committee on Committees- Fall 2003- 2005
  Long Range Planning Committee- Fall 2002-Fall 2004
  University Affairs Committee- Fall 2004 to Spring 2005

Teaching Academy Board -2003 to Present

Disability Advisory Board- Spring 2002 to Present

Associate Degree Nursing Program Advisory Board , Dona Ana Branch Community College, 2004-2005.

B. College/Department Committees Membership

  Roadrunner Program Committee- Chair- Summer 2004- Present
  Cultural Advisory Committee- Roadrunner – Fall 2004-Present
  Media Committee- Fall 2004-Fall 2005
  Clinical Instructor Search Committee, Chair- Fall 2001 to Present
  Evaluation Committee, Chair -Fall 2001- Fall 2004
  Library Liaison - Spring 2001 to Fall 2004
  MSN Program Committee, Secretary -Fall 2000 to Jan. 2004
  MSN Program Committee Fall 2000-Present
  BSN Committee- Spring 2004 to Present
  CHSS Budget Committee- Spring 2003
  Strategic Planning Committee, CHSS- Fall 2001 to Fall 2002
  Standard Two Committee- Fall, 2000-Spring 2001

C. Memberships/Offices Held in Public or Private Agencies Related to Discipline

  Dona Ana Behavioral Health Task Force (Formerly, Mental Health Task Force) 2005-Present
  Mental Health Task Force, (Chair 1998-2002); 1998 to 2005
  Dona Ana County Mental Health Work Group, Chair, 2000 to 2003
  Dona Ana County Health Council Steering Committee, 2000 to 2004
  Dona Ana County Health Council 2000 to 2004
  Research Committee, Sigma Theta Tau Nursing Honorary Society, Spring 2002 to 2003
  Sigma Theta Tau – National Nursing Honor Society 1984-Present
  Western Institute of Nursing- (2004- Present )

D. Professional Consultation
  1. Public Presentations as an Expert in Discipline

    Mental Health Awareness (2001, May) Temple Beth El, Las Cruces, NM. Paper
Update on Mental Health Issues and Groups in Dona Ana County, (2000, Spring) Dona Ana Branch of the National Alliance for the Mentally Ill.

2. Testimony before Public Bodies

Needs of the Mentally Ill in Dona Ana County, (1998, October). Presentation before the New Mexico Health and Human Services Committee.

Needs of the Mentally Ill in Dona Ana County, (1999, May) Presentation before NM Health and Human Services Director Alex Valdez and his staff.

3. Consulting to Public Agencies, Foundations, Professional Associations

Memorial Medical Center (Fall, 1999-Spring, 2000). Consultation for Inpatient Psychiatric Unit.

4. Consulting to Private Enterprises

Kemp and Smith Law Firm (Summer, 2001). El Paso, TX
EDUCATION:

University of Texas                                   2004  Doctorate of Science in Nursing (DSN)
Houston, Texas                                          Addiction/Psychiatric Mental-Health

New Mexico State University                             1999-04  Post Masters Credits (10 Credit Hours)
Las Cruces, NM

University of Texas                                     1989  Masters of Science in Nursing (MSN)
El Paso, Texas                                           Psychiatric/Mental Health (Major) and
Administration (Minor)

Texas Tech University                                    1987  Bachelor of Science in Nursing (BSN)
Lubbock, Texas

University of Texas at the Permian Basin                1986-87  12 Credit Hours
Odessa, Texas

University of Texas at Austin                           1986-87  6 Credit Hours
Austin, Texas

Henderson State University                              1978  3 Credit Hours
Arkadelphia, Arkansas

Garland County Community College                        1976  Associate Degree in Nursing (ADN)
Hot Springs, Arkansas

University of Arkansas                                   1973-74  7 Credit Hours
Little Rock, Arkansas

Eastern Michigan University                             1971-72  28 Credit Hours
Ypsilanti, Michigan

Brevard Junior College                                   1966-67  26 Credit Hours
Cocoa, Florida
PROFESSIONAL POSITIONS:

New Mexico State University                   2001- Present
Department of Nursing
Las Cruces, New Mexico
  Assistant Professor/Co-Director of MIND Program
  (MSN Psychiatric/Mental Health Nurse Practitioner/
   Clinical Nurse Specialist)

Dona Ana Branch Community College            1997-2001
(Branch of New Mexico State University)
Nursing Program
Las Cruces, New Mexico
  Coordinator Nursing Program/Associate Professor

University of Phoenix                          2005-Present
Santa Teresa, New Mexico                       1997-2003
  Senior Faculty/Area Chair for Nursing

New Mexico State University                   2001-Present
Student Health Center
Las Cruces, New Mexico
  Psychiatric Nurse Practitioner (Part-time)

Memorial Medical Center                       1998-2003
Psychiatric Services
Las Cruces, New Mexico
  Provider (Part-time/PRN)

El Paso Community College                     1995-1997
Nursing Program
El Paso, Texas
  Nursing Instructor

Work Recovery Centers, Inc.                   1994-1995
Tucson, Arizona
  Regional Director

Thomason General Hospital                     1992-1993
El Paso, Texas
  Nursing Educator
University of Texas at El Paso 1991-1991
School of Nursing
El Paso, Texas
Clinical Instructor (Part-time)

HCA Sun Valley Reg. Psychiatric Hospital 1991-1992
El Paso, Texas
Director of Patient Care Services

Private Practice 1991-1993
El Paso, Texas
Psychiatric Nursing (Part-time)

Sun Towers Behavioral Health Center 1990-1991
El Paso, Texas
Psychiatric Clinical Nurse Specialist

Charter Psychiatric Hospital of Santa Teresa 1989-1990
Santa Teresa, New Mexico
Adult Program Administrator/Director of Nursing

New Mexico State University 1989-1989
Department of Nursing
Las Cruces, New Mexico
Clinical Instructor (Part-time)

Glenwood Psychiatric Hospital 1988-1989
Midland, Texas
Director of Clinical Services

Medical Center Hospital 1987-1988
Emergency Department
Odessa, Texas
Manager/Director of Department

Texas Medical Foundation 1986-1987
El Paso, Texas
Review Coordinator

Midland Memorial Hospital 1986-1987
Emergency Department
Midland, Texas
Curriculum Vitae
LESLEI K. ROBBINS
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Staff Nurse

Tejas Home for Youth                      1985-1986
Mineral Wells, Texas
Director of Nursing

Dr. Steider, Moler, Susing                 1984-1985
Pediatric Practice
Coldwater, Michigan
Head Nurse of Clinic

Leila Post Hospital Trauma Center          1983-1984
Emergency Department
Battle Creek, Michigan
Staff Nurse

Community Health Center                   1983-1983
Emergency Department
Coldwater, Michigan
Charge Nurse

Dr. Don Jackson                           1982-1982
OB/GYN Practice
Hot Springs, Arkansas
Office Nurse

St. Joseph’s Mercy Medical Center         1976-1982
Emergency Department
Hot Springs, Arkansas
Head Nurse Emergency Department

PROFESSIONAL MEMBERSHIPS:

Western Institute of Nursing              2005-Present
American Psychiatric Nursing Association  2003-Present
International Society of Addiction Nurses 2002-Present
International Society of Psychiatric-Mental Health Nurses 2002-Present
Southern Nursing Research Association                           2002-2005
The Society of Applied Anthropology                              2002-Present
Border Area Council of Advanced Practitioners                  1999-Present
               Member of Nominating Committee                          2001-2002
Nursing Advocacy Consortium                                      1999-2004
New Mexico Center and Consortium for Nursiing Workforce Development 1998-2004
National League of Nursing                                       1997-Present
Nightingale Society                                              1989-Present
Sigma Theta Tau National Honor Society                           1987- Present
American Nurses Association,                                    1976-Present
New Mexico Nurses Association-District 14                       1990-Present

PUBLICATIONS:


PRESENTATIONS:


Robbins, L. K., (2001). “Practice Model for Alcohol Abusing Clients”. Presentation: University of Texas Health Science Center Houston, Houston, TX.


**OTHER:**


Reviewer for chapters 47, 48, 49. W.B. Saunders Company: Philadelphia: PA.


**CERTIFICATION & LICENSURE:**

1992 – 2007 ANCC Clinical Specialist Adult Psychiatric/ Mental Health

2002 - 2007 ANCC Adult Psychiatric& Mental Health Nurse Practitioner

1992 – Present The Trauma Resolution Training Institute – Therapy Counselor

Registered Nurse: New Mexico and Texas

APRN New Mexico & Texas

Prescriptive Authority New Mexico

2000-2004 Appointment to Allied Health Professional Staff, Memorial Medical Center, Las Cruces, NM.

**AWARDS AND RECOGNITION:**

2005 *Who’s Who Among Students in American Universities & Colleges*

2004-2005 *Who’s Who Among America’s Teachers (9th edition).*

2002-2005 HRSA Grant Reviewer

2000-2001 Invited to participate in Item Writing Workshop for Commission of Graduates of Foreign Nursing Schools in Philadelphia, PA.

1998-1999 DABCC (Dona Ana Branch Community College) Excellence in Teaching Award – Recipient

1987 Recipient of C.A.R.E. award by Texas Tech University

1979-1980 Who’s Who of American Women in the South and Southwest
1977  Recipient Business and Professional Women’s Award as Young Career Woman for Hot Springs, Arkansas

1976  Margin of Excellence Scholarship (full) from Henderson State University, Arkadelphia, Arkansas

1976  Phi Theta Kappa (Inducted)

1976-Present  Red Cross Nurse

**GRANTS:**

10-2005 to 9-2006  Southwest Partnership Center Grant “Exploring the role of companion animals in a Mexican-American population”. Funded for $15,000. Project role: Principal Investigator

7-2004 to 6-2007  HRSA Grant “Mental Health Improvement via Distance Education” (MIND). Funded for $1,000,000. Project role: Co-Project Director.
VITA

NAME: Jacalyn Lee (Wickline) Ryberg

ADDRESS: 4359 Superstition Drive
            Las Cruces, NM 88011-7575

PHONE: Home  - (505) 521-1786
        Work   - (505) 646-1503

PROFESSIONAL CREDENTIALS:
REGISTERED NURSE - California (Inactive)
Illinois (Inactive)
Iowa (Inactive)
Missouri (Inactive)
Nevada (Inactive)
New Mexico RO9358 (10/31/03)

PUBLIC HEALTH CREDENTIAL - California

SCHOOL NURSING CREDENTIAL - California

CERTIFIED PEDIATRIC NURSE PRACTITIONER - National Board of Pediatric Nurse Practitioners & Associates

EDUCATION:
PhD in Public Policy Studies (2002) Saint Louis University
    (Organizational Administration/Health Care) St Louis, MO

Public Health Service
Primary Care Fellowship (1992) US, DHHS, PHS
Rockville, MD

MA Nursing of Children (1977) The University of Iowa
Iowa City, IA

Pediatric Nurse Practitioner Program (1977) The University of Iowa
Iowa City, IA

MA Counseling (1973) Chapman University
Orange, CA

BSN (1969) California State University at Los Angeles,
Los Angeles, CA

AA (1967) Antelope Valley College
Lancaster, CA
ORGANIZATIONS/COMMITTEES:

American Nurses Association (member since 1973)
Border Area Council of Advanced Practice Nurses (1998)
- Chair, Legislative Committee
- Co-Chair, Scholarship Committee
- Board of Directors
National Association of School Nurses (2001)
- Curriculum Committee
New Mexico Nurses Association (1998)
- Chair, Legislative Committee
New Mexico School Nurses Association (2000)
Phi Kappa Phi Honor Society (1991)
Sigma Theta Tau International (1989)
Sigma Theta Tau - Pi Omega Chapter (2000)
- Co-Chair, Nominations and Eligibility Committee
- Chapter Counselor
USPHA, DHHS, Primary Care Fellowship Society

PUBLICATIONS:


Merrifield, EB & Ryberg, JW. "What Parents Should Know About Pacifiers," CHILDREN'S NURSE,
PUBLICATIONS: (continued)


Ryberg, JW & Merrifield, EB. "What Parents Want to Know," THE NURSE PRACTITIONER Vol. 9, No. 6 (June 1984), pp. 24-28, 32.


RESEARCH AND PROGRAM DEVELOPMENT:

2004 Parenting Among Mexican-American Teens (Southwest Partnership Center)

2002
New Mexico School Nursing Survey

2001
Role of Community Participation in Health Planning Policy (Dissertation, St. Louis University)

2000
Development & Implementation of WebCT course: Orientation to School Nursing
Development & Implementation of WebCT course: Foundations of School Nursing
Development & Implementation of WebCT course: Principles of School Nursing

1997-1998
Community Participation in Health Planning Policy (Doctoral Dissertation Research at St. Louis University)

1993-1995
March of Dimes Needs Assessment for Missouri/Illinois Metro-East Region (Funded by March of Dimes).

Program evaluator for Project CARING: Children at Risk at Saint Louis University, Department of Public
RESEARCH AND PROGRAM DEVELOPMENT: (continued)

1992

1988
Immunization Tracking Methodology for St Clair County, Illinois (Program Investigator - Submitted to Center for Disease Control for review July 1989) Approved/Not Funded).

Nurse Managed Center Teaching/Service Model (Co-Project Director - Submitted to DHHS for review August 1989, Approved 10/89, Funded 10/90 for $850,000).

1983
Replication of Parents’ Needs Assessment in a Child Health Clinic Study at Malcolm Grow Medical Center.

1981
Developed and implemented Child Health Needs Assessment for The University of Iowa Pediatric Clinic.

Developed Parent Concerns Groups for Child Health Clinic families at The University of Iowa Pediatric Clinic.

1980
Definition of Health from the School Age Child’s Perspective pilot study completed.

Protocol and Procedural Guide for orientation, clinic operation and evaluation developed for the Behavior Management Clinic at the University of Iowa Hospitals and Clinics.

Developed a slide presentation for The University of Iowa Pediatric Clinic from the school age data. Slide Program Title: Pictorial School Age Child Profiles.

PRESENTATIONS:


Guest Lecturer at University of Texas El Paso, September 27, 2002 to present Bridging Clinical Practice and Community Health Policy to Advanced Practice Nurse students.

Jacalyn Lee (Wickline) Ryberg

PRESENTATIONS: (continued)

Online Graduate Education for School Nurses at the National Association of School Health National Conference, June 29, 2002, Orlando, Florida.

Bridging Clinical Practice and the Community through Health Policy at the Texas Department of Health, Nursing Leadership Conference, February 21, 2002, El Paso, Texas.


Authors: Ryberg, JW and Hine, B. Presentors: J Ryberg and B Hine. From the Black Board to the Mother Board at the American School Health Association’s 75th National School Health Conference, November 6, 2001, Albuquerque, New Mexico.

Authors: J Ryberg and Christeson, E. Presentors: J Ryberg and E Christeson. Data Talks! Using Data to Promote Change at New Mexico School Nurses Association, October 25, 2001, Las Cruces, New Mexico.


Computer Presentation of WebCT School Nursing Courses at Sigma Theta Tau - Pi Omega Chapter Meeting, February 5, 2001, Las Cruces, New Mexico.

Characteristics of Community Participation in Health Planning at Nursing Honor Society Research Conference at New Mexico State University, November 6, 1998, Las Cruces, New Mexico.


Health Care Economics guest lecturer in School of Nursing, Southern Illinois University at Edwardsville, September 13, 1996, Edwardsville, Illinois.


EMPLOYMENT HISTORY: (continued)

2004 – current  Coordinator, BSN Program

1998 - current  Associate Professor, New Mexico State University, Department of Nursing, Major responsibilities include Pediatric Nursing, Community Health Nursing, School Nursing, Health Policy, Health Assessment, WebCT courses in School Nursing.

1993-1997  2-4 days per month, Pediatric Nurse Practitioner for Healthy Kids Clinics with St Clair County Health Department. Research Fellowship with the Department of Public Policy Studies at Saint Louis University and full time doctoral student pursuing PhD in Public Policy (Primary Health Care and Health Promotion)

1988-1993  Assistant Professor, Southern Illinois University at Edwardsville, School of Nursing, Major responsibilities included Administrative Director and Assistant Project Director of Nurse Managed Health Care Center in East St Louis and clinical/didactic content for Community Health Nursing for Senior level BSN students. Guest lecturer for graduate community health courses relating to Political Action, Health Policy and Community Assessment.


1979-1981  Joint Appointments with the College of Nursing and Medicine at The University of Iowa (Faculty with the Pediatric Nurse Practitioner Program and CNS/Coordinator of Behavior Management Clinic/Child Health Clinic)


1977 (Summer)  Pediatric Nurse Practitioner with EPSDT Clinics/Iowa State Services for Crippled Children, Iowa.

1976-1977  Attended graduate school at The University of Iowa/Research Assistant/ Pediatric staff nurse, Iowa.

1973-1975  Instructor (Maternal Child Health, Community Health, Professional Issues), Nursing Program, New Mexico State University, New Mexico.
1970-1973  
Director/School Nurse for health care services (9 schools-4500 children, grades K-12), Muroc Unified School District, California.

EMPLOYMENT HISTORY: (continued)

1971  
(Summer)  
Clinical Faculty (Pediatrics and Obstetrics), Antelope Valley College, California.

1970  
Pediatric Staff Nurse, Lancaster Community Hospital, California.

1969  
Medical Staff/Charge Nurse, Gerald Champion Memorial Hospital and substitute School Nurse, Alamogordo School District, New Mexico.

9/05
CURRICULUM VITAE

DATE: June, 2005

NAME: Pamela N. Schultz, Ph.D., RN

PRESENT POSITION Associate Professor, Department of Nursing, College of Health and Social Services

Southwest Partnership Center Pilot Core Co-Director

AND AFFILIATION New Mexico State University
Las Cruces, New Mexico

BIOGRAPHICAL: Social security number:

HOME ADDRESS AND TELEPHONE: 5718 Cedarwood Court
Las Cruces, NM 88012

OFFICE ADDRESS AND TELEPHONE: Department of Nursing, MSC 3185
New Mexico State University
P.O. Box 30001
Las Cruces, New Mexico 88003-8001

LICENSURE: Registered Nurse New Mexico License R50385

EDUCATION: 2002: Ph.D. – Nursing, Texas Woman’s University


1989: M.S. - Psychiatric/Mental Health Nursing, Texas Woman's University
Clinical work included individual therapy and group therapy at a halfway house for adult women. Other graduate work included courses in epidemiology, genetic counseling, and bioethics. My clinical nurse specialist role practicum was in the area of crisis intervention and grief counseling in a neonatal intensive care unit. Thesis: "Self-Esteem in Women with a History of Childhood Incest."

1983: B.S. - Nursing, Texas Woman's University

1969: B.S. - Biology and English, Stephen F. Austin State University
PREVIOUS EMPLOYMENT:

February 1969 – July, 2003 Program Director, Department of Endocrine Neoplasia & Hormonal Disorders, University of Texas, M.D. Anderson Cancer Center

Research Coordinator, Life After Cancer Care, Division of Internal Medicine

August 2002 – June 2003 Adjunct Clinical Faculty, Texas Woman’s University, Houston, Texas


Sept. 1965 - Jan. 1969: Part-time nursing aide, City Memorial Hospital, Nacogdoches, Texas.

June 1965 - Sept. 1968: Part-time nursing aide, St. Joseph's Hospital, Houston, Texas.

PSYCHIATRIC/MENTAL HEALTH EXPERIENCE:

Research Consultant Equine Assisted Youth Program, Las Cruces, NM

Co-facilitator breast cancer survivor group, “Sisters by Chance” sponsored by NMSU, Department of Nursing

Co-facilitator cancer support group, sponsored by Memorial Hospital, Las Cruces, NM

Co-facilitator thyroid cancer survivor support group sponsored by the Thyroid Cancer Survivors Association (no longer active as of July 2003)

Co-facilitator of weekly cancer support group for women with metastatic cancer, sponsored by the Department of Psychiatry at MDACC (no longer active as of July 2003).

Collaborator with the Departments of Psychiatry and Pediatrics in a protocol to study post-traumatic syndrome in newly diagnosed pediatric patients and their parents (no longer active as of July 2003).

Co-facilitator of two monthly cancer therapy/support groups sponsored by the American Cancer Society (no longer active as of July 2003).
· Nurse psychotherapist at Women's Christian Home, September, 1986 to August, 1990. Duties included individual and group therapy with residents. Research for my Master's thesis was taken from this population.

· Planned, developed, and presented a six week course on substance abuse for a church youth group (March, 1984).

· Conducted seminars on mental health and coping with depression, anger, and stress during a church conference (February, 1987 and November, 1987).

HONORS/AWARDS:
January 2005: Research Award for best research publication in the Department of Nursing 2004-2005
January 2004: Research Award for best research publication in the Department of Nursing 2003-2004
April, 1982: Fondren-Brown Award winner for outstanding Junior nursing student
1982 - 1983: National Dean's List

COMMUNITY WORK:
Member New Mexico Cancer Council
Member of the Medical Advisory Board for Thyroid Cancer Survivors Association (ThyCa)
American Cancer Society, facilitator support group
Cancerwise Bureau for Community Speakers - 1984 to present.
VIPS Community Resource Bank Volunteer for HISD - 1985 to present.

PROFESSIONAL AFFILIATIONS:
ANA
National League of Nursing
Western Institute of Nursing
Sigma Theta Tau
ISHIB: Devoted to Ethnicity and Health

UNIVERSITY SERVICE


University Research Council committee member 2004-present
Book Chapters


Poster Sessions

Schultz PN, Keatts E. Quality of Life in Patients with Medullary Thyroid Carcinoma: Utilizing an Internet Discussion Forum as a Research Device. 2nd Annual Conference of the American Psychosocial Oncology Society (APOS). Phoenix, AZ January 27-January 29, 2005.


Schultz PN, Hughes MK. Cancer support groups: one size does not fit all. 6th World Congress of Psycho-Oncology. Banff, Alberta, Canada. April 23-27, 2003.


Schultz PN, Stava C., Sellin, RV. Health Profiles and Quality of Life in 518 Thyroid Cancer Survivors. 74th Annual Meeting of the American Thyroid Association. Los Angeles, CA Oct 10-13, 2002.


Schultz PN, Samaan NA, Gagel RF: Cv 205-502 is better tolerated and as effective as bromocriptine for the management of prolactinoma. 3rd International Pituitary Congress. Marina Del Rey, California, June 13-15, 1993.

Oral Presentations
Schultz PN. Quality of Life in Patients with Medullary Thyroid Carcinoma: Utilizing an Internet Discussion Forum as a Research Recruiting Device. 1st Annual Nursing Research Conference 2005. April 16, 2005, Albuquerque, NM.

Schultz PN, Keatts E. Quality of Life and MTC: A ThyCa Experience. Thyroid Cancer Survivors Association, Oct 8-10, 2004, Chicago, IL.


Schultz PN. Medullary Thyroid Carcinoma: The University of Texas M.D. Anderson Cancer Center Experience. Fourth Annual Thyroid Cancer Survivors’ Conference, Chevy Chases, MD, September, 2001.


Schultz PN, Gagel RF: Screening for Multiple Endocrine Neoplasia, Type 2A: The role of the nurse. 8th International Conference on Cancer Nursing. Vancouver, British Columbia, Canada, August 7-12, 1994.

Published Articles
Sizemore, Mary and Schultz, Pamela. (2005). Ethnicity and gender influences on learning styles in 137 nursing students from an Hispanic-serving institution. Journal of Hispanic Higher Education, (Accepted for publication)


Schultz PN. (2002). Providing information to patients with a rare cancer: using Internet discussion forums to address the needs of patients with medullary thyroid carcinoma. **Clinical Journal of Oncology Nursing**, 6(4) 219-222.


Multiple Endocrine Neoplasia Type 2A. *The Journal of Internal Medicine, International Multiple Endocrine Neoplasia Workshops*, 1994.


NAME: Jacquelyn C. Williams

Office Address: Room 227, College of Health and Human Services
New Mexico State University

Telephone No.: (505) 646-6719

DEPARTMENT/COLLEGE: Department of Nursing

PRESENT RANK & DATE OF RANK: Assistant Professor August, 2002

NMSU APPOINTMENT HISTORY:

Year Appointed/Rank 2002 Assistant Professor
Year Awarded Tenure
Year Promoted to Associate Professor
Year Promoted to Full Professor

DATE & PLACE OF BIRTH (optional): 30 August 1950 San Angelo, TX

CITIZEN OF: USA

EDUCATION:

High School: Robert Lee High School, Robert Lee, Texas, 1968

Baccalaureate in Science of Nursing: Texas Woman’s University, Denton, Texas, 1972

Graduate:

Masters in Science of Nursing

New Mexico State University; Las Cruces, NM; May, 1995

Doctorate in Science of Nursing

The University of Texas Health Science Center at Houston; Houston, Texas; December, 2004
Licensure: Advanced Practice Nurse, Board Certified (Family Psychiatric Nurse Practitioner; Adult Psychiatric Mental Health Clinical Nurse Specialist)

Certifications: American Nurse Credentialing Center: 1) Family Psychiatric Nurse Practitioner and 2) Adult Psychiatric Mental Health Clinical Nurse Specialist
3) Association of Pediatric Nurses and Pediatric Nurse Practitioners: General Pediatric Nurse
4) National Association of School Nurses: Certified School Nurse

PROFESSIONAL EXPERIENCES

New Mexico State University
Las Cruces, New Mexico
Assistant Professor of Nursing 2002-Present

Memorial Medical Center
Las Cruces, New Mexico 1989-Present
Part-time: Nurse therapist, Pediatric Nurse

Family Medicine School Student Health Centers
Las Cruces, New Mexico 1999-Present
Psychiatric Nurse Practitioner

Memorial Medical Center
Las Cruces, New Mexico 1998-2000
Nursing Educator
Director of Nursing Education/Administrator on Duty 2001-2002

Southern New Mexico Family Practice Residency Program
Las Cruces, New Mexico 1999-2001
Teen Maternal-Child Case Manager

Memorial Medical Center
Las Cruces, New Mexico 1995-1999
Psychiatric Emergency Services Consultant

Las Cruces Public Schools
Las Cruces, New Mexico 1989-1998
School Nurse

Well Care Home Health
Las Cruces, New Mexico
Psychiatric Home Health Nurse 1996-1999
Cooper County Memorial Hospital 1985-1989
Boonville, Missouri
Nursing Staff (Medical-Surgical & Obstetrics) and Nursing Supervisor

American Red Cross 1974-1985
Nurse Volunteer/Community Health Committees
United States Army Military Communities
Germany, Alabama, and Korea

Central Texas College 1973-1974
Killeen, Texas
Instructor of Nursing
Associate Degree Nursing Program

Darnall Army Hospital 1972-1973
Fort Hood, Texas
General Surgical/Orthopedic Surgical Nursing Units
Charge Nurse

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Nurses Association—New Mexico Nurses Association 1990-Present
International Society of Psychiatric Nurses 2000-Present
National Association of Hispanic Nurses (Associate) 2004-Present
National Association of School Nurses 1993-Present
National Assembly of School Based Health Centers (Area Representative) 2000-Present
Sigma Theta Tau International---Pi Omega Chapter 1972-Present
Southern Nursing Research Society 2001-Present
Society of Teachers of Family Medicine 1999-Present
Border Area Council of Advanced Practice 1998-Present
Phi Kappa Phi 1995-Present
Western Institute of Nursing 2004-Present
HONORS/AWARDS:
Psychiatric-Mental Health Clinical Nurse Specialist—American Nurses Credentialing Center
Family Psychiatric Nurse Practitioner—American Nurses Credentialing Center
Certified Pediatric Nurse—National Association of Pediatric Nurse Practitioners and Pediatric Nurses
Certified School Nurse—National Association of School Nurses

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING ACTIVITIES

A. Years at NMSU: 3
B. Years at Other Colleges/Universities:
   Central Texas College, Killeen, Texas: 1
C. Courses Taught at NMSU in Last Five Years

1. Undergraduate
   Nursing Research--Instructor
   Psychiatric-Mental Health Nursing Clinical—Clinical Coordinator
   Psychiatric Mental Health Nursing Core--Instructor
   Pharmacology in Nursing Practice--Instructor
   Health Assessment--Instructor

2. Graduate
   Advanced Nursing Assessment
   Supervision of Family Therapy Field Clinical for Psychiatric Nurse Practitioner --Instructor
   Supervision of Prescriptive Field Placement Experience (Capstone) for Psychiatric Nurse Practitioner –Instructor

D. Essays/Theses/Dissertation Directed (MSN students)

1. Students by Name, Level, Title of Project, Year

   Heidi Frank  Master’s Degree  Role of the School Nurse in Disaster Preparedness: The Recovery Phase
II. RESEARCH ACTIVITIES

A. Funded Research in Last Five Years

B. *Mexican-American Mothers’ Experiences around Early Childhood Home Safety.* Southwest Partnership Center for Health Disparities, New Mexico State University and The University of Texas Austin (PI)

*Delivery of a community based home safety intervention using promotoras networks in central Texas and southern New Mexico.* Southwest Partnership Center; New Mexico State University and The University of Texas-Austin (Co-I).

Research Areas of Interest:
Family Functioning, Parenting, Adolescent Health, Adolescent Pregnancy, Childhood Injury Prevention

III. PUBLICATIONS

Refereed Journals


Papers Presented

1. Invited and/or Refereed Internationally or Nationally


*Parental perceptions of family processes in unintended adolescent pregnancy.* Western Institute of Nursing 38th Annual Communicating Nursing Research Conference. San Francisco, CA, April 8, 2005.

*Adolescent Voices—Stories about adolescent pressing concerns after an urgent care visit.* Congress on the State of the Science Research Oct 7-9, 2004 Washington, DC.

*Delivery of a Home based Safety Intervention using Promotora Networks* American Public Health Association November November 9, 2004 Washington, DC


*Community Based Adolescent Research in Primary Care: An Interdisciplinary Approach.* Primary Care Research Methods and Statistics Conference. The University of Texas at San Antonio, Department of Family and Community Medicine. December 2, 2000. San Antonio, Texas.


*A Collaborative Model of Care for Depression in the Primary Care Setting.* New Mexico State University Honor Society for Nursing Scholarly Day. 1998. Las Cruces, New Mexico.
Poster Session

Promotora Networks (2 posters) April 24, 2004; Western Institute for Nursing Conference, Portland, OR


Invited and/or Refereed Local/Regionally


The Rainbow Connection: Meeting the Needs of Gay and Lesbian Adolescents. Gallup Public Schools School Counseling Update. February 21, 2005


Invited Seminars or Lectures

Presented in Last Five Years


Movement Disorders Update and Reliable Use of AIMS: Memorial Medical Center, Las Cruces, NM February 9, 2005

Family Stress, Coping, Communication, and Adaptation in Unintended Adolescent Pregnancy: Report of Research; Sigma Theta Tau, Las Cruces, NM; February 2005.


Fluid and Electrolyte Management in Pediatric Patients; Guest lecture in Nursing Care of Children, February 2005; October, 2004; & February, 2003.

Bloodborne Pathogens Standards of Education Update: Las Cruces Public Schools Department of Health Services: September 2002

Results of COOP Study: 1600 High School Students Surveys Provide Data for School Based Health Center Program Plans. Statewide broadcast to Lovelace clinical providers. October 2000.

L. Other Scholarly Work

List Below

IV. PROFESSIONAL DEVELOPMENT

Educational Activities:

2005
2) Responding to Diversity: Three Pedagogical Changes that Improve Retention and Achievement. Roadrunner Faculty Development, New Mexico State University. January 10, 2005.
3) Fostering Critical Thinking in Scientific Disciplines and Across the Curriculum. Roadrunner Faculty Development, New Mexico State University, January 10, 2005.
5) Movement Disorders in Psychopharmacology and Use of the AIMS Screening as a Monitoring System. Professional Development, Memorial Medical Center. February 9, 2005. 

6) The Bankruptcy of Statistical Significance and other Measures of Fit, as a Measure of Important. New Mexico State University. March 11, 2005. 

7) Western Institutes of Nursing Annual Conference. April 6-9, 2005. San Francisco, CA. 


9) Keeping Chaos at Bay: Even When They Keep Speeding up the Line. New Mexico State University Teaching Academy. May 18, 2005. 


11) Care Planning Workshop, August 18, 2005; Department of Nursing 

2004 

1) Emotional Cutoff, Migration, and Health, Bowen Family Systems, February 6, 2004, El Paso, TX 

2) Ethical and Human Subjects Issues in Nursing Research, February 13, 2004. The University of Texas School of Nursing, Austin, TX 


3) On-line Discussion in Teaching; March 18, 2004; The Teaching Academy 

4) TEACH! Workshop --May 18, 2004; The Teaching Academy 


6) ITAL—Web based Teaching Skill Building June 7-18, 2004 NMSU 

7) Writing Group participant during Summer 2004; The Teaching Academy 

8) Writing Group leader during Fall 2004; The Teaching Academy 

9) Pediatric Update: Pediatrics for Primary Care Providers, Presbyterian Health Systems, April 31-May 1, 2004, Albuquerque, NM. 


11) Mentoring Workshop—October 2003-June 2004; Teaching Academy 

12) Research Program: Affect of Carbohydrate Intake on Hot Flash Frequency in Menopausal Women and Family Participation in the Newborn Intensive Care Nursing and Beyond. Sigma Theta Tau. October 11, 2004 

13) Adult learner Teaching Principles, Roadrunner Program Faculty Education, New Mexico State University, November 15, 2004. 

2003
2) TEACH audiovisual conference: Copyright Issues Online. February 20, 2003
3) Cheating and Plagiarism: Using the Internet April 3, 2003 Teaching Academy
4) Be All You Can Be--Teach. April 4, 2003 Teaching Academy
5) Course Design and Assessment. May 23, 2003 Teaching Academy
6) Preparing for Tenure and Promotion Review May 23, 2003 Teaching Academy
7) Publication and Grant Writing Workshop: Dr. Elizabeth Tornquist. May 14, 2003 Department of Nursing
8) Beyond Bullets: Using Power Point like a Pro March 6, 2003 Teaching Academy
9) What You Ask For is What You Get: Designing Effective Writing Assignments. April 9, 2003 Teaching Academy
10) Emerging Best Practices for Distance Education. April 2, 2003, Teaching Academy
11) Southwest Partnership Center Colloquium Series: 2003—Attend 3
12) The Essentials: Classroom Evaluation of Student Learning August 25, 2003 Department of Nursing
13) Teaching Minority and First Generation Students, November 18, 2003, Teaching Academy
14) Writing Group—Fall Cycle September – December, 2003, Teaching Academy
15) Mentoring Workshop—October 2003-June 2004, Teaching Academy

V. PROFESSIONAL SERVICE

A. Administrative Appointments at NMSU in Last Five Years

B. Administrative Appointment at Other college/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committees Chaired
2. University Committees Membership

3. College/Department Committees Chaired

Faculty Affairs Committee 2004-2005

4. College/Department Committees Membership

Evaluation Committee 2002-2003
BSN Committee 2002-2005
Faculty Affairs Committee 2003-2005

D. Positions Held in Professional Associations in Last Five Years

Border Area Council of Advanced Practice: Vice-President 2003-2005
Sigma Theta Tau Honor Society: Archivist 2004-2005
Nominating Committee Chair 2002-2003
Nominating Committee 2002-2003
Secretary 2000-2002
National Association of School-Based Health Centers: New Mexico
Chapter Area Representative 2000-2005

E. Memberships/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

Advanced Nursing Practice Committee—Memorial Medical Center 1998-2001, Chairman.

F. Professional Consultation

1. Public Presentations as an Expert in Discipline
   Pediatric Lovelace Health Systems
   Best Practices in Adolescent Assessment: Working with Gay and Lesbian Adolescents; Gallup, NM, February 2005

2. Testimony before Public Bodies
   2002: New Mexico Legislative Health Committee; Shortage of Mental Health Providers in Southern New Mexico: Need for Multi-Disciplinary Psychiatrist Mental Health Providers

3. Consulting to Public Agencies, Foundations, Professional Associations
   New Mexico State Board of Nursing—Advanced Practice Committee 2004-Present

4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

2. Editorial Board Memberships

H. Other Professionally Related Service

Maintenance of Advanced Practice Certification and Licensure Requires Direct Practice:

Psychiatric Nurse Practitioner/Clinical Nurse Specialist: Las Cruces High School Student Health Center 2000-2005
Evaluator: Exemplary Mental Health Grant; Las Cruces High School Student
Health Center  2002-2005
Clinical Nurse Specialist Memorial Medical Center Behavioral Health Unit
1999-2005
Pediatric Advanced Life Support Instructor; American Heart Association.
Basic Life Support Instructor: American Heart Association.

VI.  OTHER (Language fluency, etc.)
Curriculum Vitae – Jennifer Bates Averill, PhD

Contact Information

Jennifer Bates Averill, PhD
Assistant Professor
University of New Mexico
College of Nursing
MSC09 5350
Albuquerque, NM 87131–0001
505–272–0859 Office
505–272–8901 Fax
javerill@salud.unm.edu

Education

University of Colorado, Health Sciences Center, School of Nursing
1991–1997 PhD, Nursing

University of New Mexico, College of Nursing
1986–1988 MSN

University of New Mexico, College of Nursing
1984–1985 BSN

Community College of Denver, CO
1976–1979 Associate’s, Nursing

New Mexico Institute of Mining and Technology, Socorro, NM
1968–1972 BS, Biology

Professional Experience

Teaching:

Assistant Professor
University of New Mexico, College of Nursing
Albuquerque, NM 2000–present

Visiting Assistant Professor
University of New Mexico, College of Nursing
Albuquerque, NM 1999–2000

Substitute Nursing Instructor
Albuquerque Technical–Vocational Institute
Albuquerque, NM 1998–2000

Clinical Faculty, Lecturer, PT
University of New Mexico, College of Nursing
Albuquerque, NM 1998–1999

Migrant Education Nurse
Colorado Migrant Health Program
Denver, CO 1998
<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Location</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Regis University, School of Nursing</td>
<td>Denver, CO</td>
<td>1994–1998</td>
</tr>
<tr>
<td>Nursing Instructor</td>
<td>Regis University, School of Nursing</td>
<td>Denver, CO</td>
<td>1991</td>
</tr>
<tr>
<td>Clinical Instructor</td>
<td>University of Colorado, Health Sciences Center, School of Nursing</td>
<td>Denver, CO</td>
<td>1990</td>
</tr>
<tr>
<td>Nursing Clinical Instructor</td>
<td>Swedish Medical Center</td>
<td>Englewood, CO</td>
<td>1990</td>
</tr>
<tr>
<td>Nursing, Clinical Instructor</td>
<td>University of Colorado, Health Sciences Center, School of Nursing</td>
<td>Denver, CO</td>
<td>1989–1994</td>
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<tr>
<td>Clinical Instructor</td>
<td>University of New Mexico, College of Nursing</td>
<td>Albuquerque, NM</td>
<td>1989</td>
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<tr>
<td>Substitute Nursing Instructor</td>
<td>Albuquerque Technical–Vocational Institute</td>
<td>Albuquerque, NM</td>
<td>1989</td>
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<tr>
<td>Staff Consultant, Graduate Assistant</td>
<td>University of New Mexico, Wellness Center</td>
<td>Albuquerque, NM</td>
<td>1986–1988</td>
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</table>

**Clinical Experience:**

<table>
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<tr>
<th>Role</th>
<th>Institution</th>
<th>Location</th>
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<tbody>
<tr>
<td>Staff RN</td>
<td>AMI Expercare/Homecare</td>
<td>Denver, CO</td>
<td>1990</td>
</tr>
<tr>
<td>Patient Care Manager</td>
<td>Hospital Home Health, Inc./Hospice</td>
<td>Albuquerque, NM</td>
<td>1988</td>
</tr>
<tr>
<td>Staff Nurse, Charge Nurse</td>
<td>St. Joseph West Mesa Hospital, intensive and coronary care unit</td>
<td>Albuquerque, NM</td>
<td>1984–1986</td>
</tr>
<tr>
<td>Staff Nurse, Charge Nurse</td>
<td>Presbyterian Medical Center, special acute cardiac care unit</td>
<td>Albuquerque, NM</td>
<td>1981–1984</td>
</tr>
<tr>
<td>Staff Nurse, Charge Nurse</td>
<td>Lutheran Medical Center, medical–surgical, oncology unit, special acute intensive care unit</td>
<td>Wheatridge, CO</td>
<td>1979–1980</td>
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**Current Licensure and Certification**

<table>
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<tr>
<th>License Type</th>
<th>State</th>
<th>Number</th>
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<tbody>
<tr>
<td>RN</td>
<td>New Mexico</td>
<td>R20083</td>
</tr>
<tr>
<td>RN</td>
<td>Colorado</td>
<td>65037</td>
</tr>
</tbody>
</table>
Publications

Journal Articles:

Peer Reviewed:


Non–Peer Reviewed:


Funded Research, Grants, Contracts

Extramural:

Averill, J. B. *Partnership for nursing research in health disparities (Health care perceptions of rural elders in Southwestern New Mexico: A pilot study)*. Consortium grant–NIH, NINR, University of Texas at Austin, and The University of New Mexico, $2916.00, June 2001–May 2002.


**Intramural:**

**Honors/Awards**

<table>
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<tr>
<th>Award Description</th>
<th>Institution</th>
<th>Year</th>
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<tbody>
<tr>
<td>Dean’s Faculty Award for Research</td>
<td>University of New Mexico</td>
<td>2003</td>
</tr>
<tr>
<td>Dean’s Award for Doctoral Task Force</td>
<td>University of New Mexico</td>
<td>2001</td>
</tr>
<tr>
<td>Research Scholar Award</td>
<td>University of Colorado, Health Sciences Center</td>
<td>1997</td>
</tr>
<tr>
<td>Best Poster</td>
<td>University of Colorado, School of Nursing and Sigma Theta Tau, Alpha Kappa–at–Large Chapter, 1996 Research Conference, University of Colorado, Health Sciences Center</td>
<td>1996</td>
</tr>
<tr>
<td>Dean’s Award for Clinical Teaching Excellence in the undergraduate Program</td>
<td>University of Colorado, Health Sciences Center, School of Nursing</td>
<td>1991</td>
</tr>
<tr>
<td>Kellogg Fellowship for Master’s Research</td>
<td>University of New Mexico, College of Nursing</td>
<td>1986–1988</td>
</tr>
</tbody>
</table>

**Presentations**

**International:**


National:


Averill, J. B. Health care issues for rural elders in Southwestern New Mexico. Research Conference on Promoting Health in Underserved Populations. The University of Texas, Austin, TX, November 2002.


State:

Averill, J. B. Critical ethnography as a foundation for rural health research. The First Annual Nursing Practice and Research Conference. Albuquerque, NM, April 2004. Accepted for podium presentation; however, the conference was cancelled at the last minute by administrators at UNM–CON & UNMH.

Posters

International:


National:


Current Professional Organizations and Activities

Journal Editor or Reviewer:

<table>
<thead>
<tr>
<th>Role</th>
<th>Journal</th>
<th>Years</th>
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<tbody>
<tr>
<td>Reviewer</td>
<td>Social Science and Medicine</td>
<td>2003–present</td>
</tr>
<tr>
<td>Reviewer</td>
<td>Journal of Advanced Nursing</td>
<td>2002–present</td>
</tr>
<tr>
<td>Reviewer</td>
<td>Nursing Research</td>
<td>2002–present</td>
</tr>
</tbody>
</table>
Reviewer  
*Journal for the Poor and Underserved*  
2002–present

Reviewer  
*Nursing Outlook*  
2002–present

---

**Professional Organizations:**

**International:**

Committee Chair  
Sigma Theta Tau International Honor Society of Nursing  
2003–2005

Committee Member  
Sigma Theta Tau International, 14th International Nursing Research Congress, Planning Committee  
2003

Member  
Transcultural Nursing Society  
1994–2001

Member  
Sigma Theta Tau International Honor Society of Nursing  
1986–present

**National:**

Member  
Gerontological Society of America (GSA)  
2003–2005

Member  
National Rural Health Association  
1999–2005

Member  
American Public Health Association  
1991–2005

Member  
The Honor Society of Phi Kappa Phi  
1986–2005

Charter Member  
American Holistic Nurses’ Association  
1986–1994

Member  
American Nurses’ Association  
1979–2005

**State:**

Member  
New Mexico Public Health Association  
2000–2005

Member  
New Mexico Nurses’ Association  
1981–2005
Member Colorado Nurses’ Association 1979–2005

Local:
Member Sigma Theta Tau International, Gamma Sigma Chapter, Research and Award Committee 1999–2005

Service

College of Nursing:
Member. Research and Scholarship Committee
Member. Nursing PhD/Doctoral Task Force
Initiator. Qualitative Research Interest Group

Health Science Center:
Member. Research Allocation Committee (RAC)
Seminar Arranger and Implementer. Open Scholarly Seminar featuring Dr. Michael Agar, November 2001

University of New Mexico:
Member. Research Policy Committee, through UNM Faculty Senate, December 2004–present

Community:
Member. Rails–to–Trails Convervancy, 2000–2005
Member. New Mexico Museum of Natural History, 1998–2005
Member. Animal Humane Association of New Mexico, 1998–2005
Member. The Nature Conservancy, 1998–2005
Member. Coalition for Albuquerque Health Care for the Homeless
Science Fair Judge. Rio Ranch High School Student Research EXPO
Courses Taught at UNM

**Undergraduate:**

- N348 Health Promotion and Wellness
- N445 Community Health Nursing

**Graduate:**

- N501 Advanced Nursing Theories
- N503 Nursing Research
- N558 Brain and Behavior Correlates of Health and Illness
- N600 Philosophy of Science for Nursing
- N607 Qualitative Methods in Nursing Research
- N611 Rural and Cultural Health

Dissertation/Thesis Advisement and Comprehensive Exam

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Thesis/Project Title</th>
<th>Degree Type</th>
<th>Exam Type</th>
<th>Year</th>
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<tbody>
<tr>
<td>Autry, Jennifer</td>
<td>How rural elders cope with depression</td>
<td>Masters Thesis</td>
<td>Chair</td>
<td>2002</td>
</tr>
<tr>
<td>Bartkus, Andrew</td>
<td>Hyperkalemia in the emergency department</td>
<td>Masters Comprehensive</td>
<td>Exam Member</td>
<td>2004</td>
</tr>
<tr>
<td>Cano, Rosemari</td>
<td>New Age approach to alcohol rehabilitation for Northern New Mexico Native Americans</td>
<td>Masters Comprehensive</td>
<td>Exam Member</td>
<td>2004</td>
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<tr>
<td>Capitano, Carol</td>
<td>TBD</td>
<td>Doctoral Thesis</td>
<td>Member</td>
<td>2004</td>
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<tr>
<td>Carlson, Christina</td>
<td>The image of nursing: A view from the inside</td>
<td>Masters Thesis</td>
<td>Member</td>
<td>2000</td>
</tr>
<tr>
<td>Chernev, Melinda</td>
<td>Hospice care for prisoners</td>
<td>Masters Comprehensive</td>
<td>Exam Member</td>
<td>2003</td>
</tr>
</tbody>
</table>
Curriculum Vitae – Jennifer Bates Averill, PhD

Clemens, Joni

Duran, Cheryl

Fillion, Major Jöel S. (FIPSE exchange student from Canada, independent study)

Fleming, James

Gardipe, Marlys J.

Gavan, Patricia M.

Groves, Jill

Jaime, Edith, R. A.

Johnson–Gutierrez, Edna Gail

Masters Comprehensive Exam Chair

Masters Comprehensive Exam Member

Masters Comprehensive Exam Member

Masters Comprehensive Exam Chair

Masters Comprehensive Exam Member

Masters Comprehensive Exam Member

Masters Comprehensive Exam Member

Masters Comprehensive Exam Member

Doctoral Thesis Chair

2002

2004

2001

2001–2003

2001

1998

2004

2001

2004
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Committee</th>
<th>Year</th>
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<tbody>
<tr>
<td>Kight, Kimberly</td>
<td>Empowering impoverished women during the Antepartum Period: A midwifery model of empowering care</td>
<td>Masters Comprehensive Exam Chair</td>
<td>2004</td>
</tr>
<tr>
<td>Little, Jeanette</td>
<td>The web-based cultural competency course: An effective strategy for meeting RN–BSN educational needs</td>
<td>Masters Comprehensive Exam Member</td>
<td>2004</td>
</tr>
<tr>
<td>Lucey, Carolyn</td>
<td>Is there a difference between MICU RN commitment to professional practice and SICU RN commitment to professional practice?</td>
<td>Masters Comprehensive Exam Member</td>
<td>1997</td>
</tr>
<tr>
<td>Madrid, Aja</td>
<td>An explanatory model for intergenerational conflict</td>
<td>Masters Comprehensive Exam Chair</td>
<td>2004</td>
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<tr>
<td>Mann, Susan H.</td>
<td>Hormone replacement therapy: Does father know best?</td>
<td>Masters Comprehensive Exam Member</td>
<td>1998</td>
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<td>McCarthy, Ann-Marie</td>
<td>TBD</td>
<td>Doctoral Thesis Chair</td>
<td>2004</td>
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<tr>
<td>Morales, Yolanda</td>
<td>Self-mutilation: Increasing awareness and understanding to enhance patient care</td>
<td>Masters Comprehensive Exam Member</td>
<td>2004</td>
</tr>
<tr>
<td>Mugavin, Marie</td>
<td>TBD</td>
<td>Doctoral Thesis Member</td>
<td>2004</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Project</td>
<td>Year</td>
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<tr>
<td>Nathan, Jennifer</td>
<td>Masters Comprehensive Exam Chair</td>
<td>From novice to expert: Applying the framework</td>
<td>2004</td>
</tr>
<tr>
<td>Olexy, Jacqueline</td>
<td>Masters Comprehensive Exam Member</td>
<td>Self-neglect of elderly persons in assisted living communities</td>
<td>2001</td>
</tr>
<tr>
<td>Patrick, Carolyn</td>
<td>Masters Comprehensive Exam Member</td>
<td>The measurement of nurses’ attitudes towards nursing research and the research environment in clinical settings</td>
<td>1997</td>
</tr>
<tr>
<td>Pederson, Delores</td>
<td>Masters Comprehensive Exam Member</td>
<td></td>
<td>2000</td>
</tr>
<tr>
<td>Ramirez, Kathleen M.</td>
<td>Masters Comprehensive Exam Member</td>
<td>Self-management of Type II diabetes among adults in Hispanic populations</td>
<td>2004</td>
</tr>
<tr>
<td>Saltclah, Rose</td>
<td>Masters Comprehensive Exam Chair</td>
<td>Cardiovascular risk reduction pilot project among the Navajo pediatric population in Shiprock, NM</td>
<td>2001</td>
</tr>
<tr>
<td>Schmitz, Christa</td>
<td>Masters Comprehensive Exam Member</td>
<td>Diabetes education and management clinic</td>
<td>2004</td>
</tr>
<tr>
<td>Weinmeister, Christine J.</td>
<td>Masters Comprehensive Exam Member</td>
<td>With woman: Midwifery care as an intervention for fear</td>
<td>2004</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Program</td>
<td>Year</td>
</tr>
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<tr>
<td>Werner, C. Susan</td>
<td>Obesity in adolescent females</td>
<td>Masters</td>
<td>1998</td>
</tr>
<tr>
<td>Whitehead, Suzy</td>
<td>Masters Comprehensive Exam Member</td>
<td>Masters</td>
<td>2000</td>
</tr>
<tr>
<td>Widhalm, Phyllis</td>
<td>Evaluation of a hospital volunteer care assistant program</td>
<td>Masters</td>
<td>1997</td>
</tr>
<tr>
<td>Willard, Anita</td>
<td>Six ways of viewing the schizophrenic brain: A primer for psychiatric advanced practice nurses</td>
<td>Masters</td>
<td>2004</td>
</tr>
</tbody>
</table>
# CURRICULUM VITAE

**NAME:**  Karen Lou Carlson, Ph.D., R.N.

**ADDRESS:**  6809 Baker Ave. NE
                Albuquerque, New Mexico 87109

**PHONE:**  (505) 884-3072 (home)
            (505) 272-0716 (work)
            (505) 272-3970 (work FAX)
            Internet: Kcarlson@salud.unm.edu

**RANK:**  Professor (7/1/00) - Tenured

**Employment History:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2003-to date</td>
<td>Professor and Executive Associate Dean for Academic Affairs</td>
<td>University of New Mexico College of Nursing Albuquerque, New Mexico</td>
</tr>
<tr>
<td>July 2000-2003</td>
<td>Professor and Associate Dean for Academic Affairs</td>
<td>University of New Mexico College of Nursing Albuquerque, New Mexico</td>
</tr>
<tr>
<td>July - Dec 1999</td>
<td>Associate Professor in Community and Health Care Systems Assistant to the Dean for Educational Outreach (.5) Interim Division Director (.5)</td>
<td>University of New Mexico College of Nursing Albuquerque, New Mexico</td>
</tr>
<tr>
<td>Fall 1998 - July 1999</td>
<td>Associate Professor Parent/Child Nursing (.5) Assistant to the Dean for Educational Outreach (.5)</td>
<td>University of New Mexico College of Nursing Albuquerque, New Mexico</td>
</tr>
<tr>
<td>Spring 1996 - Fall 1998</td>
<td>Associate Professor Parent/Child Nursing</td>
<td>University of New Mexico College of Nursing Albuquerque, New Mexico</td>
</tr>
<tr>
<td>Fall 1995</td>
<td>Associate Professor Parent/Child Nursing</td>
<td>University of Arkansas for Medical Sciences, College of Nursing Little Rock, AR</td>
</tr>
</tbody>
</table>
Karen Lou Carlson  
Curriculum Vitae

1991-1995  Assistant Professor  
Parent/Child Nursing  
University of Arkansas for Medical  
Sciences, College of Nursing  
Little Rock, AR

1984-1991  Lecturer II  
Parent/Child Nursing  
University of New Mexico  
College of Nursing  
Albuquerque, NM

1987-1991  Faculty Clinician/  
Consultant - Pediatrics  
Joint Appointment  
Children's Hospital of New Mexico  
Albuquerque, New Mexico

1983-1984  Lecturer I  
Parent/Child Nursing  
University of New Mexico  
College of Nursing  
Albuquerque, NM

1983-1987  PRN Staff Nurse  
Pediatrics, Pediatric Subacute,  
& Pediatric ICU  
University of New Mexico Hospital  
(later became Children's Hospital)  
Albuquerque, NM

1981-1983  Staff Nurse Educator  
Pediatrics and Pediatric ICU  
University of New Mexico Hospital  
Albuquerque, NM

1979-1981  Staff Assistant for Recruitment  
and Retention  
University of New Mexico Hospital  
Albuquerque, NM

1978-1979  Nursing House Supervisor  
University of New Mexico Hospital  
Albuquerque, NM

1975-1978  Staff Nurse  
Pediatric ICU  
University of New Mexico Hospital  
Albuquerque, NM

Feb-Aug 1975  Staff Nurse  
Pediatric Infectious Disease  
(under four years of age)  
Milwaukee Children's Hospital  
Milwaukee, WI

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Educational History:

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Institution</th>
<th>Years in Attendance</th>
<th>Major/Minor</th>
</tr>
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<tr>
<td>Post-Graduate</td>
<td>University of New Mexico</td>
<td>1997-1999</td>
<td>Budgeting and Finance In Public</td>
</tr>
<tr>
<td>Certificate</td>
<td>Albuquerque, NM</td>
<td></td>
<td>Administration</td>
</tr>
</tbody>
</table>
Karen Lou Carlson  
Curriculum Vitae

Ph.D.  University of Texas at Austin  1985-1991  Parent/Child Nursing  
Austin, TX

M.S.  University of New Mexico  1979-1983  Maternal/Child  
Nursing  
Albuquerque, NM & Nursing Education

B.S.N.  University of Wisconsin - Milwaukee 1971-1974  Nursing  
Milwaukee, WI

32 hours  Wisconsin State University  1970-1971  Nursing  
Eau Claire, WI

Ongoing Educational Pursuits

NUSC 6042 - Writing for Publication, University of Arkansas for Medical Sciences, 2 credits,  
Fall 1991

Spanish 101 - Beginning Spanish, Part 1, University of New Mexico, 3 credits, Fall 1996

Spanish 102 - Beginning Spanish, Part 2, University of New Mexico, 3 credits, Spring 1997

Spanish 201 - Beginning Spanish, Part 3, University of New Mexico, 3 credits, Fall 1997,  
audited only

NSG593 - Health Outcomes Research, University of New Mexico, 3 credits, Spring 1998

Certifications:

1/1/90 - 12/31/99  A.N.A.  Recertification as Pediatric Nurse

10/95  E.P.S.D.T. Training

12/90 - 12/91  Pediatric Advanced Life Support Certification

10/90  Nursing Child Assessment Series Training Certification

1/1/85 - 12/31/89  A.N.A. Certification as Child & Adolescent Nurse

10/85  Qualification as User of Myers Briggs Type Indicator (MBTI) by  
Association for Psychological Type

SCHOLARLY ACTIVITIES:

Publications

Refereed Articles (data based *)


maternal vulnerability beliefs and immunization compliance.  Issues in Comprehensive Pediatric  
Nursing, 16(1), 41-50.*

acute pain experience.  Nursing Research, 43(6), 369-372.*
Karen Lou Carlson  
Curriculum Vitae


Non-refereed Articles


Book & Journal Reviews

Karen Lou Carlson  
Curriculum Vitae  
121.  


**Newsletters**


**Refereed Published Abstracts (data based *)**


Carlson, K. (1989). The relationship of maternal self-concept, depressive symptoms, and perceived social support to the perception of maternal role attainment and premature infant health status. [Poster session abstract of proposed study, Poster Award Finalist]. 30th Biennial Convention of Sigma Theta Tau, Int., Indianapolis, IN. Scientific Sessions Book of Abstracts, 244.

Karen Lou Carlson  
Curriculum Vitae


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Curriculum Vitae  


Karen Lou Carlson  
Curriculum Vitae  

Convention Scientific Sessions.*

(2003). The Influence of Demographic Factors on Reported Teasing and Bullying Experiences in  
Middle-School Youth.  [Paper Abstract]. Sigma Theta Tau, Int., Toronto, Ontario, Canada,  

   Carlson, K., Bradley, J., Montoya, C., Vessey, J., Horowitz, J., Duffy, M., & David, J.  
Proceedings of the University of New Mexico Research Day.*

SCIENTIFIC AND THEORETICAL PAPER AND POSTER PRESENTATIONS

Refereed Presentations (data-based *)

1. Competency-Based Hospital Orientation. Paper presented at the Third Annual University of  
New Mexico Nursing Conference, Albuquerque, New Mexico, November, 1982.

2. Separation Behaviors of Infants and Toddlers in Day Care. Paper presented at the Center for  
Nursing, Research Day, Ohio State University, Columbus, Ohio, April 25, 1986.*

3. The Relationship of Maternal Self-Concept, Depressive Symptoms, and Social Support to  
Maternal Role Attainment and Premature Infant Health Outcome. Paper of preliminary  
results presented to University of Arkansas for Medical Sciences, College of Nursing,  

4. The Relationship of Maternal Self-Concept, Depressive Symptoms, and Social Support to  
Maternal Role Attainment and Premature Infant Health Status. Poster of research proposal  
presented to the Pediatric Nursing Research Symposium, Children's Hospital of Los Angeles,  
Long Beach, CA, January 25, 1990.*

5. Predictors of Infant Health Outcome and Maternal Role Attainment. Paper presented to  
Western Society for Research in Nursing, Communicating Nursing Research: Partnerships,  
Putting It All Together, Albuquerque, NM, May 3, 1991.*

6. Predictors of Premature Infant Health Outcome and Maternal Role Attainment. Paper  
presented to 31st Biennial Convention of Sigma Theta Tau, Int., Tampa, FL, November 12,  
1991.*

7. The Relationship of Maternal Characteristics to Premature Infant Health Outcome. Paper  
presented to National Association of Neonatal Nurses International Clinical Update,  
Washington, D.C., March 26, 1992.*
Karen Lou Carlson
Curriculum Vitae


Karen Lou Carlson  
Curriculum Vitae

Poster presented, Society of Pediatric Nurses, Sixth Annual Conference, Chicago, Ill, April 26-27, 1996.


20. Magic Wands and Fairy Dust: Effectiveness of Distraction for Pediatric Pain Control - Pilot Data. Poster Presented at Gamma Sigma New Member Orientation Reception, Gamma Sigma Chapter of Sigma Theta Tau, Albuquerque, NM, October 6, 1997.*

21. The Influence of Demographic and Psychosocial Factors on Reported Teasing and Bullying Experiences in Middle-School Youth. Paper presented at the 14th International Nursing Research Congress, Sigma Theta Tau, Int., Virgin Islands, July, 11, 2003.*


24. The Influence of Demographic Factors on Reported Teasing and Bullying Experiences in Middle-School Youth. Paper presented as part of symposium at Sigma Theta Tau, Int., 37th Biennial Convention Scientific Sessions, Toronto, Ontario, Canada, November 3, 2003.*

Invited Presentations (data-based *)


2. Faculty/Student Evaluations of Each Other and the Myers-Briggs Type Indicator. Paper presented to the Albuquerque Chapter of the Association for Psychological Type, Albuquerque, New Mexico, January, 1985.*


Karen Lou Carlson
Curriculum Vitae
9, 1989.


14. Gamma Sigma Chapter, Sigma Theta Tau. Chapter meeting speaker as a Distinguished Lecturer for Sigma Theta Tau, Int. The Intertwining of Practice and Theory. Albuquerque, New Mexico, September 12, 1996.


16. Moderator for Society of Pediatric Nursing Breakfast Session, Getting Started in Research - Pediatric Measurement Tools. Society of Pediatric Nurses Seventh Annual Conference,
Karen Lou Carlson  
Curriculum Vitae  


23. Lessons from the first SPN Multi-site Nursing Utilization Study.  Paper presented with Maureen Frey, Ph.D., R.N. at Society of Pediatric Nurses, Ninth Annual Conference, Houston, TX, April 25, 1999.*


RESEARCH ACTIVITIES (INCLUDING RESEARCH AND TRAINING GRANTS)
Karen Lou Carlson  
Curriculum Vitae

1. Nursing Faculty/Student Evaluations of Each Other in Relation to Their Myers-Briggs Personality Type, 1983, Master's Thesis, University of New Mexico.

2. The Relationship of Maternal Characteristics to Premature Infant Health and Maternal Role Attainment. Research money requested to fund dissertation research expenses, 1989. Funded by Gamma Sigma Chapter of Sigma Theta Tau, Int; the College of Nursing, University of New Mexico Faculty Research Funds, and Grant from Clinical Research Program, University of New Mexico Hospital (DRR, NIH.5 MOIRROO9790). Amount of awards $300, $800, and research nurse assistance respectively.


8. Hendricks, M. (P.I.), Bokony, P., Landers, S., Whiteside, L., Carlson, K. Stress and family involvement in the neonatal intensive care unit. I serve as the nursing consultant to this grant. University of Arkansas at Little Rock Faculty Research Committee. Approved and Funded $2,000.


10. Swanson, M. (P.I.) along with Holt, J., Carlson, K., Conway, P. (1994). I was responsible with P. Conway in writing the curriculum portion of this grant and served as core faculty for the grant. Grants for interdisciplinary training for health care for rural areas. DHHS - Health Resources and Services Administration. Approved and Funded, $545,982 for three years.

with P. Conway for the curriculum portion of this grant and served as core faculty. Maternal and Child Health Bureau, Division of Systems, Education and Science, Maternal and Child Health (MCH) Training Grants to University-Affiliated Programs. Approved and Funded $403,543 for first year.


Karen Lou Carlson  
Curriculum Vitae


23. Vessey, J. (PI) & Carlson, K. (UNM Site PI) (2000-2003). Collaborative grant with Boston College, School of Nursing to study “Development of a Tool to measure Teasing in School-Age and Adolescent Children”. My part of the grant is to collect and study the Hispanic population. R01. NINR. Funded. UNM funded amount $306,495.


HONORS, AWARDS AND FELLOWSHIPS:

Dec.2000 Outstanding Graduate Faculty Award, University of New Mexico, College of Nursing, Albuquerque, NM

1999-2002 Regents Research Lecturer Award, University of New Mexico


1995-2001 Distinguished Lecturer, Sigma Theta Tau, Int.


1997-1998 Who's Who in the South and Southwest

March 1994 Recipient of the First Corrine Barnes Research Award, Society of Pediatric Nursing

August 1993 Selected as one of 12 member interdisciplinary team for state of Arkansas to Southeastern Institute for Faculty Training


1992-1994
Karen Lou Carlson
Curriculum Vitae

1991 & 1995  Outstanding MSN Alumna Award, University of New Mexico, College of Nursing, Albuquerque, New Mexico

1991  Who's Who in the West
1989-1990  Who's Who of Women Executives

Nov. 1989  Finalist, Poster Awards Competition, 30th Biennial Convention, Sigma Theta Tau, Int., Indianapolis, IN

1988-1989  Division of Nursing, Post-Baccalaureate Nursing Faculty Fellowship


1988  National Distinguished Service Registry in Nursing

Fall, 1987  Competitive, Rotary Group Study Tour to Thailand for Professional Women

Summers, 1986, 1987, & 1988  Walker Nursing Foundation Scholarship, The University of Texas at Austin

1986  Outstanding Young Women of America

April 1983  Outstanding Graduate Student Award by Gamma Sigma Chapter, Sigma Theta Tau, Int.

April 1983  Admission into Phi Kappa Phi

1982  Professional Nursing Traineeship, University of New Mexico

1977  Sigma Theta Tau Induction as Community Member

1970-1974  Federal Nursing Grant, University of Wisconsin

SCHOLARLY SERVICES AND CONSULTATIONS:

Interim Director, UNM Gallup AD nursing program, May – July, 2001


Interdisciplinary Feeding Assessment Team Member, University Affiliated Programs, University of New Mexico (1996-1998)

Consultant to University of Arkansas for Medical Sciences, University Affiliated Program, Maternal-Child Health Grant, Spring Semester 1996.


Member, National Early Intervention Resource Network for Southeastern Institute for Faculty Training Outreach Project (1995- present)


Reviewer for *Pediatric Nursing* (1993 - present)

Reviewer for *Journal of Pediatric Nursing* (1993 - present).


**CONTINUING EDUCATION PRESENTATIONS**


2. Recruitment and Retention in Nursing. Presentation to nurse managers, University of New Mexico Hospital Nursing Service Decision-Making Workshop, Albuquerque, NM, January 1980.
3. Seeking Employment. Invited guest lecturer to senior nursing students, College of Nursing, University of New Mexico, Albuquerque, NM, February, 1980.

4. Guillan-Barre' Syndrome - A Pediatric Case Study. Invited ICU/CCU Staff Inservice, Anna Kaseman Hospital, Albuquerque, New Mexico, March, 1981.


6. Orem's Nursing Theory: Basis for a Hospital's Classification System. Invited guest presentation to graduate level theory students. College of Nursing, University of New Mexico, Albuquerque, New Mexico, March, 1981.

7. Leadership - How to Determine Individual Style and Apply It to a Work Setting. Co-facilitator for workshop session. Second Annual Red Cross Nursing and Health Services Symposium, Albuquerque, NM, April, 1981.


9. Competency Based Pediatric Hospital Orientation. Written for Nursing Education Department, University Hospital, 1982.


11. Congenital Heart Disease. Four hour symposium. University of New Mexico Hospital, Albuquerque, NM, April 1983.


   -Albuquerque InterWheel, January 1988
   -Bernalillo, New Mexico, Rotary Club, February 1988
   -University of New Mexico, College of Nursing, March 1988
   -Rotary District Conference, Carlsbad, New Mexico, April 1988
   -Belen, New Mexico, Rotary Club, May 1988
   -Children's Hospital of New Mexico, Pediatrics, May 1988
   -Albuquerque Lion's Club, November 1988
   -Manzano Sunrise Kiwani's Club, Albuquerque, NM, March 1990
Karen Lou Carlson  
Curriculum Vitae

14. "Your Myers-Briggs Personality Type," Pi Beta Phi Seniors, University of New Mexico Hospital, April 1989.

15. Nursing Diagnosis for Pediatrics, Perinatal, and Neonatal Nursing Practice, Children's Hospital of New Mexico, March/April 1989.

16. "Your Myers-Briggs Personality Type," University of New Mexico Hospital Management Symposium, University of New Mexico Hospital, May 1990.

17. Newborn ICU Research Funding Update, Children's Hospital of New Mexico, Newborn Intensive Care Inservice, Albuquerque, NM, November 1990.


PROFESSIONAL ACTIVITIES AND COMMUNITY SERVICE

Society of Pediatric Nurses, 1991 - 2000  
-National Bylaws Committee Chair, 1993-1998  
-National Research Committee Member, 1996-1999

Arkansas Chapter of National Association for Pediatric Nurses and Practitioners (NAPNAP), 1991-1993.

Sigma Theta Tau, Int., 1977 - present  
-Chair, Task Force for Selection of Chapter Leader Paper Award, Region 3 Assembly, Birmingham, Alabama, February, 1995  
-Award Chair, Task Force for Research Utilization, Region 1 Assembly, Salt Lake City, Utah, February, 1997.  
-Committee Member, International Research Utilization Award, 1997 Biennial Convention, July, 1997.  
-Committee Member, Best of Online Journal of Knowledge Synthesis Award, 1997 Biennial Convention, August 1997.  
-Committee Member, International Bylaws Oversight Committee, 1997-1999.  
-Teller, 35th Biennial Convention, San Diego, CA, 1999  
Karen Lou Carlson
Curriculum Vitae

Gamma Xi Chapter of Sigma Theta Tau, Int., 1991 - 1996
- Research Committee (appointed), 1992-1993
- President-Elect (elected), 1993-1994
- Delegate (appointed), 32nd Biennial Convention, Indianapolis, IN, 1993
- President (elected) 1994-1995
- Past-President (elected) 1995-1996

- Eligibility Committee (appointed), 1979-1981
- Treasurer (elected) 1983-1987
- Finance Committee (appointed) 1987-1991
- Chair of Committee (appointed) 1989-1991
- Delegate (elected), 30th Biennial Convention, Indianapolis, IN, 1989
- Bylaws Committee Chair (appointed) 1997-1999

Phi Kappa Phi, National Honor Society, 1983-present

American Nurses Association, 1977-2000, 2002 - present
- ANA Advanced Nursing Practice Council, 1997-1998

Arkansas Nurses Association, 1991-1995

- Member of CE Committee (appointed), 1977-1978
- Member, CEARP Review Committee (appointed), 1979-1983
- President, District 1 (elected), 1981-1982
- Past-President, District 1 (elected), 1982-1983
- Governmental Affairs Committee, 1987

Southern Nursing Research Society, 1992-1995

American Association of Psychological Type, 1984-1990

American Association of Critical Care Nurses, 1983-1984

American Association of Nurse Recruiters, 1980-1982

National Association of Parliamentarians, 1981-1985

Albuquerque Parliamentarian Unit, 1981-1985
- Librarian (appointed), 1982-1983
- Secretary (elected), 1983-1985
Karen Lou Carlson  
Curriculum Vitae  

UNIVERSITY COMMITTEE ACTIVITIES

College of Nursing Activities:

University of New Mexico

Member, Pediatric Faculty Search Committee (appointed) - summer and fall 1996  
Graduate Committee (elected and appointed), 1996 - present  
- Chaired Task force to develop new graduate program brochure - fall 1996  
- Reviewed Applications for Graduate Nursing Student Research Funding - fall 1996  
- Chaired Task force to review Graduate Research content in curriculum and propose changes, Fall 1997  
Faculty Assembly Parliamentarian, 1997-1998  
Chair, Two Pediatric Search Committees (appointed) - fall 1997 and spring 1998  
Curriculum Committee, Spring 1998-2000  
- Chair (Elected), 1998-1999  
- Chaired Task force to review Graduate Research content in curriculum and propose changes, Spring 1998  
- Chair, Task Force for Graduate Curriculum Revision, 1998-2000  
Child Health Graduate Specialty Advisor, 1998-present  
Health Care Outcomes Core Research Team, 1998-1999  
Chair, Doctoral Task Force, Summer 1999 -2000  
Chair, Web-based College Activities for Pilot Program, 1999-2000  
Ex officio member, Graduate and Undergraduate Committees, 2000-present

University of Arkansas for Medical Sciences

Scholarship and Awards Committee (Committee Member), Fall 1995  
Graduate Specialty Coordinator for Child Health, 1994-Fall 1995  
Curriculum Committee, 1994-1995  
Educational Quality Improvement Task Force, 1994-1995  
Chair, Search Committee for Associate Dean and Department Chair, 1993-1994  
Faculty Assembly Parliamentarian, 1992-1994  
Academic Dishonesty Appeals Committee, 1992-1993  
Doctoral Committee, 1991-1993  
Scholarship and Awards Committee (Chair, elected), 1991-1992, (Committee Member), 1992-1993  
Graduate Committee, 1991-1995

University of New Mexico

Graduate Committee, Task Force on Parent/Child Curriculum, 1987
Karen Lou Carlson
Curriculum Vitae

Program Evaluation Committee, 1986-1987
Member, Task Force on Standing Rules, 1986
Bylaws Committee, Chair (elected), 1984-1985, 1987-1988,
Member, 1988 - Fall 1989, Task Force for Revision of Faculty Handbook, 1986
Undergraduate Curriculum Committee, 1983-1986
Chair, Task Force on Advanced Nursing, 1984-1985
Member, Task Force on Nursing Process, 1985-1986
Student Affairs, 1983
Human Subjects Review Committee, Outside Member, 1980-1982
Clinical Associate, 1978-1980

University Committees

University of New Mexico Health Science Center/University of New Mexico

Member, Dean’s Search Committee (Appointed), 1996-1997
Member of University Hospital/College of Nursing Collaboration Team, 1996-1997
Member University Hospital Research Council, 1996-1998
Member of Pediatric Pain Committee at University Hospital, 1997-1998
University Curriculum Committee (1998-2000)
Member, Task Force for Educational Building Committee, Health Science Center, 1998.
Member, Distance Education Policy Committee, University of New Mexico, 1998-1999
Chair, Education Subgroup for Development of Strategic Plan for Health Sciences Center, Fall 1999
Member, HSC Education Building Steering Committee, 2002-present
Chair, HSC Education Building Task Force on Space Utilization, 2003-2004
Co-Chair, University of New Mexico Curriculum Terminology Task Force, 2003-2004
UNM Associate Dean’s Council, 2002-present

University of Arkansas for Medical Sciences

Discipline Coordinator for Nursing, University Affiliated Programs, 1994-Spring 1996
-Interdisciplinary Training Committee, 1994-Spring 1996
Liaison to University Affiliated Programs, 1993-Fall 1994
Committee for Allocation of Graduate Student Research Funds (CAGSRF), 1992-1994
House of Delegates (elected), 1991-1992
-Subcommittee for Salary/Wages, 1991-1992

University of New Mexico

Representative to IMPACT Committee. Multidisciplinary University of New Mexico
Committee for Intervention for Handicapped Infants and Toddlers, 1988
Representative for Nursing to the Interdisciplinary task force for the development of
Family/Child Institute at the University of New Mexico, 1987-1988
Karen Lou Carlson  
Curriculum Vitae

**Medical Center Committees**

Back to the Future Nursing Retention Task Force, University Hospital, Albuquerque, NM, 1/90-6/90.


Selected as an Arkansas Team member to Southeastern Institute for Faculty Training (SIFT team), 1993-1994.


**COMMUNITY ACTIVITIES**

**Health Related**
- American Red Cross, Nurse and Health Services Committee, 1980-1982
- Certified CPR Instructor, 1978-1983
- New Mexico Hospital Association - Nurse Retention Workshop Committee Member, 1981

**Professional and Service**
- Parliamentarian for State Student Nurse Convention, February, 1983
- Judge in parliamentary competitive event, Fourth National Health Occupations Students of America Conference, July, 1981

**Civic**
- Member Little Rock Wind Ensemble, 1991-1992
- Member, University of New Mexico Concert Band, 1996-1998

**THESIS/RESEARCH PROJECT/RESEARCH PRACTICUM ADVISEMENT:**


Seligman, S.  (Thesis Co-Chair, 1990-91).  A Validation of a Pediatric Pain Assessment Tool with Hispanic Surgical Patients.  Co-chairing this thesis when I left the University.  Student in proposal writing stage.
Karen Lou Carlson  
Curriculum Vitae

Houtrouw, S. (Research Project Chair, 1992). The Relationship Between Maternal Characteristics, Maternal Vulnerability Beliefs and Immunization Compliance, University of Arkansas for Medical Sciences.


Holder, A. (Research Practicum Committee Member, 1993). The Use of Music Therapists In a Healthcare Setting. University of Arkansas for Medical Sciences.

Meaux, J. (Research Practicum Committee Member, 1993). Parenting Attitudes Among First-Time Adolescent Mothers. University of Arkansas for Medical Sciences.


Stueve, D. (Research Project Committee Member, 1994). Weight differences in infants and young children. University of Arkansas for Medical Sciences.

Yowell, B. (Research Practicum Committee Member, 1994). Psychologic co-morbidity in asthmatic children. University of Arkansas for Medical Sciences.


Benham, G. (Research Project Committee Member, 1994). Nurse manager education and leadership style adaptability. University of Arkansas for Medical Sciences.

Cook, J. (Research Practicum Committee Member, 1994). Factors involved in toilet training for the Afro-American mother. University of Arkansas for Medical Sciences.


McClanahan, M. (Research Practicum Committee Member, 1994). Development of a minimal stimulation protocol. University of Arkansas for Medical Sciences.

Baker, B. (Research Practicum Committee Member, 1994). Preparatory information for cardiac catherization. University of Arkansas for Medical Sciences.
Karen Lou Carlson  
Curriculum Vitae

Landis, M. (Research Practicum Committee Member, 1994). Women's sensory experiences during cardiac catherization. University of Arkansas for Medical Sciences.

Slifkin, B. (Research Practicum Committee Member, 1994). Development of CAI training module for CNA's for facilitation of functional ability. University of Arkansas for Medical Sciences.

Arnold, R. (Research Practicum Committee Chair, 1994). Anticipatory guidance with parents of children with asthma. University of Arkansas for Medical Sciences.

Barfield, L. (Research Practicum Committee Member, 1994). Validation of Richardson's Nurse Self-Efficacy Scale. University of Arkansas for Medical Sciences.

Dorris, L. (Research Practicum Committee Member, 1994). Self efficacy and levels of expertise: Are they related? University of Arkansas for Medical Sciences.

Harris, J. (Research Practicum Committee Member, 1995). Use of music therapy for management of pain in women with osteoarthritis of the hip. University of Arkansas for Medical Sciences.


Green, T. (Research Practicum Committee Member, 1995). Development of a videotape for teaching of necessity of minimal stimulation protocol in NICU. University of Arkansas for Medical Sciences.

Frost, K. & Ferguson, M. (Research Practicum Committee Member, 1995). Adolescent mothers' reactions to having their infants in newborn ICU. University of Arkansas for Medical Sciences.

Caravantes, R. (Research Practicum Committee Chair, 1995). Relationship of prenatal smoking to development of developmental disabilities in first two years of life. University of Arkansas for Medical Sciences.

Amrine, L. & Davis, E. (Research Practicum Committee Member, 1995). Adolescent mothers' reactions to having their infants in newborn ICU. University of Arkansas for Medical Sciences.

Van Diepen, N. (Comprehensive Exam Committee Member, 1996). Secondary Prevention for Obesity in Pre-Adolescent Zuni Children. University of New Mexico.

Velarde, A. (Comprehensive Exam Chair, 1996). Family perceptions and coping with developmental disability in the Navajo and Hispanic population. University of New Mexico.
Karen Lou Carlson
Curriculum Vitae

Faulkner, K. (Comprehensive Exam Committee Member, 1997). Adolescent behavior and its relationship to infant attachment. University of New Mexico.

Harsch, A. (Comprehensive Exam Committee Chair, 1997). The use of self-efficacy theory in promoting developmental monitoring by the primary health care provider. University of New Mexico.


Matta, K. (Comprehensive Exam Committee Chair, 1997). The role of collaboration in developing and instituting a single room maternity care system. University of New Mexico.

Mickelson, K. (Comprehensive Exam Committee member, 1997). Decreasing juvenile delinquent behaviors by increasing levels of moral reasoning. University of New Mexico.


Stevens, S. (Comprehensive Exam Committee Chair, 1998). A public and voluntary initiative to support the informal caregiver in the community. University of New Mexico.


Sullivan, T. (Comprehensive Exam Committee Chair, 1998). The impact of managed care on United States Army Practical Nurse Corp. University of New Mexico.

Karen Lou Carlson
Curriculum Vitae

Johnson, L.  (Comprehensive Exam Committee Chair, 1998). Use of IEP’s and case management to intervene with children with asthma.  University of New Mexico.

Johnson, C.  (Comprehensive Exam Committee Chair, 1998). The APN role in ensuring bereavement support to parents following stillbirth.  University of New Mexico.

Wright, A.  (Thesis Committee Chair, 1999). Comparison of Discharge Outcomes of Patients with Congestive Heart Failure. University of New Mexico.

Murray, Brenda (Comprehensive Exam Committee Chair, 1999).  Childhood adaptation to chronic illness.  University of New Mexico.

Williams, Rachel (Comprehensive Exam Committee Member, 1999). The Healthy Tomorrow Health Care Van and Access to Care for Children and their Families in the Santa Fe School District. University of New Mexico.

Huddle, Mary (Comprehensive Exam Committee Member, 2000). Feminist contributions to nurse-midwifery theory development. University of New Mexico.

Hunt, Marlys (Comprehensive Exam Committee Member, 2000). What is patient satisfaction and how can nursing provide a model of care to improve patient satisfaction? University of New Mexico.


Chou, Ethel (Comprehensive Exam Committee Chair, 2001). Increasing breastfeeding rates in the premature infant population. University of New Mexico.


Martinez, Hugo (Master’s Paper Committee Member, 2002). Teenage pregnancy program. University of New Mexico.

Negrete, Isabel (Master’s Paper Committee Chair, 2002). Prevalence of parasitic disease in a small community in rural Mexico. University of New Mexico.

Ortiz, Sara (Master’s Paper Committee Member, 2002). Open University program in Mexico: Implementation of an orientation program for improving the development of on-line BSN programs. University of New Mexico.
Karen Lou Carlson  
Curriculum Vitae

Gonzalez De la O, Gabriela (Master’s Paper Committee Member, 2002). Providing sex education for Mexican youth. University of New Mexico.

Reichert, Constance (Master’s Paper Committee Member, 2003). Student alternatives to the traditional nursing care plan. University of New Mexico.

**Academic Courses Taught**

**University of New Mexico**

**Spring 1983**

Level IV (8 credit) - two, 8 week pediatric undergraduate clinical rotations - 24 hr/wk  
N445 (4 credit) - 6 week senior elective experience - 8 students  
3 didactic undergraduate lectures in Level IV (all courses team taught at this time)

**Fall 1983**

Level I -N334 sim labs (beginning skills labs for 16 weeks)  
Level IV - one, 8 week undergraduate pediatric clinical rotation - 24 hr/wk  
4 didactic undergraduate lectures in various levels

**Spring 1984**

Level IV - two, 8 week pediatric undergraduate clinical rotations - 24 hr/wk  
3 didactic undergraduate lectures in Level IV

**Fall 1984**

Coordinator of N441 (6 credit) (pediatric undergraduate clinical and didactic course)  
Two, 8 week undergraduate pediatric clinical rotations- 24 hr/wk  
3 didactic undergraduate pediatric lectures, repeated x2 (course team taught)

**Spring 1985**

Coordinator of N441 (6 credit)(pediatric undergraduate clinical and didactic course)  
Two, 8 week undergraduate pediatric clinical rotations - 24 hr/wk!  
3 didactic undergraduate pediatric lectures, repeated x2 (course team taught)
Karen Lou Carlson  
Curriculum Vitae  
Fall 1985

Coordinator of N441 (6 credit)(pediatric undergraduate clinical and didactic course)  
Two, 8 week undergraduate pediatric clinical rotations - 24 hr/wk  
3 didactic undergraduate pediatric lectures, repeated x2 (course team taught)  
Faculty for didactic portion of N446 (new RN seminar course)

Spring 1986

Coordinator of N434 (6 credit)(undergraduate pediatric clinical and didactic course, new course in newly designed curriculum)  
Two, 8 week undergraduate pediatric clinical rotations - 16 hr/wk  
5 didactic undergraduate pediatric lectures, repeated x2  
Faculty for N446 - RN seminar course

Fall 1986

Two, 8 week undergraduate pediatric clinical rotations - 16 hr/wk  
4 didactic undergraduate pediatric lectures, repeated x2

Spring 1987

Coordinated and taught N225 (2 credit, sophomore introductory course) for 16 weeks  
One, 8 week undergraduate pediatric clinical rotation - 16 hr/wk  
4 didactic undergraduate pediatric lectures, repeated x2

Fall 1987

Developed and taught N520 (3 credits), pediatric graduate clinical and seminar course - first time taught at the university  
Taught 8 weeks of N225, 2 credit, sophomore introductory course  
4 didactic undergraduate pediatric lectures, repeated x2

Spring 1988

One, 8 week undergraduate pediatric clinical rotation  
2 didactic undergraduate pediatric lectures, repeated x2  
Taught 8 weeks of N432, 2 credit, undergraduate research course  
Taught 8 weeks of N225, 2 credit, sophomore introductory course  
Had 1 independent study undergraduate student (1 credit)
Karen Lou Carlson  
Curriculum Vitae  

Fall 1988

One, 8 week undergraduate pediatric clinical rotation  
Taught N520, 3 credit, graduate pediatric clinical and seminar course  
Coordinated N434, undergraduate pediatric clinical and didactic course  
2 didactic undergraduate pediatric lectures, repeated x2

Spring 1989

On Leave of Absence - working on dissertation proposal

Fall 1989

N432, 2 credit, undergraduate research course taught to RN's in outreach at Gallup, New Mexico  
(2 1/2 hour commute)  
One, 8 week pediatric undergraduate clinical rotation  
2 didactic undergraduate pediatric lectures, repeated x2  
One undergraduate independent study student (2 credit)  
One graduate teaching student to precept  

Spring 1990 (.5 FTE - working on dissertation)

N520, 3 credit graduate pediatric clinical and seminar course  
8 weeks of undergraduate pediatric didactic lectures (1/2 the course)

Fall 1990 (.5 FTE - working on dissertation)

One, 8 week undergraduate pediatric clinical rotation  
Graduate student practicum - advanced clinical practice student

Spring 1991

One, 8 week undergraduate pediatric clinical rotation  
N502, 2 credit, second graduate nursing theory course - focused on nursing theorists -  
coordinated and taught for the first time

Summer 1991

Taught 1/3 of N503, 3 credit graduate nursing research methods course
Karen Lou Carlson  
Curriculum Vitae  

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES  

Fall 1991  

NUSC 5133: Research Methodology, course coordinator, single faculty, 18 students, first time taught by this faculty  
NUSC 5363: Child Health I Theory, course faculty, team taught, 5 students first time taught in curriculum  
NUSC 5362: Child Health I Practicum, course faculty, team taught, 5 students, first time taught in curriculum  

Spring 1992  

NUSC 5113: Theory in Nursing, course coordinator, single faculty, 13 students, first time taught by this faculty  
NUSC 5463: Child Health II Theory, course coordinator, team taught, 4 students, first time taught in curriculum  
NUSC 3353: Nursing Care of Children Theory, course faculty, team taught, about 24 students, first time taught for this faculty  
NUSC 5202: Roles in Advanced Nursing Practice, taught half the course in Jonesboro, paid overload  

Fall 1992  

NUSC 5113: Theory in Nursing, course coordinator, single faculty, 18 students, first time teaching of partly revised course  
NUSC 3352: Nursing Care of Children Practicum, 1 clinical rotation, 10 students, first time taught for this faculty and first rotation at ACH  
NUSC 5113: Theory in Nursing, course coordinator, single faculty in Jonesboro, paid overload  

Spring 1993  

NUSC 5113: Theory in Nursing, course coordinator and single faculty in El Dorado, 7 students  
NUSC 5202: Roles in Advanced Nursing Practice, course coordinator and single faculty in El Dorado, 7 students  
Gave up NUSC 5463: Child Health Theory II to write resubmission of Child Health Program Grant - never resubmitted with administrative support. Later coordinated writing of CNS/PNP proposal in place of the grant.  

Fall 1993  

NUSC 5113: Theory in Nursing, course coordinator and single faculty, 34 to 29 students
Karen Lou Carlson  
Curriculum Vitae  

NUSC 5373: Neonatal Nursing Practicum, course faculty, team taught, 3 clinical students, first time taught for this faculty

Spring 1994

NUSC 5113: Theory in Nursing, course coordinator and single faculty, 20 students  
NUSC 5463: Child Health II Theory, course coordinator and single faculty, new revised course, 4 students

Fall 1994 (70% outside funding)

Graduate Child Health Specialty Coordinator - Assisted in writing and formalizing for approval courses for pediatric nurse practitioner program for implementation in Spring 1996.  
NUSC 5372: Neonatal Nursing I Theory, course coordinator and single faculty, 5 students, first time taught by this faculty  
NUSC 5373: Neonatal Nursing I Practicum, course coordinator and single faculty, 5 students  
NUSC 6043: Interdisciplinary Training and Interagency Collaboration in Delivering Family-Centered Health Care, team taught with 9 other disciplines from 3 universities (UAP grant course), 23 students, first time course was taught

Spring 1995 (70% outside funding)

NUSC 5113: Theory in Nursing, course coordinator and single faculty, 2 sections (one on site and one by telecommunication to three outreach sites), 48 students  
NUSC 6043: Application of Interdisciplinary Practices for Children with Neurodevelopmental Problems, Other Disabilities, and Chronic Illness, team taught with 9 other disciplines from 3 universities (UAP grant course), 25 students, first time course was taught

Fall 1995 (50% outside funding)

NUSC 5113: Theory in Nursing, course coordinator and single faculty, 29 students  
NUSC 6043: Interdisciplinary Training and Interagency Collaboration in Delivering Family-Centered Health Care, team taught with 9 other disciplines from 3 universities (UAP grant course), 26 students.

Spring 1996 (taught on outside consultant basis)

NUSC 6043: Application of Interdisciplinary Practices for Children with Neurodevelopmental Problems, Other Disabilities, and Chronic Illness, team taught with 9 other disciplines from 3 universities (UAP grant course), 25 students.
Karen Lou Carlson  
Curriculum Vitae  
University of New Mexico

Spring 1996  
N504: Nursing Research II. Team taught with another faculty. 12 students, first time course taught by this faculty. I did the computer exercise portion of the course.

N434: Undergraduate Pediatric didactic, 1 lecture only X 2, 32 students. First time taught with test questions.

N446: Undergraduate Senior Elective, 10 students, 8 week precepted rotation

N595: Graduate Student Fieldwork: 1 student, 4 credits, precepted practicum

Fall 1996  
Wrote the graduate pediatric proposal for three, 3 credit courses plus 4 credit practicum. Completed required forms for formal approval and implemented the tract within the college.

N593.003 (later N518): Advanced Child Health 1: Foundations in Family-Centered Care - New syllabus and seminars. First time the course was taught in the college. Nine graduate students completed the course. Two hours didactic a week and 3 hrs of precepted clinical per week for each student.

N434: Undergraduate Pediatric didactic lecture, 17 hours of lecture for the semester, total of 48 students in two eight week sessions. Thirteen hours of lecture were first time taught by this faculty with test questions.

Spring 1997  
N520: Advanced Child Health II: Children with Special Health Care Needs (3 credits): New syllabus and seminars. First time course was taught in the College. Nine students in the course. Two hours didactic a week and three hours of precepted clinical per week.

N595: Graduate Student Fieldwork: 1 student for 1 credit. Precepted practicum hours.

N434: Undergraduate Pediatric didactic only. 1 credit of lecture taught twice= 2 credits. Seventeen hours of content.

N504: Nursing Research II (3 credits). Team taught with another faculty on an emergency basis. Different book and different computer package than used a year ago. First time taught with changes. 8 students. My major responsibility was computer exercise part of the course with interpretations.
Karen Lou Carlson  
Curriculum Vitae  
Summer 1997

**N595: Graduate Student Fieldwork:** 2 students with total of 4 credits. Precepted practicum hours.

**Fall 1997**

**N521: Advanced Child Health III: Care Coordination for Complex Care Needs (3 credits):** New syllabus and seminars. First time course was taught in the College. Eight students in the course. Two hours didactic a week and three hours of precepted clinical per week.

**N 514: Administration of Nursing Health Systems (3 credits):** New syllabus and seminars. Course completely restructured during the summer. Team taught with another faculty. 12 students in the class. Three hours of didactic each week.

**N 595: Graduate Student Fieldwork:** 5 students with total of 12 credits. Precepted practicum hours.

**N 497 : Undergraduate Independent Study.** 1 RN student, 2 credits. University hospital research project and update of neonatal specialty knowledge.

**N 599: Graduate Student Independent Study.** 1 student for 2 credits. Student attending N521 for didactic content only.

**Spring 1998**

**N 595: Graduate Student Fieldwork:** 7 students with total of 20 credits. Precepted practicum hours. Students in both Child Health and Administration Major

**N593: Pediatric Pharmacology:** 1 credit for 7 students. First time the course is being taught in the College of Nursing or by this instructor.

**N 599: Graduate Student Independent Study.** 1 student for 3 credits. Student is a pediatric pulmonary trainee.

**Fall 1998**

**N518: Advanced Child Health 1: Foundations in Family-Centered Care - Revised syllabus and seminars.** Eight graduate students completed the course. Two hours didactic a week and 3 hrs of precepted clinical per week for each student.

**N446: Undergraduate Senior Elective,** 7 students, 8 week precepted rotation
Karen Lou Carlson  
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Spring 1999 (.5 faculty teaching assignment, .5 Asst to Dean for Educational Outreach)

N520: Advanced Child Health II: Children with Special Health Care Needs (3 credits): Assisted Dr. Rehm in coordination of the course, teaching a seminar, and placing clinical students.

N593.380: Research Utilization for Nursing Managers (3 credits). New course development for post-certificate students in nursing administration.

Web-based course development assignment - 3 credit course

Fall 1999 (.5 Asst to Dean for Educational Outreach, .5 Interim Division Director)

N514: Administration of Nursing Health Systems (3 credits) Taught to 56 students (Approx. 40 international students from Mexico and the remainder American students). One of the first web-enhanced courses in the College of Nursing. Taught as overload for payback time in Spring 2000.

Spring 2000 (.5 Asst to Dean for Educational Outreach, .5 faculty)

Fall 2000 (100% Administration, 30% funded)

N514: Administration of Nursing Health Systems (3 credits) Taught to 11 students. One of the first fully web-based courses in the College of Nursing.

Spring 2001 (100% Administration, 30% funded)

Fall 2001 (100% Administration, 30% funded)

N514: Administration of Nursing Health Systems (3 credits) Taught to 9 students. Web-based course.

Spring 2002- Fall 2004 (100% Administration, Approx 30% funded)

2004
Interim graduate specialty advisor for Child Health specialty and child health field work students

PERSONAL CONTINUING EDUCATION: (Topic, Sponsor, Location & Date)

Trauma Update, American Trauma Society, Albuquerque, New Mexico, October 29-30, 1976
Neurology Workshop Series, New Mexico Nurses Association, District 1, Albuquerque, New Mexico, November 8-15, 1976
The Right to Die, New Mexico Nurses Association, Albuquerque, New Mexico, October 21, 1977
Update on Pulmonary Disease, New Mexico Nurses Association, Albuquerque, New Mexico,
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October 22, 1977

Women and Alcohol, New Mexico Nurses Association, Albuquerque, New Mexico, October 22, 1977

Congenital Cardiac Defects, American Journal of Nursing, Correspondence Continuing Education, May 1978

Selection Interview, University of New Mexico Hospital, Albuquerque, New Mexico, June 14-22, 1978

Developmental Tasks During the School Years, University of New Mexico, College of Nursing, Albuquerque, New Mexico, June 14-Nov 11, 1978

Budgeting for Nursing Care - The Head Nurse Role, University of New Mexico Hospital, Albuquerque, New Mexico, Feb 22-23, 1979

7th Annual Ghost Ranch Workshop, State Nursing Articulation Planning Project, Abiquiu, New Mexico, April 4-6, 1979


Cultural Influences on Child Development, New Mexico Nurses Association, October 12, 1979

8th Annual Ghost Ranch Workshop, State Nursing Articulation Planning Project, Abiquiu, New Mexico, April 9-11, 1980

Youth and Old Age - Similarities and Differences, New Mexico Nurses Association, Roswell, New Mexico, October 11, 1980

Defending Union-Free Status, New Mexico Hospital Association, Albuquerque, New Mexico, Feb 18, 1981

Unionization and the Professional Nurse, New Mexico Hospital Association, Albuquerque, New Mexico, March 4, 1981

Leadership for the 80's, American Red Cross, Albuquerque, New Mexico, April 10-11, 1981

Program on Nurse Retention, New Mexico Hospital Association, Albuquerque, New Mexico, May 19, 1981

Bonding and Birth-Theory and Practice, Continuing Education Program of America, Phoenix, Arizona, October 2-3, 1981

Nurses, Politics and Health Care: Partners or Adversaries, Nursing Political Action Committee, Albuquerque, New Mexico, October 16, 1981

Strategies for Making the Impossible Possible, New Mexico Nurses Association Professional Practice Committee, Albuquerque, New Mexico, October 17, 1982

4th Annual Pediatric Cardiopulmonary Update, University of New Mexico, School of Medicine, Department of Pediatrics, Albuquerque, New Mexico, May 7-8, 1982

Society and the Professions Warranting the Public Trust in an Age of Uncertainty, American Nurses Association, Washington, D. C., June 25 - July 1, 1982

Nursing in the 80's: Crisis, Opportunities, Challenges, American Nurses Association, Washington, D. C., June 25 - July 1, 1982

Basic Cardiac Arrhythmias, University of New Mexico Hospital, Albuquerque, New Mexico, August 1982
Karen Lou Carlson
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New Mexico Governor's Conference, New Mexico Hospital Association and the New Mexico Nurses Association, Albuquerque, New Mexico, September 1982

Issues of Interest: Nursing Care Under Fire, New Mexico Nurses Association, Albuquerque, New Mexico, October 17, 1982

3rd Annual University of New Mexico College of Nursing Research Conference, University of New Mexico College of Nursing and University of New Mexico Hospital, Albuquerque, New Mexico, November 13, 1982

Health Yourself, American Red Cross, Albuquerque, New Mexico, April 22, 1983

Portland Grantswriting Conference, Sigma Theta Tau, Int., Portland, Oregon, March 16, 1984

5th Annual Nursing Research Conference, Gamma Sigma Chapter of Sigma Theta Tau, College of Nursing University of New Mexico, University of New Mexico Hospital, Veterans Administration Hospital, Albuquerque, New Mexico, October 5, 1984

6th Annual Nursing Research Conference, Gamma Sigma Chapter of Sigma Theta Tau, College of Nursing University of New Mexico, University of New Mexico Hospital, Veterans Administration Hospital, Albuquerque, New Mexico, February 28, 1986

Spring Research Day, Ohio State University, Center for Nursing Research, Columbus, Ohio, April 25, 1986

New Mexico Governors Conference, New Mexico Hospital Association and New Mexico Nurses Association, Albuquerque, New Mexico, September, 1986

Nursing Knowledge: Improving Practice Through Theory, Sigma Theta Tau, Int., Tucson, Arizona, October 9-10, 1986

Western Council for Higher Education in Nursing Council in Nursing, Western Council for Higher Education in Nursing, Los Angeles, California, October 29-31, 1986

Conceptual Models of Nursing: Implications for Practice, Education, and Administration, Clemson University, Santa Fe, New Mexico, March 14 -15, 1987

Improving Nursing Practice Through Research Collaboration, University of New Mexico College of Nursing and University of New Mexico Hospital, Albuquerque, New Mexico, April 3, 1987

Managed Care, University of New Mexico College of Nursing and University of New Mexico Hospital, Albuquerque, New Mexico, April, 1988

Parent/Infant Nursing Science, University of Texas at Austin, Austin, Texas, June 1988.

Cost of Caring, New Mexico Nurses Association, Albuquerque, New Mexico, September, 1988

Effective Communication Pays, New Mexico Nurses Association, Albuquerque, New Mexico, September, 1988

We Can Make a Difference When We Care, New Mexico Nurses Association, Albuquerque, New Mexico, September, 1988

Regional Sigma Theta Tau Meeting, Sigma Theta Tau, Int., Phoenix, Arizona, January 1989

Nutritional Screening for Children with Special Needs, New Mexico Health and Environment Department, Albuquerque, New Mexico, March, 1989

Western Society for Research in Nursing Annual Meeting: Choices within Challenges, Western Institute of Nursing and Western Society for Research in Nursing, San Diego, California, May, 1989

Scientific Sessions of the 30th Biennial Convention, Sigma Theta Tau, Int., Indianapolis, Indiana, November, 1989
Karen Lou Carlson
Curriculum Vitae

Pediatric Nursing Research Symposium, Children's Hospital of Los Angeles, Long Beach, California, January, 1990

Nursing Child Assessment Satellite Training, University of Washington and Albuquerque Public Health Department, Albuquerque, New Mexico, Albuquerque, New Mexico, June 1990

University of Arkansas for Medical Sciences Research Day, College of Nursing, University of Arkansas, Little Rock, Arkansas, October 10, 1990

Pediatric Advanced Life Support, University of New Mexico Hospital, Albuquerque, New Mexico, December 18-19, 1990

Western Society for Research in Nursing Annual Meeting: Partnerships, Putting it All Together, Western Institute of Nursing and Western Society for Research in Nursing, Albuquerque, New Mexico, May 2-4, 1991

University of Arkansas for Medical Sciences Research Day, College of Nursing, University of Arkansas for Medical Sciences and Arkansas Children's Hospital, Little Rock, Arkansas, October 11, 1991


Physiological Concepts for Nursing, University of Arkansas for Medical Sciences College of Nursing, Little Rock, Arkansas, Fall, 1991

Writing for Publication, University of Arkansas for Medical Sciences, College of Nursing (2 credit hour graduate course), Little Rock, Arkansas, Fall, 1991


Pediatric Clinical Update, National Society of Pediatric Nurses, Chicago, Illinois, April 2-4, 1992

Meta-analysis Workshop, University of Arkansas, Department of Psychology, Little Rock, Arkansas, April 24, 1992

Western Society for Research in Nursing Annual Meeting: Silver Threads, 25 Years of Nursing Excellence, Western Institute of Nursing and Western Society for Research in Nursing, San Diego, California, April 30 - May 1, 1992

2nd Biennial National Pediatric Nursing Conference, University of Wisconsin - Madison, Madison, Wisconsin, September 9-11, 1992

National Conference on Instrumentation in Nursing, University of Arizona, Tucson, Arizona, September 24-26, 1992

University of Arkansas for Medical Sciences Research Day, College of Nursing, University of Arkansas for Medical Sciences, Arkansas Children's Hospital, Gamma Xi Chapter of Sigma Theta Tau, Int., Veteran's Administration Hospital, University of Arkansas Hospital and St. Vincent's Hospital, October 9, 1992

Grantsmanship Training Program, Little Rock, Arkansas, April 12-16, 1993

Society of Pediatric Nurses, Third Annual Meeting, Nursing Care of Children and Their Families, Society of Pediatric Nurses, San Francisco, California, April 21-23, 1993

Southeastern Institute for Faculty Training, Interdisciplinary Training for Part H and Early Intervention, University of North Carolina, Chapel Hill, August 4-8, 1993
Karen Lou Carlson
Curriculum Vitae

University of Arkansas for Medical Sciences Research Day, College of Nursing, University of Arkansas for Medical Sciences, Arkansas Children's Hospital, Gamma Xi Chapter of Sigma Theta Tau, Int., Veteran's Administration Hospital, University of Arkansas Hospital and St. Vincent's Hospital, October 1, 1993

Maternal - Fetal Physiology (11.2 contact hours on neonatal physiology), University of Arkansas for Medical Sciences, College of Nursing and Neonatal Nursing Specialty, Little Rock, Arkansas, September/October 1993


Scientific Sessions of 32nd Biennial Convention, Sigma Theta Tau, Int., Indianapolis, Indiana, Nov 30 - Dec 3, 1993


MCN Eighth Annual Convention, Theory, Research, Practice: Moving Forward in Harmony, Dallas, Texas, March 6-9, 1994

Society of Pediatric Nurses Fourth Annual Meeting, Nursing Care of Children and Their Families, New Orleans, LA, March 17-19, 1994

The Child with Special Health Care Needs, Contemporary Forums, New Orleans, LA, May 11-14, 1994


University of Arkansas for Medical Sciences Research Day, College of Nursing, University of Arkansas for Medical Sciences, Arkansas Children's Hospital, Gamma Xi Chapter, Sigma Theta Int., Veteran's Administration Hospital, University of Arkansas Hospital, October 7, 1994.


Update on Sickle Cell Disease, University Affiliated Programs, Monticello, AR, October 25, 1994.


Home Visits, University Affiliated Program, Little Rock, AR, January 19, 1996.

Society of Pediatric Nurses Sixth Annual Meeting, Nursing Care of Children and their Families, Chicago, Ill, April 25-26, 1996.


Society of Pediatric Nurses Seventh Annual Meeting, Nursing Care of Children and their
Karen Lou Carlson  
Curriculum Vitae

Interdisciplinary Approaches to Feeding the Child with Special Needs, New Mexico LEND Program, University of New Mexico, April 25, 1997.
University of New Mexico, Health Science Center, Nursing Research Day, Albuquerque, NM, May 9, 1997.
Nursing’s Role in Health Policy, Gamma Sigma Chapter of Sigma Theta Tau, Chapter Meeting, September 15, 1997.
MS Office 97 Overview for Windows 95, University of New Mexico Continuing Education, September 1997.
34th Biennial Convention and 75th Anniversary Celebration, Sigma Theta Tau, Int., Indianapolis, IN, December 2-6, 1997.
Region 1 Assembly, Avenues to the Future, Sigma Theta Tau, Int., Los Angeles, CA, Feb 5-6, 1999.
Stop Surfing, Start Teaching: Teaching and Learning through the Internet, University of South Carolina, Myrtle Beach, SC, Feb 21-25, 1999.
AACN Executive Development Series, American Association of Colleges of Nursing, Washington, DC, March 12-13, 1999
Reunion 99 Nursing Science Conference, University of Texas at Austin, Austin, TX, April 15-17, 1999.
Web-Based Course Development, College of Nursing Continuing Education, Indiana University, Indianapolis, IN, June 1-4, 1999.
Curriculum Vitae – Marie Louise Lobo, PhD, RN, FAAN

Contact Information

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Professor
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College of Nursing
MSC09 5350
Albuquerque, NM 87131–0001
(505) 272–2637 office
(505) 272–8901 fax
mlobo@salud.unm.edu

Education

University of Washington, Seattle, WA 1982 PhD Nursing Science
University of Washington, Seattle, WA 1975 MN Nursing–Pediatrics
The Ohio State University, School of Nursing, Columbus, OH 1971 BSN Nursing
St. Luke’s Hospital, School of Nursing, Cleveland, OH 1969 Diploma Nursing

Professional Experience

Teaching:

Professor  University of New Mexico, College of Nursing  Albuquerque, NM 2003–present
Adjunct Research Associate Professor  Medical University of South Carolina, College of Nursing and Graduate Studies  Charleston, SC 2003–present
Associate Professor, Graduate program  Medical University of South Carolina, College of Nursing  Charleston, SC 2001–2002
Department of Health Promotion and Community Care, Chairperson  Medical University of South Carolina, College of Nursing (tenured 1998)  Charleston, SC 1999–2001
Interim Coordinator Doctoral studies  Medical University of South Carolina, College of Nursing  Charleston, SC 1996–1997
Associate Professor, Graduate program  Medical University of South Carolina, College of Graduate Studies  Charleston, SC 1994–2002
<table>
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<tr>
<th>Position</th>
<th>Institution</th>
<th>Location</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Assistant Professor, Department of Family and Community</td>
<td>The Ohio State University, College of Nursing</td>
<td>Columbus, OH</td>
<td>1986–1991</td>
</tr>
<tr>
<td>Adjunct Associate Professor, Nursing Care of Children</td>
<td>Case Western Reserve University</td>
<td>Cleveland, OH</td>
<td>1986</td>
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<tr>
<td>Administrative Associate</td>
<td>University Hospitals of Cleveland</td>
<td>Cleveland, OH</td>
<td>1985–1986</td>
</tr>
<tr>
<td>Chairperson, Associate Professor, Nursing Care of Children</td>
<td>Case Western Reserve University</td>
<td>Cleveland, OH</td>
<td>1984–1986</td>
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<tr>
<td>Director, Nursing Care of Children</td>
<td>University Hospitals of Cleveland</td>
<td>Cleveland, OH</td>
<td>1984–1985</td>
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<tr>
<td>Clinical Assistant Professor</td>
<td>University of Wisconsin–Milwaukee</td>
<td>Milwaukee, WI</td>
<td>1984</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>University of Wisconsin–Milwaukee</td>
<td>Milwaukee, WI</td>
<td>1982–1984</td>
</tr>
<tr>
<td>Research Associate</td>
<td>University of Washington</td>
<td>Seattle, WA</td>
<td>1980</td>
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<tr>
<td>Teaching Associate</td>
<td>University of Washington</td>
<td>Seattle, WA</td>
<td>1979–1980</td>
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<tr>
<td>Research Associate</td>
<td>University of Washington</td>
<td>Seattle, WA</td>
<td>1978–1979</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Wright State University</td>
<td>Dayton, OH</td>
<td>1977–1978</td>
</tr>
<tr>
<td>Instructor</td>
<td>Wright State University</td>
<td>Dayton, OH</td>
<td>1975–1977</td>
</tr>
<tr>
<td>Instructor</td>
<td>Sinclair Community College</td>
<td>Dayton, OH</td>
<td>1972–1974</td>
</tr>
<tr>
<td><strong>Clinical Experience:</strong></td>
<td></td>
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<tr>
<td>Staff Nurse (Charge Nurse)</td>
<td>Children’s Medical Center</td>
<td>Dayton, OH</td>
<td>1971–1972</td>
</tr>
<tr>
<td>Staff Nurse, Part–time</td>
<td>Ohio State University Hospital</td>
<td>Columbus, OH</td>
<td>1969–1971</td>
</tr>
<tr>
<td>Staff Nurse</td>
<td>Children’s Medical Center</td>
<td>Dayton, OH</td>
<td>1969</td>
</tr>
</tbody>
</table>
Publications

Journal Articles:

Peer Reviewed:


**Book Chapters:**


Abstracts:


**Editorials:**


**Monographs:**


**Other:**


**Funded Research, Grants, Contracts**

**Extramural:**

**National/State**


**Local**


Havig-Lipke, Kelly, MD, PI. *Reach Out and Read—Charleston.* Trident United Way, $21,000.


Lobo, M. L., PI. *Reach Out and Read—Charleston.* Community Foundation of Coastal South Carolina, $5,000, Fall 1999.

Lobo, M. L., PI. *Reach Out and Read,* $6,775, 1999.


Lobo, M. L., PI, Richter, S. *Racial and ethnic minority unit.* Presbyterian Church, $2,000, 1996.


**Intramural:**

Lobo, M. L., PI. Think First for Kids! Medical University of South Carolina, YES Fund, $2,500, April 2001.


Lobo, M. L., PI. Mothers preceptors of feeding problems in cardiac infants. Children's Hospital Research Foundation, Columbus, OH, $100, 1990.


Corbett, K. Feeding practices of low income black mothers. Medical University of South Carolina, 1992.


**Honors/Awards**
Outstanding Graduate Teacher
Pat on the Back Award
Trident Health District, for contributions to public health
2002

Outstanding Graduate Teacher
South Carolina: 2001 The Year of the Child “Hero”
2001

Outstanding Graduate Teacher
Research Award
Sigma Theta Tau International, Gamma Omicron Chapter
1999

Outstanding Graduate Teacher
Pat on the Back Award
South Carolina Perinatal Association, for work in preventing infant mortality in SC
1998

Outstanding Graduate Teacher
Excellence in Maternal Child Health Nursing Practice Award
South Carolina Nurses Association
1997

Outstanding Graduate Teacher
J. C. Penny Golden Rule Award
For outstanding contributions to the Charleston County Infant Mortality Task Force
1996

Outstanding Graduate Teacher
Elected, Fellow
American Academy of Nursing
1994

Outstanding Graduate Teacher
Chair of Health Promotion Section
At conference on research priorities in nursing science, sponsored by NCNR, Bethesda, MD
1988

Outstanding Graduate Teacher
Distinguished Lecturer
Sigma Theta Tau International
1987–1999

Outstanding Graduate Teacher
Award of Appreciation
Wingspread Planning Committee, for outstanding work in organizing two Wingspread conferences
1986

Outstanding Graduate Teacher
National Research Service Award PHS
Individual Fellowship, Division of Nursing
1980–1982

Outstanding Graduate Teacher
Volunteer Service Award
Miami Valley Chapter Cystic Fibrosis Research Foundation
1978

Outstanding Graduate Teacher
Charter Member
Sigma Alpha Theta Nursing Honorary
1977–1978

Outstanding Graduate Teacher
Nurse Traineeship
University of Washington
1974–1975

Presentations

National:

Lobo, M. L., Havig-Lipke, K., Shipp, V., & Harris, K.. Reach out and Read: Literacy activities after 3 years of implementation. Western Institute of Nursing 36 Annual Conference. Scottsdale, AZ, April 2003.


Lobo, M. L. *Empowering families to achieve health.* Indiana State University, Sigma Theta Research Day. Terre Haute, IN, September 1995.


Lobo, M. L. *Empowering families to achieve health.* Key Note Address Sigma Theta Research Day. Hartford, CT, September, 1993.


Lobo, M. L. *A study of mother infant interaction where the infant has a cardiac condition*. NCAST Institute ‘84. Seattle, WA, August 1984.


Lobo, M. L. *Adaptation to parenthood when delivery is by Cesarean Section*. Western Society for Research in Nursing Meeting. Portland, Oregon, May 1983.

Lobo, M. L. *Mother’s and father’s perceptions of family resources and marital adjustment and their adaptation to parenthood*. Midwestern Nursing Research Society Conference. Iowa City, IA, April 1983.


**State:**


**Local:**

Curriculum Vitae – Marie Louise Lobo, PhD, RN, FAAN


Lobo, M. L. *Keys to care giving.* Medical University of South Carolina CON. Charleston, SC, January 2002.


Lobo, M. L. *Adult literacy in a pediatric clinic.* Presented at Pediatric Primary Care Research Rounds, Medical University of South Carolina. Charleston, SC, October 2000.


Lobo, M. L. *Distress cues during feeding of cardiac infants.* Columbus Children's Hospital Research Rounds. Columbus, OH, August 1987.


Lobo, M. L. *Parent infant interaction during feeding when the infant has congenital heart disease.* Spring Research Symposium. Columbus, Ohio, April 24, 1985.


Lobo, M. L. *Adaptation to parenthood when delivery is by Cesarean Section.* University of Wisconsin, Milwaukee Research Day. Milwaukee, WI, November 1983.

Lobo, M. L. *Parenting the failure to thrive infant.* Arent–Infant Interaction: Research to Practice, University of Wisconsin–Milwaukee School of Nursing. Milwaukee, WI, April 1983.


Lobo, M. L. *Use of the family APGAR with high risk families.* East Side King County Health Department, February 1982.


**Posters**

**International:**


**National:**


**Consulting**

**Research:**

Hahn, E. *Analysis of outcomes for a school based prevention program.* University of Kentucky, 1998.


Lobo, M. L., PI. *Development of a mobile health unit for Baccalaureate nursing program.* Purdue University, 1978.

**Current Professional Organizations and Activities**

**Journal Editor or Reviewer:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Journal/Conference</th>
<th>Period</th>
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<tbody>
<tr>
<td>Manuscript reviewer</td>
<td><em>Advances in Nursing Science</em></td>
<td>2003–present</td>
</tr>
<tr>
<td>Planning Committee</td>
<td><em>Western Institute of Nursing meeting</em></td>
<td>2003–present</td>
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<tr>
<td>Abstract reviewer</td>
<td><em>Western Institute of Nursing</em></td>
<td>2003</td>
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<tr>
<td>Abstract reviewer</td>
<td><em>5th International Family Nursing Conference</em></td>
<td>1999</td>
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<tr>
<td>Special review</td>
<td><em>Sigma Theta Tau grant to a maternal child nurse in Canada</em></td>
<td>1999</td>
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<tr>
<td>Efficacy committee</td>
<td><em>National Think First Foundation</em></td>
<td>1998–2000</td>
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</tbody>
</table>
Planning committee Family Nursing Research Pre-conference for SNRS, Charleston, SC 1998–1999

Manuscript reviewer Western Journal of Nursing Research 1997–present

Manuscript reviewer Journal of Advanced Nursing 1996–present

Manuscript reviewer Family Systems and Health 1996–present

Manuscript reviewer Journal of Family Nursing 1995–present

Editor Pediatric section, Doody's Online Book Review 1995–present


Curriculum Vitae reviewer Sigma Theta Tau International, to determine future members of scientific review panels 1994


Grant and abstract scientific reviewer Sigma Theta Tau International, American Nurses Foundation small grants program 1989–present

Manuscript reviewer Heart and Lung 1988–1991

Scientific review panel International Family Nursing Conference, University of Calgary, Alberta, Canada 1988

Invited presenter Introduction to instrumentation issues: A workshop for nurses. Sunnybrook Medical Center, University of Toronto, Department of Nursing, Toronto, Ontario, Canada 1988

Invited presenter Issues on family research: Theory to implementation pre-conference workshops. International Family Nursing Conference, Calgary, Alberta, Canada 1988

Advisory committee NCAST, Ohio Department of Health, Division of Maternal Child Nursing 1987–1991

Editorial board member Representing nursing research, Spectrum, a new journal published by the American Diabetes Association to bring research to the practitioners caring for individuals with diabetes 1987–1989
Curriculum Vitae – Marie Louise Lobo, PhD, RN, FAAN

Organizer
Family Health Research Interest Group, Council at Nurse Researchers, American Nurses Association 1987

Manuscript reviewer
Journal of Pediatric Nursing 1985–present

Reviewer
Division of Nursing NRSA Public Health Service Fellowship Application 1985

Editorial board member
Journal of Pediatric Nursing: Nursing Care of Children and Families 1984–present

Editorial board member
Journal of Pediatric Nursing: Nursing Care of Children and Families 1984–present

Editorial board member
Journal of Pediatric Nursing: Nursing Care of Children and Families 1984–present

Editorial board member
Journal of Pediatric Nursing: Nursing Care of Children and Families 1984–present

Editorial board member
Journal of Pediatric Nursing: Nursing Care of Children and Families 1984–present

Planning committee

Professional Organizations:

National:

Co–Chair
American Academy of Nursing Expert Panel on Children and Families 2004–present

Member
Annual Conference Planning Committee, Western Institute of Nursing 2003–present

Member
Sigma Theta Tau International, Gamma Gamma Chapter, University of New Mexico 2003–present

Member
Western Institute of Nursing 2002–present

Member
New Mexico Nurses Association 2002–present

Member
American Academy of Nursing Expert Panel on Children and Families 1994–present

Fellow
American Academy of Nursing 1994–present

Treasurer
Sigma Theta Tau International, Chapter, Gamma Omicron, Medical University of South Carolina (MUSC) 1992–1996

Member
Sigma Theta Tau, Chapter, Gamma Omicron, MUSC 1991–present

Member
South Carolina Nurses’ Association 1991–2002

Member
Southern Nursing Research Society 1991–2002
Member  Society of Pediatric Nurses  1990–present
Member  Mid–Ohio District, Ohio Nurses’ Association  1986–1991
Member  Sigma Theta Tau, Epsilon Chapter, The Ohio State University  1986–1991
Member  Ohio Nurses’ Association  1984–1991
Member  Midwest Nursing Research Society  1982–1992
Member  National Council on Family Relations  1980–1999
Member  Sigma Theta Tau, PSI Chapter, University of Washington  1976–present
Member  American Nurses’ Association  1969–present

Service

College of Nursing:

PhD Task Force
Faculty Affairs
Committee of Chairs
Coordinating Council

Courses Taught at UNM

Graduate:

N509  Clinical Teaching in Nursing Education
N602  Contemporary Substantive Nursing Knowledge
N601  Methods and Processes of Nursing Knowledge Development
N603  Developing Research in Nursing
N593  Clinical Teaching in Nursing Education

Dissertation/Thesis Advisement and Comprehensive Exam

Medical University of South Carolina

Bradley, Beverly  Proposal development  Chair  1998
McComb, Tara  The association of family structure with the timing of prenatal care  Committee member  1996–1998
<table>
<thead>
<tr>
<th>Candidate</th>
<th>Title</th>
<th>Role</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Jamison, Regina</td>
<td>Changed to mentored research</td>
<td>Chairperson</td>
<td>1994–1996</td>
</tr>
<tr>
<td>Crowell, D. T.</td>
<td>Maternal weight, body mass index and percent body fat at six months postpartum of women gaining greater than 35 pounds during pregnancy</td>
<td>Chairperson</td>
<td>1994</td>
</tr>
<tr>
<td>Rukanuddin, R. J.</td>
<td>The lived experiences of health care within the context of cultural diversity: Staying health in the immigrant Pakistani family</td>
<td>Committee member</td>
<td>1994</td>
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</table>

**Ohio State University**

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Title</th>
<th>Role</th>
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<tbody>
<tr>
<td>Berry, L. M.</td>
<td>Description of seven to eleven year old children's preoperative fears and past hospital stress related behaviors</td>
<td>Chairperson</td>
<td>1990</td>
</tr>
<tr>
<td>Gillett, Y.</td>
<td>Speech and hearing</td>
<td>Dissertation committee</td>
<td>1989–1990</td>
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<tr>
<td>Robinson, J. L.</td>
<td>Mother - Infant interaction: A description of the infant's contributions while feeding when the infant has congenital heart disease</td>
<td>Committee Chair</td>
<td>1988</td>
</tr>
<tr>
<td>O'Brian, B.</td>
<td>Families of children with learning disabilities</td>
<td>Candidacy committee</td>
<td>1987</td>
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</table>

**Case Western Reserve University**

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Title</th>
<th>Role</th>
<th>Year</th>
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<tbody>
<tr>
<td>Williams, Ann</td>
<td>Special projects: Social support in Black inner city church members</td>
<td>Chairperson</td>
<td>1986</td>
</tr>
<tr>
<td>Murdell Panek, Dee</td>
<td>Mother’s and child’s perceptions of each others health</td>
<td>Chairperson</td>
<td>1986</td>
</tr>
<tr>
<td>Pressler, J.</td>
<td>Behavior and anthropometric features and macro sonic and normally–grown newborns, Case Western Reserve University, doctoral dissertation, funded by Frances Payne Bolton Alumni Association, $1000, 1984</td>
<td>Committee member</td>
<td>1986</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Committee Role</td>
<td>Year</td>
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<tr>
<td>---------------------------</td>
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<tr>
<td>Martin, P.</td>
<td>The hospital milieu associated with nursing research activities</td>
<td>Committee member, Candidacy</td>
<td>1986</td>
</tr>
<tr>
<td>Krowchuck, H.</td>
<td>Labeling of abusive families by health professionals, Case Western Reserve University, doctoral dissertation</td>
<td>Committee member</td>
<td>1985–1986</td>
</tr>
<tr>
<td>Onuska, Mary</td>
<td>Mother’s and father’s perceptions of their child’s health</td>
<td>Chairperson</td>
<td>1985</td>
</tr>
<tr>
<td>Lambert, S.</td>
<td>Families whose children have tracheostomies: Description of environment, Case Western Reserve University, doctoral dissertation Funded by $1000 from CWRU Graduate School</td>
<td>Chairperson</td>
<td>1984–1986</td>
</tr>
<tr>
<td>McCain, G.</td>
<td>The impact of high risk toddlers on family dynamics, Case Western Reserve University, doctoral dissertation</td>
<td>Chairperson</td>
<td>1984–1986</td>
</tr>
<tr>
<td>Thurkettle, M. A.</td>
<td>Health conceptions among lay persons: A descriptive structure, Case Western Reserve University, doctoral dissertation</td>
<td>Committee member</td>
<td>1984–1986</td>
</tr>
<tr>
<td>Robeson, B.</td>
<td>Proposal development</td>
<td></td>
<td>1984–1986</td>
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<tr>
<td>Stecker, Katherine</td>
<td>Family member experiences of end stage renal disease</td>
<td>Committee member</td>
<td>1984</td>
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<tr>
<td>Meehan, Karen</td>
<td>Thesis</td>
<td>Chairperson</td>
<td>1984</td>
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<tr>
<td>Morrill–Groski, Lisa</td>
<td>The relationship between functional ability and social support in non–institutionalized Multiple Sclerosis clients</td>
<td>Committee member</td>
<td>1984</td>
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**University of Wisconsin–Milwaukee**

<table>
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<tr>
<th>Name</th>
<th>Title</th>
<th>Committee Role</th>
<th>Year</th>
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<tr>
<td>Cieselka, Karen.</td>
<td>Social support of the single female parent and its relationship to her child’s school attendance</td>
<td>Chairperson</td>
<td>1983–1984</td>
</tr>
<tr>
<td>Sternig, Vallimae</td>
<td>Relationship between high risk mothers and their unborn child</td>
<td>Committee member</td>
<td>1983–1984</td>
</tr>
</tbody>
</table>
Curriculum Vitae – Paula M. Meek, PhD, RN, FAAN

Contact Information

Paula M. Meek, PhD, RN, FAAN
Professor, Division Director
University of New Mexico
College of Nursing
MSC09 5350
Albuquerque, NM 87131–0001
505–272–0852 Office
505–272–8901 Fax
pmeek@salud.unm.edu

Education

University of Arizona 1993 PhD, Clinical Nursing Research, Cognitive Psychology
University of Washington 1985 MS, Physiologic Nursing, Pulmonary Pathway
Brigham Young University 1982 BSN, NP
Brigham Young University 1978 AD

Professional Experience

Teaching:

Professor, Division Director
University of New Mexico, College of Nursing
Albuquerque, NM 2003–present

Associate Professor
University of Arizona, CON Tucson, AZ 2000–2002

Assistant Professor
University of Arizona, CON Tucson, AZ 1997–2000

Program Director, Adult Continuous Care Nursing
University of Utah, CON Salt Lake City, UT 1995

Assistant Professor
University of Utah, CON Salt Lake City, UT 1994–1996

Research Specialist for J. Verran
University of Arizona, CON Tucson, AZ 1993–1994

Postdoctoral Fellow, Instrumentation Grant
University of Arizona, CON Tucson, AZ 1993–1994

Graduate Research Associate for S. Ferketich
University of Arizona, CON Tucson, AZ 1992–1993
Curriculum Vitae – Paula M. Meek, PhD, RN, FAAN

Graduate Research Associate for J. Verran
University of Arizona, CON Tucson, AZ 1992–1993

Graduate Research Associate for L. R. Phillips
University of Arizona, CON Tucson, AZ 1990–1992

Graduate Research Associate for N. K. Leidy
University of Arizona, CON Tucson, AZ 1989–1992

Clinical Instructor
University of Wisconsin–Madison, School of Nursing Madison, WI 1985–1989

Clinical Experience:

Staff Nurse, ICU and Trauma Unit (PRN pool)
University Medical Center Tucson, AZ 1989–1990

Staff Nurse, Medical Intensive Care (PRN pool)
Veterans Administration Hospital Madison, WI 1987–1989

Acting Assistant Director of Nursing
University of Wisconsin (hospital and clinics) Madison, WI 1988–1989

Staff In–service Coordinator, Special Care Unit
Cottonwood Medical Center Salt Lake City, UT 1982–1980

Staff Nurse, Special Care Unit
Cottonwood Medical Center Salt Lake City, OT 1982–1978

Current Licensure and Certification

RN Arizona State Board of Nursing 70864

RN New Mexico State Board of Nursing

Publications


Insel, K., Meek, P. M., Leventhal, H. (In press). Differences in illness representation among pulmonary patients and their providers. Journal of Health Psychology.


**Funded Research, Grants, Contracts**

**Extramural:**

Meek, P. M., PI. *Cognitive process and symptom self-management in COPD*. Division of Research Grants, NINR, NIH, Bethesda, MD, RO1NR008142, $752,000, 2004–2007.

Meek, P. M., Co-PI. *Telephone delivered interpersonal counseling as a treatment for depression in women undergoing treatment for breast cancer*. NINR, NIH, Bethesda, MD, $110,000, 2002–2004.


Meek, P. M., Co-PI. *Telephone delivered interpersonal counseling as a treatment for depression in women undergoing treatment for breast cancer*. Oncology Nursing Foundation, $50,000, 2001–2002.

Meek, P. M., PI. *Examining the symptom interpretation process* (50% percent effort). Division of Research Grants, NIH, Bethesda, MD, $348,986, R29NR04137, 1997–2002.

Meek, P. M., PI. *Knowledge representation*. Faculty Research Grant, Sigma Theta Tau, Beta Mu Chapter, $500, 1998.

**Intramural:**

Miller, K., PI., Meek, P. M., Co–PI. *Ongoing evaluation of non-invasive measurement of pulmonary parameters using the LifeShirt™*. University of New Mexico Research Equipment Funding, $36,500, 2004.

Meek, P. M., PI., Miller, K., Co–PI. *Non-invasive measurement of pulmonary parameters using the LifeShirt™*. University of New Mexico Research Equipment Funding, $37,000, 2003.


Meek, P. M., PI. *Examining the role of culture and age in symptom appraisal*. Small Grant Award, University of Arizona, Research Office, $4999.20, 1998.

**Honors/Awards**

<table>
<thead>
<tr>
<th>Member, Working Group on Increasing Opportunities in Biobehavioral Research</th>
<th>National institute of Nursing Research</th>
<th>2004</th>
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<tbody>
<tr>
<td>Fellow</td>
<td>American Academy of Nursing</td>
<td>2003</td>
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<tr>
<td>Regents Professor</td>
<td>University of New Mexico, College of Nursing</td>
<td>2003–2005</td>
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<tr>
<td>Marilyn Hansen Award</td>
<td>American Thoracic Society</td>
<td>2002</td>
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<tr>
<td>Friends of the National Institute of Nursing Research Certificate of Merit</td>
<td>National Institute of Nursing Research</td>
<td>1997</td>
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<tr>
<td>Postdoctoral Fellowship, National Research Service Award</td>
<td>National Institute of Nursing Research</td>
<td>1993–1994</td>
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<tr>
<td>Research Travel Award</td>
<td>Sigma Theta Tau, Beta Mu Chapter</td>
<td>1993</td>
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<tr>
<td>Predoctoral Fellowship, National Research Service Award</td>
<td>National Center of Nursing Research</td>
<td>1990–1993</td>
</tr>
<tr>
<td>Who’s Who in American Nursing</td>
<td>1989</td>
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</tbody>
</table>
Presentations

International:


- **Meek, P. M.** *Symptom monitoring in chronic pulmonary disease: How to effectively intervene.* 41st Nordic Lung Congress. Reykjavik, Iceland, June 2003.


- **Meek, P. M.** *Negative affective trait, cognitive function and self–reports of breathing in COPD.* American Journal of Respiratory and Critical Care Medicine, 2002, 165, A485.


- **Meek, P. M.** *Differences in numeric ratings required to seek care in healthy individuals and those with Asthma and COPD.* American Journal of Respiratory and Critical Care Medicine. 2000, 161, A706.


- **Meek, P. M.** *Submission to ethical review boards and practical considerations when recruiting patients.* Post graduate course at the Annual Meeting of European Respiratory Society. Madrid, Spain, 1999.


**National:**


Meek, P. M. *Self–reported typical breathing patterns influence on breathing intensity determinations.* Western Institute of Nursing Annual Research Conference. Phoenix, AZ, 2003.


Meek, P. M. *Chronic Lungers and the space shuttle: New perspectives on an old problem. And, Measuring clinically important differences: How do you know what changed?* Spring Scholarship Day and Doctoral Colloquium. The University of Texas Health Science Center, San Antonio School of Nursing, and Delta Alpha Chapter Sigma Theta Tau International Honor Society, Inc. San Antonio, TX, 2001.


**State:**


Meek, P. M. *You’re not tired–You’re just depressed: Fatigue and depression in cancer treatment.* Western Institute of Nursing Annual Research Conference. San Diego, CA, 1999.


**Posters**

**International:**


Insel, K., & Meek, P. M. *Differences in knowledge organization among health care providers and individuals with COPD and asthma.* European Respiratory Journal. 2000, 21, A90.


Hu, J., Meek, P. M., *Variance in daily reports of breathing distress and effort in COPD, asthma and healthy subjects.* American Journal of Respiratory and Critical Care Medicine. 1999, 162A.

Insel, K. C., Meek, P. M. *Differences in knowledge organization (KO) among health care providers and patients.* American Journal of Respiratory and Critical Care Medicine. 1999, 162A.


**National:**

Meek, P. M. *Differences in mental models of breathing in individuals with Chronic Obstructive Pulmonary Disease.* Western Institute of Nursing Annual Research Conference. Phoenix, AZ, 2003.

**Current Professional Organizations and Activities**

**Journal Editor or Reviewer:**

- **Editorial Board** Chronic Respiratory Care 2003–present
- **Review Panel** European Respiratory Journal 1998–present
- **Review Panel** Heart and Lung 1995–present
- **Review Panel** Nursing Research 1997–present
- **Review Panel** Respiratory Care 2001–present

**Professional Organizations:**

**International:**

- **Member** American Thoracic Society 1985–present
- **Member** European Respiratory Society 2000–present

**National:**

- **Member** Sigma Theta Tau, Beta Mu, Gamma Sigma Chapters 1984–present
- **Member** Case Management Society of America 2000–2003
## Service

### College of Nursing:

Research Committee.

Doctoral Program Taskforce

Division Director

## Courses Taught at UNM

### Graduate:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>N605 (Spring)</td>
<td>Advanced Health Care Statistics II (web enhanced)</td>
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<tr>
<td>N604 (Fall)</td>
<td>Advanced Health Care Statistics I (web enhanced)</td>
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<tr>
<td>N605 (Fall)</td>
<td>Advanced Health Care Statistics II (web enhanced)</td>
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<tr>
<td>N593 (Spring)</td>
<td>Case Management (fully web based)</td>
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<tr>
<td>N606 (Fall)</td>
<td>Research Design (web enhanced)</td>
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## Dissertation/Thesis Advisement and Comprehensive Exam

<table>
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<tr>
<th>Advisor</th>
<th>Title</th>
<th>Type</th>
<th>Year</th>
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<tbody>
<tr>
<td>Barroero, L., MS</td>
<td>The relationship between uncertainty in religiosity and the impact on psychosocial adjustment for minority and white women receiving treatment for breast cancer</td>
<td>Masters Thesis, Member</td>
<td>1999</td>
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<tr>
<td>Brewer, B., PhD</td>
<td>Examining models of care</td>
<td>Doctoral Thesis, Member</td>
<td>2002</td>
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<tr>
<td>Clark, C., PhD</td>
<td>Benchmarking nurse sensitive quality patient outcomes across the continuum of care</td>
<td>Doctoral Thesis, Member</td>
<td>2003</td>
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<tr>
<td>Claudia T., McNair</td>
<td>Gender differences in symptom report in individuals with COPD</td>
<td>Undergraduate Comprehensive Exam, Chair</td>
<td>Ongoing</td>
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<td>Cook, S., PhD</td>
<td>Risk-taking in adolescents with asthma</td>
<td>Doctoral</td>
<td>Comprehensive Exam, Chair</td>
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<tr>
<td>Cypress, M, MS</td>
<td>Self-management and diabetes</td>
<td>Doctoral</td>
<td>Thesis, Member</td>
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<tr>
<td>Dominquez, S., PhD</td>
<td>Caregiving among Mexican American families</td>
<td>Doctoral</td>
<td>Thesis, Member</td>
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<tr>
<td>Faulkner, M., FNP</td>
<td>Pediatric Psychological Issue</td>
<td>Doctoral</td>
<td>Thesis, Member</td>
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<tr>
<td>Ferguson, S., MS</td>
<td>Non-invasive monitoring of breathing</td>
<td>Doctoral</td>
<td>Thesis, Comprehensive Chair</td>
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<tr>
<td>Greenberg, L., MS</td>
<td>Telephone triage: Outcome evaluation</td>
<td>Masters</td>
<td>Thesis, Member</td>
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<tr>
<td>Larsen, PhD</td>
<td>Functional status in the community-acquired pneumonia population</td>
<td>Masters</td>
<td>Thesis, Comprehensive Chair</td>
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<td>Matsen, K., MS</td>
<td>Termination of life support in ICU</td>
<td>Masters</td>
<td>Thesis, Comprehensive Chair</td>
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<td>Mayo, R., FNP</td>
<td>Linguistic issue in care encounters</td>
<td>Doctoral</td>
<td>Thesis, Comprehensive Chair</td>
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<tr>
<td>Moralas, Y., FNP</td>
<td>Self mutiltillation in hispanics</td>
<td>Doctoral</td>
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<td>Mugavin, M., MS</td>
<td>Bidirectional model of filacide</td>
<td>Doctoral</td>
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<tr>
<td>Mulligan, M, RN</td>
<td>Family adaptation to, and integration of, a chronically ill child</td>
<td>Comprehensive</td>
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<tr>
<td>Payment, D., MS</td>
<td>Prospective memory and self-management</td>
<td>Doctoral</td>
<td>Thesis, Comprehensive Chair</td>
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<tr>
<td>Putnman, M., MS</td>
<td>Suctioning in the ICU</td>
<td>Masters</td>
<td>Thesis, Member</td>
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<td>Rigby, MS</td>
<td>Hemodynamic changes with nursing care in low birth weight premature neonates</td>
<td>Masters</td>
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<td>Simon, G., MS</td>
<td>Dyspnea effort and distress in individuals with asthma</td>
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<tr>
<td>Trotter, MS</td>
<td>Examining outcome measures in patients with Rheumatoid Arthritis</td>
<td>Masters Thesis, Comprehensive Chair</td>
<td>1997</td>
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<tr>
<td>Williams, R., MS</td>
<td>Self-management in Diabetes</td>
<td>Doctoral Thesis, Member</td>
<td>Ongoing</td>
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</table>

Stewart, D, FNP

Chronic Illness

Doctoral Thesis, Comprehensive Chair

Ongoing
Curriculum Vitae – Mark B. Parshall, PhD, RN, CEN

Contact Information

Mark B. Parshall, PhD, RN, CEN
Assistant Professor
University of New Mexico
College of Nursing
MSC09 5350
Albuquerque, NM 87131–0001
505–272–4540 Office
505–272–8901 Fax
mparshall@salud.unm.edu

Education

University of Kentucky, College of Nursing, Lexington, KY 1995–1999 Doctor of Philosophy

University of Kentucky, College of Nursing, Lexington, KY 1993–1994 Master of Science in Nursing
Adult Health/Emergency Care Clinical Specialist Track

University of Illinois, Chicago, College of Nursing 1975–1978 BSN with honors

University of Illinois, Chicago, College of Liberal Arts and Sciences 1972–1975

Grinnell College, Grinnell, IA 1971–1972

Professional Experience

Teaching:

Assistant Professor University of New Mexico, College of Nursing Albuquerque, NM 2000–present

Part–time Faculty University of Kentucky, College of Nursing Lexington, KY 1999

Data Coordinator Kentucky Injury Prevention and Research Center Lexington, KY 1997–1999

Research Assistant to Pamela S. Kidd, RN, PhD University of Kentucky, College of Nursing Lexington, KY 1995–1996

Created on 1/24/2005 12:03 PM
Last printed 8/31/2004 12:57 PM
Teaching Assistant to Dorothy Brockopp, RN, PhD
University of Kentucky, College of Nursing

Research Assistant to Mary Kathryn Robinson, RN, DNS
University of Kentucky, College of Nursing
Lexington, KY 1994

Clinical Experience:
Clinical Nurse III
St. Vincent Hospital, Emergency Department
Santa Fe, NM 1989–1993

Clinical Nurse II
St. Vincent Hospital, Emergency Department
Santa Fe, NM 1987–1989

Clinical Nurse I
St. Vincent Hospital, Emergency Department
Santa Fe, NM 1985–1986

Senior Assistant Nurse Officer, Staff Nurse, Charge Nurse
United States Public Health Service, Indian Health Service, Gallup Indian Medical Center (GIMC), Emergency Room
Gallup, NM 1982–1985

Staff Nurse, Charge Nurse
United States Public Health Service, Indian Health Service, Gallup Indian Medical Center (GIMC), Special Observation Unit, Adult Critical–Care
Gallup, NM 1980–1982

Staff Nurse, Charge Nurse
United States Public Health Service, Indian Health Service, Gallup Indian Medical Center (GIMC), Adult Medical–Surgical Unit
Gallup, NM 1978–1980

Current Licensure and Certification
RN New Mexico R24679 9/30/05

Publications

Journal Articles:

Peer Reviewed:


Non–Peer Reviewed:


Book Chapters:


Curriculum Vitae – Mark B. Parshall, PhD, RN, CEN


Electronic Media:


Abstracts:


**Technical Reports:**


**Other:**


**Funded Research, Grants, Contracts**

**Extramural:**


Parshall, M., PI. *Exacerbated chronic dyspnea in emergency patients*. Pamela Kidd, PhD, RN, individual National Research Service Award, Predoctoral Training Fellowship, National Institute of Nursing Research, 5F31 NR007214–02, 1997–1999.

Welsh, Darlene, MSN, RN, PI, Heiser, Regina, MSN, RN, CI, Schooler, Mary, MSN, RN, CI, Parshall, Mark, MSN, RN, CI & Brockopp, Dorothy, PhD, RN, CI. *Heart failure in the emergency department*. Emergency Nurses Association Foundation, Sigma Theta Tau International, Joint Research Grant, University of Kentucky, Chandler Medical Center, $6,000, 1995–1997.

**Intramural:**

Parshall, M, PI. *Clinical correlates of admission and discharge in emergency department patients with chronic obstructive pulmonary disease*. University of New Mexico, College of Nursing, $4,950, 2000–2001

**Honors/Awards**

<table>
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<th>Award/Grant</th>
<th>Institution/Program</th>
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<tr>
<td>Outstanding Graduate Faculty Member</td>
<td>University of New Mexico, College of Nursing</td>
<td>December 2001 &amp; 2002</td>
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<tr>
<td>Marilyn Hansen Award, Best Nursing Assembly Research Abstract</td>
<td>American Thoracic Society Nursing Assembly</td>
<td>May 2000</td>
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<tr>
<td>President's Award, Outstanding Graduate Student</td>
<td>University of Kentucky, College of Nursing, Alumni Association</td>
<td>1999–2000</td>
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<tr>
<td>Individual Predoctoral Fellowship</td>
<td>National Research Service</td>
<td>1997–1999</td>
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<td>Open Competition Fellowship</td>
<td>University of Kentucky, Graduate School</td>
<td>1996–1998</td>
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<td>Scholarship</td>
<td>University of Kentucky, Sigma Theta Tau, Delta Psi Chapter</td>
<td>1996, 1997</td>
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<td>Graduate Non–Service Fellowship</td>
<td>University of Kentucky</td>
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<tr>
<td>Student Leadership Recognition Award</td>
<td>University of Illinois</td>
<td>1978</td>
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<tr>
<td>Katherine Vernolia Memorial Scholarship</td>
<td>University of Illinois, College of Nursing</td>
<td>1978</td>
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Presentations

International:

National:


**Local:**

Parshall, M. B. *Lack of differentiation between single–item measures of dyspnea intensity and distress by patients with exacerbated COPD*. Invited presentation: Nursing Research Rounds, University Hospital, University of New Mexico, Albuquerque, NM, July 2001.

Posters

International:


National:


Consulting

Education:


Current Professional Organizations and Activities

Journal Editor or Reviewer:

<table>
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<tr>
<th>Reviewer</th>
<th>Western Association of Graduate Schools, UMI Distinguished Master’s Thesis Award</th>
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<td>Reviewer</td>
<td>Nursing Research</td>
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Reviewer  
Respiratory Nursing Society,  
*Core curriculum for respiratory nursing*  
2000–2001

Consulting Editor,  
Reviewer  
Journal of Emergency Nursing  
1992–present

**Professional Organizations:**

**National:**

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<th>Role</th>
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<tr>
<td>Chapter Counselor</td>
<td>Sigma Theta Tau, Gamma Sigma Chapter</td>
<td>2003–2004</td>
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<tr>
<td>Committee Member</td>
<td>American Thoracic Society: Nursing Assembly, Project Committee</td>
<td>2002–2003</td>
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<tr>
<td>Committee Member, Symposium Co–Chair,</td>
<td>American Thoracic Society: Nursing Assembly, Program Committee</td>
<td>2000–2004</td>
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<td>Poster–Discussion Session Co–Facilitator</td>
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<tr>
<td>Member</td>
<td>National Emergency Nurses Association, Honors Panel</td>
<td>1995</td>
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<td>Committee Chair</td>
<td>Emergency Nurses Association, New Mexico State Council, By–laws</td>
<td>1993</td>
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<td>Committee Chair</td>
<td>Emergency Nurses Association, New Mexico State Council, Nursing Practice/Government Affairs</td>
<td>1991–1992</td>
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<tr>
<td>Secretary</td>
<td>Emergency Nurses Association, Greater Northern New Mexico Chapter</td>
<td>1991</td>
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<tr>
<td>Committee Member</td>
<td>National Emergency Nurses Association, Ad Hoc Committee, By–laws</td>
<td>1990</td>
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</table>
President Emergency Nurses Association, New Mexico State Council 1990

Study Panel Member Board of Certification for Emergency Nursing, Role Delineation Study Panel 1989–1990

President–Elect Emergency Nurses Association, New Mexico State Council 1989

Committee Member New Mexico Board of Nursing, Nursing Practic Advisory Committee 1988–1993


Board Member New Mexico Nurses’ Association, Editorial Board, The New Mexico Nurse 1988–1990

Secretary Emergency Nurses Association, New Mexico State Council 1988

President Emergency Nurses Association, Greater Northern New Mexico Chapter 1988

President–Elect Emergency Nurses Association, Greater Northern New Mexico Chapter 1987

New Mexico Representative New Mexico Board of Nursing, National Council of State Boards of Nursing, Panel of Content Experts for NCLEX–RN 1987

Member American Thoracic Society

Member Sigma Theta Tau

Service

College of Nursing:

Member, Doctoral Program Committee, 2003–present.

Member, Faculty Search Committee, 2001–2002.


Member, Research and Scholarship Committee, 2000–present.


Health Science Center:

Community:


Workshop Presenter. *The nursing shortage, myths, realities and proposed solutions*. St. Vincent Hospital, Santa Fe, NM, March 1989.

Faculty. Critical Care Course. St. Vincent Hospital, Santa Fe, NM, 1989–92.

Adjunct Faculty. Trauma Nurse Specialist course. University of New Mexico Hospital, 1986, 1988, 1992.

Committee Member. Nursing Practice Committee. St. Vincent Hospital, Santa Fe, NM, 1988–89.


Committee Member. ER Trauma Committee. St. Vincent Hospital, Santa Fe, NM, 1989–1993.


Co–Chair. ED Forms Task Group. St. Vincent Hospital, Santa Fe, NM, 1990.


Adjunct Faculty. Clinical Preceptor—ER/GIMC. University of New Mexico, Gallup Branch, 1985.

Faculty. Basic Critical Care Course. Gallup Indian Medical Center, Gallup, NM, 1982–85.

Courses Taught at UNM

**Undergraduate:**

N406 Diagnostic Reasoning

N332 Introduction to Nursing Research and Informatics

N297 Introduction to Nursing Skills

**Graduate:**

N600 Philosophy of Science

N503 Research in Nursing I
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<td>Assessment and Management of Signs and Symptoms I &amp; II</td>
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<td>N505</td>
<td>Health Care Policy, Systems, &amp; Financing for Advanced Practice Roles</td>
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</table>
Contact Information

Beth Baldwin Tigges, PhD, RN, PNP, BC
Associate Professor
University of New Mexico
College of Nursing
MSC09 5350
Albuquerque, NM 87131–0001
505–272–6787 Office
505–272–8901 Fax
btigges@salud.unm.edu

Education


Yale University, New Haven, CT 1982–1984 MSN, Pediatric Nurse Practitioner

Pennsylvania State University, University Park, PA 1976–1980 BSN

Professional Experience

Teaching:

Associate Professor
University of New Mexico, College of Nursing
Albuquerque, NM 2003–present

Assistant Professor
University of New Mexico, College of Nursing
Albuquerque, NM 1994–2003

Lecturer
University of New Mexico, College of Nursing
Albuquerque, NM 1989–1994

Graduate Research Assistant
Columbia University, School of Public Health
New York, NY 1987–1989

Associate in Research, Clinical Instructor of Pediatrics
Yale University, School of Medicine, Department of Pediatrics
New Haven, CT 1984–1987

Assistant Clinical Professor of Nursing
Yale University, School of Nursing
New Haven, CT 1985–1987
Clinical Experience:

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<th>Position</th>
<th>Institution</th>
<th>Location</th>
<th>Years</th>
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<tr>
<td>Pediatric Nurse Practitioner</td>
<td>University of New Mexico, Health Sciences Center, Pediatric Clinic</td>
<td>Albuquerque, NM</td>
<td>1996–present</td>
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<tr>
<td>Pediatric Nurse Practitioner</td>
<td>University of New Mexico, Health Sciences Center, Maternity and Infant Care Program</td>
<td>Albuquerque, NM</td>
<td>1993–1995</td>
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<tr>
<td>Pediatric Nurse Practitioner</td>
<td>University of New Mexico, Health Sciences Center, Albuquerque High School Based Clinic</td>
<td>Albuquerque, NM</td>
<td>1992–1993</td>
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<tr>
<td>Pediatric Nurse Practitioner</td>
<td>University of New Mexico, Health Sciences Center, Newborn Clinic and Nursery</td>
<td>Albuquerque, NM</td>
<td>1989–1991</td>
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<tr>
<td>Community Health Nurse</td>
<td>U. S. Indian Health Service</td>
<td>Albuquerque, NM</td>
<td>Summer 1988</td>
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<tr>
<td>Pediatric Nurse Practitioner</td>
<td>Yale University, School of Medicine, Department of Pediatrics</td>
<td>New Haven, CT</td>
<td>1984–1987</td>
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<tr>
<td>Pediatric Nurse Practitioner</td>
<td>Catholic Medical Missions</td>
<td>Vyasapardy, Madras India</td>
<td>November 1985</td>
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<tr>
<td>Community Health Nurse</td>
<td>U. S. Indian Health Service</td>
<td>Yakima, WA</td>
<td>Summer 1983</td>
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<td>Staff Nurse</td>
<td>Children’s Hospital Medical Center, Pediatric Oncology</td>
<td>Boston, MA</td>
<td>1980–1981</td>
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Current Licensure and Certification

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<td>RN/NP</td>
<td>New Mexico</td>
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<td>PNP Certification</td>
<td>American Nurses’ Credentialing Center</td>
<td>2005</td>
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Publications

Journal Articles:

Peer Reviewed:


**Non–Peer Reviewed:**


**Funded Research, Grants, Contracts**

**Extramural:**


**Intramural:**

Tigges, B. B., PI. *Teen pregnancy prevention: Social comparison uses scale–pilot focus groups*. University of New Mexico College of Nursing Dean's Research Fund, $6,905, August 2001–July 2002.


**Honors/Awards**

Regents' Lectureship Award University of New Mexico 2004–2007

Scholar Award Leopold Schepp Foundation 1988–1990
Curriculum Vitae – Beth Baldwin Tigges, PhD, RN, PNP, BC

Fellowship
Margaret Yardley Fellowship 1988–1989

Scholarship Award

Scholarship Award
Yale University Women’s Organization 1987

Scholarship Award

Honor Societies

Sigma Theta Tau International Honor Society of Nursing 1979

Phi Kappa Phi 1979

Presentations

International:


National:


State:


Local:


Posters

National:

Consulting

Education:

Research:
Consultant. Steering Committee, HPV Vaccination and Adolescent Health Providers, University of New Mexico, Department of Family and Community Medicine. 2004-present.

Clinical:

Current Professional Organizations and Activities

Journal Editor or Reviewer:
Peer Reviewer  
*Health Psychology*  
2004
Peer Reviewer  
Sigma Theta Tau International Online Case Studies  
2000–2003
Peer Reviewer  
*Family and Community Health Journal*  
1999
Peer Reviewer  
*Clinical Letter for Nurse Practitioners*  
1996–1999

Grant Reviewer:
Peer Reviewer  
CDC Special Emphasis Panel: Adolescent Pregnancy  
2005

Professional Organizations:

International:
Appointed Chair  
Sigma Theta Tau International Honor Society of Nursing, International Governance Committee  
2003–2005
Appointed Member  
Sigma Theta Tau International Honor Society of Nursing, International Eligibility Committee  
1999–2003
**Curriculum Vitae – Beth Baldwin Tigges, PhD, RN, PNP, BC**

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<th>Position</th>
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<tr>
<td>Appointed Member</td>
<td>Sigma Theta Tau International Honor Society of Nursing, International Publications Committee</td>
<td>1997–1999</td>
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<td>Region I Coordinator</td>
<td>Sigma Theta Tau International Honor Society of Nursing</td>
<td>1993–1997</td>
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<td>Chair</td>
<td>Sigma Theta Tau International Honor Society of Nursing, International Awards Sub–Committee</td>
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<td>Appointed Member</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Public Affairs Committee</td>
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**National:**

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<tr>
<td>Chair</td>
<td>American Nurses’ Credentialing Center, Board of Certification for Maternal–Child Nursing</td>
<td>1995–1996</td>
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<tr>
<td>Appointed Member</td>
<td>American Board of Nursing Specialties</td>
<td>1994–1996</td>
</tr>
<tr>
<td>Chair</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Gamma Sigma Chapter, Research and Awards Committee</td>
<td>1993–1994, 2003–2005</td>
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<tr>
<td>Appointed Member</td>
<td>American Nurses’ Credentialing Center, Test Development Committee for Pediatric Nurse Practitioner Certification</td>
<td>1993–1996</td>
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<tr>
<td>Chair</td>
<td>American Nurses’ Credentialing Center, Test Development Committee for Pediatric Nurse Practitioner Certification</td>
<td>1994</td>
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<tr>
<td>Class Representative</td>
<td>Yale University School of Nursing Alumni Association</td>
<td>1984–present</td>
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**State:**

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<tr>
<td>Committee Member</td>
<td>Centers for Medicare and Medicaid Services, New Mexico Medicare Advisory Committee</td>
<td>2001–2004</td>
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<td>Counselor</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Gamma Sigma Chapter, Eligibility Committee</td>
<td>2000–2002</td>
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<td>Co–Chair</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Gamma Sigma Chapter, Eligibility Committee</td>
<td>2000–2002</td>
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<td>President</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Gamma Sigma Chapter</td>
<td>1991–1993</td>
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<td>President–Elect</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Gamma Sigma Chapter</td>
<td>1990–1991</td>
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<td>Committee Member</td>
<td>New Mexico Department of Health, Committee for Adolescent Health Promotion</td>
<td>1990–1991</td>
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<tr>
<td>Vice–President</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Delta Mu Chapter, Program Committee</td>
<td>1987–1989</td>
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<tr>
<td>Chair</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Delta Mu Chapter, Program Committee</td>
<td>1987–1989</td>
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<tr>
<td>Chair</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Region V, Regional Public Relations Committee</td>
<td>1987</td>
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<tr>
<td>Co–Chair</td>
<td>Connecticut Nurses’ Association, Parent–Child Health Council</td>
<td>1986–1987</td>
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<tr>
<td>Cabinet Member</td>
<td>Connecticut Nurses’ Association, Parent–Child Health Council, Cabinet on Nursing Practice</td>
<td>1986–1987</td>
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<td>Representative</td>
<td>Connecticut Coalition of Nursing Organizations</td>
<td>1986–1987</td>
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<td>Member</td>
<td>Easter Seals–Goodwill Rehabilitation Center, New Haven, CT, Pediatric Advisory Committee</td>
<td>1985–1987</td>
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<td>Member</td>
<td>Connecticut Nurses’ Association, Parent–Child Health Council</td>
<td>1984–1986</td>
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<tr>
<td>Member</td>
<td>Sigma Theta Tau International Honor Society of Nursing, Delta Mu Chapter, Program Committee</td>
<td>1982–1987</td>
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**Local:**

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<tr>
<td>Committee Member</td>
<td>Albuquerque Public Schools, Medicaid Advisory Committee</td>
<td>1993–2001</td>
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<tr>
<td>Member</td>
<td>New Haven Health and Education Collaborative Team, New Haven, CT</td>
<td>1984–1987</td>
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</table>
Service

College of Nursing:
Committee Member, Pediatric Nurse Practitioner Concentration Development Committee, 2004–present
Appointment, Promotion, & Tenure Committee, Chair, 2003-present
Neonatal Nurse Practitioner Program Steering Committee, Chair, 2001-2003
Task Force, Tenure/Post-Tenure/Promotion Guidelines, 2002
Faculty Affairs Committee, 2000-present
Associate Dean Search Committee, 2000
Task Force, Graduate Parent-Child Health Program Development (PNP/CNS), 1999-2001
Student Affairs Committee, 1999-2000 (Student Grievance Subcommittee)
FNP Search Committee, 1999
Faculty Practice Advisory Council, 1996-1997
Bylaws Committee, Chair, 1996-1997
Dean’s Advisory Council, 1996-1997
Strategic Planning Group for Research, 1996-1998
Graduate Committee, 1994-1996
Nursing Research Advisory Committee, 1994-1995

Health Science Center:
Associate Clinical Staff Credentialing Committee, University of New Mexico Health Sciences Campus, 1999-2001.
Patient Mix and Panel Size Task Force, Member, 1997
Academic Primary Care Coordinating Committee, Member, 1994-1996
Interdisciplinary Training Program Faculty, 1993-1995
Education Panel for Search Committee for Vice President of Health Sciences, Member, 1993

University of New Mexico:
Faculty Senate, College of Nursing Senator, Spring 1994; 2003-present

Community:
Rio Grande Planned Parenthood, Member, Board of Directors, 1991-1997
Rio Grande Planned Parenthood, Secretary, Board of Directors, 1994-1995
## Courses Taught at UNM

### Undergraduate:
- Physical and Psychosocial Assessment

### Graduate:
- **N612** Health Care Outcomes
- **N605** Advanced Health Statistics
- **N595** Advanced Field Work for Family Nurse Practitioner Students
- **N594** Advanced Nursing Practice Role Seminar
- **N554** Advanced Family Nurse Practitioner Seminar
- **N551** Newborn Primary Care
- **N547/549** Primary Health Care Concepts
- **N546** Pediatric Primary Care
- **N542** Well Child Care
- **N540** Advanced Health Assessment

### Interdisciplinary Problem Based Seminar

## Dissertation/Thesis Advisement and Comprehensive Exam

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Miller, Karen</td>
<td>Chair, Comprehensive Exam Committee</td>
<td>2004</td>
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<td>Romsberg, Tricia</td>
<td>Chair, Comprehensive Exam Committee</td>
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<td>Scheder, Kelly</td>
<td>Chair, Comprehensive Exam Committee</td>
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<td>Schmitz, Christa</td>
<td>Chair, Comprehensive Exam Committee</td>
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<td>Kimmelman, Wendy</td>
<td>Comprehensive Exam Committee Member</td>
<td>2004</td>
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<td>Osuchowski–Sanchez, Mary Ann</td>
<td>Doctoral Thesis Chair</td>
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<td>Mueller, Gretchen</td>
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<td>Clark, Mary</td>
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<tr>
<td>Committee Member</td>
<td>Role and Title</td>
<td>Year</td>
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<tr>
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<td>Liesveld, Judy</td>
<td>Doctoral Thesis Chair, NRSA Sponsor</td>
<td>2003–present</td>
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<td>Morelos, Maryanne</td>
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<td>Moore, Viera</td>
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<td>Faulkner, Molly</td>
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<tr>
<td>Name</td>
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<td>Masuk, Mary</td>
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<td>Monagle, Leslie</td>
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<td>Hale, Cindy</td>
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<td>Spencer, Penny</td>
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<td>Mondragon–Evans, Carmela</td>
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<td>Evetts, Lynne</td>
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<td>Honeycutt, Mary</td>
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<td>Milan, Sharon</td>
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<td>Miller, Diana</td>
<td>Influential factors on breastfeeding initiation among Hispanic and white non–Hispanic New Mexico women</td>
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<td>Hooley, Anna</td>
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<td>1997</td>
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<td>Cook, Jeanette</td>
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</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Year</td>
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<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
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<tr>
<td>Harsh, Alexis</td>
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<td>Cassidy–Lujan, Laura</td>
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<td>1997</td>
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<td>Shumway, Darlene</td>
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<td>Ballen, Lois</td>
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<td>Ostrem, Kristen</td>
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<td>Van Diepen, Nancy</td>
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<td>Fendrick, Richard</td>
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<td>Sisneros, Alice</td>
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<td>Bonsteel, Deborah</td>
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<td>Krause, Barbara</td>
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<td>1995</td>
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<td>Masters Thesis Member</td>
<td>1995</td>
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<td></td>
<td>Saline versus Heparin in maintenance of</td>
<td></td>
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<tr>
<td></td>
<td>neonatal peripheral infusion devices</td>
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<tr>
<td>Kniola, Renee</td>
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<td>1994</td>
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<tr>
<td>Menking–Hogatt, Christy</td>
<td>Comprehensive Exam Committee Member</td>
<td>1994</td>
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<tr>
<td>Johnson, Edalyn</td>
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<tr>
<td>Name</td>
<td>Committee Role</td>
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<td>--------------------</td>
<td>-------------------------------------</td>
<td>------</td>
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<tr>
<td>Foster, Susan</td>
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<td>Sanchez–Gallegos, Diana</td>
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<td>Dunn, Romaine</td>
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<td>Bailey, Angel</td>
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<td>1992</td>
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<td>McClelland, Joan</td>
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<td>Wylie, Linda</td>
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<td>Boling, Danica</td>
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<tr>
<td>Wright, Barbara A.</td>
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<td>1992</td>
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<tr>
<td></td>
<td>A descriptive study of pregnancy outcomes in adolescents</td>
<td></td>
</tr>
</tbody>
</table>
Appendix H

NMSU Student Support Services
Administrative & Academic Support
Phone: 6-1886 Location: Corbett Center, Rm. 230
Contact Person: Valerie Martinez Email: vmartin@nmsu.edu
Ensures compliance with NCAA rules and NMSU academic policy through the monitoring and certification of student athletic academic eligibility.

Admissions
Phone: 6-3121 Location: Educational Services Bldg.
Contact Person: Angela Mora-Riley Email: amora@nmsu.edu
Responsible for the recruitment of new undergraduate students and the processing of undergraduate admission applications for all incoming students with the exception of international students and NMSU branch campus students.

American Indian Programs
Phone: 6-4207 Location: Garcia Annex, Rm. 134
Contact Person: Dr. Don Pepion Email: dpepion@nmsu.edu
Provides counseling and academic assistance, sponsors cultural and social events for students; assists with job placement and job referrals. All students are eligible for services provided.

ASNMSU (Student Government)
Phone: 6-4415 Location: Corbett Center, Rm. 206
Contact Person: Austen Fulmer Email: afulmer@nmsu.edu
The Associated Students of NMSU is the student run organization that represents NMSU students on the university, local, state, and national levels. Offers activities and services for enrolled students. Provides scholarship support, funding for student organization activities and a wide array of student leadership opportunities.

ASNMSU Student Legal Aid Program
Phone: 6-4419 Location: Corbett Center, Rm. 206
Contact Person: Lisa Warren Email: lisawesq@nmsu.edu
Provides legal advice and referral (as appropriate) on areas including family law, debtor-creditor issues, landlord-tenant relations, accidents and personal injury and petty criminal matters. All enrolled students who have paid the ASNMSU activity fee are eligible for services provided.

Black Programs
Phone: 6-4208 Location: Garcia Annex, Rm. 135
Contact Person: Dr. Troy Franklin Email: troyf@nmsu.edu
Provides counseling and academic assistance; maintains a library of Black Studies materials; sponsors cultural and social events for student; assists with job placement and job referrals. All students are eligible for services provided.

Campus Activities
Phone: 6-3200 Location: Corbett Center, Rm. 235
Contact Person: Dr. Susan Waldo Email: swaldo@nmsu.edu
Promotes student leadership development opportunities through the support of student organizations, Union Program Council activity programming, Greek life and national student exchange opportunities. Administers the University Sales and Solicitation Policy, provides student life resources and serves as a liaison to the InterFaith Council.

Center for Learning Assistance
Phone: 6-3137 Location: Hardman Hall, Rm. 210
Contact Person: Dr. Sue Brown Email: subrown@nmsu.edu
Serves as a centralized, university wide academic support service for all students. Available resources include: various study and learning skills workshops and courses; Athletic Academic Support Programs; and three TRIO Programs (McNair Program, Student Support Programs & Upward Bound). Coordinates the offering of UNIV 150 (Freshman Year Experience) courses.

Chicano Programs
Phone: 6-4206 Location: Garcia Annex, Rm. 138
Contact Person: Dr. Laura Gutierrez Spencer Email: lgutzspc@nmsu.edu
Provides general advisement; information on scholarships, internships, other training opportunities; academic advisement for Chicano Studies supplementary majors; skills workshops; advising for seven student organizations and a student computer lab. All students are eligible to use services.

Revised February 2005
Corbett Center Student Union (CCSU)
Phone: 6-4804 Location: Corbett Center, Rm. 230
Contact Person: Bill Williamson Email: wwilliam@nmsu.edu
Serving as the campus community center, the CCSU offers a wide variety of services including: meeting/conference services; information desk services; NMSU I.D. card services; game room; computer & cyber wireless labs; and copy services. It also houses the Bookstore and Taos Dining Services.

Counseling & Student Development
Phone: 6-2731 Location: Garcia Annex, Rm. 100
Contact Person: Dr. John Irvine Email: jirvine@nmsu.edu
Licensed counselors and psychologists provide career and personal counseling on an appointment and emergency walk-in basis to enrolled students. Also responsible for the delivery of services for Veterans, students with disabilities and the administration of Testing Services.

DABCC Student Services
Phone: 527-7530 Location: DABCC, Room 116
Contact Person: Dr. Bernadette Montoya Email: bmontoa@nmsu.edu
Provides a wide array of student services to all students enrolled in classes offered through the Doña Ana Branch College campus and satellite educational centers.

Enrollment Management
Phone: 6-1722 Location: Ed. Services Bldg.
Contact Person: Brad Bankhead Email: brad.bankhead@nmsu.edu
Responsible for the oversight of Admissions, Financial Aid & Scholarship Services, New Student Orientation and Registrars Offices. Provides leadership for recruitment initiatives across campus.

Financial Aid & Scholarships
Phone: 6-2447 Location: Ed. Services Bldg.
Contact Person: Tyler Pruett Email: tpruett@nmsu.edu
Responsible for the administration of all financial aid and scholarship programs for the main campus and all branch campuses.

New Student Orientation
Phone: 6-1055 Location: Ed. Services Bldg.
Contact Person: Brad Bankhead Email: brad.bankhead@nmsu.edu
Conducts year-round orientation programs for entering freshman and transfer students.

Office of the Vice President
Phone: 6-1722 Location: Corbett Center, Rm. 230
Contact Person: Dr. Gladys De Necochea Email: gdenecoc@nmsu.edu
Provides assistance to the general campus community on matters pertaining to student information, advocacy and referral. Handles non-academic appeals and grievances. Serves as liaison with the branch campuses on student service issues.

Placement & Career Services
Phone: 6-1631 Location: Garcia Annex, Rm. 224
Contact Person: Steve Salway Email: ssalway@nmsu.edu
Career fairs, career advising, on-campus recruiting, practice interview sessions, resume reviews, cooperative education, internships, student employment and related workshop offerings.

Registrar’s Office
Phone: 6-3412 Location: Ed. Services Bldg.
Contact Person: Mike Zimmerman Email: mzimmerm@nmsu.edu
Provides services to students on the main and branch campus, including online registration support, official and unofficial transcripts, evaluation of transfer credits, verification of enrollment, in-state residency, official withdrawal from the university, commencement exercises and diplomas. Services provided to the university community include grade processing, classroom scheduling, and assistance with required enrollment reporting the NM Commission on Higher Education.

Student Health Center
Phone: 6-2172 Location: 3080 Breland Drive
Contact Person: Lori McKee Email: lomckee@nmsu.edu
Provides out-patient primary health care to enrolled students on an appointment or walk-in basis. The Center includes a full-service pharmacy, lab and x-ray facility.

Student Judicial Affairs
Phone: 6-1232 Location: Corbett Center, Rm. 230
Contact Person: Angela Avizo Email: aarivzo@nmsu.edu
Investigates and adjudicates cases of non-academic student misconduct; works with the university community to ensure consistency with regard to student discipline matters; and maintains all student records relating to both academic and non-academic student misconduct.
MEMORANDUM

DATE: March 18, 2005
TO: Dr. Mary Hoke, Department Head, Nursing
FROM: Susan E. Beek, Collection Development Coordinator
      Cindy Watkins, Life Sciences Librarian
RE: Status of the NMSU Library’s Nursing Collection
CC: Elizabeth A. Titus, Dean of the University Library
    William Flores, Provost
    Cynthia K. Pierard, Department Head, Reference & Research Services

Attached please find a summary report regarding the suitability of the NMSU Library’s nursing collection to support a PhD program. We are happy to answer any questions you might have about our analysis and we welcome your comments.
Introduction

In this report we examine the adequacy of the library's nursing, medical and health collections to support the proposed nursing doctoral program. As an organizing principle for our report we focus on three broad areas.

1. Current scope of the collection
2. Start up costs to achieve a doctoral level collection
3. Ongoing costs to support a doctoral level collection

For each of the above-listed three areas we have analyzed our library's collection current status and its future needs by format (periodicals, books, databases, etc.), by content (subject strengths and weaknesses), by collection depth and collection currency.

II. Current scope of the collection

A. Current annual funding structure for nursing and health sciences materials

<table>
<thead>
<tr>
<th></th>
<th>Nursing</th>
<th>Health Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2004-05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books (Firm orders)</td>
<td>$3,425.00</td>
<td>$3,875.00</td>
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<tr>
<td>Serials</td>
<td>$10,362.00</td>
<td>$4,604.00</td>
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</table>

The average number of books added per year to Nursing and Health Sciences is about 35-40, respectively. Annual funds for serials support 48 titles in Nursing and 18 titles in Health Sciences. Both departments offer Bachelor and Masters level degrees.

B. Monograph collection

In the fields of nursing, public health and medicine the NMSU Library owns 9,237 monograph titles.

<table>
<thead>
<tr>
<th>Age of NMSU Nursing, Health and Medical Collection</th>
<th>Number of Titles</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre 1900's</td>
<td>8</td>
<td>0.1%</td>
</tr>
<tr>
<td>1900-1949</td>
<td>180</td>
<td>1.9%</td>
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<tr>
<td>1950-1959</td>
<td>105</td>
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<td>1960-1969</td>
<td>364</td>
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<td>1970-1979</td>
<td>1721</td>
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<td>1980-1989</td>
<td>1810</td>
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<td>1990-1999</td>
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<tr>
<td>2000-2006</td>
<td>1450</td>
<td>15.7%</td>
</tr>
<tr>
<td>Total</td>
<td>9237</td>
<td></td>
</tr>
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</table>
Collection age
The above chart shows that over half of library’s medical and nursing collection was published within the last 15 years, from 1990 to the present, and over 15% of the nursing monograph collection was published within the last 5 years. This recent growth in the library’s medical and nursing collection correlates closely with the University’s efforts to build and grow the College of Health and Human Services.

Existing standards
In examining the adequacy of our monograph collection to meet the heavy research demands of a doctoral program, we sought out national standards on library collection levels. The most recent recommendation from the Association of College and Research Libraries is a collection level of 25,000 for each doctoral program and 6,000 for each masters program when no higher degree is offered in the field. Although our current collection meets the requirements for a masters program; it is nowhere close to meeting the requirements for a doctoral program.

Peer group comparison
We also looked at our peer group institutions by searching their library catalogs to check monographic holdings in the field of nursing and health. In our search, we focused solely on those peer institutions with doctoral programs in Nursing. It should be noted that in searching our library catalog and those of our doctoral granting peer group for monographic holdings in nursing and health sciences, we included reference materials and government documents in our search but we excluded periodical titles. Although the individual monograph holdings of our peer group institutions vary in number and in scope, all but one institution has twice as many of titles in their respective collections than those found in the NMSU Library. That one remaining institution that has less than double the number of titles, the University of Arkansas, has in actuality about 45% more titles, almost double the number, than NMSU Library.

<table>
<thead>
<tr>
<th>NMSU Library Holdings</th>
<th>9,237</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Group Holdings</td>
<td>Totals</td>
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<tr>
<td>Louisiana State University</td>
<td>23,021</td>
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<tr>
<td>University of Arizona</td>
<td>24,381</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>17,564</td>
</tr>
<tr>
<td>University of Missouri-Columbia</td>
<td>32,000</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>46,154</td>
</tr>
<tr>
<td>Average # of titles in peer group</td>
<td>28,624</td>
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</tbody>
</table>

Summary
Essentially, our monographic collection does not meet national standards for doctoral level collections. More importantly, it lags far behind its doctoral-level peers not only in number of titles but also in its content. Our collection shows a strong concentration on practical works for practitioners; it is not a research-focused collection because it has never needed to serve that purpose. To meet the doctoral and research level needs of NMSU nursing students and faculty, our monograph collection is in serious need of augmentation. In summary, our monographic collection cannot currently support a doctoral-level research program.

C. Periodical collection
The NMSU Library currently subscribes to 815 periodical titles, 565 of these are print-based subscriptions while the remaining 250 are available electronically either through aggregated...
databases or through our electronic subscription packages. As seen previously with our monograph collection, we sadly lag behind our doctoral granting peer group in periodical holdings. The average number of serial title holdings in our peer comparison group is, as with monographs, double the number as our collection.

<table>
<thead>
<tr>
<th>Periodicals Titles (Print &amp; Electronic)</th>
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<tr>
<td>New Mexico State University</td>
<td>815</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>2180</td>
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<tr>
<td>University of Arizona</td>
<td>1576</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>1043</td>
</tr>
<tr>
<td>University of Missouri-Columbia</td>
<td>3072</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>1635</td>
</tr>
</tbody>
</table>

All of peer group PhD programs combine p & e titles in their catalog. Avg titles 1901.2

D. Research databases
The NMSU Library subscribes to CINAHL (Cumulative Index of Nursing and Allied Health Literature). This research database provides indexing for over 1,700 journals from the fields of nursing and allied health. The database contains more than 1,000,000 records dating back to 1982. It is the leading research database for nursing students and faculty. The library also subscribes to Medline, a database created by the National Library of Medicine that provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. Medline indexes and abstracts from over 4,800 current biomedical journals. Neither of these databases provide full text access to journal articles; however they essential tools for researchers.

Among our peers, all institutions provide access to both CINAHL and Medline; however most provide access to another research database important to nursing students and scholars: Health Source: Nursing Academic. NMSU Library does not subscribe to this database.

E. Other Library's holdings
Several years ago, the University of New Mexico began offering a doctoral degree in Nursing. The University Of New Mexico Health Sciences Library has been able to support this program through identifying new core periodical titles to add to the collection and canceling others so as to re-allocate resources for new subscriptions. It has also been able to support a doctoral program in Nursing partially because its Health Sciences Library has been supporting related medical and health programs for quite a long time, building strong collections in the health and medical sciences. NMSU's library has not had that luxury because it has only one other corresponding post baccalaureate program, that of a Masters of Public Health and both masters degree programs are relatively new.

At this point it must be stated that the University Of New Mexico Health Sciences Library cannot and should not be considered as a surrogate library research collection to support the proposed NMSU PhD program, regardless of agreements between the UNM's College of Nursing and NMSU's Department of Nursing.

III. Start Up Costs
As evidenced from the above analysis, our library's current monograph, periodical and research database collections cannot currently support a doctoral program. The library's collection will require a major expansion for all format areas.
Recommended Start Up Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs</td>
<td>$10,000</td>
</tr>
<tr>
<td>Periodical subscriptions</td>
<td>$10,000</td>
</tr>
<tr>
<td>Research databases</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

We recommend that a total of $50,000 be allocated to bring its nursing collection up to speed with its doctoral-granting peers. Specifically, we recommend that the Library receive at least $40,000 in external start up funding and that the Library allocate all of its annual new program fund line of $10,000 for FY05-06 to start building the nursing collection to research levels. More importantly, however, we recommend that the funding be divided between monographs ($10,000), several critically needed periodical subscriptions ($10,000) and research databases with full text coverage ($28,000-30,000).

Research database recommendations

For full-text database subscriptions we recommend subscriptions to the two databases listed below.

1. **CINAHL Premier**, which has full text access to 441 periodical titles in addition to indexing over 1,700 journals from the fields of nursing and allied health, is the leading research database for nursing students and faculty. We currently have a subscription to CINAHL but it is an index-only subscription; full text is not included in our package. In addition, our current CINAHL subscription allows for only 5 simultaneous users which frequently results in users being turned away from accessing the database. An upgrade in our subscription to CINAHL Premier would help boost our periodical holdings since users would have electronic access to the articles via the database. We would also change our access to the database by upgrading to an unlimited number of simultaneous users. This particular upgrade is quite costly in CINAHL's pricing scheme but it is necessary to support a doctoral level program. This particular upgrade would also provide wider access to the research literature because of its electronic delivery; users would not be required to physically access the literature.

2. **Health Source: Nursing Academic**, indexes 839 periodicals, 564 of these provide full text access at the article level. Although not as robust as CINAHL Premier in its coverage of nursing literature, Health Source also provides access to the Clinical Pharmacology database, a resource that covers up-to-date, concise and clinically relevant drug monographs for all U.S. prescription drugs. 71% of the full-text titles in this database are unique, unavailable via CINAHL, rendering it a valuable resource to add to the library's collection.

<table>
<thead>
<tr>
<th>Annual Subscription Costs for Article Databases</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINAHL Premier</td>
<td>$15,000 est.</td>
</tr>
<tr>
<td>Health Source: Nursing Academic</td>
<td>$13,374 (5 simultaneous users)</td>
</tr>
</tbody>
</table>

IV. Ongoing Costs

Library collections designed to support programs at the post baccalaureate level require continuous funding streams, allowing these newly developed collections to grow in their support of the program. A one-time infusion of money will support neither the research databases nor the much-needed periodical subscriptions required for doctoral-level research.
The NMSU Library's current material budget is not elastic; in fact, it barely supports our current academic programs. In order to sustain a nursing PhD program the library will require at least $50,000 per annum be added to its material budget. This amount will fund ongoing database and periodical subscriptions and will allow the library to substantially augment its monograph collection.

In summary, the library’s current collection in the field of nursing and health sciences is inadequate for a PhD program. The collection is in serious need of development in all areas: books, periodicals and research resources. The library’s current materials budget cannot stretch to cover the new resources required to support such a program; thus, it will require at least $40,000 in start up funding as well as $50,000 added to its materials budget.

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1 The College of Health and Human Services was established in 1979.
3 Peer group institutions were drawn from those listed at New Mexico State University’s Peer Institutions, Available at http://www.nmsu.edu/Research/research/peers.html
4 In searching each institution’s online catalog for monographic holdings in the fields of nursing, public health or medicine, a similar search syntax was employed. Depending upon the unique search syntax for each catalog, the syntax was orthographically modified. Essentially the search syntax consisted of:
   (SUBJECT= (nursing OR “public health” OR medicine OR medical) NOT (fiction OR veterinary OR SUBJECT=periodicals))
5 Based on the average price of a hard cover book in the field of health sciences ($96.75 per The Bowker Annual, NY: Bowker, 2004), the $10,000 in start up funding for monographs will purchase about 1,000 books.
6 Based on the average price of a serial in the field of health sciences ($895.72 per The Bowker Annual), the $10,000 in start up funding for serials can initiate 9 to 11 new periodical subscriptions.
7 The actual cost of CINAHL Premier is much higher than $15,000; however, because the library already subscribes to the index-only version of CINAHL for about $3,000 per year, we estimate the added cost of the enhanced CINAHL product to be $15,000 more than our current subscription costs.
Appendix J

Indicators of Quality in research Focused Doctoral Programs in Nursing
The AACN Mission

The American Association of Colleges of Nursing (AACN) is the national voice for university and four-year college education programs in nursing. Representing more than 560 member schools of nursing at public and private institutions nationwide, AACN's educational, research, governmental advocacy, data collection, publications, and other programs work to establish quality standards for bachelor's- and graduate-degree nursing education, assist deans and directors to implement those standards, influence the nursing profession to improve health care, and promote public support of baccalaureate and graduate nursing education, research, and practice.
Indicators of Quality in Research-Focused Doctoral Programs in Nursing

Position Statement: Schools of nursing must consider the indicators of quality in evaluating their ability to mount research-focused doctoral programs. High quality programs require a large number of increasingly scarce resources and a critical mass of faculty and students. The Indicators of Quality in Research-Focused Doctoral Programs in Nursing represent those indicators that should be present in a research-focused program.

There is considerable consensus within the discipline that while there are differences in the purpose and curricula of PhD and DNS programs, most programs emphasize preparation for research. Therefore, AACN recommends continuing with a single set of quality indicators for research-focused doctoral programs in nursing whether the program leads to a PhD or a DNS degree.

Research-focused doctoral programs prepare students to pursue intellectual inquiry and conduct independent research for the purpose of extending knowledge. In the academic community, the PhD, or Doctor of Philosophy degree, is the most commonly offered research-focused degree. However, some schools for a variety of reasons may award a Doctor of Nursing Science (DNS or DNSc) as the research-focused doctoral degree. Individuals educated in research-focused doctoral programs are traditionally prepared to pursue careers in research and teaching. Graduates of these programs also are prepared to pursue careers in the fields of nursing and health care administration and policy. The purposes of the research-focused doctoral degree are to prepare for a lifetime of intellectual inquiry, creative scholarship, and research; provide preparation that leads to careers in government, business, and industry as well as academia; and result in extension of knowledge (CGS, 1977).

Professional doctoral programs are relatively new in nursing. The distinguishing factor of these programs is the emphasis on research application. Graduates of the professional degree program are prepared to function in advanced practice roles, as well as administrative, executive, public policy, and teaching roles.

The Nursing Doctorate (ND) degree prepares individuals for practice and is not a research-focused degree.
Indicators of Quality in Research-Focused Doctoral Programs in Nursing

Faculty

I. Represent and value a diversity of backgrounds and intellectual perspectives.

II. Meet the requirements of the parent institution for graduate research and doctoral education; substantial proportion of faculty hold earned doctorates in nursing.

III. Conceptualize and implement productive programs of research and scholarship that:
   A. Are developed over time and build upon previous work;
   B. Are at the cutting edge of the field of inquiry;
   C. Are congruent with research priorities within nursing and its constituent communities;
   D. Include a substantial proportion of extramural funding; and
   E. Attract and engage students.

IV. Outcome indicators of productive programs of research and scholarship include:
   A. Extramural grant awards in support of research or scholarship;
   B. Peer-reviewed publications of research, theory, or philosophical essays;
   C. Presentations of research, theory, or philosophical essays;
   D. Scientific review activities such as with NIH study sections and other grant application review groups;
   E. Editorial review activities;
   F. State, regional, national, or international recognition as a scholar in an identified area; and
   G. Evidence of influence on science policy throughout the field.

V. Create an environment in which mentoring, socialization of students, and the existence of a community of scholars is evident.

VI. Assist students to understand the value of programs of research and scholarship that continue over time and build upon previous work.

VII. Identify, generate, and utilize resources within the university and broader community to support program goals.

VIII. Devote a significant proportion of time to dissertation advisement; generally each faculty member should serve as the major adviser/chair for no more than 3-5 students during the dissertation phase.

Programs of Study

The emphasis of the program of study is consistent with the mission of the parent institution, the discipline of nursing, and the degree awarded. The faculty's areas of expertise and scholarship
determine specific foci in the program of study. Requirements and their sequence for progression in the program are clear and available to students in writing. Common elements of the program of study are outlined below.

I. Core and related course content - the distribution between nursing and supporting content is consistent with the mission and goals of the program, and the student’s area of focus and course work is included in:
   A. Historical and philosophical foundations to the development of nursing knowledge;
   B. Existing and evolving substantive nursing knowledge;
   C. Methods and processes of theory/knowledge development;
   D. Research methods and scholarship appropriate to inquiry; and
   E. Development related to roles in academic, research, practice, or policy environments.

II. Elements for formal and informal teaching and learning focus on:
   A. Analytical and leadership strategies for dealing with social, ethical, cultural, economic, and political issues related to nursing, health care, and research;
   B. Progressive and guided student scholarship research experiences, including exposure to faculty’s interdisciplinary research programs;
   C. Immersion experiences that foster the student’s development as a nursing leader, scholarly practitioner, educator, and/or nurse scientist; and
   D. Socialization opportunities for scholarly development in roles that complement students’ career goals.

III. Outcome indicators for the programs of study include:
   A. Advancement to candidacy requires faculty’s satisfactory evaluation (e.g., comprehensive exam) of the student’s basic knowledge of elements I-A through I-E identified above;
   B. Dissertations represent original contributions to the scholarship of the field;
   C. Systematic evaluation of graduate outcomes is conducted at regular intervals;
   D. Within 3-5 years post-completion, graduates have designed and secured funding for a research study OR within 2 years post-completion, graduates have utilized the research process to address an issue of importance to the discipline of nursing or health care within their employment setting;
   E. Employers report satisfaction with graduates' leadership and scholarship at regular intervals post-completion; and
   F. Graduates' scholarship and leadership are recognized through awards, honors, or external funding at 3-5 years post-completion.

Resources

I. Sufficient human, financial, and institutional resources are available to accomplish the goals of the unit for doctoral education and faculty research.
   A. The parent institution exhibits the following characteristics:
      1) Research is an explicit component of the mission of the parent institution;
      2) An office of research administration;
      3) A record of peer reviewed external funding;
      4) Post-doctoral programs;
5) Internal research funds;
6) Mechanisms that value, support, and reward faculty and student scholarship and role preparation; and
7) A university environment that fosters interdisciplinary research and collaboration.

B. The nursing doctoral program exhibits the following characteristics:
1) Research active faculty as well as other faculty experts to mentor students in other role preparations.
2) Technical support for:
   (a) Peer review of proposals and manuscripts in their development phases;
   (b) Research design expertise;
   (c) Data management and analysis support;
   (d) Hardware and software availability; and
   (e) Expertise in grant proposal development and management.
3) Space sufficient for:
   (a) Faculty research needs;
   (b) Doctoral student study, meeting, and socializing;
   (c) Seminars; and
   (d) Small group work.

C. Schools of exceptional quality also have:
1) Centers of research excellence;
2) Endowed professorships;
3) Mechanisms for financial support to allow full-time study; and
4) Master teachers capable of preparing graduates for faculty roles.

II. State-of-the-art technical and support services are available and accessible to faculty, students, and staff for state of the science information acquisition, communication, and management.

III. Library and database resources are sufficient to support the scholarly endeavors of faculty and students.

Students

I. Students are selected from a pool of highly qualified and motivated applicants who represent diverse populations.

II. Students' research goals and objectives are congruent with faculty research expertise and scholarship and institutional resources.

III. Students are successful in obtaining financial support through competitive intramural and extramural academic and research awards.

IV. Students commit a significant portion of their time to the program and complete the program in a timely fashion.
Evaluation

The evaluation plan:

I. Is systematic, ongoing, comprehensive, and focuses on the university's and program's specific mission and goals;

II. Includes both process and outcome data related to these indicators of quality in research-focused doctoral programs;

III. Adheres to established ethical and process standards for formal program evaluation, e.g., confidentiality and rigorous quantitative and qualitative analyses;

   Involves students and graduates in evaluation activities;

IV. Includes data from a variety of internal and external constituencies;

V. Provides for comparison of program processes and outcomes to the standards of its parent graduate school/university and selected peer groups within nursing;

   Includes ongoing feedback to program faculty, administrators, and external constituents to promote program improvement;

VIII. Provides comprehensive data in order to determine patterns and trends and recommend future directions at regular intervals; and

   Is supported with adequate human, financial, and institutional resources.
African Association of Colleges of Nursing / 7
Position Statement: Indicators of Quality in Research-Focused Doctoral Programs in Nursing

Background

In order to meet its social responsibility to enhance the health of people through the discovery and dissemination of knowledge, the American Association of Colleges of Nursing (AACN) has established indicators of quality for research-focused doctoral programs in nursing. Despite steady growth in the number of doctoral programs, graduations have remained relatively flat. At the same time the profession faces a serious future shortage of nursing faculty and an increased demand for doctorally prepared nurses for administrative and clinical positions. Therefore, nursing must explore a range of options for increasing the number of doctoral graduates.

AACN first developed a set of indicators for quality doctoral education in 1986. A revised set of indicators was approved by the membership in 1993. In 1999, in order to remain current and in response to concerns over an impending shortage of doctorally prepared faculty, a rapid growth in the number and types of doctoral programs in nursing, and concern regarding resources available to support the increased number of programs, the AACN Board of Directors appointed a task force to revise the quality indicators for doctoral programs and address differences among PhD, DNSc/DNS/DSN (hereafter referred to as DNS), and ND degrees.

To address the charge, the task force gathered input from a number of sources. First, 1999 AACN Doctoral Conference participants, in small discussion groups, provided feedback on the relevance and appropriateness of the current indicators and made suggestions for revision. Participants expressed general satisfaction with the 1993 indicators but sought greater specificity, greater emphasis on outcomes to be achieved, and recognition of all types of doctoral programs.

The nursing and higher education literature and consultants in higher education provided a second source of input for the work of the task force. Consultants included Marilyn Baker of the National Research Council, National Academy of Sciences, and Marsha Landolt, representing The Pew Charitable Trusts' Re-envisioning the PhD project. Third, in November 1999 the task force conducted surveys of all nursing schools with doctoral programs or proposed doctoral programs and a convenience sample of non-academic settings employing doctorally prepared nurses. Fourth, a representative of the task force participated in the Pew Re-envisioning the PhD project working conference (April 2000) and the Third Biennial International Conference on Professional Doctorates (September 2000). Finally, a forum was conducted at the Fall 2000 AACN Semi-annual Meeting (October 2000) to review the draft indicators.

The Research Versus the Professional Degree

Despite the fact that American graduate education is a model for other nations, there has been a growing concern, in both the academic and practice arenas that PhD programs may have become too focused on scholarly research to the neglect of all other faculty responsibilities and non-academic careers. This concern led to the Pew Foundation sponsored project, Re-envisioning the PhD, designed to rethink the design of doctoral education to address the shortage of academic positions in most fields and the fact that PhD graduates are often viewed as ill-prepared for jobs outside of academia (Nyquist, 1999). Among the major problems uncovered through the project, some affect nursing doctoral programs: program completion rates, relevance of preparation for careers other than in academia, lack of diversity in the student body, and requirements for...
completing the degree. A number of other significant problems encountered by other disciplines do not affect nursing: over-production of PhDs, long periods of post-doctoral training, a scarcity of academic positions for graduates, and overuse of doctoral students to teach undergraduate courses. A major emphasis of the conference was the need to diversify the career paths beyond the traditional research role for which students are prepared, especially for teaching and positions outside of academe.

Examination of the flaws in PhD education has taken a somewhat different path in Europe and Australia. There the model of PhD education is a research-only program with little or no course work and an apprenticeship relationship between the student and the major advisor. The emphasis is on developing disciplinary knowledge and not on its application or on the role the student will fill upon graduation. Education, business, and a number of other professional fields have identified needs for knowledge development that is more directly applicable to the problems encountered in the day-to-day practice of the profession.

A growing number of European and Australian fields are responding to perceived gaps in PhD education by developing professional doctorates. Unlike the PhD programs, these programs include substantial course work, and dissertation research is driven largely by problems encountered in the practice world. Students are primarily seasoned professionals who seek the doctorate to gain skills needed to solve problems in the work world or for career advancement within a bureaucracy.

Distinctions between research and professional doctoral degrees have been a subject of continuing debate within U.S. higher education circles as well. In 1966, the Council of Graduate Schools (CGS) endorsed the position that “the professional doctor's degree should be the highest university award given in a particular field in recognition of completion of academic preparation for professional practice, whereas the PhD should be given in recognition of preparation for research whether the particular field of learning is pure or applied (CGS, 1966, p.3).” Later the CGS (1977) proposed that the purposes of the PhD are to prepare for a lifetime of intellectual inquiry, creative scholarship, and research; provide preparation that leads to careers in government, business, and industry as well as academia; and result in extension of knowledge.

Nursing Doctoral Education

Historically, the growth of PhD education in the U.S. paralleled the growth of professional organizations that exerted pressure for licensure and standards. This led to university-based education for professionals and sowed the seeds for professional doctorates such as the EdD DPH, DNS, and others (Downs, 1989).

In nursing, the bias has been toward research-oriented preparation. Stevenson and Woods (1986) summarized the development of doctoral education in nursing as including four generations of research-oriented doctorates:

- 1900-1940 EdD or other functional degree
- 1940-1960 PhD in basic or social science with no nursing content
- 1960-1970 PhD in basic science with minor in nursing
- 1970-present PhD in nursing or DNS
The literature contains numerous references to the high degree of similarity between PhD and DNS degrees in nursing. Grace (1989) observed that the structure and content of nursing doctoral programs, particularly the PhD and DNS, became very similar in the 1970s and 1980s with a common core of research, theory, and integrative science.

Downs (1989) was able to detect some subtle differences between the two types of programs, concluding that the DNS programs had more clinical content, and the PhD programs included more statistics and research-focused content. However, Downs also completed an informal review of Nursing Research topics by PhD and DNS authors and found essentially the same number of manuscripts on clinical topics by both types of authors.

Since 1970, most new programs have led to PhD degrees in nursing. Many of the DNS programs have been converted to PhD programs as programs have evolved and gained acceptance in academic circles. New DNS and ND programs also have opened so that the proportion of PhD and DNS programs launched has remained relatively constant across the decades (see Table 1a and Table 1b).

Table 1a. Trends in Nursing Doctoral Programs Started by Type and Decade

<table>
<thead>
<tr>
<th>Decade beginning</th>
<th>Program Totals</th>
<th>EdD</th>
<th>PhD</th>
<th>DNS/DNSc/DSN</th>
<th>ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1940</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1950</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1960</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1970</td>
<td>20</td>
<td>0</td>
<td>14</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1980</td>
<td>30</td>
<td>0</td>
<td>25</td>
<td>5</td>
<td>0</td>
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<tr>
<td>1990</td>
<td>26</td>
<td>0</td>
<td>22</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 1b. Total Number of Nursing Doctoral Programs in 1999-2000 Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program Total</th>
<th>EdD</th>
<th>PhD</th>
<th>DNS/DNSc/DSN</th>
<th>ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>78</td>
<td>1</td>
<td>64</td>
<td>92</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Indicates number of doctoral programs and not schools; several schools have had more than one program.

2 The total number of DNS programs is less than the sum of programs since a number of schools have closed their DNS programs (Source: AACN, 2000a&amp;b)
Current Situation

Recent literature does not address the differences or similarities between the purposes, content, or quality indicators of the PhD and DNS degrees awarded in nursing. Despite earlier recommendations from leaders in nursing and higher education that differentiated the two types of degrees, few differences have evolved. Both the PhD and DNS degree programs, in almost all instances, are research-focused doctoral programs. The content and course requirements may vary slightly and the emphasis may be on empirical versus applied research, but the focus of the program is to prepare students to pursue intellectual inquiry and conduct independent research for the purpose of extending knowledge.

In a 1999 AACN survey of schools of nursing offering PhD and DNS programs, of the 58 (74%) respondents, only one school offered both PhD and DNS degree programs. This school indicated that there were not separate faculties for the two programs but did require different course work, and an internship was required for the DNS program. In other responding schools the DNS degree was being phased out as the PhD program was approved and offered. Still other institutions offering the DNS degree would offer the PhD if possible. Some schools had long-standing DNS programs and included a strong emphasis on research training.

In order to gather information on the current and potential use and roles of doctorally prepared nurses in the health care delivery system, task force members conducted interviews with a convenience sample of nurse executives from non-academic health care delivery organizations. From these interviews, a fairly consistent picture emerged. The number of doctorally prepared nurses per institution was small (0-4) and these individuals were most frequently employed in managerial, evaluation, or educational roles with relatively few in clinical positions. However, several respondents noted a desire to employ additional doctorally prepared nurses, particularly for clinical and research positions. No respondents foresaw the doctoral degree as a requirement for any organizational positions in the near future.

Despite the addition of 52 doctoral nursing programs in the 1980s and 1990s, there were just 200 more graduates in 1998 than in 1989, and most of that growth occurred prior to 1992. In 1998 the average number of graduations from the 70 existing doctoral programs was less than 6 per program. This slow rate of growth in graduates portends a serious shortage of doctorally prepared faculty. Berlin and Sechrist (1999) provided evidence that the current nursing faculty workforce is aging rapidly and more than a third (38.1%) of doctorally prepared nurses work in settings other than schools of nursing. The median age of graduates of doctoral programs in nursing was 45.7 years with 6.5% of graduates age 55 or older.

The rapid growth of nursing doctoral programs throughout the 1980s and 1990s created concern for some nursing leaders that the number of doctoral programs may have exceeded the faculty and research funding resources available to support quality programs. In 1997, Hinshaw and Berlin analyzed AACN, National Institutes of Health (NIH), and library databases and conducted a survey of school of nursing research offices to identify the characteristics of excellent doctoral programs. Using the AACN quality indicators (AACN, 1993) and the National Institute of Nursing Research (NINR) definition of a research-intensive environment, they identified a number of variables that correlated with being a ranked school in the U.S. News and World
Report rankings of schools of nursing. These variables included the proportion of doctorally prepared graduate faculty, the number of NIH grants and publications, the presence of a general research office and centers of excellence, the number of students, the proportion of full-time students, and the duration of the doctoral program. Not correlated with receiving a high ranking were the proportion of tenured and doctorally prepared faculty, and Carnegie classification of the institution. In a multivariate analysis, only the number of publications and the duration of the program were selected as important predictors of rankings (Hinshaw & Berlin, 1997).
APPENDIX A

AACN Task Force to Revise Quality Indicators for Doctoral Education

Chair

Sandra Edwardson, PhD, RN
University of Minnesota

Members

Jane Kirschling, DNS, RN
University of Southern Maine

Barbara Hazard Munro, PhD, RN, FAAN
Boston College

Ellen Rudy, PhD, RN, FAAN
University of Pittsburgh

Nancy Fugate Woods, PhD, RN, FAAN
University of Washington

AACN Staff Liaison

Joan M. Stanley, PhD, RN
Director, Education Policy
APPENDIX B

References


Appendix K

Courses in Curriculum
Appendix K: NMSU PhD Course Descriptions/Sequence

Year 1

Summer:

NURS603: Developing Research in Nursing

Course Description: this is an optional, but highly recommended non-degree course for students wishing to refresh master's level research methodology skills and begin to work with a mentor to seek NIH pre-doctoral training funding for their research project. The credit hours of this course do not count in the required 48 hours of course work.

Fall

NURS600: Philosophy of Science in Nursing (3 credits)

Course Description: Philosophy of Science offers a framework for asking both ontological and epistemological questions about knowledge, human science, and nursing science. Class content includes the origins of scientific thought, questions and modes of inquiry, sources and domains of knowledge, philosophic foundations of nursing, contextual considerations in nursing science (including consideration of culture, demographics, and rurality), and nursing praxis. Learning strategies incorporate rigorous critical reflection and dialogue, analysis and synthesis of ideas, and the creative expression of thought.

NURS601: Theory I: Methods and Processes of Nursing Knowledge Development (3 credits)

Course Description: building on the Philosophy of Science course, the student will engage in analysis and critique of both developmental processes and composition of nursing disciplinary knowledge. Diverse approaches will be used to appraise and to critique historical and contemporary milestones in the development and evaluation of nursing thought. Emphasis is also placed on implications of theory and knowledge development as related to multicultural and rural issues.

NURS606: Quantitative Methods in Nursing Research (3 credits)

Course Description: the course is focused on approaches to developing nursing knowledge by means of quantitative research methods as applied to clinical problems, theoretical modeling of human responses to health and illness, and health policy issues. It emphasizes detailed analysis and critique of non-experimental and experimental designs, issues pertaining to sampling and statistical power, the reliability and validity of measurers, and uses and abuses of descriptive and inferential statistics in nursing research literature. Students are expected to develop sufficient discernment to read, critique, evaluate, and discuss the quality, significance, and limitations of published quantitative nursing research.
Spring

**NURS602:** Theory II: Contemporary Substantive Nursing Knowledge (3 credits)

**Course Description:** The student will critically examine existing and evolving substantive knowledge drawn from nursing and other disciplines. The course will focus on the construction, analysis, critique, and application of middle-range theories. Critical analysis of current substantive nursing knowledge, including evaluation of relationships among theories, evidence, and explanation will be pursued. Special attention will be given to existing and evolving theories applicable to rural, multicultural, and educational settings.

**NURS 620:** Behavioral Approaches and Determinants of Nursing and Health (3 credits)

**Course Description:** This course focuses on how behavioral/mental health concepts are applied in determining health outcomes for individuals, families, and communities. Students will apply and synthesize theoretical constructs within practice and research focusing on behavioral/mental health concepts. Health outcomes are viewed in a traditionally holistic manner in that health outcomes are discussed as an integral part of the human experience of healing and health.

**NURS 630** Issues in Studying Health of Culturally Diverse and Border Populations (3 credits)

**Course Description:** Health of culturally diverse and border populations will analyze the unique characteristics and future trends of health care and professional nursing using the Southwestern U.S., and the U.S. Mexico border area as the case exemplar. Course content includes identifying and examining health care issues from multi-contextual local, regional, national, and international perspectives. Strategies to examine and affect health are will incorporate rigorous critical reflection and dialogue, analysis and synthesis of ideas drawing on multi-disciplinary literature, and experiences with working with community based organizations and local advocacy groups to develop action plans for research and health care services.

Total Semester Credits: 9 Credit Hours

Year 2

Summer

**NURS604:** Advanced Health Care Statistics I (3 credits)

**Course Description:** This three-credit course is designed to provide the student with knowledge, skills, and practice in collecting, analyzing, and interpreting quantitative data. The following advanced statistical techniques will be examined: analysis of variance (ANOVA), analysis of co-variance (ANCOVA), use of psychometric techniques (for instruments used in patient care and nursing education) linear regression, multiple regression, logistic regression, and structural
equation modeling (SEM). Students will analyze data sets using the PC and/or mainframe statistical software.

First Elective Course (3 credits)

Total Semester Credits: 6 Credit Hours

Fall

NURS607: Qualitative Methods in Nursing Research (3 credits)

Course Description: major methodological traditions of qualitative research and their applications to knowledge development and clinical research in nursing are the emphases of this course. The course will also include an overview of at least one computer-assisted qualitative data analysis software application. Students will engage in detailed critique and discussion of significant nursing investigations representing various qualitative approaches and traditions.

NURS 631: Population Based Approaches to Health Promotion (3 credits)

Course Description: Population based approaches to health promotion focuses on preparing nursing students to identify, critically analyze and evaluate health promotion initiatives in culturally diverse and border populations using the Southwestern U.S. and U.S. and Mexico border as the case exemplar. It examines historical, socio-economic, legal and professional issues associated with health promotion and policy initiatives. It considers prospects for social change, political movements and alternative approaches to develop and hasten adaptation of health promotion initiatives in partnership with communities, advocacy groups and health care agencies.

NURS605: Advanced Health Care Statistics II (3 credits)

Course Description: this is the second of a two-semester quantitative statistical course that is designed to provide the student with knowledge, skills, and practice in collecting, analyzing, and interpreting quantitative data. The course content will cover: probability, nonparametric tests (chi-square, sign, McNemar, Mann-Whitney, Kruskal-Wallis, and runs), principal components analysis, and factor analysis. Students will analyze data sets using the PC and/or mainframe statistical software.

Second Elective Course (3 credits)

Total Semester Credits: 12 Credit Hours

Spring

NURS610: Nursing Education: Pedagogy and Roles (3 credits)
Course Description: the course explores the teaching-learning process in the clinical and classroom settings. It focuses on educational patterns and pathways in nursing and the roles of faculty in academia. Educational reform is analyzed in relationship to diversity in students, faculty, practice settings, and technology-driven learning environments. Different instructional designs, teaching strategies, and outcome evaluations are examined for their pedagogic use. The development of critical thinking outcomes, mentorship's, and partnerships to meet the needs of students are addressed. The course examines issues and challenges that impact the educational process such as student and faculty recruitment, the changing healthcare environment, differentiation of practice, advanced practice, reduced resources, and links with theory and research.

NURS 640: Chronic Diseases: A Health Promotion Approach in Underserved Populations (3 credits)

Course Description: This course focuses on the interrelationships of various chronic diseases and conditions in the understanding of how co-morbidities influence the prevention and health promotion in the infant, school-age child, adolescent, young, middle, and older adult. Students will apply and synthesize an understanding of chronic conditions such as cancer, cardiovascular disease, diabetes mellitus, COPD, asthma, osteoporosis, and sickle cell disease, among others, and how the various aspects of these conditions are interrelated, particularly in underserved populations resulting in health care disparities.

Third Elective Course (3 credits)
Total Semester Credits: 12 Credit Hours

Note: Elective courses may be taken after the required core if a reduced course load is needed to allow for TA/RA/GA commitments or personal needs.

Application for candidacy needs to be completed prior to completion of Doctoral Comprehensive Exam.

Comprehensive Exam.

Summer

NURS699: Dissertation, including the Doctoral Comprehensive Examination (3 credits)

Year 3

Fall

NURS699: Dissertation (9 credits)

Total Semester Credits: 9 Credit Hours
Spring

NURS699: Dissertation (9 credits)

Total Semester Credits: 9 Credit Hours

Total Program: 48 Credit Hours of Coursework
18 Credit Hours of Dissertation

Total Credits: 66 Credit Hours

*Note: Once the Doctoral Comprehensive Examination is completed, the student must enroll in a minimum of 9 credit hours of dissertation credits each semester until the dissertation is completed.
Appendix L

Report of UNM Curriculum Consultant
Dr. Ada Sue Hinshaw
August 29, 2002

Karen L. Carlson, Ph. D., R.N.
Professor and Associate Dean for Academic Affairs
The University of New Mexico, College of Nursing
Albuquerque, New Mexico 87131

Dear Dr. Carlson:

Thank you for the opportunity to serve as a consultant during the past academic year for the development of the doctoral program in nursing. This letter summarizes my impressions and those of Dr. Shake Ketefian who was director of our doctoral program at the University of Michigan for over twenty years. We both read the proposed curriculum and dialogued with you when you were at the University of Michigan in September 2001. In addition, I traveled to New Mexico on November 5 & 6, 2001 to meet with you and the doctoral task force and complete a presentation to faculty about research intensive environments, building a community of scholars, and the outcome indicators of research intensive environments.

The proposed curriculum for the Ph.D. is in compliance with the standards of doctoral programs in nursing throughout the country and has used the published Quality Indicators for Doctoral programs supported by the American Association of Colleges of Nursing. Two major content recommendations were made. First, it is recommended that an initial research methods course which on appearance is a review of content students would have mastered in a masters program and allows them to write a proposal for a pre-doctoral award be moved to an elective course prior to the beginning of required coursework. I understand that you have completed this in the final revision of the program of studies prior to submitting it for university approval. A second recommendation is that the load of coursework be held to two years. This allows students to move to the dissertation phase earlier. This recommendation, I understand, has also been incorporated into the proposal.

Other ideas to continue to incorporate as the program becomes a reality are the incorporation of interdisciplinary content and the solicitation of member to dissertation committees from other departments who have experience in guidance of dissertations and expertise in the selected cognate areas of the students. The content about nursing education is important to maintain as the discipline faces a crisis in adequately prepared nursing faculty for the future.
Your faculty have been successful in obtaining external funding to support the proposed program and by the date of implementation it is expected that additional faculty will be funded. You have now also been successful in recruiting two additional senior level faculty for the 2002-2003 academic year who have track records in funding and teaching at the doctoral level.

Thank you again for the opportunity to provide consultation and best wishes as your program is considered for approval by the necessary university entities.

Sincerely,

Ada Sue Hinshaw, PhD, RN, FAAN
Dean and Professor
## TOTAL NUMBER OF STUDENT ENROLLED IN NURSING PROGRAM

<table>
<thead>
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<th>Category</th>
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### STUDENT ETHNICITY

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<tr>
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<td>1.80%</td>
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<tr>
<td>Native American</td>
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### PERMANENT RESIDENT ALIENS

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### STUDENT AGE GROUPS

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### RESIDENT STATES OF STUDENTS

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<td>Mountain</td>
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<td>0.30%</td>
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<tr>
<td>Pacific</td>
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<tr>
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### COUNTIES OF RESIDENCE FOR STUDENTS WHO ARE RESIDENTS OF NEW MEXICO

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<tr>
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<td>1</td>
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</tr>
<tr>
<td>Colfax</td>
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<tr>
<td>Curry</td>
<td>1</td>
<td>0.40%</td>
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<tr>
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<td>Eddy</td>
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<td>6.80%</td>
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<tr>
<td>Grant</td>
<td>9</td>
<td>3.60%</td>
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<tr>
<td>Guadalupe</td>
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<td>0.00%</td>
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<tr>
<td>Harding</td>
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<td>0.00%</td>
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<tr>
<td>Hidalgo</td>
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<tr>
<td>Lea</td>
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<td>Lincoln</td>
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<td>McKinley</td>
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<td>Mora</td>
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<td>Otero</td>
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<td>Rio Arriba</td>
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<tr>
<td>Roosevelt</td>
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<td>San Miguel</td>
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<td>Sierra</td>
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<td>0.00%</td>
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<tr>
<td>Union</td>
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<tr>
<td>Valencia</td>
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### TOTAL NUMBER OF STUDENT ENROLLED IN NURSING PROGRAM

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<td><strong>NUMBER OF FEMALE STUDENTS:</strong></td>
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<td><strong>NUMBER OF MALE STUDENTS:</strong></td>
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### STUDENT ETHNICITY:

<table>
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<th>Ethnicity</th>
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<tr>
<td>Asian or Pacific Islander</td>
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<tr>
<td>Native American</td>
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### STUDENT AGE GROUPS:

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<tbody>
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<td>21-25</td>
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<tr>
<td>51-55</td>
<td>7  (2.40%)</td>
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<tr>
<td>56-60</td>
<td>2  (0.88%)</td>
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<tr>
<td>&gt;60</td>
<td>0  (0.00%)</td>
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### RESIDENT STATES OF STUDENTS:

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<th>State</th>
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<tbody>
<tr>
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<td>Texas</td>
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<tr>
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<td>0 (0.00%)</td>
</tr>
<tr>
<td>East Coast</td>
<td>4 (1.37%)</td>
</tr>
<tr>
<td>Mid-West</td>
<td>2   (0.69%)</td>
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<tr>
<td>Mountain</td>
<td>1   (0.34%)</td>
</tr>
<tr>
<td>Pacific</td>
<td>5   (1.72%)</td>
</tr>
<tr>
<td>Canadian</td>
<td>1  (0.34%)</td>
</tr>
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### COUNTIES OF RESIDENCE FOR STUDENTS WHO ARE RESIDENTS OF NEW MEXICO:

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<tr>
<th>County</th>
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<tr>
<td>Bernalillo</td>
<td>8  (3.76%)</td>
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<tr>
<td>Chaves</td>
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<tr>
<td>Cibola</td>
<td>1   (0.47%)</td>
</tr>
<tr>
<td>Colfax</td>
<td>2   (0.94%)</td>
</tr>
<tr>
<td>Curry</td>
<td>1   (0.47%)</td>
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<td>De Baca</td>
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<tr>
<td>Guadalupe</td>
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<tr>
<td>Harding</td>
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<td>Hidalgo</td>
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<td>Lea</td>
<td>4   (1.88%)</td>
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<td>Lincoln</td>
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<td>Luna</td>
<td>3   (1.41%)</td>
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<td>McKinley</td>
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<td>Mora</td>
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<td>1   (0.47%)</td>
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<tr>
<td>Rio Arriba</td>
<td>0   (0.00%)</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>1   (0.47%)</td>
</tr>
<tr>
<td>San Juan</td>
<td>5   (2.35%)</td>
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<tr>
<td>San Miguel</td>
<td>1   (0.47%)</td>
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<td>Sandoval</td>
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<td>Santa Fe</td>
<td>3   (1.41%)</td>
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<td>Sierra</td>
<td>2   (0.94%)</td>
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<tr>
<td>Socorro</td>
<td>1   (0.47%)</td>
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<tr>
<td>Taos</td>
<td>0   (0.00%)</td>
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<tr>
<td>Torrance</td>
<td>0   (0.00%)</td>
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<tr>
<td>Union</td>
<td>0   (0.00%)</td>
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<tr>
<td>Valencia</td>
<td>3   (1.41%)</td>
</tr>
</tbody>
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**NEW MEXICO STATE UNIVERSITY**
Department of Nursing

**STUDENT DEMOGRAPHICS REPORT: BSN PROGRAMS**

**2005FA**

**Friday, September 30, 2005**
# STUDENT DEMOGRAPHICS REPORT: BSN-4 PROGRAM
## 2005FA

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<td>NUMBER OF FEMALE STUDENTS:</td>
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<tr>
<td>NUMBER OF MALE STUDENTS:</td>
<td>36 17.06%</td>
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<td>199 94.31%</td>
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<td>ENROLLED PART TIME:</td>
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<tbody>
<tr>
<td>Black, Non-Hispanic</td>
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<tr>
<td>Asian or Pacific Islander</td>
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<tr>
<td>Native American</td>
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<tr>
<td>Other/Unknown</td>
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<table>
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<th>STUDENT AGE GROUPS:</th>
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<tr>
<td>&lt;21</td>
<td>7 3.32%</td>
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<tr>
<td>21-25</td>
<td>132 62.56%</td>
</tr>
<tr>
<td>26-30</td>
<td>24 11.37%</td>
</tr>
<tr>
<td>31-35</td>
<td>26 12.32%</td>
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<tr>
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<tr>
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<td>2 1.40%</td>
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<tr>
<td>Curry</td>
<td>1 0.70%</td>
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<tr>
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<tr>
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<td>Hidalgo</td>
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<tr>
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<td>0 0.00%</td>
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<tr>
<td>Otero</td>
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<tr>
<td>Quay</td>
<td>1 0.70%</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Clbola</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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**NEW MEXICO STATE UNIVERSITY**  
Department of Nursing  
STUDENT DEMOGRAPHICS REPORT: ROADRUNNER BSN PROGRAM  
2005FA

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Friday, September 30, 2005
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Friday, September 30, 2005
Appendix N

References
Appendix N: REFERENCES


Appendix 0

Guidelines, 5 NMAC 5-2
1. ISSUING AGENCY: New Mexico Commission on Higher Education
   1068 Cerrillos Road
   Santa Fe, NM 87501
   Telephone: 505/827-7383 [3/16/51, 7/1/94]

2. STATUTORY AUTHORITY: The Commission on Higher Education has statutory responsibility to
   review new graduate programs proposed by state universities as part of its authority for statewide
   planning and oversight of postsecondary education. The Post-Secondary Educational Planning Act,
   specifically Section 21-2-5 NMSA 1978, authorizes the Commission to conduct statewide planning,
   including analyses of state needs for postsecondary educational programs. Section 21-1-24 NMSA
   1978 requires that any graduate program that is to benefit from state funding must first be approved by
   the Commission and by the state Board of Finance. [4/5/71, 3/29/73]

3. SCOPE: The provisions of 5 NMAC 5.2 apply to any new graduate program proposed for
   implementation by any constitutional institution of higher education in New Mexico.
   [2/26/85, 5/4/90, 9/30/97]

4. DURATION: Permanent [9/30/97]

5. EFFECTIVE DATE: September 30, 1997 [9/30/97]

6. OBJECTIVE: The objective of 5 NMAC 5.2 is to provide an orderly, objective basis for review and
   approval or disapproval of each new graduate program proposed for implementation. Although this
   regulation is intended primarily to guide decisions by the Commission and its staff, it may also be used
   to guide review by the institutions and by statewide councils of graduate deans and chief academic
   officers. Decisions about new graduate program proposals shall be exercised so as to:

   (a) fulfill societal requirements, employer needs, and student demand;
   (b) support high standards of academic quality;
   (c) encourage cooperation among institutions, public and private;
   (d) avoid unnecessary or inappropriate duplication; and
   (e) maximize cost effectiveness for the state.

   [2/26/85, 5/4/90, 9/30/97]
DEFINITIONS:

7.1 "Graduate program" is defined as any sequence of courses, activities, or experiences which leads to award of any degree or certificate of completion beyond the baccalaureate degree. Graduate programs subject to 5 NMAC 5.2 include those leading to a master's degree, a post-baccalaureate certificate of specialization, a doctoral degree, or a professional degree in fields such as law, medicine, or other professions. [2/26/85, 5/4/90, 9/30/97]

7.2 "New" graduate program is defined as (a) one that differs from currently approved programs at the proposing institution, in terms of level of degree or area of study, or (b) one that has been dormant at a particular institution, i.e., one that has not admitted new students during a three-year period. [9/30/97]

7.2.1 Addition of a doctoral degree in an area in which a master's degree is already awarded, or the converse, is subject to the provisions of 5 NMAC 5.2. [9/30/97]

7.2.2 Any substantial change in the curriculum or emphasis of an existing graduate degree program, which will be reflected as a change in the title of the degree awarded, is subject to the provisions of 5 NMAC 5.2. Among the tests of substantial change will be (a) whether or not the change will be reflected as a new program title in the institution’s catalog and (b) whether or not the change will alter classification of the program in the Commission’s inventory of instructional programs. [9/30/97]

7.2.2.1 Addition of a program option, concentration, or specialization that will result in a new degree title being awarded is subject to the provisions of 5 NMAC 5.2, but addition of another option, concentration, or specialization to an existing approved program that would not change the title of the degree awarded probably would be judged as not requiring approval of the Commission. [9/30/97]

7.2.2.2 Revisions of the curriculum of a program, option, concentration, or specialization that do not alter how the program, enrollments, and degrees awarded are reported to the Commission are not subject to the provisions of 5 NMAC 5.2. [9/30/97]

Deletion of a program option, concentration, or specialization within an existing graduate program is not subject to the provisions of 5 NMAC 5.2. [9/30/97]

Reconfiguration of an existing program in a manner that will retain the title of an existing program and that will not result in a net gain in the number of programs offered by an institution, such as consolidation of two or more programs into a single program, is not subject to the provisions of 5 NMAC 5.2. [2/26/85, 5/4/90, 9/30/97]

Change in the department responsible for a graduate program, without a substantial change in the curriculum of the program and without a corresponding change in the title of the degree awarded, is not subject to the provisions of 5 NMAC 5.2. [9/30/97]

A program, option, concentration, or specialization that has been prepared to meet a request of a particular employer and that will be financially supported by that employer and that will be offered to no more than two cohorts of students is not subject to the
provisions of 5 NMAC 5.2. However, students enrolled in such programs shall remain ineligible for any state support until the program is approved pursuant to 5 NMAC 5.2. [9/30/97]

7.2.7 Proposed changes in the name of an existing program, option, concentration, or specialization, with or without a substantive change in content of the program— or other questions about the applicability of 5 NMAC 5.2— should be referred to the Commission for a staff determination of applicability and to assure that the Commission’s data base remains accurate. [9/30/97]

8. GENERAL REQUIREMENT OF COMMISSION APPROVAL:

8.1 No graduate program established following the effective date of 5 NMAC 5.2, nor any student enrolled in that program, shall be eligible for inclusion in any of the Commission’s funding recommendations unless the program has been approved by the Commission and by the state Board of Finance. [2/26/85, 5/4/90, 9/30/97]

8.2 In the case of a question of applicability of 5 NMAC 5.2 to a particular change in graduate programming, Commission staff will consult with the Council of Graduate Deans and will consider the Council’s advice in rendering a decision about applicability. Staff decisions may be appealed to the Commission, whose decision will be final. [9/30/97]

9. REQUIREMENTS FOR APPROVED GRADUATE PROGRAMS:

9.1 The requirements and questions listed below will be used in reviewing proposals to establish new graduate programs. The Commission reserves the right to weigh these factors differentially and to consider additional factors in reaching decisions that best meet the interests of the State of New Mexico. These requirements are constructed to reflect state-level interests in postsecondary education; reviews of new graduate programs within the proposing institution are expected to reflect a somewhat different balance of concerns, for example, devoting greater consideration to details of program quality. [9/30/97]

9.1.1 Purpose of the Program and Mission of the Proposing Institution. The proposed program must have a clear purpose that is consistent with the mission of the proposing institution.

A. What is the primary purpose of the proposed program? What are its secondary purposes, if any?

B. Is the proposed program consistent with the role and scope of the institution as set forth in its mission statement and interpreted by its governing board?

C. What is the institution’s priority for the proposed program, as indicated in its most recent plans, funding requests, or other institutional documents?

[2/26/85, 5/4/90, 9/30/97]
9.1.2 Justification for the Program. The proposed program must meet one or more specified needs within the state or region; must not duplicate existing programs unnecessarily or inappropriately; and, to the extent feasible and appropriate, should benefit from cooperative arrangements with other institutions. [2/26/85, 5/4/90, 9/30/97]

9.1.2.1 Need. The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need.

A. Why is the program needed? Will graduates of the program help meet some specified state or regional need for skilled personnel? Have specific potential employers requested, or expressed interest in, the program? What, if any, internal institutional needs will also be met by the program?

B. Evidence of need might include results of employer surveys, current labor market analyses and projections, or need projections prepared by a relevant professional organization. Summaries of student interest also are appropriate but will not by themselves be considered sufficient evidence of need.

C. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the Commission of need for the program. [2/26/85, 5/4/90, 9/30/97]

9.1.2.2 Duplication. The proposed program must not duplicate existing programs unnecessarily or inappropriately. A proposal for a program similar to one (or more) that already exists within the state must present clear and convincing evidence that need for the program cannot be met by the existing program(s).

A. Is this program, or are similar programs, offered at any other public or private institutions within New Mexico?

B. If so, what is the remaining capacity of the program(s)? How many students could the existing program(s) accommodate without additional resources for faculty, equipment, facilities and other needs?

C. In light of the above information, why should the proposed program also be approved? What programmatic, geographic, or other factors warrant approval of the program as an addition to the existing educational resources in the state?

D. Do New Mexico students have access to a comparable program in another state through either the WICHE Professional Student Exchange or the WICHE Regional Graduate Program?

E. As evidence, the proposing institution must assemble and display data listing each similar program offered by regionally accredited public and private universities in
New Mexico; the numbers of students admitted to each of those programs during each of three recent, consecutive years; the numbers of degrees/certificates awarded during each of those years; and each university's estimated remaining capacity of its program(s).

F. To the extent feasible and appropriate, statements from representatives of the existing programs should be attached to the proposal, articulating their positions with regard to the proposed program.

G. The purpose of this requirement is twofold: (a) to assure that communication has taken place with existing programs, as an element in planning the proposed program, and (b) to aid reviewers in assuring that there is need for the program that cannot be met through existing programs.

[2/26/85, 5/4/90, 9/30/97]

9.1.2.3 Inter-Institutional Collaboration and Cooperation. To the extent feasible and appropriate, the proposed program should establish collaborative relationships with other programs within New Mexico, so that state investments can be shared and students can benefit from expanded opportunities across institutional boundaries.

A. Are there programs at other institutions, and particularly programs already supported by the state, through which shared instruction, collaboration with faculty, or other means of broadening student options and experiences can be arranged as part of the proposed program?

B. If the proposed program is related to other programs operating at public institutions in the state, the proposal should document how collaboration will be achieved with those programs. For example, if it is feasible and productive to share faculty, instruction, or other assets with an existing program at another institution, the proposal should outline how that collaboration will take place. If other arrangements for expanding students' experiences can be made with other institutions, those arrangements should be summarized.

[9/30/97]

9.1.3 Clientele and Projected Enrollment. The proposal must clearly describe the population of students who will be recruited for the proposed program and must include a detailed projection of enrollment and credit hours anticipated during the first five years.

[2/26/85, 5/4/90, 9/30/97]

9.1.3.1 Clientele.

A. Who are the students to be served by the proposed program? Will the program concentrate its recruitment upon students representing some particular geographic area, students from some special employment sector, or some other identified group?

B. What academic or experiential qualifications will be set for admission?
C. Will the proposed program be consistent with state goals for equitable representation of all clusters of students? How will the program assure equal access and success of students from clusters historically underrepresented in graduate education or in the fields of employment for which the program is intended to prepare its graduates?

(1) At a minimum, the proposal should include data illustrating the representation of ethnic and sex/gender clusters of (a) undergraduate students and (b) graduate students at the proposing institution and should articulate the methods that will be used to assure equity in access and success in the proposed program.

(2) To the extent possible, the proposal also should include information about representation in the fields of employment for which the program is intended to prepare students and other information relevant to assessing the capacity of the program to help redress underrepresentation.

[9/30/97]

9.1.3.2 Projected Enrollment.

A. The proposal must display, in clear tabular form, the projected enrollment in the proposed program during its first five years. This presentation must distinguish the number of new students (headcount) expected to enroll each year and the number of returning students expected to re-enroll in each year.

B. The proposal should indicate the number of students expected to enroll full-time and the number expected to enroll on a part-time basis and must display the total number of student credit hours expected to be generated in each of the first five years.

[9/30/97]

9.1.4 Institutional Readiness for the Program. The institution should have nearly all of the resources needed to initiate the program. The proposal should include a clear statement of the extent to which the institution is ready to initiate the program, citing the remaining needs and recognizing each of those needs in the cost analysis developed pursuant to Section 9.1.5.

A. Is the teaching faculty adequate in number and qualifications to initiate the program? If not, what additional faculty are needed? To what extent will the program rely upon graduate assistants to free faculty time for graduate instruction in the proposed program?

B. Are the library and other academic support resources sufficient to initiate the program? If not, what additional resources are needed?

C. Are the physical facilities of the institution adequate for the first five years of the program? Will additional space or modifications of existing space be required within the first five years of program operation?
D. Are the institution’s *equipment and technological resources* adequate for the first five years of the program? What, if any, additional equipment will be needed?

E. Are other operating resources adequate to initiate the program? For example, will additional clerical or specialized personnel be needed?

[9/30/97]

9.1.5 **Projected Cost of the Program.** The proposal must include a clear analysis of the projected cost of the proposed program and the sources of funding that will support it. [2/26/85, 5/4/90, 9/30/97]

9.1.5.1 **New Costs for Program Start-Up.** The proposal should provide a clear indication of new costs that must be met in order to begin the program and to sustain it during its first five years. The analysis must address at least the following cost categories.

A. Additional faculty needed for the program, full-time and part-time.

B. Additional library resources needed for the program. The proposal should include a statement from the university librarian, indicating the cost of these new resources and the schedule on which the resources will be provided.

C. Additional facilities, equipment, and technological resources needed for the program.

D. New graduate assistantships needed to support the program, including the dollar value of the assistantships during each of the first five years of the program.

[9/30/97]

9.1.5.2 **State Support.** An analysis must be presented showing the approximate amount of state operational formula funding that will flow to the program for each of the first five years, based upon the projected student credit hours and current formula funding factors, and recognizing the delay and averaging characteristic of the formula. [9/30/97]

9.1.5.3 **Other Support.** If the proposed program will benefit from other sources of operational support, the proposal should describe those. For example, if particular cost categories such as new equipment or additional graduate assistantships are expected to be supported by research grants, contracts, or other sources, the proposal should clearly describe those sources and levels of support and should indicate the advantage to the state of receiving such support. [9/30/97]

9.1.6 **Quality of the Program.** The proposed program must be designed to meet high standards of academic quality, considering its instructional curriculum, faculty, student admission standards, opportunities for experiential learning and academic support, and provisions for continual review and improvement of the program. [9/30/97]
9.1.6.1 All programs supported by state funds are expected to comply with principles of academic quality delineated as part of the Commission’s regulation on instructional funding: 5 NMAC 3.12. [9/30/97]

9.1.6.2 Among the questions that will be considered in evaluating proposals for new graduate programs are the following.

A. Is the curriculum adequately structured to meet the stated purposes of the program?

B. Is the faculty adequate in number, experience, and availability to offer a high quality program?

C. How do the proposed academic admission standards for students entering the program compare with standards for other programs at the institution and with admission standards for comparable programs at other institutions in New Mexico or other states?

D. How will the proposed program utilize current technologies to support program quality and delivery?

E. What opportunities will be available for assisting students to gain experiences relevant to work settings for which the program will prepare them?

F. What academic support services are available to students, to assist them in succeeding in the program?

G. What final integrating experiences or other features will be used to assure that graduates have acquired the knowledge and skills expected for the degree or certificate awarded?

H. Has the proposed program been evaluated by any external reviewers or is there other external evidence or opinion regarding the quality of the program?

I. Will specialized accreditation be sought for the program?

[9/30/97]

9.1.7 Assessment of Operations and Impact. The proposal must include a plan by which the proposed program will be assessed for its operation and impact over at least a five-year period.

A. At a minimum, the plan must indicate methods that will be used to monitor program operations, progress of students, and program completion rates.
B. The plan also must include methods for obtaining evaluations from students, graduates, or other appropriate sources and feeding that information into future operation of the program.

[9/30/97]

9.1.8 Administrative Responsibility for the Program and Institutional Commitment. There must be clear indication in the proposal that the institution is committed to the success of the proposed program.

A. The proposal should indicate where in the structure of the institution the program will be administered. For example, which department will have primary responsibility and which additional departments, if any, will contribute to operation of the program?

B. The proposal should include a clear statement of administrative support for the program, sufficient to assure that resources will be provided during the first five years of the program. The proposal should also verify that all within-institution approvals needed for the program have been granted, including approval by the institution’s governing board.

[2/26/85, 5/4/90, 9/30/97]

10. PROCESS FOR APPROVAL OF NEW GRADUATE PROGRAMS:

10.1 Before submitting a proposal for review by the Commission, an institution must have completed all internal institutional reviews required for new graduate programs. The proposal must be in a form that is fully supported by the institution. [9/30/97]

10.2 Advance notice to Commission staff of the intent to submit a proposal for a new graduate program is encouraged but is not required. A proposal should be submitted to the Commission and the Council of Graduate Deans at least nine months prior to the anticipated date of implementation of the program, in order to allow sufficient time for review by the Council of Graduate Deans, the Academic Council, the Commission, and the state Board of Finance prior to implementation. [9/30/97]

10.3 The proposal may be submitted simultaneously to the Commission and to the Council of Graduate Deans. Commission staff will begin an independent review of the proposal and may participate in consideration of the proposal by the Council of Graduate Deans. Members of the Council may solicit input on the proposal from cognizant members of their faculty, for inclusion in the Council’s consideration. As it deems appropriate, the Council may suggest modifications of the proposal or the proposed program. [9/30/97]

10.4 If the Council of Graduate Deans finds that the proposed program warrants further consideration, it will forward its written recommendation and comments to the Academic Council on Higher Education (the chief academic officers of the state universities) and to the Commission. A proposal considered but not recommended by the Council of Graduate Deans may be forwarded by the sponsoring institution directly to the Academic Council. [9/30/97]
The Academic Council will conduct its review of the proposal and may suggest modifications of
the proposal or the proposed program. Commission staff may participate in the review by the
Academic Council. [9/30/97]

When the Academic Council has completed its review of the proposed program, it will notify the
Commission that the proposal is ready for consideration by the Commission. The Council will
forward to the Commission its written comments regarding the proposed program. [9/30/97]

Following notification by the Academic Council, the proposal will be subjected to independent
review by the Commission staff. Commission staff may request additional information from the
institution for use in its review. Based upon the outcome of its review, staff will submit a written
recommendation to the Commission indicating either (a) that the proposal satisfies the
requirements set forth in this regulation; or (b) that staff have questions about the proposal and
seek guidance from the Commission; or (c) that staff recommend denial of the proposal.
[9/30/97]

Following completion of the staff review, the proposal and staff recommendation will be
considered by the Commission using a two-step process. First, the proposal and staff
recommendation will be presented as an information item at a regularly scheduled meeting of the
Commission. Second, the proposal and staff recommendation will be scheduled as an action item
at the subsequent regularly scheduled meeting of the Commission. If the proposal has a staff
recommendation of approval, and no commissioner has requested otherwise prior to the second
meeting, the proposal may be placed on the Commission’s consent calendar for action. At any
point during this process, the Commission may elect to return a proposal to the sponsoring
institution, for modification, or to the Council of Graduate Deans, the Academic Council, or both,
for reconsideration. At any point during this process, the sponsoring institution may withdraw its
proposal. [9/30/97]

10.9 If the Commission approves the proposed program, Commission staff will submit the proposal or
an appropriate summary of the proposal, along with the Commission’s recommendation, to the
state Board of Finance. Commission staff will notify the institution of the date when the Board of
Finance has scheduled its consideration of the proposal. [9/30/97]

10.10 Institution personnel will have the primary responsibility for presentation and justification of the
proposal to the Board of Finance. The role of Commission staff will be to present the
recommendation of the Commission to the Board. [9/30/97]