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   B. FREQUENTLY ASKED QUESTIONS REGARDING THE DNP ANSWERED BY THE AMERICAN ASSOCIATION OF COLLEGES OF NURSING
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       1. OVERVIEW OF ASSESSMENT OF NEED
       2. ANTICIPATED NEED FOR A DNP PROGRAM
       3. FULFILLMENT OF ANTICIPATED NEED BY OTHER UNIVERSITIES
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VIII. RESOURCES
   A. SECTION OF DNP PROPOSAL ADDRESSING RESOURCES

IX. Letters of Support
Program Title: Doctor of Nursing Practice

College/Department: Baccalaureate & Graduate Nursing / Health Sciences

PHASE 1


PHASE 2

Graduate Council

☑ Review Report from Departmental Showcase and Program Review
☑ Review Faculty Qualifications
☑ Review Scholarly Productivity, including Program’s record and capacity for securing external funds
☑ Review Existing Support (e.g., Library Resources, Staffing)
☑ Review Proposed Admission Requirements
☑ Review Proposed Exit Requirements/Competencies

Action Taken: Approved

Date: May 4, 2009

PHASE 3

Council on Academic Affairs

☑ Review Proposed Program’s Curriculum
☑ Review External Reviewers’ Report
☑ Review Graduate Council’s Analysis
☑ Review Office of Institutional Effectiveness’s Report

Action Taken: Approved Courses and Approved Program

Date: May 21, 2009 and August 20, 2009
PHASE 4

Financial Planning Council/Strategic Planning Council

☐ Review Council on Academic Affairs’ Recommendation

☐ Review Proposal for Budgetary Considerations

☐ Review Proposal’s Consistency and Appropriateness with EKU’s Mission

Action Taken: ___________________________________________________________

Date: ____________________________________________________________________

PHASE 5

Faculty Senate

☐ Review Council on Academic Affairs’ Recommendation

☐ Review Financial Planning Council’s/Strategic Planning Council’s Recommendation

Action Taken: ___________________________________________________________

Date: ____________________________________________________________________

Provost Council

☐ Review Council on Academic Affairs’ Recommendation

☐ Review Financial Planning Council’s/Strategic Planning Council’s Recommendation

☐ Review Faculty Senate’s Recommendation

Action Taken: ___________________________________________________________

Date: ____________________________________________________________________

President

☐ Review Faculty Senate’s Recommendation

☐ Review Provost Council’s Recommendation

Action Taken: ___________________________________________________________

Date: ____________________________________________________________________
Board of Regents

☐ Review President's Recommendation for Proposed Program

Action Taken: ____________________________________________

Date: ____________________________________________

Council on Postsecondary Education

☐ Review President's Recommendation for Proposed Program

Action Taken: ____________________________________________

Date: ____________________________________________

(SACS) Southern Association of Colleges and Schools

☐ Review President's Recommendation for Proposed Program

Action Taken: ____________________________________________

Date: ____________________________________________

Program Implementation Date: ________________________________
QUESTIONS REGARDING THE DNP

1. What is the DNP? How is it different from the PhD?
The Doctor of Nursing Practice is a non research clinical doctorate. The focus is on translation of existing knowledge to improve practice rather than the creation of original research. A dissertation is not required; instead, students complete a project. Faculty who teach in the DNP program must have a strong practice focus rather than an established research program typical of PhD faculty. The DNP is intended to replace the current master’s degree in nursing education by 2015 for advanced practice nursing.

2. Why is nursing moving to the DNP as the preparation for advanced practice/advanced nursing?
In October 2004, The American Association of Colleges of Nursing (AACN) approved the position statement calling for the preparation of advanced practice nurses to be at the DNP level by 2015. A copy of this position statement and additional information from AACN (Frequently Asked Questions and Talking Points) is included in this section.

3. What is the current status of the DNP nationwide?
Two programs already exist in the commonwealth: one at the University of Kentucky and one at a private institution. Another private institution in KY just started admitting students. University of Louisville will be offering the DNP in the future and other private institutions in the Louisville area plan to implement the DNP very soon. Institutions in surrounding states are also offering the DNP. Nationwide, based on a recent 2010 survey from the American Association of Colleges of Nursing, 72% of the 388 schools with APRN (Advanced Practice Registered Nurse) programs are either already offering the DNP program (120) or planning a DNP program (161). In the surrounding states, there are four in Ohio, 6 in Illinois, 2 in Tennessee, one in West Virginia, and two in Indiana, including the University of Southern Indiana. Many more are in the planning stages with new programs opening very soon. It is anticipated there will be many more programs, as college and universities who currently offer advanced practice master’s programs will transition to the DNP.

4. What is the issue regarding the DNP in Kentucky at the regional comprehensive universities?
Currently, four regional universities (Eastern Kentucky University, Murray State University, Northern Kentucky University, and Western Kentucky University) offer graduate master of science in nursing programs, which lead to advanced practice and advanced levels of nursing. With the DNP replacing the master’s degree for advanced practice nursing by 2015, the graduate programs in nursing at the regional universities would be negatively affected if they are restricted from offering the DNP. If the DNP degree is only available from UK and U of L, from the private institutions in the Commonwealth, or from universities in states surrounding Kentucky, graduate educational opportunities in nursing would be much more limited for Kentuckians. Just as the two public research intensive universities and the private institutions in the Commonwealth cannot meet all the current demand for master’s education in nursing in the Commonwealth, they also will not be able to accommodate all the potential DNP applicants. There will be more applicants than spaces available and, as a result, Kentucky nurses seeking the degree may have to pay the higher tuition rates and seek out of state programs, or else they may have to forgo the educational opportunity completely. If the regional universities do not offer the DNP degree programs, the programs would be concentrated mostly in the Lexington and Louisville areas and would eventually eliminate the availability of current graduate nursing programs in areas of the northern, western, and southeastern part of the state. For example, EKU currently has a graduate outreach program with classes and clinical practicum offerings in Corbin, Manchester, Danville, and
5. Do resources exist at the regional comprehensive universities to offer this degree?
Each institution would have to determine that individually, as with any degree program offering. However, if the institutions are currently offering graduate degrees in nursing, they should have substantial resources already in place which has permitted them to offer graduate programs. This degree would be somewhat of an expansion in course offerings but not vastly different from a current advanced practice graduate program. The faculty must be active in practice, but many of the regional universities may be at an advantage if they have a strong base of faculty already who are active in practice. The major change in required resources is from undergraduate education to also offering graduate education, so the effect on resources during the transition to DNP will not be as intense due to the already established graduate nursing programs. Implementing a graduate nursing program requires increased library and other learning resources and an increased number of doctorally prepared faculty. This leap has already been accomplished at regional institutions with master’s advanced practice nursing programs.

5. Will there be enough applicants for all these programs?
In looking at current advanced practice master’s programs, most colleges and universities have more applicants than spaces available. That trend should continue with the DNP. Current programs are showing strong enrollments and graduation rates.

6. What impact will the DNP have on existing nursing education programs at an institution?
The effect should be positive. Offering the DNP will strengthen the reputation in nursing education which in turn will attract more highly qualified faculty and students to all programs. A strong graduate program also helps to attract highly qualified applicants to the BSN program, so the effect on production of baccalaureate degrees will be positive and should include enhanced graduation rates. At EKU, the baccalaureate program experienced a stronger applicant pool after the MSN program was implemented. Also, the numbers for the RN-BSN program increased as nurses became interested in moving up a career pathway which had been made available to them. A similar enhancement is expected with the implementation of a DNP program.
Doctor of Nursing Practice (DNP) Programs
Frequently Asked Questions

On October 25, 2004, the members of the American Association of Colleges of Nursing (AACN) endorsed the Position Statement on the Practice Doctorate in Nursing (http://www.aacn.nche.edu/DNP/DNPPositionStatement.htm). AACN member institutions voted to move the current level of preparation necessary for advanced nursing practice from the master’s degree to the doctorate level by 2015.

1. How will the transition to the Doctor of Nursing Practice (DNP) occur?

The AACN Board of Directors formed the Task Force on the Roadmap to the DNP to study the full array of implications and issues resulting from this new direction in nursing education. The task force completed its charge to examine DNP program development, master’s-to-doctoral transition programs, regulations and licensure, reimbursement for advanced practice registered nurses (APRN) and other issues. The task force’s final report was accepted by the AACN Board in July 2006 and is posted on the Web at http://www.aacn.nche.edu/DNP/pdf/DNProadmapreport.pdf. AACN will continue to work with an array of stakeholders, including APRN groups, the higher education community, and healthcare providers to determine the best ways of implementing the DNP.

2. How much opportunity have stakeholders from education and practice had for input?

From 2004 to 2006, the AACN Task Force on the Practice Doctorate and the subsequent DNP Essentials and Roadmap Task Forces held a variety of forums and invitational meetings to collect input on the DNP from education and practice stakeholders. In December 2003, AACN and the National Organization of Nurse Practitioner Faculties (NONPF) jointly sponsored a forum attended by representatives from APN practice organizations. AACN hosted a number of meetings with the leadership of numerous organizations on this issue and surveyed practicing NPs and other APNs to ensure that their voices were heard. Further, since 2003, AACN has held regular ongoing discussions with the 14 organizations affiliated with the Alliance for Nursing Accreditation about the potential for change in this arena. Beginning in the Fall of 2005, The DNP Roadmap Task Force, in conjunction with the DNP Essentials Task Force, held five regional meetings around the DNP. These meetings were held in Boston, St. Louis, Atlanta, Houston, and San Diego. These regional meetings were open to any participants and stakeholders from education and practice settings. Participants provided feedback on the essentials document and also discussed issues around implementing DNP programs. In total, there were 620 participants representing 231 different educational institutions and 18 from other agencies or institutions. Additionally, a national stakeholders’ conference was held in October 2005 in which 65 leaders from 45 professional organizations participated. The President and Executive Director from each organization were invited to attend the stakeholders’ meeting.
Feedback received at the regional and stakeholders' meetings was seriously considered. The clear and consistent messages from all feedback were incorporated into the Essentials document (http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf) and Roadmap report.

3. How will consistency be assured across institutions offering the DNP?

Academic institutions will determine the focus of their DNP programs, as is currently the case for all graduate nursing programs, while adhering to a consistent set of standards titled the Essentials of Doctoral Education for Advanced Practice Nursing (DNP Essentials), which identify foundational curriculum content and outcome-based competencies essential for all students pursuing the DNP. The Commission on Collegiate Nursing Education (CCNE), the nation's premier accrediting agency for baccalaureate and graduate nursing programs, has initiated a process for the accreditation of DNP programs that are offered by institutions of higher education.

4. What will be the career progression from entry into nursing to the DNP?

Multiple routes and mechanisms for career progression will be possible and ultimately decided by each educational institution. The proposed model allows for progression from the BS or MS or PhD to the DNP.

5. Will the DNP diminish the need or support for PhD programs?

There is no evidence that practice doctorates compete with programs aimed at developing nurse researchers. The specific type of program that doctoral applicants choose depends on whether their preferred emphasis is in the practice arena or in scientific investigation. The practice doctorate is designed for those in direct clinical practice and areas that support clinical practice—administration, organizational management and leadership, and policy. AACN will continue its work to expand the pipeline of nursing scientists prepared in PhD programs. Research doctorates are a critical resource for supplying the evidence base for nursing practice.

6. How will the DNP differ from the PhD, DNS, or DNsC in terms of curriculum content, research competencies, outcomes and roles occupied?

The Essentials of Doctoral Education for Advanced Practice Nursing presents the specifics of this education and role. DNP programs will incorporate the APRN content currently included in master's programs. The DNP focuses on providing leadership for evidence-based practice. This requires competence in translating research in practice, evaluating evidence, applying research in decision-making, and implementing viable clinical innovations to change practice. Considerable emphasis is placed on a population perspective, how to obtain assessment data on populations or cohorts, how to use data to make programmatic decisions, and program evaluation. If a DNP desires a more formal research role, additional preparation will likely be required—similar to a MD completing a PhD. The PhD and DNS/DNsC programs are research intensive. In many cases PhD graduates accept academic or governmental positions where research is a major
expectation. The DNP graduates will likely seek practice leadership roles in a variety of settings—management of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty positions responsible for clinical program delivery and clinical teaching would be appropriate.

7. How are the Master’s Essentials reflected in the development of the DNP?

The *DNP Essentials* are built on the content and competencies outlined in AACN’s *Essentials of Master’s Education for Advanced Practice Nursing* (1996). Graduates of programs based on the *Master’s Essentials* will already possess much of the core knowledge needed to attain the end-of-program competencies delineated in the *DNP Essentials*. The DNP program will provide these graduates with the additional competencies and knowledge needed to practice at the highest level.

8. What is the link between the DNP curriculum model from the Essentials and specialty practice competencies? What role do specialty APRN groups play in defining competency expectations?

The DNP Curriculum is conceptualized as having two components:

1. *DNP Essentials* 1 through 8 are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or focus.

2. Specialty competencies/content prepare the DNP graduate for those practice and didactic learning experiences focused on preparing the DNP graduate for a particular specialty. *Competencies, Content, and Practica experiences needed for roles in specific specialty areas are delineated by national specialty nursing organizations.*

The *DNP Essentials* document outlines and defines the eight foundational Essentials and provides some introductory comments on specialty competencies/content. The essential components of the Core Essentials of the DNP curriculum are defined. The specialized content, defined by the specialty organizations, builds on and complements the areas of core content defined by *The DNP Essentials* and constitutes the major component of DNP programs. DNP curricula should include these two components as appropriate to the specific advanced nursing practice specialty being prepared. Additionally, the faculty of each DNP program has the academic freedom to create innovative and integrated curricula to meet the competencies outlined in the *Essentials* document.

9. How many institutions currently offer the DNP?

For a list of schools offering practice doctorates in nursing, see the AACN Web site at http://www.aacn.nche.edu/DNP/index.htm.

10. Who will teach DNP students since the role is considered advanced practice?

Many of those who currently teach in advanced practice programs will be involved in teaching DNP students, particularly at the beginning level. There will be components of
the DNP which will demand doctorally prepared faculty. As programs move forward with development, arrangements will have to be made for joint appointments or articulation agreements. Master’s-prepared faculty teaching in APRN programs will have the option to complete the DNP, enhancing their standing within the university and increasing the number of faculty qualified to teach in the DNP program.

11. What about the opportunity for tenure and promotion for faculty with a DNP?

Though primarily an institutional decision, AACN is confident that a DNP faculty member will compete favorably with other practice doctorates in tenure and promotion decisions, as is the case in law, education, audiology, physical therapy, pharmacy, public policy, and administration, public health, and other disciplines. AACN data from 2009 show that doctoral students who also teach are just as likely to have a DNP as a PhD. This indicates that graduates of both types of doctoral programs are finding teaching positions.

12. How will DNP graduates be prepared to assume the nurse educator role?

Though a doctorate is the appropriate degree for a faculty role, the DNP program is not designed to prepare educators per se, any more than a PhD does. Graduates from all doctoral programs (PhD or DNP) who wish to be educators should have additional preparation that adds pedagogical skills to their base of clinical practice.

13. Will master’s programs still exist? Should they be phased out?

Yes, master’s education will continue. The position statement on the DNP is a vision for the future of specialty nursing education. As specialty nursing education transitions to the doctoral level, the DNP Task Force recommends that institutions consider reconceptualizing their master’s degree to prepare generalists. The Clinical Nurse LeaderSM, a national demonstration project launched to introduce a new master’s level role into the health care system, is one model for master’s education. This change in master’s programs is consistent with the position statement endorsed by AACN members which states: “As the education of the generalist nurse is elevated to the master’s degree level, it is reasonable to assume that specialty education and the education of those individuals prepared for the highest level of nursing practice would occur at the practice doctoral level.” The transition date of 2015 for the DNP was set far enough in the future to give programs enough time to make a smooth transition and address the role of master’s education.

14. How can we justify efforts to develop the DNP when we have an acute faculty shortage? Should we focus on increasing faculty salaries rather than the DNP?

Nursing cannot continue to have large numbers of faculty in full-time academic positions without doctorates. One of the frustrating aspects in today’s world of academic nursing is the fact that we have been so slow in moving this agenda forward. Nursing permits a culture which is accepting of limited educational credentials in a variety of settings. In universities it is increasingly difficult to develop the kind of clinical scholarship and maintain the kind of credibility necessary for first rate programs without a higher level of
education among our faculty. The faculty shortage is compounded by the fact that salaries in the academic setting have not kept pace with the service setting. We cannot expect improved salaries until we improve the educational level.

15. Has research demonstrated the need for a practice doctorate? Is there a gap in clinical practice?

Recent reports from the Institute of Medicine describe the challenge of healthcare and represent a mandate for change in the educational program for the health professions. Nurses are constantly working with individuals who have a high level of preparation in their respective fields—physicians, pharmacists, and other health providers. Nursing educational preparation and the time commitment ought to be analogous to other health professions e.g., PharmD, Physical Therapy, Occupational Therapy. The DNP provides a clinical option for advanced preparation in nursing practice that is more comparable to other intraprofessional education. In addition, research from Drs. Linda Aiken, Carole Estabrooks, and others have established a clear link between higher levels of nursing education and better patient outcomes.

16. Does implementation of the DNP mean advanced practice nurses will no longer be permitted to practice without a doctorate?

No. Nurses with master’s degrees will continue to practice in their current capacities. Recommendations are included in the final Roadmap Task Force on how to facilitate rapid transition to the DNP for master’s-level nurses seeking this credential.

17. What are the factors that assure that nursing boards will accept this degree for APRN preparation? Will nurse practice acts and regulatory language change?

Since the DNP programs will include content currently in master’s programs to prepare NPs, midwives, CRNAs, and CNSs, there should be no major difficulties with licensure and certification. As DNP programs come forward to state boards of nursing for approval, changes in Nurse Practice Acts and regulatory language are being considered.

18. Is it the intent of the DNP to further expand the scope of practice for APRNs?

No. Transitioning to the DNP will not alter the current scope of practice for APRNs. State Nurse Practice Acts describe the scope of practice allowed, and these differ from state to state. These requirements would likely remain unchanged. The transition to the DNP will better prepare APRNs for their current roles given the calls for new models of education and the growing complexity of health care.

19. What is the incentive for expert APRNs to go back to school, particularly since state laws and regulations allow practice with a master’s degree?

Over the years, requirements for the profession of nursing have evolved, consistent with needs of the healthcare environment. The DNP is preparing for the future—tomorrow’s
practice. Transforming health care delivery recognizes the critical need for clinicians to design, evaluate, and continuously improve the context within which care is delivered. Nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills will significantly impact health care outcomes. Until the time that state laws are changed, if a nurse desires an APRN education, and has a choice between a DNP or a master’s preparation, it would be far more cost-effective to spend the additional time for the DNP and be prepared for future practice.

20. Will adding another credential only create more confusion about nursing degrees?

No. The DNP does not add “another layer”—just another doctoral focus. The plan will be that all nursing practice doctorates will convert to the DNP designation to reduce confusion and differentiate those programs from research-focused degrees (PhD, DNSc). All institutions that currently offer the Doctor of Nursing (ND) have chosen to become DNP programs. Those with an ND will need to contact their program about the possibility of a credential change.

21. Will doctorally-prepared nurses confuse patients and the public?

No, the title of Doctor is common to many disciplines and is not the domain of any one group of health professionals. Many APRNs currently hold doctoral degrees and are addressed as “doctors,” which is similar to how other expert practitioners in clinical areas are addressed, including clinical psychologists, dentists, and podiatrists. In all likelihood, APRNs will retain their specialist titles after completing a doctoral program. For example, Nurse Practitioners will continue to be called Nurse Practitioners. Of course, DNP’s would be expected to clearly display their credentials to assure that patients understand their preparation as a provider, just as many APRNs, physicians, and other clinicians now do.

22. Will DNP programs prepare nurses to assume roles as physicians?

No. Nursing and medicine are distinct health disciplines that prepare clinicians to assume different roles and meet different practice expectations. DNP programs will prepare nurses for the highest level of nursing practice. Transitioning to the DNP will not alter the current scope of practice for advanced practice nurses as outlined in state Nurse Practice Acts.

23. Will CCNE accredit DNP programs?

Yes. Practice doctorates with the degree title DNP are eligible for accreditation by CCNE. Programs offering research doctorates (e.g., PhD or DNSc) will not be considered for accreditation. It is expected that specialty accreditation for programs preparing nurse midwives and nurse anesthetists will continue by their respective accrediting agencies. If one of these programs is housed in a non-nursing program, the decision regarding the credential will be determined locally. CCNE continues to collaborate with specialty accrediting bodies through the Alliance for APRN Credentialing. Moreover, CCNE will continue to strive to assure congruence among the standards for accreditation of nurse midwifery, nurse anesthesia, and DNP programs.

Last Update: October 5, 2009
Doctor of Nursing Practice (DNP) Talking Points

In October 2004, the members of the American Association of Colleges of Nursing (AACN) endorsed the *Position Statement on the Practice Doctorate in Nursing* which called for moving the level of preparation necessary for advanced nursing practice roles from the master's degree to the doctorate level by the year 2015. The AACN position statement calls for educating advanced practice registered nurses (APRNs) and other nurses seeking top clinical positions in Doctor of Nursing Practice (DNP) programs. The talking points below were developed to help explain this evolutionary step forward for nursing.

The Need for Change in Graduate Nursing Education

- The changing demands of the nation's complex health care environment require that nurses serving in specialty positions have the highest level of scientific knowledge and practice expertise possible. Research from Drs. Linda Aiken, Carole Estabrooks, Christopher Friese, and others have established a clear link between higher levels of nursing education and better patient outcomes.

- Some of the many factors which are building momentum for change in nursing education at the graduate level include: the rapid expansion of knowledge underlying practice; increased complexity of patient care; national concerns about the quality of care and patient safety; shortages of nursing personnel which demands a higher level of preparation for leaders who can design and assess care; shortages of doctorally prepared faculty, and increasing educational expectations for other health professionals.

- The Institute of Medicine, Joint Commission, and other authorities have called for reconceptualizing health professions education to meet the needs of the health care delivery system. Nursing is answering that call by moving to prepare APRNs for evolving practice.

- In a 2005 report titled *Advancing the Nation's Health Needs: NIH Research Training Programs*, the National Academy of Sciences called for nursing to develop a “non-research clinical doctorate” to prepare expert practitioners who can also serve as clinical faculty. AACN’s work to advance the DNP is consistent with this call to action.

- Nursing is moving in the direction of other health professions in the transition to the DNP. Medicine (MD), Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT) and Audiology (AudD) all offer practice doctorates.

Impact on Nursing Education and Practice

- Currently, advanced practice nurses, including Nurse Practitioners, Clinical Nurse Specialists, Nurse Mid-Wives, and Nurse Anesthetists, are typically prepared in
master's degree programs, some of which carry a credit load equivalent to doctoral degrees in the other health professions.

- DNP curricula build on current master's programs by providing education in evidence-based practice, quality improvement, and systems thinking among other key areas.

- Transitioning to the DNP will not alter the current scope of practice for APRNs. State Nurse Practice Acts describe the scope of practice allowed, and these differ from state to state. (These requirements would likely remain unchanged.) The transition to the DNP will better prepare APRNs for their current roles given the calls for new models of education and the growing complexity of health care.

- The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. DNP-prepared nurses will be well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNSc, and other research-focused nursing doctorates.

- The title of Doctor is common to many disciplines and is not the domain of any one health profession. Many APRNs currently hold doctoral degrees and are addressed as "doctors," which is similar to how clinical psychologists, dentists, podiatrists, and other experts are addressed. Like other providers, DNP's would be expected to display their credentials to insure that patients understand their preparation as a nursing provider.

- Nursing and medicine are distinct health disciplines that prepare clinicians to assume different roles and meet different practice expectations. DNP programs will prepare nurses for the highest level of nursing practice.

**DNP Transition in Progress**

- With 92 DNP programs now enrolling students nationwide, more than 100 additional practice doctorates are also under development at U.S. nursing schools.

- The movement to the DNP has raised many questions about the future of nursing education, certification, regulation and practice. AACN created two task forces, the DNP Essentials and the DNP Roadmap task forces, to define the essential curricular elements of nursing practice doctorates and to address key operational and transition concerns. The results of these two task forces are posted on the Web at [http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf](http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf) and [http://www.aacn.nche.edu/DNP/pdf/DNProadmapreport.pdf](http://www.aacn.nche.edu/DNP/pdf/DNProadmapreport.pdf).

- The Commission on Collegiate Nursing Education (CCNE), the leading accrediting agency for baccalaureate and higher degree nursing programs in the U.S., has initiated a process for accrediting DNP programs as recommended in AACN's 2004 position statement.


_Last Update: October 5, 2009_
AACN Position Statement on the Practice Doctorate in Nursing
October 2004

Practice-focused doctoral degree programs in nursing are not a recent development. The first such program, offering the Doctor of Nursing (ND), was established at Case Western Reserve University in 1979 and offered an entry-level nursing degree. Since then, several practice-focused doctoral programs and degree titles have emerged. Over the last several years, an increased interest in developing a viable alternative to the research-focused degrees, [Doctor of Philosophy (PhD) and Doctor of Nursing Science (DNS, DNSc, DSN)] has occurred. Currently, eight clinical or practice doctoral nursing programs exist or are in the approval stage. In March 2002, the American Association of Colleges of Nursing (AACN) Board of Directors charged a task force to examine the current status of clinical or practice doctoral programs, compare various models, and make recommendations regarding future development. The exact charge to the 11-member Task Force on the Clinical Doctorate was:

- clarify the purpose of the professional clinical doctorate, specifically core content and core competencies;
- describe trends over time in clinical doctoral education;
- assess the need for clinically focused doctoral programs;
- identify preferred goals, titles, outcomes, and resources;
- discuss the elements of a unified approach versus a diverse approach;
- determine the potential implications for advanced practice nursing (APN) programs;
- make recommendations regarding related issues and resources; and
- describe potential for various tracks or role options.

To address this charge the Task Force carried out the following activities:

- reviewed literature regarding professional practice doctorates in nursing and other disciplines and printed materials and web pages from all institutions offering practice-focused doctoral programs in nursing;
- established a collaborative relationship with the National Organization of Nurse Practitioner Faculty (NONPF); the Chair of the NONPF Practice Doctorate Task Force, Dr. Lucy Marion, serves on the AACN Task Force and Dr. Elizabeth Lenz, AACN Task Force Chair, participated in a teleweb conference sponsored by NONPF in February, 2003;
- interviewed key informants (deans, program directors, graduates, and current students) at the eight current or planned practice-focused doctoral programs in the United States;
- held open discussions regarding issues surrounding practice-focused doctoral education at AACN’s Doctoral Education Conference (January 2003 and February 2004), Master’s Education Conference (March 2003), and Spring Annual Meeting (March 2004);
• co-sponsored with NONPF an open discussion on practice doctorates to which representatives from key nursing organizations and schools of nursing offering or planning a practice doctoral program were invited (December 2003).

• invited an External Reaction Panel, consisting of 10 individuals representing a wide array of perspectives and disciplines outside of nursing, to respond to the Draft Position Statement on the Practice Doctorate (February 2004). The list of External Reaction Panel members is shown in Appendix A.

BACKGROUND

In November 1999, the Institute of Medicine (IOM) issued the comprehensive report on medical errors, To Err is Human: Building a Safer Health System. The report, extrapolating data from two previous studies, estimates that somewhere between 44,000 and 98,000 Americans die each year as a result of errors in health care. These numbers, even at the lower levels, exceed the number of people that die from motor vehicle accidents, breast cancer, or AIDs. Total national costs of preventable adverse healthcare events (injury from errors) were estimated to be between $17 billion and $29 billion, of which health care costs represented over one-half. In addition, medication-related and other errors that do not result in actual harm not only are extremely costly as well but have a significant impact on the quality of care and health care outcomes. The IOM report also focused on the fragmented nature of the health care delivery system and the context in which health care is purchased as being major contributors to the high and inexcusable error rate and compromises in patient safety.

The IOM report, Crossing the Quality Chasm (2001), stresses that the health care system as currently structured does not, as a whole, make the best use of its resources. The aging population and increased client demand for new services, technologies, and drugs contribute to the increase in health care expenditures, but also to the waste of resources. Recommendation two in the report calls on all health care organizations and professional groups to promote health care that is safe, effective, client-centered, timely, efficient, and equitable (p. 6).

In a follow-up report, Health Professions Education: A Bridge to Quality (2003a), the Institute of Medicine Committee on the Health Professions Education states, “All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics (p. 3).”

Recent management decisions in our nation’s health care organizations have expanded the responsibilities of chief nursing executives to encompass other patient care services, in addition to nursing. In addition, the loss of mid-level nurse managers and increased responsibility of those remaining have decreased the direct management support to patient care staff (IOM, 2003b). This has resulted in a need for increased knowledge and skills for clinical and administrative leadership across services and sites of healthcare delivery. To
respond to this critical issue, the IOM committee recommended several strategies to get the best prepared clinical nursing leadership at the most senior levels of management, including the acquisition of nurse leaders for all levels of management and the participation by nursing management in executive decisions within the healthcare organization (IOM, 2003b, p.8).

Nursing has many of the answers to the predominant health care dilemmas of the future, including:

- the problems associated with normal human development, particularly aging;
- chronic illness management in all ages;
- health disparities associated with socioeconomic dislocations such as global migration, classism, sexism; and
- the need for health promotion and disease prevention.

Transforming health care delivery recognizes the critical need for clinicians to design, evaluate, and continuously improve the context within which care is delivered. The core function of health care is to provide the best possible clinical care to individuals, families and communities. The context within which care is delivered exerts a major impact on the kinds of care that are provided and on the satisfaction and productivity of individual clinicians.

Nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills are most likely to be able to critique nursing and other clinical scientific findings and design programs of care delivery that are locally acceptable, economically feasible, and which significantly impact health care outcomes.

Context

Doctoral programs in nursing and other practice disciplines can be categorized into two distinct types: research-focused and practice-focused.

The term practice, specifically nursing practice, as conceptualized in this document refers to any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy. Preparation at the practice doctorate level includes advanced preparation in nursing, based on nursing science, and is at the highest level of nursing practice.

What distinguishes this definition of practice from others is that it includes both direct care provided to patients by individual clinicians as well as direct care policies, programs and protocols that are organized, monitored, and continuously improved upon by expert nurse clinicians.

The two types of doctorates — research-focused and practice-focused — may co-exist within the same nursing education unit. The majority of research-focused programs in nursing offer the academic doctorate, the PhD. However, some programs offer a professional doctorate, such as the DNS or DNSc. In developing the Quality Indicators for Doctoral Nursing Programs, the AACN Task Force on Quality Doctoral Education found few differences
between PhD and professional degree programs’ (DNS or DNSc) curricula and requirements. Therefore, that Task Force recommended these programs be designated research-focused doctoral programs and are addressed in AACN’s Position Statement on Quality Indicators for Doctoral Programs (2001).

The second category of doctoral nursing education programs are the practice-focused programs. Examples of practice-focused degrees offered in other disciplines include entry-level degrees [e.g., the Doctor of Medicine (MD), Doctor of Dental Surgery (DDS)], and those that offer advanced practice degrees [e.g., the Doctor of Psychology (PsyD)]. In nursing, two institutions (the University of Colorado and Case Western Reserve University) currently offer a practice-focused doctoral degree (ND) as an entry-level degree. Practice-focused, advanced practice doctoral degrees currently offered in nursing include a Doctor of Nursing (ND) at Case Western Reserve University, Rush University, and the University of South Carolina; a DNSc at the University of Tennessee, Memphis; and the Doctor of Nursing Practice (DNP) at the University of Kentucky. Columbia University has received institutional approval for a Doctor of Nursing Practice (DrNP) program, and the University of Iowa is in the exploratory phase of developing a practice-focused doctoral degree program. The DNSc, except at the University of Tennessee, Memphis, is used to designate a research-focused degree in nursing. The focus of this position paper is the practice-focused doctoral program that prepares nurses for advanced nursing practice.

Recommendation 1: The Task Force recommends that the terminology, practice doctorate be used instead of clinical doctorate.

Trends and Current Practice-Focused Doctoral Nursing Programs

The first ND program was established as an entry-level practice doctorate analogous to the MD and did not provide specialty preparation. The ND graduate wanting to specialize or prepare for an advanced practice role was expected to earn a master’s degree. Despite much initial fanfare, there has been considerable confusion within nursing and with the public regarding the competencies of graduates and the roles within the health care delivery system they were prepared to fill. Case Western Reserve University ultimately expanded its ND degree program beyond the original conceptualization to include advanced practice specialty content and permitted multiple entry points, including entry for nurses with either baccalaureate or master’s preparation in nursing, as well as those with degrees in other disciplines.

It can be surmised that as a result of the initial confusion surrounding the ND, relatively few institutions (four) currently offer the ND degree. In addition, there is some, but not complete, consistency among these four programs. The most problematic area of confusion is whether the degree is an entry-level degree or an advanced practice degree. Of the four existing ND programs, two (Case Western Reserve University and the University of South

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1 The University of Colorado and Case Western Reserve University offer multiple entry and multiple exit points for the ND degree. The direct entry option for non-nurse college graduates has been maintained, and a post-baccalaureate RN entry option has been added.
Carolina) prepare individuals for advanced practice nursing but require students to write a practice-related dissertation. A recent evolution of one of the programs (Rush University) has changed its focus from hands-on or direct advanced clinical practice to leadership and business and requires a practice-focused capstone project. The University of Colorado and Case Western Reserve University currently are the only institutions to offer an ND program as an entry-level degree or pre-licensure option. Graduates of the University of Colorado ND program, in addition to entry-level preparation, can be certified in case management.

Two established practice-focused degree programs include the University of Tennessee, Memphis, which opened a practice-focused DNSc program in July 1999 and the University of Kentucky, which opened a DNP program in Fall 2001. Both of these programs admit master's-prepared students with expertise in an area of advanced practice nursing. The University of Tennessee, Memphis program requires a dissertation and confers the DNSc degree. The University of Kentucky program confers the DNP and requires a capstone project rather than a dissertation. The University of Tennessee, Memphis program allows students to develop their own area of specialization. The University of Kentucky program offers specializations in executive management and population-based clinical practice.

In addition to the existing programs described, two institutions are pursuing approval for new practice-focused doctoral programs. Columbia University has received university approval for a DrNP program and is in the process of approval and registration of the new degree title with New York State. The curriculum plan was developed with the intent of producing APNs who can utilize skills and knowledge to independently provide expert advanced primary care to patients in all care settings. The University of Iowa is exploring a DNP program that is grounded in specialty practice and will provide students opportunities for residencies in administration, education and direct practice. Students for both programs will be admitted post-baccalaureate (BSN) or following a generic or specialized master's degree.

The Task Force on the Professional Clinical Doctorate's 2002 interviews of administrators, students, and graduates of practice-focused nursing programs revealed considerable variation. Differentiation between research-focused and practice-focused doctoral programs has been an ongoing concern, because all institutions offering a practice-focused doctorate also offer a research-focused nursing doctorate. Discernable differences between the practice-focused programs and the research-focused programs do exist. These differences include:

- less emphasis on theory and meta-theory;
- considerably less research methodology content, with the focus being on evaluation and use of research rather than conduct of research;
- different dissertation requirements, ranging from no dissertation to theses or capstone projects (termed dissertations in some programs) that must be grounded in clinical practice and designed to solve practice problems or to inform practice directly;

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2 Advanced Practice Nurses (APNs) is used here to refer to the four direct care roles: certified nurse midwife (CNM), certified registered nurse anesthetist (CRNA), clinical nurse specialist (CNS), and nurse practitioner (NP).
- an emphasis on practice in any research requirement;
- clinical practica or residency requirements; and
- emphasis on scholarly practice, practice improvement, innovation and testing of interventions and care delivery models, evaluation of health care outcomes, and expertise to inform health policy and leadership in establishing clinical excellence (Marion, Viens, O'Sullivan, Crabtree, Fontana, & Price, 2003).

A review of the specialized emphases or tracks within the existing practice-focused programs revealed that in general they fall into three major categories of practice: 1) direct care of individual patients; 2) care of patient populations, including community health nursing; and 3) practice that supports patient care. The latter category includes organizational and professional leadership, management, health policy, and nursing/health informatics.

In addition to advanced nursing practice foci, the 2002 survey conducted by the AACN Task Force on the Professional Clinical Doctorate identified core content areas and competencies common to all practice-focused nursing doctoral programs. Despite variation in the time and attention devoted by each program to each area, the five common content areas are (in order of decreasing emphasis):

- advanced clinical practice, including both patient and practice management (on average, this constituted 33% of content emphasis within programs);
- organizations and systems, and leadership skills (average 19% of content emphasis);
- research methods, including accrual and use of evidence to improve practice (average 19%);
- basic scientific underpinnings for practice, including emerging areas of science, such as genetics and psychoneuroimmunology (average 9%); and
- informatics, use of technology and information (average 8.5%).

The programs surveyed differed in the content area that constituted the primary focus of the program, i.e., represented over 40% of the content. Clinical practice was the primary focus of two programs, organizational leadership was the focus of one program, and research was named as the focus of one program (leading one to question whether the program is in fact research- and not practice-focused). Dual foci, direct clinical practice and organizational leadership, characterized three of the programs. The content foci were not consistent with degree names.

Need and Perceived Benefits

During the past three decades the doctorate has become firmly established as the terminal degree in nursing. As programs developed, priority was placed on research-focused education that would lay the groundwork for knowledge development in the field. Tremendous strides have been made in the development of nursing science. At the same time research-focused doctoral programs were expanding, master’s degree programs were moving from an emphasis on role preparation (e.g., educator, administrator) to an emphasis on specialized clinical knowledge and practice (advanced practice nursing).
The growing complexity of health care, burgeoning growth in scientific knowledge, and increasing sophistication of technology have necessitated master’s degree programs that prepare APNs 3 to expand the number of didactic and clinical clock hours far beyond the requirements of master’s education in virtually any other field. From 1995 to 2000, the mean number of semester credit hours required for the NP master’s degree remained stable; however, the didactic and supervised clinical practice hours increased by 72 and 36 clock hours, respectively (AACN & NONPF, 2002). Many NP master’s programs now exceed 60 credits and cannot be completed in less than three years. Faculty have identified additional content areas needed, particularly information and practice management (Bellack, Graber, O’Neil, Musham, & Lancaster, 1999). In addition, even with the expanded credit requirements, practicing NPs identify content areas, including practice management, health policy, use of information technology, risk management, evaluation of evidence, and advanced diagnosis and management, in which they perceive the need for additional training (Lenz, Mundinger, Hopkins, Clark, & Lin, 2002).

Based on this information, two challenges are evident:

- Master’s prepared advanced practice nurses identify additional knowledge that is needed for a higher level of advanced practice.
- The time spent in master’s level nursing education is not congruent with the degree earned.

In response to changes in health care delivery and emerging health care needs, additional knowledge or content areas have been identified by practicing nurses. In addition, the knowledge required to provide leadership in the discipline of nursing is so complex and rapidly changing that additional or doctoral level education is needed.

Based on input from several stakeholder groups, including attendees at the AACN master’s and doctoral conferences, the NONPF annual meeting, the NONPF teleweb conference, the Committee on Institutional Cooperation (CIC) deans’ group4, the multi-disciplinary group attending the invitational DrNP planning conferences convened by Columbia University, and the National Forum co-hosted by AACN and NONPF, benefits of practice-focused doctoral programs include:

- development of needed advanced competencies for increasingly complex clinical, faculty and leadership roles;
- enhanced knowledge to improve nursing practice and patient outcomes;

3 Advanced Practice Nurses (APNs) is used here to refer to the four direct care roles: certified nurse midwife (CNM), certified registered nurse anesthetist (CRNA), clinical nurse specialist (CNS), and nurse practitioner (NP).

4 The CIC deans group, comprised of directors/deans of schools of nursing in the Big Ten Conference, includes deans/directors of schools of nursing from the following institutions: Indiana University, Purdue University, Michigan State University, The Ohio State University, Pennsylvania State University, University of Illinois Chicago, University of Iowa, University of Michigan, University of Minnesota, University of Wisconsin Madison, and University of Wisconsin Milwaukee.
• enhanced leadership skills to strengthen practice and health care delivery;
• better match of program requirements and credits and time with the credential earned;
• provision of an advanced educational credential for those who require advanced practice knowledge but do not need or want a strong research focus (e.g., clinical faculty);
• parity with other health professions, most of which have a doctorate as the credential required for practice;
• enhanced ability to attract individuals to nursing from non-nursing backgrounds;
• increased supply of faculty for clinical instruction; and
• improved image of nursing.

In addition to interest expressed by these national groups, evidence exists of more local interest in the markets of the schools that have either initiated a practice doctoral program or plan to do so. A market analysis survey conducted by the University of Kentucky College of Nursing prior to opening their DNP program showed that potential employers of these graduates in that state were very interested in hiring nurses with this level of preparation. In Fall 1999, a questionnaire was mailed to 382 top executives in acute, long-term, and public health care settings in Kentucky. A total of 111 responses were received for a response rate of 29%. Sixty-eight respondents (61%) indicated they would be interested in hiring graduates of this program and estimated they would have within the next five years a total of 80 positions available for graduates of this program (University of Kentucky College of Nursing, 1999). Examples of the positions for which respondents would hire graduates included Vice President for Clinical Services, Program Director, Vice President for Patient Care, Chief Executive Officer, Health Officer or Commissioner, Quality Improvement Director, Director of Clinical Services, Clinical Information Technology Specialist, Direct Care Clinician, and Faculty Member.

Recommendation 2: The practice-focused doctoral program be a distinct model of doctoral education that provides an additional option for attaining a terminal degree in the discipline.

Recommendation 3: Practice-focused doctoral programs prepare graduates for the highest level of nursing practice beyond the initial preparation in the discipline.

This position is consistent with formal action taken in April 2002 by the NONPF Board and in May 2003 by the CIC deans. The addition of practice-focused doctoral programs should not threaten enrollment in existing research-focused programs, but rather would fill an unmet need for nurses who would like to pursue doctoral study, but would prefer to focus on

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5 Practice-focused doctoral programs may choose to create multiple entry points and seamless transition from entry-level preparation to graduation; however, the practice doctoral degree, a terminal degree, should signify expertise at the highest level of nursing practice.
practice rather than research. The two types of programs, research and practice-focused, would attract students with very different goals and interests.

ISSUES AND CHALLENGES

With increased attention on the practice-focused doctorate that has occurred in recent months, several issues and challenges have come to light.

Unified Versus Diverse Approach

Among the most difficult issues is whether all programs should adopt a standardized purpose and set of expected competencies for graduates. Although most stakeholders identify the desirability of standardization to minimize confusion among prospective students, employers and the public, there is some disagreement about the form standardization should take. For example, while some have argued that the practice-focused doctorate should be limited to those involved in the direct or hands-on clinical care of patients, others have broadened the definition of advanced nursing practice to include both direct clinical practice and areas of practice that support clinical practice. Given the complexity of the current health care system, the current need for advanced practice nursing expertise is broad and encompasses all areas of advanced nursing practice. Therefore, it is reasonable to endorse a plan that will permit practice-focused programs to focus on any area of advanced nursing practice that influences health care outcomes for individuals or populations, while adhering to a consistent set of standards regarding areas of core content, supporting resources, student qualifications, and faculty expectations.

A set of broad core competencies would be identified and would be expected of all graduates holding a practice-focused doctoral degree. Specific competencies for the various domains of practice and roles for which graduates were being prepared would supplement the core competencies. A similar model was established with the AACN Essentials of Master’s Education for Advanced Practice Nursing, which identified three components of master’s nursing education: graduate nursing core (foundational curriculum content essential for all students pursuing a master’s degree in nursing regardless of specialty or functional focus); advanced practice nursing core; and specialty curriculum content (AACN, 1996).

Using this curriculum model, outcome-based competencies would be identified for the core content areas for all graduates of practice-focused doctoral programs. In addition, outcome-based competencies for graduates of programs designed to prepare nurses in one of the advanced nursing practice focus areas (such as advanced direct care practice, care of populations, leadership, or policy) and specialized competencies would be identified by the individual specialty areas of practice (e.g., family primary care, psych-mental health, nurse anesthesia, public health). A validation process similar to that developed by AACN and NONPF for NP primary care competencies could be used.
Recommendation 4: Practice-focused doctoral nursing programs include seven essential areas of content. The seven essential areas of content include:

1. scientific underpinnings for practice;
2. advanced nursing practice;
3. organization and system leadership/management, quality improvement and system thinking;
4. analytic methodologies related to the evaluation of practice and the application of evidence for practice;
5. utilization of technology and information for the improvement and transformation of healthcare;
6. health policy development, implementation and evaluation; and
7. interdisciplinary collaboration for improving patient and population health care outcomes.

Concurrently and with input from the Task Force on the Clinical Doctorate, the AACN Task Force on Education & Regulation II developed the *Working Paper on the Clinical Nurse Leader Role* (AACN, 2003), which subsequently was accepted by the AACN Board in October 2003. The development of this new nurse role, Clinical Nurse Leader (CNL), was in response to growing client care needs and to the changing health care delivery environment. In February 2004, the AACN Board approved the development of new models of nursing practice and nursing education at the master’s degree in nursing level that result in a new nursing professional, the CNL (AACN, 2004). The CNL is a generalist, provides care in all health care settings at the point of care, and assumes accountability for client care outcomes by coordinating, delegating, and supervising the care provided by the health care team. The CNL is not an advanced practice nurse, as defined in this position statement. As the education of the generalist nurse is elevated to the master’s degree level, it is reasonable to assume that specialty education and the education of those individuals prepared for the highest level of nursing practice would occur at the practice doctoral level.

Recommendation 5: Practice doctoral nursing programs should include development and/or validation of expertise in at least one area of specialized advanced nursing practice.

Expert leadership should be a core component of practice-focused doctoral programs. Nurses with superb leadership skills at the most advanced clinical and organizational levels are most likely to be able to identify emerging trends and initiate policy and programmatic efforts to address critical clinical issues. They should be prepared to mobilize interdisciplinary teams of clinicians, administrators, policy makers, and members of the public to solve highly complex clinical problems. It is no longer sufficient to apply clinical, organizational, or economic skills to the resolution of complex health problems in a singular fashion. While still much can and should be gained from interdisciplinary teamwork by experts in each of these areas, the highly integrated health problems faced in the 21st century will be better served by clinicians who have the creativity and knowledge base to combine these domains in novel ways to create new models of care delivery. Holders of the practice doctorate degree in nursing are expected to provide visionary leadership for the practice of nursing. Practice leadership occurs both formally (by means of administrative or
management position title and responsibilities) and informally by means of expertise-based interactions with colleagues and other health professionals that influence the nature and quality of care provided. Leadership is not synonymous with an administrative position.

**Recommendation 6: Practice-focused doctoral nursing programs prepare leaders for nursing practice. The practice doctorate prepares individuals at the highest level of practice and is the terminal practice degree.**

**Degree Titles**

The proliferation of doctoral degree titles in nursing has been recognized as a source of confusion within and outside of the profession. The general consensus is that the development of practice-focused doctoral programs should not compound the problem. Two possibilities exist: 1) identify one degree title for all practice-focused doctoral programs, acknowledging that programs with the same degree name may differ from one another, particularly in area of emphasis; or 2) identify two or more degree titles to be used, each with a specific focus and a high degree of consistency among programs offering the same degree. For example, programs that prepare individuals for advanced direct care practice (e.g., primary care NPs) would confer one degree while programs that prepare individuals for nursing practice roles in leadership, policy, informatics or community health, would confer a different degree. Based on input from a variety of stakeholders, the consensus, although not unanimity, of the Task Force is that it is advisable to simplify and decrease the number of doctoral degrees offered within the discipline, rather than continuing the proliferation of degree titles. The degree would represent the highest level of preparation in nursing practice and would carry with it the understanding that a standard set of competencies had been attained. However, the more specific competencies associated with a specialty domain of practice would be validated through a certification process and communicated via a specialty credential (as is the case with current specialized advanced practice).

One practice doctoral program, already in place, uses the title Doctor of Nursing Practice (DNP), and another is going through the approval process. If one degree title is chosen, it is recognized that all programs offering the degree will not be alike and will indeed produce graduates with somewhat different competencies as defined by the specific track, just as all master’s programs in nursing do not prepare graduates with the same specialized competencies.

As described above, the degree title, Doctor of Nursing (ND) currently is conferred by four institutions. In addition, the degree title of ND, Doctor of Naturopathy, is included in the *Classification of Instruction Programs: 2000 Edition*, by the U.S. Department of Education (2002). This document provides a taxonomic scheme that supports the accurate tracking, assessment, and reporting of fields of study and program completions activity. In this report, the discipline of naturopathy claims to have a degree title of ND for those in independent professional practice of naturopathic medicine. Twelve states currently license naturopathic physicians.
The Naprapathy discipline grants individuals the title of DN, Doctor of Naprapathy. According to the American Naprapathic Association, the degree and license is recognized in at least three states (American Naprapathic Association, 2004). Naprapathy is an alternative therapy that focuses on nonpharmacologic pain relief.

It is recognized that institutions confront a variety of issues regarding degree names, and some may have difficulty changing the degree(s) currently offered for their practice-focused doctoral programs, e.g., the current ND and DNSc practice-focused doctoral programs. However, due to the confusion that continues to surround the Doctor of Nursing (ND) degree and to standardize the degree title conferred by all practice-focused nursing doctoral programs, the following recommendations are made:

Recommendation 7: **One degree title should be chosen to represent practice-focused doctoral programs that prepare graduates for the highest level of nursing practice.**

Recommendation 8: **The Doctor of Nursing Practice (DNP) be the degree associated with practice-focused doctoral nursing education.**

Recommendation 9: **The Doctor of Nursing (ND) degree title be phased out.**

**Relationship to Current Advanced Practice Nursing Programs**

A new and higher level of preparation for advanced practice nursing is justified if and only if it results in sufficient knowledge and skill above that already included at the master’s level. Program content and graduates’ competencies clearly must go beyond those of current master’s programs. Given the increasing complexity and sophistication of health care, the Task Force members and stakeholders who provided input to the Task Force were confident that the additional education is well justified and does represent added value. The specialty competencies developed for the proposed DrNP graduate (who will be providing direct care to individuals), for example, “are built upon and expand the competencies of the master’s prepared nurse practitioner” (Committee on DrNP Competencies, 2003, p.1).

Given the tremendous time, credit and clinical experience required for master’s degree APN programs, serious consideration should be given to moving toward the practice doctorate as the graduate degree for APN preparation. Because a major shift of this kind will not occur in the immediate future, it will be necessary to provide an extended transition period during which nurses with master’s degrees would be recognized to be fully credentialed for current advanced practice roles. A challenge will be to identify, using an evidence-based approach, the curricular standards associated with both master’s and doctoral APN education and provide for a seamless interface between educational programs. In addition, after advanced clinical competencies of the practice doctorate are identified, a standardized method for

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6 Advanced Practice Nurses (APNs) is used here to refer to the four direct care roles: certified nurse midwife (CNM), certified registered nurse anesthetist (CRNA), clinical nurse specialist (CNS), and nurse practitioner (NP).
validating these competencies should be established. During the transition period, it will be necessary to ensure multiple entry points into practice-focused doctoral programs. With an extended transition period and accessible programs, APNs, currently practicing in one of the four APN roles, who wished to obtain the doctoral degree would be provided the opportunity to earn a practice doctorate.

Another identified concern is the cost in time and resources, particularly financial resources, required to upgrade one's credentials. Other disciplines, e.g., pharmacy, have made a recent shift from baccalaureate to doctoral preparation for entry into practice and have devised a variety of approaches to ease the transition. A variety of approaches to ease the transition should be developed to allow APNs to advance their education and degree title. A final concern that has been identified is the economic impact of such an educational shift on the labor market for APNs. This impact should be taken into account as plans are made for the transition period to ensure a feasible and sustainable shift in educational preparation for advanced practice nurses. The Task Force believes that the benefits of such a move will outweigh the costs but recognizes that the transition plan will need to take into account the timing of costs and benefits.

Recommendation 10: The practice doctorate be the graduate degree for advanced nursing practice preparation, including but not limited to the four current APN roles: clinical nurse specialist, nurse anesthetist, nurse midwife, and nurse practitioner.

Recommendation 11: A transition period be planned to provide nurses with master's degrees, who wish to obtain the practice doctoral degree, a mechanism to earn a practice doctorate in a relatively streamlined fashion with credit given for previous graduate study and practice experience. The transition mechanism should provide multiple points of entry, standardized validation of competencies, and be time limited.

Preparation for the Clinical Educator and Faculty Roles

A practice-doctoral degree in nursing would prepare nurses with advanced preparation and specialized knowledge in one identified area of nursing practice. The discipline of education encompasses an entirely separate body of knowledge and competence. Many nursing practice doctoral graduates may choose the educator role. Graduates of practice doctoral programs will have expertise and preparation for the highest level of nursing practice. Preparation to teach at the collegiate level, as in other disciplines, requires preparation with a terminal degree. However, just as for graduates of research-focused doctoral programs, graduates of practice-focused nursing programs may need additional education in the educator role and pedagogical methodologies (AACN, 2001).

Recommendation 12: Practice doctorate programs, as in research-focused doctoral programs, are encouraged to offer additional coursework and practica that would prepare graduates to fill the role of nurse educator.
Accreditation and Regulation

Accreditation and regulation are complex issues. The quality of research-focused doctoral programs is ensured through ongoing review and quality assessment, which are generally carried out by the graduate school (or comparable entity) of the offering institution. Practice-focused doctoral programs, like master’s programs, prepare graduates for specialized professional practice that is regulated by agencies charged with protecting the safety of the public. The quality of practice-focused doctoral programs, their ability to produce graduates with the requisite competencies for advanced practice, and their adherence to high standards of professional education must be scrutinized and ensured by professional nursing accrediting bodies.

It also is recognized that a change in the educational requirements for APN practice could impact certification and regulation. Stakeholders representing certifying and regulatory bodies, however, have indicated that the specific impact and need for change in these arenas cannot be identified at this point in the transition phase. These individuals further indicate that, as outcome-based competencies are identified and programs evolve, certification and regulatory changes will follow.

Recommendation 13: Practice-focused doctoral programs need to be accredited by a nursing accrediting agency recognized by the U.S. Secretary of Education.

SUMMARY OF RECOMMENDATIONS

The Task Force recommends:

1: The term practice doctorate be used instead of clinical doctorate.

2: The practice-focused doctoral program be a distinct model of doctoral education that provides an additional option for attaining a terminal degree in the discipline.

3: Practice-focused doctoral programs prepare graduates for the highest level of nursing practice beyond the initial preparation in the discipline.

4: Practice-focused doctoral nursing programs include seven essential areas of content. The seven essential areas of content include:
   1. scientific underpinnings for practice;
   2. advanced nursing practice;
   3. organization and system leadership/management, quality improvement and system thinking;
   4. analytic methodologies related to the evaluation of practice and the application of evidence for practice;
   5. utilization of technology and information for the improvement and transformation of healthcare;
   6. health policy development, implementation and evaluation; and
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7. Interdisciplinary collaboration for improving patient and population healthcare outcomes.

5: Practice doctoral nursing programs include development and/or validation of expertise in one area of specialized advanced nursing practice.

6: Practice-focused doctoral nursing programs prepare leaders for nursing practice. The practice doctorate prepares individuals at the highest level of practice and is the terminal practice degree.

7: One degree title be chosen to represent practice-focused doctoral programs that prepare graduates for the highest level of nursing practice.

8: The Doctor of Nursing Practice (DNP) be the degree associated with practice-focused doctoral nursing education.

9: The Doctor of Nursing (ND) degree title be phased out.

10: The practice doctorate be the graduate degree for advanced nursing practice preparation, including but not limited to the four current APN roles: clinical nurse specialist, nurse anesthetist, nurse midwife, and nurse practitioner.

11: A transition period be planned to provide nurses with master’s degrees, who wish to obtain the practice doctoral degree, a mechanism to earn a practice doctorate in a relatively streamlined fashion with credit given for previous graduate study and practice experience. The transition mechanism should provide multiple points of entry, standardized validation of competencies, and be time limited.

12: Practice doctorate programs, as in research-focused doctoral programs, are encouraged to offer additional coursework and practica that would prepare graduates to fill the role of nurse educator.

13: Practice-focused doctoral programs need to be accredited by a nursing accrediting agency recognized by the U.S. Secretary of Education (i.e., the Commission on Collegiate Nursing Education or the National League for Nursing Accrediting Commission).

RECOMMENDED NEXT STEPS

1. A document should be developed that defines:
   • Educational standards,
   • Indicators of quality for practice doctoral programs, and
   • Educational outcomes/competencies.
1A. The seven areas of core content for all graduates of practice-doctorate nursing programs have been identified. The outcome-based competencies for each of the seven core content areas should be identified. A process and outcome similar to that of the *Essentials of Master’s Education for Advanced Practice Nursing* (AACN, 1996) should be developed and implemented. The outcome of this process would be to identify the core outcome competencies expected of graduates of practice doctoral programs in nursing.

1B. Specialty competencies/essential content should be developed for individual areas of advanced nursing practice

2. The appropriate preparation and competencies for the clinical educator and faculty roles should be identified by the AACN Task Force on the Professoriate. Practice-doctorate programs, based on the recommendations of that Task Force, could then offer *additional* coursework and practica, which would adequately prepare graduates to fill the role of nurse educator.

3. Additional work must be done to identify the implications of these recommendations and issues related to full implementation, e.g. moving all APN education to the practice doctoral level, impact on schools, implications for certification and licensure.

4. An interprofessional work group should be formed to examine the potential outcomes resulting from employment of DNP graduates in health care settings. Topics to be examined include: cost-effectiveness, impact on processes and outcomes of care, and priority areas for utilization.
TASK FORCE ON THE PRACTICE DOCTORATE IN NURSING

Elizabeth Lenz, Chairperson
The Ohio State University

Kathleen Andreoli
Rush University

Jean Bartels, TFER2 liaison
Georgia Southern University

Catherine Gilliss
Yale University

Sandra Edwardson
University of Minnesota

Judy Honig
Columbia University

Lucy Marion, NONPF consultant
University of Illinois, Chicago

Lynne Pearcey
University of North Carolina, Greensboro

Julie Sebastian
University of Kentucky

Marita Tilter
University of Iowa Hospitals and Clinics

Joan Stanley, Staff liaison
American Association of Colleges of Nursing
REFERENCES


Position Statement on the Practice Doctorate in Nursing


APPENDIX A

EXTERNAL REACTION PANEL
ON THE AACN PRACTICE DOCTORATE POSITION STATEMENT
February 4, 2004

Merilyn Francis, Assistant VicePresident
National Quality Forum

Ann Greiner, Independent Consultant
National Academy of Sciences

Karen Haase-Herrick, President
American Organization of Nurse Executives

Donald Hagen, Executive Vice Chancellor
Association of Academic Health Centers

Cathy Rick, Chief Officer, Office of Nursing Services
Department of Veterans Affairs

Barbara Saffier, Associate Dean
Yale University Law School

Les Sims, Senior Scholar in Residence and
Director, External Grants Programs
Council of Graduate Schools
(provided written response)

Michael Whitcomb, Senior Vice President
Association of American Medical Colleges
September 11, 2009

Dear Dr. Vice:

This letter is to summarize the Graduate Council’s review of the proposal by the Department of Baccalaureate & Graduate Nursing in the College of Health Sciences for the Doctor in Nursing Practice (DNP) program. The Graduate Council reviewed this proposal at their May 4, 2009 meeting by focusing on the proposed curriculum, faculty credentials and productivity, existing support, and the status of the current programs offered by the Department of Baccalaureate & Graduate Nursing.

As required, the proposed program was reviewed by an outside reviewer, Dr. Debra C. Davis, dean of the College of Nursing at the University of South Alabama. She has served on the American Association of Colleges of Nursing’s (AACN) Road Map Task force for the DNP. She compared the admission information, program outcomes, curriculum plans, and course syllabi with professional standards for DNP programs and has indicated in a letter that the proposed program is in compliance with standards for Doctor of Nursing Practice programs as outlined in the “Essentials of Doctoral Education for Advanced Practice Nursing” (AACN, 2006).

The members of the Curriculum Subcommittee of the Graduate Council also conducted a thorough review of the proposed curriculum and course syllabi to ensure compliance with the university standards regarding student learning outcomes and level of assessment.

The DNP proposal details the strength of the faculty in teaching, practice, and scholarship. Almost 100% of the faculty involved in the Masters program (MSN) and the DNP are Doctorally prepared. This fact was praised by Dr. Davis in her letter when she indicated that quality of the faculty in the department guarantees a successful program. The proposal provides data indicating the extent of the faculty’s involvement in presentation, publications and other scholarly and creative activities. In addition to the teaching experience in the MSN program, the faculty are also very active practicing in their areas of expertise such as leadership, health care finance, health care policy, evidence based practice, and theory. The combination of teaching excellence, scholarship and practical experience has directly translated into student success in the programs offered by the department. Currently, students sitting for the national certification examinations following completion of the MSN program have 100% pass rates.
The attached table outlines the educational background, certifications, University Rank, and Graduate Faculty Status of the faculty who will be teaching in the MSN and DNP. 100% of the faculty who will be teaching in the DNP program have either Associate or Full Graduate Faculty Status.

Success of the current students in the Baccalaureate and Master levels in the department of Baccalaureate & Graduate Nursing and the demand for these programs are good indications of strong programs.

In order for the department to continue their current programs and add the new DNP program, they would need one additional faculty position. No additional classroom space will be required since the program will be offered online with some onsite attendance required (web assisted). The department has experience with this model with their Rural Psychiatric Nurse Practitioner option of the MSN program which has been very successful. Many of the library resources which support the current graduate program in the department and other graduate programs in the university, such as the MPA, MPH, and MBA programs, will provide the needed support for the DNP program. Additional library resources and other needs to start the DNP program will be covered by a federal grant that the department is planning to apply for as soon as the program is approved. The department has a solid history of success in applying and receiving federal grants for their programs.

In conclusion, the Graduate Council has reviewed the faculty credentials, curriculum, resources, and overall soundness of the proposed DNP program and has unanimously approved it.

Sincerely yours,

Jaleh Rezaie, Ph.D.
Associate Dean
Graduate Education and Research
Eastern Kentucky University
<table>
<thead>
<tr>
<th>NAME</th>
<th>DEGREE</th>
<th>RANK</th>
<th>NATIONAL CERTIFICATION; Other credentials</th>
<th>Graduate Faculty Status</th>
<th>Teaching (Fall semester)</th>
<th>Teaching load (Spring semester)</th>
</tr>
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<tbody>
<tr>
<td>Joyce Allen</td>
<td>MSN with a post MSN FNP; Enrolled in PhD program in Nursing at East TN State University</td>
<td>Clinical Faculty</td>
<td>FNP; ARNP</td>
<td>Instruction</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Patricia Birchfield</td>
<td>DSN (Doctor of Science in Nursing)</td>
<td>Professor</td>
<td>ANP; ARNP</td>
<td>Associate</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Courtney Browning</td>
<td>MSN Enrolled in PhD program in Nursing at UK</td>
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<td>0-25%?</td>
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<tr>
<td>Susan Fister</td>
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<td>Professor</td>
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<tr>
<td>Kathleen Halcomb</td>
<td>MSN; Is PhD c, In Dissertation Research stage of Kinesiology and Health Promotion program at UK</td>
<td>Associate Professor</td>
<td>FNP; ARNP</td>
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<tr>
<td>Beverley Hart</td>
<td>PhD in Nursing</td>
<td>Professor</td>
<td>PMHNP; ARNP</td>
<td>Full</td>
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<td>0-25%?</td>
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<td>Ella Hunter</td>
<td>PhD</td>
<td>Foundation Professor</td>
<td></td>
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<td>25%</td>
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<tr>
<td>Larry Kelley</td>
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<tr>
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<td>Evelyn Parrish</td>
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<td>Teaching load (Spring semester)</td>
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</tr>
<tr>
<td>Sheila Patros</td>
<td>EdD in Educational Psychology; MSN in Community/Mental Health</td>
<td>Associate Professor</td>
<td></td>
<td>Associate</td>
<td></td>
<td>0-25%?</td>
</tr>
<tr>
<td>Henry Poston</td>
<td>MSN; Enrolled in PhD program in nursing at UK; will be ABD by end of fall term</td>
<td>Visiting Assistant Professor</td>
<td>FNP; ARNP</td>
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<td>75%</td>
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<td>Leandra Price</td>
<td>DNP (Doctor of Nursing Practice)</td>
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<td>Psychiatric Clinical Specialist</td>
<td>Associate</td>
<td></td>
<td>0-25%?</td>
</tr>
<tr>
<td>Pamela Schloemann</td>
<td>PhD in Medical Sociology; MSN in Nursing, with focus in Parent-Child</td>
<td>Professor</td>
<td></td>
<td>Full</td>
<td>50%</td>
<td>0-25%?</td>
</tr>
<tr>
<td>Ida Slusher</td>
<td>DSN (Doctor of Science in Nursing)</td>
<td>Professor</td>
<td>Nurse Educator</td>
<td>Full</td>
<td>50%</td>
<td>0-25%?</td>
</tr>
<tr>
<td>Catherine Velotta</td>
<td>PhD in nursing</td>
<td>Associate Professor</td>
<td></td>
<td>Associate</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Mary Hauser Whitaker</td>
<td>EdD in Educational Leadership; MSN in Nursing Administration</td>
<td>Associate Professor</td>
<td></td>
<td>Associate</td>
<td>25%</td>
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</tr>
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</table>
Program: MS Nursing

Department: Baccalaureate & Graduate Nursing

College: Nursing

Date: 4/15/2008

1. Program is congruent with the EKU mission: **Satisfactory**
   
   Suggestions for change, if needed:

2. If applicable, the program has addressed concerns of prior program reviews. **NA**
   
   Comments:

3. The program has identified a plan to assess student learning.

   Mark each area as Outstanding, Satisfactory or Needs Improvement.

   A. Appropriate criteria for measuring quality of student learning outcomes have been established. **Satisfactory**

   B. Outcomes are systematically evaluated. **Satisfactory**

   C. Results of systematic assessment of student learning are used to improve student learning outcomes. **Satisfactory**

   Comments:

4. Other indicators of program achievement and contributions to the mission of EKU.

   Mark each area as Outstanding, Satisfactory, Needs Improvement or N/A.

   A. Viability of Program: attracts, recruits, and retains quality students **Satisfactory**

   Comments:
B. Contributions to EKU Programs: General Education program, support of other University programs _Satisfactory_

Comments:

C. Technology: The use of technology has be reviewed in the strategic plan annual reports and found to be _Satisfactory_

Comments:

D. Uniqueness/Distinctiveness of Program: The guiding question is, "How does this program uniquely serve the state, community and EKU?" _Satisfactory_

Comments:

E. Contributions to Diversity: Describes efforts and progress toward promoting diversity of students, faculty, and integrating diversity into the curriculum. _Satisfactory_

Comments:

F. Accreditation Status: If accreditation is available, has it been attained and maintained? Mark as Yes, No or N/A) _yes_

Comments:

G. Planning: describes plans for and progress in achievement of goals _Satisfactory_

Comments:

H. Development: attains external grants and donations for support of the program _Satisfactory_

Comments:

I. Additional Indicators of Program Success: for example, job placements and achievements of program graduates _Satisfactory_

Comments:
5. The program has faculty who exhibit quality in teaching, advising, scholarly/creative efforts, and service. **Data are required for a five year period.**

Mark each area as Outstanding, Satisfactory or Needs Improvement.

A. Teaching: IDEA or other university approved student evaluation of teaching form: **Satisfactory**

   Comments:
   
   Second required university approved evaluation of teaching measure __
   
   **Satisfactory**

   Comments:

B. Advising: provides evidence of systematic evaluation of advising quality __

   **Satisfactory**

   Comments:

C. Scholarly/Creative Efforts: for example, publications, research, presentations, inventions, creative, visual and performing arts, and grants __**Satisfactory**

   Comments:

D. Service in the following categories: institution, community, profession. _____

   Comments:

**RECOMMENDATION:** Based upon the information presented, the Academic Program Review Committee recommends: **Approval** Full review in five years

Comments:

Date of next Focused review:

Date of next full review:

Template Revised 06/18/06
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<th>DEGREE</th>
<th>RANK</th>
<th>NATIONAL CERTIFICATION; Other credentials</th>
<th>PRACTICE</th>
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<tr>
<td>Joyce Allen</td>
<td>MSN with a post MSN FNP; Enrolled in PhD program in Nursing at East TN State University</td>
<td>Clinical Faculty</td>
<td>FNP; ARNP</td>
<td>ARNP Crab Orchard Primary Care Lincoln County</td>
</tr>
<tr>
<td>Brooke Bentley</td>
<td>PhD (Nursing)</td>
<td>Associate Professor</td>
<td>FNP; ARNP</td>
<td>ARNP (Planned Parenthood)</td>
</tr>
<tr>
<td>Patricia Birchfield</td>
<td>DSN (Doctor of Science in Nursing)</td>
<td>Professor</td>
<td>ANP; ARNP</td>
<td>ARNP (State minimum security prison)</td>
</tr>
<tr>
<td>Courtney Browning</td>
<td>MSN; Enrolled in PhD program in Nursing at UK</td>
<td>Clinical Faculty</td>
<td>Pediatric Nurse</td>
<td>Kentucky Children's hospital</td>
</tr>
<tr>
<td>Donna Corley</td>
<td>PhD (Nursing)</td>
<td>Associate Professor</td>
<td></td>
<td>Consultant, St Claire Regional Medical Center</td>
</tr>
<tr>
<td>Sharon Evans</td>
<td>MSN; Enrolled in PhD program in Nursing at East TN State University</td>
<td>Assistant Professor</td>
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</tr>
<tr>
<td>Susan Fister</td>
<td>PhD (Educational Policy 7 Evaluation)</td>
<td>Professor</td>
<td></td>
<td>Bluegrass Community Health Center</td>
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<tr>
<td>Kathleen Halcomb</td>
<td>PhD (Kinesiology and Health Promotion)</td>
<td>Associate Professor</td>
<td>FNP; ARNP</td>
<td>Whitehouse Clinic McKee, KY</td>
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<td>Sarah Hall</td>
<td>MSN</td>
<td>Assistant Professor</td>
<td>Psychiatric Clinical Specialist</td>
<td>Ridge Behavioral Health System</td>
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<tr>
<td>Beverly Hart</td>
<td>PhD (Nursing)</td>
<td>Professor</td>
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<td>ARNP (Comprehensive Care Center)</td>
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<td>PhD (Higher Education Administration)</td>
<td>Foundation Professor</td>
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<td>Co lead support group for NAMI, Lexington</td>
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<td>Larry Kelley</td>
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<td>Instant Care Center/Occupational Medicine</td>
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<tr>
<td>Lisa Jones</td>
<td>MSN; Enrolled in PhD program in Nursing at UK, will be ABD by end of Fall 2009 term</td>
<td>Clinical Faculty</td>
<td>Central Baptist Hospital Critical Care Unit; active on committees and maintains Level IV on professional practice model</td>
<td></td>
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<tr>
<td>Connie Lamb</td>
<td>PhD (Nursing)</td>
<td>Associate Professor</td>
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<tr>
<td>Theresa Loan</td>
<td>PhD (Nursing); post graduate FNP</td>
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<tr>
<td>Deanna Carol Palmer</td>
<td>PhD (Gerontology)</td>
<td>Associate Professor</td>
<td>ARNP (Paragon Family Practice)</td>
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<tr>
<td>Evelyn Parrish</td>
<td>PhD (Nursing)</td>
<td>Associate Professor</td>
<td>ARNP (Paragon Family Practice)</td>
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<td>Sheila Patros</td>
<td>EdD (Educational Psychology); MSN in Community/Mental Health</td>
<td>Associate Professor</td>
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<td>Janice Pinheiro</td>
<td>MSN</td>
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<td>Central Baptist Hospital</td>
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<td>Judith Pollmann</td>
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<td>Henry Poston</td>
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<td>Visiting Assistant Professor</td>
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<tr>
<td>Leandra Price</td>
<td>DNP (Doctor of Nursing Practice)</td>
<td>Associate Professor</td>
<td>Psychiatric Clinical Specialist</td>
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<td>Pamela Schloemann</td>
<td>PhD (Sociology); MSN in Nursing, with focus in Parent-Child</td>
<td>Professor</td>
<td>Eastern State Hospital</td>
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<td>DSN (Doctor of Science in Nursing)</td>
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<tr>
<td>Elaine Waters</td>
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<td>Associate Professor</td>
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<tr>
<td>Mary Hauser</td>
<td>EdD (Educational Leadership); MSN in Nursing Administration</td>
<td>Associate Professor</td>
<td>Shriner's Hospital</td>
<td></td>
</tr>
<tr>
<td>Whitaker</td>
<td></td>
<td></td>
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<tr>
<td>Misty L. Whitaker</td>
<td>MSN; Enrolled in PhD program in Nursing at UK; will be ABD by end of Fall 2009 term</td>
<td>Visiting Assistant Professor</td>
<td>Rockcastle County Hospital</td>
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<tr>
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<td>Associate Professor</td>
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<tr>
<td>Linda Wray</td>
<td>PhD Nursing</td>
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<tr>
<td>Linda Yonts</td>
<td>MSN; Post master's FNP</td>
<td>Clinical Faculty</td>
<td></td>
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</tr>
</tbody>
</table>
August 3, 2009

Dr. Deborah Whitehouse, Associate Dean Health Sciences
Dr. Judy Short, Chair Baccalaureate & Graduate Nursing
College of Health Sciences
203 Rowlett Building
521 Lancaster Avenue
Eastern Kentucky University
Richmond, KY 40475

Dear Drs. Whitehouse and Short;

I am pleased to have the opportunity to review the Department of Nursing’s proposal for a post-MSN Doctor of Nursing Practice (DNP) degree program. As you know, I am the dean of the College of Nursing at the University of South Alabama and our school initiated the first DNP program in the state in January of 2007. We have now graduated our second class of DNP students for a total of 24 students. I was also fortunate to serve on the American Association of Colleges of Nursing’s (AACN) Road Map Task force for the DNP. I have followed the DNP movement closely and I congratulate you and your faculty for proposing a program.

I have compared the admission information, program outcomes, curriculum plans, and course syllabi that you provided me with professional standards for DNP programs. Your program is in compliance with standards for Doctor of Nursing Practice programs as outlined in the “Essentials of Doctoral Education for Advanced Practice Nursing” (AACN, 2006).

In accordance with AACN standards, the proposed DNP program at Eastern Kentucky is designed to prepare graduates for the highest level of nursing practice. The proposed curriculum complies with AACN standards that requires DNP programs to address eight essential competencies within the curricula: Scientific Underpinnings for Practice; Organizational and System Leadership for Quality Improvement and Systems Thinking; Clinical Scholarship and Analytical Methods for Evidenced-based Practice; Information Systems/Technology and Patient Care Technology; Health care Policy; Interprofessional Collaboration for Improving Patient and Population Health Outcomes; Clinical Prevention and Population Health; and Advanced Nursing Practice. The program outcomes, course syllabi, and course sequencing clearly reflect content, learning experiences, and evaluation methods to ensure these eight required competency areas are achieved by graduates of the program.
The proposed DNP program is also in compliance with AACN expectations for a final practice focused project and for a minimum of 1,000 post baccalaureate clinical hours. Specifically, your program requires students to “translate a body of evidence” to design and implement a project to improve rural health outcomes. As per the AACN, students in a practice focused doctoral program are expected to conduct practice focused projects rather than knowledge-generating research efforts expected of students in PhD programs. The final DNP project will be a tangible and deliverable academic product and serve as the foundation for future scholarly practice. From our conversation, I understand that the amount of clinical immersion hours required of students will vary depending upon the number of hours students completed in their MSN programs. The number of clinical hours each student completed during their MSN program will be assessed to determine the number of hours required for the DNP. A minimum of 1,000 cumulative hours will be required.

Your proposed program is also in-line with other post-MSN DNP programs with regard to credit hours (37 to 39 credits) and is consistent with AACN’s expectations for program length. A minimum of 12 months of full-time, post-master’s study is the standard for post-MSN DNP programs.

I am also impressed by the number of doctorally prepared faculty that you have listed on the course syllabi. This compliment of academically diverse and well prepared faculty to teach in the program will ensure that you are able to offer a high quality program.

In summary, I believe your proposal is sound and that the post-MSN DNP program will be a viable addition to degrees offered by Eastern Kentucky University. Nationally, DNP programs have been well received and most programs have many more qualified applicants than can be admitted. During these difficult financial times, high demand programs such as the DNP can generate much needed tuition revenues while facilitating career advancement of nursing professionals who will have the knowledge and skills to improve health care outcomes for patients in your service area. I wish you and the faculty well as you continue to seek approval for the DNP program. I appreciate the opportunity to serve as a consultant.

Sincerely,

Debra C. Davis
Dean and Professor
CURRICULUM PROPOSAL

The curriculum was developed by the faculty and the development was guided by the document, *The Essentials of Doctoral Education for Advanced Nursing Practice*. The overview of the essential elements is attached for your review in Appendix C. The full document is available on the American Association of Colleges of Nursing web site at [http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf](http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf). This document was published by the American Association of Colleges of Nursing (AACN) to guide the development and implementation of practice doctoral programs. The demonstration of use of these standards is mandatory for achieving accreditation for the DNP program following program implementation. Research focused programs in nursing (PhD/DSN/DNS) are not accredited by the national nursing accrediting bodies. The accrediting body for baccalaureate and higher degree programs in nursing, the Commission on Collegiate Education in Nursing (CCNE), currently accredits the baccalaureate and master's programs in nursing in the DBGN. They mandate use of the AACN standards for use in the baccalaureate, master's, and practice doctoral programs in nursing to guide curriculum development, revision, and implementation. The DBGN currently has demonstrated successful use of the *Essentials* documents published by AACN for the baccalaureate and master's programs in the current accreditation, and the DBGN has documented use of the standards for doctoral education in development of the DNP program. An example is the table which is attached in Appendix D. In addition, data from the DBGN Advisory Committee were reviewed as well as a review of the mission and goals of the DBGN, the College of Health Sciences, and Eastern Kentucky University.

In preparation for development of the DNP program, selected members of the DBGN faculty attended national conferences for the DNP program. The Department Chair and the Associate Dean of the College of Health Sciences have also attended national conferences for the DNP program. One faculty, Dr. Mary Hauser Whitaker, has also participated in additional national conferences related to the DNP. Dr. Hauser Whitaker was selected to chair the DNP Task Force in the DBGN to coordinate the development of the curriculum. Before beginning curriculum development, the faculty reviewed the *Essentials* document in detail, and also reviewed curriculum materials collected from the majority of the DNP programs already implemented nationally. Concepts, courses and course content, course student learning outcomes, and program outcomes were all developed carefully in congruence with the *Essentials* document. With every step of the process, the details needed for a future self study for accreditation were included. The DBGN has extensive documentation of the curriculum development and the data used for the development. The DBGN has also drafted an evaluation process for the DNP program to incorporate into its extensive program evaluation process.

The curriculum and program proposal have undergone review by Dr. Debra Davis, Dean of the College of Nursing at University of South Alabama. Dr. Davis was on the initial American Association of Colleges of Nursing DNP Road Map Task Force, and the University of South Alabama implemented the first DNP program in Alabama. Dr. Davis' letter is attached.

The curriculum has also been reviewed and approved by the Department, the College of Health Sciences, the Graduate Council, and the Council on Academic Affairs, as of August 2009. Full copies of curriculum materials are available upon request.
APPENDIX C

PROFESSIONAL STANDARDS FOR DNP PROGRAM

The *Essentials of Doctoral Education for Advanced Nursing Practice*, published in 2006, by the American Association of Colleges of Nursing, has been adopted as the professional standard to guide the DNP curriculum. This document, articulates the competencies for all nurses practicing at this level. EKU's DNP program has reviewed the curriculum carefully for consistency with these standards, to better ensure quality DNP program. The essential curriculum elements are as follows:

I. Scientific Underpinnings for Practice  
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking  
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice  
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care  
V. Health Care Policy for Advocacy in Health Care  
VI. Interprofessional Collaboration for Improving patient and Population Health Outcomes  
VII. Clinical Prevention and Population Health for Improving the Nation’s Health  
VIII. Advanced Nursing Practice
## APPENDIX D

POST-MSN DNP COURSES, PROGRAM GOALS, AND DNP ESSENTIALS

<table>
<thead>
<tr>
<th>DNP COURSE</th>
<th>HOURS</th>
<th>DNP PROGRAM GOALS</th>
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<td>NSC 950 Public Health Policy</td>
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<td>I; III; VI; VII</td>
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<td>NSC 954 Healthcare Organizational Leadership</td>
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<td>I; III; VI; VII</td>
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<td>I; III; VI; VII</td>
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<td>I; III; IV; V; VII; VIII</td>
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## DOCTOR OF NURSING PRACTICE

### FULL TIME STUDY

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<td>NSC 942 Informatics in Health Care Del 3</td>
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<td>NSC 900 Seminar I: Role Transition 1-3</td>
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### PART TIME STUDY

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<td>*Total of 9 hours required</td>
<td>*NSC 994 Capstone Project 3</td>
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EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING
DOCTOR OF NURSING PRACTICE
FULL-TIME CURRICULUM PLAN

FALL SEMESTER I

NSC 905  EBP Analytical Methods  3 credit hours
NSC 942  Informatics in Health Care Delivery  3 credit hours
NSC 900  Seminar I: Role Transition  1-3 credit hours

Total  7-9 credit hours

SPRING SEMESTER II

NSC 940  Theoretical Application for DNP  3 credit hours
NSC 990  Analytical Methods I  3 credit hours
NSC 950  Public Policy and Health  3 credit hours

Total  9 credit hours

SUMMER SEMESTER III

NSC 992  Analytical Methods II  3 credit hours
NSC 954  Organizational Leadership  3 credit hours

Total  6 credit hours

FALL SEMESTER IV

NSC 960  Healthcare Economics and Finance  4 credit hours
NSC 901  Seminar II: Capstone support  2 credit hours

Total  6 credit hours

SPRING SEMESTER V

NSC 994  Capstone Project  9 credit hours
(variable credit 3-9 credit hours)
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NSC 994  Capstone Project
Total
5 credit hours

SUMMER VII
NSC 994  Capstone Project
Total
3-6 credit hours
August 21, 2009

Dear Provost Vice:

I have carefully reviewed the Assessment of Need which was prepared by the Department of Baccalaureate & Graduate Nursing in the College of Health Sciences for the Doctor in Nursing Practice (DNP) proposed degree program. This is truly an excellent needs assessment which provides a thorough and well-reasoned justification for the proposed program. The assessment also documents a strong marketability for the degree, and strong career options and growth for graduates of the program.

This Assessment of Need for the proposed DNP degree simultaneously makes the case that there is a long-term significant demand for this program, and that the program will create a positive sustained benefit to our service region and the Commonwealth which are greatly in need of quality health care. As Dr. Whitehouse states, "We perceive this Doctor in Nursing Practice as making a significant difference in quality care provided to Kentuckians receiving care from our Advanced Practice Nurses in an era when quality Health Care is a tremendous need."

I give my heartiest and fullest possible recommendation to the Assessment of Need and Marketability of the proposed Doctor in Nursing Practice at Eastern. Please feel free to contact me if you wish more detail or further information.

Sincerely,

Edward J. Keeley, Ph.D.
Executive Director
Institutional Effectiveness & Research
ASSESSMENT OF NEED

Please see the attached letter from Dr. E.J. Keeley regarding the assessment of need section.

The American Association of Colleges of Nursing has called for establishment of professional practice doctoral programs (DNP) for graduate education in nursing by the year 2015. DNP programs are for the purpose of preparing advanced level practitioners and are intended to eventually replace the current master's programs in nursing which prepare advanced practitioners. These programs are separate and distinct from research doctoral programs offering a PhD/DSN/DNS in Nursing. Nearly 100 universities and colleges across the US have moved to establish these DNP programs, and many more report being in the planning and development process. These programs are designed to provide additional education for expanded roles for advanced level practitioners. The Commission on Collegiate Nursing Education (CCNE) is accrediting DNP programs. The current programs in the Department of Baccalaureate & Graduate Nursing are accredited by CCNE and at last visit received the full ten year accreditation. This program, which will be an online (mixed web) course offering program, would be made available to nurses in the commonwealth and particularly to nurses in rural areas and underserved areas who wish to expand their education through a practice doctorate. If EKU does not offer this degree, which is part of the national movement in nursing education, we would be at a disadvantage in providing graduate education and would not be able to provide progressive and current nursing education offerings. EKU has built a strong reputation of providing baccalaureate and higher degrees in nursing to rural and underserved areas of the Commonwealth, particularly in southeastern Kentucky. Practicing nurses have been able to obtain these more advanced degrees while working and remaining in their home areas, and these nurses stay in their home areas to practice after degree completion. Recent evaluation data collected at the end of the degree programs support that our graduates plan to remain in KY to practice. In 2008, 100% of the MSN graduates planned to practice in KY and 69% in rural or underserved areas; 96% of the prelicensure BSN graduates planned to practice in KY; and 99% of the RN-BSN graduates planned to practice in KY, mostly in rural areas. As a result of EKU nursing programs, the educational level of health care providers in the Commonwealth has been raised and the health care needs of the people of the Commonwealth have been served. The DNP program will serve to advance the educational level of health care providers in these areas even further.

Anticipated Need for a DNP Program:

Input from the communities of interest, MSN prepared nurses throughout the Commonwealth of Kentucky and the DBGN Advisory Committee (health care employers of DBGN graduates in EKU’s service region) was gathered to ascertain the feasibility of initiating a DNP program at EKU. Assessment surveys were mailed to MSN prepared nurses in the Commonwealth in spring 2008. There were 297 surveys received from MSN prepared nurses. Of the MSN respondents, 45% responded yes, 32% responded not sure and 28% responded not interested in obtaining a DNP degree. The responses came from nurses in various counties in Kentucky and also from bordering states. Of the respondents who were interested or not sure of obtaining a DNP, 60% of them were planning to start their studies in one to two years. This group alone represents a potential applicant pool of approximately 137 nurses to enter a DNP program soon. In addition to the survey respondents, the DBGN administrative assistants are receiving
almost daily requests from nurses interested in obtaining a DNP and inquiring when EKU will initiate a program. The numerous requests for a DNP program demonstrate strong support from a potential applicant pool.

In spring 2008, at the DBGN Advisory Committee biannual meeting, the Advisory Committee was informed of the intent of the DBGN to investigate and potentially plan a DNP program. The Advisory Committee responses were very positive and supportive of EKU developing a DNP program. The support from the communities of interest is evident by the letters received in support of the DNP program at EKU. Letters have been received from nursing leaders who have knowledge of the need for this advanced degree.

Fulfillment of Anticipated Need by Other Universities:

Because the DNP will be a mandated degree in the future, the total anticipated need will increase over the next few years. At the present time, there are over 100 universities nationwide offering the degree and many more in the planning stages (over 100). Of the current programs, many are offered as online or a combination of online and onsite offerings. However, the tuition for many of these out of state online programs is prohibitive and would deter many Kentucky nurses from enrolling. In addition, the programs all have large enrollments and many are at capacity for the number of students they can admit. Within Kentucky, the only current DNP program offered by a public university is at the University of Kentucky. A private institution, Frontier Nursing Service, offers a program, and another private institution, Bellarmine University in Louisville, has stated its intentions to implement a program soon. The UK program is being offered as a BSN to DNP program effective Fall 2009, and the current MSN degree program at UK for advanced practice nurses is no longer admitting students. They will be admitting students with a BSN, which will likely decrease the number of spaces available for post MSN students. Even if additional DNP programs are implemented in the state, the spaces available will not be enough to meet the demand. Most nursing programs are turning away applicants, and it is anticipated that this trend will continue with the DNP programs. (Please see information below on career prospects and the nursing shortage/nursing faculty shortage).

Anticipated Need for DNP at EKU Based on Unmet Needs at Other Colleges and Universities:

EKU has elected to begin the transition in graduate nursing education by maintaining its current MSN degree offering and adding a post master’s DNP. This approach is based on requests and feedback from our community of interest (students, potential students, agencies employing our graduates, and others) and, while different from the University of Kentucky structure, is similar to the structure of several other DNP programs in the country. This approach (BSN to MSN to DNP) will parallel our RN-BSN-MSN degree offerings which provide nurses a frequently requested degree stop out point while furthering their education. Our programs will continue to offer a traditional career pathway in Kentucky leading to baccalaureate and higher degrees to meet the needs of nurses in KY and the region during this important transition period in nursing education, and will provide a career pathway for the many advanced level nurses who wish to obtain the degree post MSN. When the target date (2015)
established by the American Association of Colleges of Nursing to move to the DNP degree for advanced practice arrives, EKU would be in a position to meet that deadline.

At EKU, we plan to admit 10 part time students for the first class and increase by approximately 10 per year. Even with the addition of EKU’s DNP program, there will still be more potential applicants than there are spaces available in the program, as can be seen by the survey respondents. While there will still remain an unmet need, the addition of EKU’s DNP program will make the degree available to more nurses, particularly to nurses in Eastern and Southeastern Kentucky, and will provide a high quality program which is accessible and affordable. The benefits of our current graduate nursing program, and the difference it has made in health care and educational opportunities for the people in the Commonwealth, will be continued with the initiation of the DNP program.

Career Prospects for DNP:

As this degree is mandated and brings unique practice credentials important for health policy, research utilization, outcomes assessment, and reimbursement, it will be sought after by employers in the future.

The shortage of nurses nationwide, and particularly nurses with higher degrees, will ensure a strong market for employment in the future. In addition, there is a shortage of nursing faculty in programs across the country. Nursing programs will need faculty with strong practice credentials obtained through a DNP to complement the faculty with research credentials obtained by the PhD in nursing. Having the DNP available will strengthen the numbers of faculty, especially in the prelicensure programs of nursing which depend on faculty with clinical expertise to produce Registered Nurses to meet health care needs of the nation’s population. Also, in many agencies, of special importance is the need for nurses with preparation in use of evidence-based practice and development of proposals for improvement of patient outcomes. As reimbursement for facilities is tied to patient outcomes, nurses with a DNP who have a strong background in evidence-based practice, improvement of patient outcomes, and application of health care budgeting and economics to management of health care will be critical employees of these facilities.

Information available on the American Association of Colleges of Nursing website (www.aacn.nche.eduMedia/Shortagesource.htm) gives information from many recent reports regarding the nursing shortage at all educational levels. The report for the American Hospital Association indicates hospitals in the US currently need 116,000 registered nurses to fill vacant positions. The shortage is projected to increase over the next several years. One report indicates the shortage of registered nurses in the U.S. could be at 500,000 by the year 2025. Another report indicates that greater than 1,000,000 new and replacement nurses will be needed by 2016. The report cites government analyst projections that more than 587,000 new nursing positions will be created through 2016. This is a 23.6% increase in nursing positions and would make nursing at the top in the nation for projected job growth. A report from a survey of CEOs at Academic Health Centers indicated the shortage of nursing faculty is acute and is believed to be the primary reason for the nursing shortage at the entry level. Health Resources and Services Administration reported that the US will need to graduate about 90 percent more nurses from
schools of nursing to meet the demand for additional registered nurses in the future. Both the American Association of Colleges of Nursing (AACN) and the Southern Regional Educational Board (SREB) reported that their annual surveys indicated that there was a serious shortage of nursing faculty and that was the primary reason for applicants being turned away. In addition to the problem of shortage of registered nurses, many reports also indicate that the shortage of nurses prepared at the baccalaureate and higher degree level has a negative impact on patient outcomes.

Clearly, there is a current and continued demand for nurses, and the need for nurses with higher degrees will be anticipated to increase in the future. If EKU can add the DNP program to its current offering of BSN, RN-BSN, and MSN programs, much contribution can be made to decreasing the shortage of nurses at all levels, including registered nurses, nursing administrators, advanced practice nurses, other advanced level nurses, and nursing faculty. EKU is fortunate to have a strong and dedicated group of nursing faculty who can continue to produce the current programs’ high quality graduates and will be able to produce nurses with the highly desired practice doctorate.

**Expected Salary Ranges:**

Because these programs are so new, current market salaries are not available. However, reviewing salaries for nurses with other degree levels can provide some indication of the expected salary trends. The current salary market rate in the region for new graduates from a BSN program is between $40,000 to $50,000. The projected median salary for RNs nationally for 2009 is $58,827-63,504 (www.nursinglink.com). The salary of master's prepared nurses is higher, with advanced practice nurses usually commanding a salary of $70,000 to $80,000. The salary of nurse administrators and nurse executives, for which nurses with a DNP will also be sought, are usually much higher, averaging between $70,000 to greater than $200,000, depending on level of management. The median salary of Chief Nursing Executives is $177,535 (www.salary.com). Nursing faculty salaries vary depending on the institution, rank and degree level, but national data from the American Association of Colleges of Nursing for 2008-09 indicates an assistant professor at a four year college with a doctorate would have a mean salary for nine months of $68,012 and an assistant professor without a doctorate would have a mean salary for nine months of $55,260. Mean salaries at universities, of course, would be higher and salaries would be somewhat lower for four year colleges without graduate programs and for community colleges.
CONSISTENCY WITH EKU's MISSION:

The proposed program is in keeping with the “Mission Statement for Eastern Kentucky University” ...student-centered comprehensive public university dedicated to high quality instruction, scholarship, and service.” In keeping with the University’s mission, the Department of Baccalaureate and Graduate Nursing has a stated mission “to serve community of interest by providing high quality, accessible learning opportunities which encourage students to act independently, to think critically, to communicate effectively, and to practice professional or advanced levels of nursing with integrity, enlightenment and creativity; to participate in service which enhances the educational mission of the college and the university, and; to participate in scholarly efforts supporting the education mission of the college and university (Department of Baccalaureate and Graduate Nursing Strategic Plan, 2006-2010).” The two mission statements are consistent in their emphasis on providing high quality instruction, and participating in scholarship and service.

The goals of the University, College of Health Sciences and the Department of Baccalaureate and Graduate Nursing provide guidance and direction for operationalization of the mission statements. The proposed DNP program assists in meeting these missions by aligning with the University’s, College’s and Department’s strategic goals. The University’s goals that are addressed through the development of the DNP program include goals # 1). “To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population, #3). “To promote learning through high-quality programs, research and support services” and #5). “To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky (Eastern Kentucky University Strategic Plan 2006-2010).” The relationship between the University, College, and Department goals and the DNP program outcomes are illustrated in the table in Appendix E.

The goals of the proposed DNP program are related to the mission and goals of the University, College, and Department, and were guided by the AACN Essentials for Doctor of Nursing Practice.
# APPENDIX E

Table 1-1. Relationship between University, College, Department Goals and the DNP Program Outcomes

<table>
<thead>
<tr>
<th>University Goals</th>
<th>College Goals</th>
<th>Department Goals</th>
<th>DNP Outcomes</th>
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<td>#1) To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population.</td>
<td>#4) To recognize respect and support the society needs of the diverse citizens of the Commonwealth, the region, and the Nation.</td>
<td>#2) To support students in the acquisition of professional or advanced practice knowledge and skills consistent with professional standards and guidelines and to satisfactorily meet the needs of the community of interest. #4) To participate in collaborative efforts and partnerships to meet the needs of rural and urban underserved and diverse populations.</td>
<td>#5) Actively influence health policy that addresses health disparity, access, quality, and financing at institutional, local, state, federal and international levels. #7) Implement clinical prevention and population health activities to improve the health of individuals and populations.</td>
</tr>
<tr>
<td>#3) To promote learning through high-quality programs, research, and support services.</td>
<td>#2) To support the student in the acquisition of professional knowledge and skills necessary for success in health and human services. #5) To provided continuing education opportunities for lifelong learning that will enhance health and human sciences at the state and national level.</td>
<td>#5) To develop and implement a clinical practice doctorate degree (DNP).</td>
<td>#1) Develop, evaluate, translate, and integrate theory-based nursing and interdisciplinary knowledge in new practice approaches to enhance health and health care delivery. #3) Utilize analytic methods, information technology, and research methods to critically appraise evidence-based practice data to evaluate outcomes of practice, practice patterns, and health systems against national benchmarks, to improve health care outcomes.</td>
</tr>
<tr>
<td>#5) To increase and enhance</td>
<td>#6) To develop and expand the</td>
<td>#1) to provide high quality,</td>
<td>#2) Create and evaluate principles</td>
</tr>
<tr>
<td>external and internal constituency engagement, while maintain a connection with the southeastern region of Kentucky.</td>
<td>knowledge base in health and human sciences through scholarship and creative activities. #7) To increase college-level opportunities for resource enhancement.</td>
<td>accessible, accredited and approved baccalaureate and graduate nursing programs to serve the community of interest. #5) To develop and implement a clinical practice doctorate degree (DNP).</td>
<td>of organizational and systems theory to provide leadership in improving health outcomes and promoting excellence in practice. #4) Assimilate and process aggregate data, using information systems, informatics and technology, as well as evaluation and assessment tools: current research and outcome data, to translate this knowledge to improve or transform patient and health care systems. #6) Employ effective communication and interprofessional collaboration to design, implement, and evaluate individual and system level interventions, to improve health and create change in health care delivery systems.</td>
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</table>
RESOURCES AND BUDGET:

Faculty: The DBGN has qualified faculty to teach in the DNP program. The review by the Graduate Council has verified the number and qualifications of faculty as being sufficient for a DNP program. Proposed workload/staffing data were submitted to the Graduate Council and incorporated into that review. Please refer to that section of the proposal.

However, because of the large number of students and applicants for all programs in the DBGN, and the need to cover other courses if faculty are assigned to teach a DNP course, some additional faculty will be needed. The College of Health Sciences has one position which is being reassigned to the Department for the DNP program. This position will be used for program development and start-up. One additional position is being requested through the University to ensure adequate coverage during implementation. Faculty positions will be requested through the federal grant, and if approved and funded, those positions would provide supplemental coverage. As always, any faculty position requests will be justified by enrollment and other data.

Sources of Funding: To aid in program start-up, a federal grant application will be submitted. The DBGN has a history of successful grant funding for program start-up or expansion. The RN-BSN program received federal funding when it was implemented as a distance learning program, the BSN and the RN-BSN program received federal funding to aid expansion and retention, and the MSN program received federal funding to implement the Psychiatric Mental Health Nurse Practitioner program. The department has a very successful history of obtaining federal grant awards for programs. From 2002 until 2008, the department obtained $1,569,613 in program funding. However, before a federal grant application can be submitted, the curriculum and program must be approved and be ready for implementation. The DBGN will be expected to implement the DNP program immediately once a grant application is approved for funding, so having the necessary approvals in place is critical before submitting an application to obtain grant funding. The Department is also looking forward to the additional funding which could be made available through the business model which is being developed.

Additionally, the department has some rural health funds which can be used to support operating expenses involved with program start-up. Whether or not federal funding is obtained, these funds could provide resources to help supplement the department budget during the important start-up period.

The current operating budget can be reallocated if needed for program start-up, and supplemented with the rural health funds and with any additional federal funding obtained. We do not have separate budgets for the individual programs in the DBGN, but rather a general department budget. As faculty teach across programs, and resources and services are shared among the programs, there is no need to separate out a portion specifically for the DNP. For example, the PAR Testing system serves all programs, the fax machine serves all programs, and the copy machine serves all programs. Telephone and other communication services, as well as maintenance agreements and service contracts, serve all programs in the DBGN. As earlier noted, faculty teach across programs, so money available for faculty development and travel will serve the same group of faculty. As the program grows, some additional
funding for M & O may be requested to support the growth, but this will be justified by enrollment and expansion.

To understand the impact on the department budget, conceptualizing the DNP program as an expansion of the existing graduate program more accurately reflects the budget demands. The most resource intensive part of the graduate program already exists in the advanced practice component. The existing system in place for the current graduate program will serve well during DNP implementation. The operating budget was reviewed carefully by the Dean and Associate Dean of the Colleges of Health Sciences and the implementation of the DNP was determined to be feasible. As the university budget improves, additional funding could be requested based on need and program growth, as is the current practice. Funding for advertising and recruiting during program implementation, and additional funding for maintenance and operation, for learning resources, and to support faculty professional development during implementation will be included in the federal grant application. The rural health budget can supplement as well. The current university and state budget situation could be vastly improved before funding of any additional resources would be needed.

Facility Space: The online/mixed web program will only require some possible additional office space in the event new faculty positions are obtained. The program will be an online program with some on site attendance required (web assisted), so use of classroom space will be minimal. No additional classroom space will be required.

Technology: The model of delivery is based on our current Rural Psychiatric Nurse Practitioner option of the MSN program which has been very successful and has worked well for faculty and students. Blackboard is already being used by program faculty in all courses to supplement classroom and ITV teaching, and several faculty in the department are teaching online courses. Faculty are familiar with the technology and many already possess Camtasia and Impatica software and are using those in their teaching. The Distance Learning Academy has been very helpful to faculty who are developing online courses and will continue to be used by faculty as the DNP program is further developed and implemented.

Library and Learning Resources: Some additional learning resources may be requested in the grant, but many of the resources which support the current graduate program will also be appropriate for the DNP program. Additional resources to be requested from the library may include 1-2 additional online journals to supplement those we currently have. In addition to the library sources to support our current graduate program, library resources which support other graduate programs in the university, such as the MPA, MPH, and MBA programs, will provide related literature from other disciplines which will enhance the resources available. An exact request has not been compiled as the program will not be implemented until after approvals and the grant application is submitted. Electronic resources available online will serve an online program well. As this is an online program, students will not be using the actual library building to access information in the same manner as do students in on campus programs.
From the DBGN’s current self study draft, some information on currently available resources is available. The EKU library collection of materials includes 16,497 health science volumes and 739 nursing volumes. Since 2005, 266 nursing volumes have been added. The total number of health sciences electronic books is 245, and the number specifically for nursing is 24. The library also maintains 41 health sciences print journals and 29 nursing print journals. The total number of electronic health sciences journals is 3800, and the number of nursing electronic journals is 291. EKU library provides many online resources, including eQuest, our online library catalog and access to over 150 databases including CINAHL with full text, Medline, and PubMed. Many journals are available full-text through the databases or as e-journals. The Distance Education librarian provides information and instructional support to faculty and students involved in off-campus classes at EKU Centers or at other locations. The health science and nursing programs at EKU have been well supported by library resources, so this base already developed will work well to serve the addition of the DNP

STAFF: The current Enrollment Specialist who is the staff member for the MSN program will also serve as staff for the DNP program. This person assists with scheduling, providing information to potential students, assisting with registration, printing of the handbook, program evaluation, admissions, readmissions, comprehensive exam scheduling and reporting, and works closely with the Graduate School in checking out for graduation and other functions important to a graduate program. No additional staff will be needed to support the program. Other department resources currently in place will easily serve the new program. The current Department web site which is used for program information, recruitment, and communication to potential and existing students will serve the DNP program as well. As the program is online and Blackboard will be used, other expenses such as copying will be kept to a minimum.

PLANNING AND START UP: The DBGN will ensure adequate resources before implementing the program. The past experience with new program development and implementation has provided the DBGN and the College of Health Sciences a realistic assessment of the resources and time commitment needed for program start up. The DBGN has always been able to manage resources to successfully implement new programs with excellent outcomes and reputations, and the new DNP program will be consistent with the past success.
Dr. Judy Short, Chair  
Department of Baccalaureate  
and Graduate Nursing  
521 Lancaster Avenue  
223 Rowlett Building  
Richmond, Kentucky 40475  

20 April, 2009  

Dear Dr. Short,  

I write in support of the development of your Post-Master’s Doctor of Nursing Practice Program (DNP).  

I do so for several reasons, but foremost is the national recognition, known by professionals such as you, that Kentucky is a state which suffers higher levels of chronic depression and stress than other states. These studies have recently been covered by the Lexington Herald-Leader. I enclose the most recent article, published today, “Why is Kentucky in such a sad state?”  

We also know that Kentucky is traditionally a medically underserved state, particularly in the areas of the state which your university serves. I have learned that your advanced nursing programs have shown that your graduates from both your MSN and BSN programs have returned to their communities, which are some of the most needy of the health care practitioners you train.  

Additionally, we know that the graduates you produce have helped to keep the price of health care down—particularly with the Rural Health Family Nurse Practitioner program which has proven to be so successful on many fronts.  

And finally, I am told that the American Association of Colleges of Nursing has decided that the DNP should be in effect by 2015.  

Prior to being elected to the Senate, I was a member of the House Health & Welfare Committee for twelve years, and was involved, particularly, in mental health issues. I have a personal reason to enhance our efforts to remove the stigma from such illnesses. My well-educated mother spent her adult life suffering from chronic depression. I have followed in her footsteps but have been lucky to have found mental health practitioners who have given me a quality of life my mother never had.
There is a large cadre of folks in both the House and Senate who are very supportive of Eastern Kentucky University’s approach to assisting provision of health care in the Commonwealth.

Hence, I am very hopeful that your Department will be successful in advocating for the extension of your already excellent nursing programs to include the Post-Master’s Doctor or Nursing Practice program.

Please do not hesitate to contact me if I can be of further assistance in achieving your worthy goal.

Sincerely,

Kathy W. Stein

KWS/kws
March 23, 2009

Dr. Judy Short
Chair and Foundation Professor
Eastern Kentucky University
College of Health Sciences
Department of Baccalaureate & Graduate Nursing
223 Rowlett Building
521 Lancaster Avenue
Richmond, KY 40475-3102

Dear Dr. Short,

I am so pleased to see that Eastern Kentucky University is developing a Doctorate of Nursing Practice program. I concur with your analysis that this level of practitioner education supports your commitment to quality nursing practice and will enable your graduates to meet the complex clinical needs of the citizens of Kentucky.

I am aware of the pending changes in nursing educational preparation and feel that the existing program currently in the state at the University of Kentucky will be unable to meet the demand as advanced practice nurses search for options to meet the regulatory requirements. I would be happy to provide the students in this program clinical opportunities as you identify their areas of interest.

Congratulations as usual on your progressive approach to nursing education and scholarship. Best wishes to you for success in this endeavor.

Sincerely,

Karen S. Hill, RN, MSN

Karen S. Hill, RN, MSN, NEA-BC
Vice President/Nurse Executive
March 25, 2009

Dr. Judy Short  
Chair and Foundation Professor  
Department of Baccalaureate & Graduate Nursing  
Eastern Kentucky University  
521 Lancaster Avenue  
223 Rowlett Building  
Richmond, KY  40475

Dear Dr. Short:

I am writing this letter in support of the initiation of the Post-Master’s Doctor of Nursing Practice program (DNP) at Eastern Kentucky University. There is no question that the development of the DNP Program would greatly enhance EKU’s current Baccalaureate & Masters of Science in Nursing Program.

Nurses coming out of this program will no doubt be able to deliver enhanced health care services to the citizens of the Commonwealth of Kentucky.

Sincerely,

Debbie Spencer, RN  
Vice President, Nursing

DS/If
April 8, 2009

Department of Baccalaureate and Graduate Nursing
Dr. Judy Short
521 Lancaster Avenue
223 Rowlett Building
Richmond, KY 40475

Dear Sir or Madam:

The purpose of this letter is to provide written support for Eastern Kentucky University’s Department of Baccalaureate and Graduate Nursing to develop a Post-Master’s Doctor of Nursing program (DNP). As being an alumnus of both the Baccalaureate and Graduate Nurse programs at EKU, I can provide first hand knowledge of their excellent academic curriculum.

The staff and facility are very conscious of the needs of the students. They are very accommodating of the work schedules and careers of the nurses attempting to further their education by offering courses at times of convenience. The content of the courses are applicable to the administrative healthcare workplace, as evidenced by the graduate degree I achieved in 2000, Master’s of Science in Nursing with an emphasis in Rural Health Administration. I would and have recommended both these programs to numerous nurses.

I feel the staff and facility at EKU would prepare students with a professional continuum of care as measured by the advanced degree of the DNP program. I highly recommended this institution for a Post-Master’s DNP Program.

Sincerely,

Denise Kilburn RN, MSN, SANE, LNC
Nurse Executive
April 8, 2009

Dr. Judy Short
Department of Baccalaureate/Graduate Nursing Chair
521 Lancaster Avenue
223 Rowlett Building
Richmond, Kentucky 40475

Dear Dr. Short:

I am very pleased to hear that Eastern Kentucky University's Department of Nursing is planning to offer a DNP program for nurses who wish to continue their education focusing on leadership positions that require a good understanding of clinical skills.

For years EKU has provided quality education to nurses who have chosen to work in central and southeastern Kentucky, a region that contains a high percentage of people whose health care needs are unmet.

The DNP program will help to assure nursing leadership and will offer an opportunity for nurses to expand their knowledge while continuing to serve in the communities they know so well.

I support your initiative in starting the DNP program and feel very positive about the success of such a program.

Sincerely,

Lois A. Davis, RN, M.A., MSN
LAD/nt
April 13, 2009

Dr. Judy Short, Chair  
Eastern Kentucky University  
Department of Baccalaureate and Graduate Nursing  
521 Lancaster Avenue  
223 Rowlette Building  
Richmond, KY 40475

Dear Dr. Short,

This letter comes to you with my full support, encouragement, and excitement regarding your goal to develop a Post-Master’s Doctor of Nursing Practice program (DNP) at Eastern Kentucky University (EKU). As you well know, I have personal ties to the College of Nursing at EKU through my initial nursing training and education in the Associate Degree Nursing program.

Today’s healthcare arena poses significant challenges and issues for professional nurses. These issues such as a nursing shortage and financial barriers within the healthcare institutions, practically mandate that the nursing workforce be well prepared for and have full understanding of how to meet the expanding needs of the patient populations they will encounter. How better to do this than to provide an educational learning umbrella that will prepare nursing leaders for professional nursing practice. A DNP program at EKU will aptly provide the opportunity for nurses to obtain an advanced degree.

Eastern Kentucky University has long been a pillar for the education of many of Kentucky’s nurses and nurse leaders. The development of a DNP program will enhance the opportunities for these individuals and would parallel the American Association of Colleges of Nursing’s decision to promote advanced practice education at the doctoral level. EKU has proven itself many times in their ability to develop advanced learning programs for nurses. This endeavor will provide even higher level community outreach in central and eastern Kentucky thus promoting a high quality of care.

As a nursing leader, I wholly support the development of a DNP program at Eastern Kentucky University. I emphasize my excitement about the potential development of your proposed program. Please feel free to contact for any further discussions about your program development.

Sincerely,

[Signature]

Hil Cornelison, RN MSN  
Vice President/Chief Nursing Officer
April 13, 2009

Dr. Judy Short  
Chair and Foundation Professor  
Eastern Kentucky University  
223 Rowlett Building  
521 Lancaster Avenue  
Richmond, KY 40475-3102

Dear Dr. Short:

I would like to provide this letter of support for the initiation of a Doctor of Nursing Practice Program at Eastern Kentucky University's Department of Baccalaureate and Graduate Nursing.

Rural communities are currently facing workforce shortages and the predicament for the future is that this will not improve. Recruitment of physicians is extremely difficult, and rural areas are dependent on nurse practitioners to provide primary care services. As a result of these shortages, rural health care providers with a higher level of education and clinical leadership skills will be in urgent need. The utilization of these graduates will help rural communities have access to quality healthcare that is comparable to their urban counterparts.

To provide this higher level of expertise, it is crucial to have local access to this education. It is the graduates of these programs that return to our rural communities to practice. It is difficult to recruit urban graduates practice in a rural area. Eastern Kentucky University DNP program would provide nurses at the advanced level with leadership skills to meet the health care needs of the citizens of the Commonwealth of Kentucky and especially, the rural communities in which they live.

I appreciate your consideration of this request and if I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Susan Starling, RN, MSN  
President/CEO

SS/mi
Chair, Labor and Industry Committee

April 17, 2009

Dr. Judy Short, Chair
Department of Baccalaureate
and Graduate Nursing
Eastern Kentucky University
223 Rowlett Building
521 Lancaster Avenue
Richmond, Kentucky 40475

Dear Dr. Short:

I want to voice my wholehearted support for Eastern Kentucky University’s efforts to develop a Post-Master’s Doctor of Nursing Practice program (DNP). I understand that this advanced degree will be an additional program to continue the outreach efforts to meet the health care needs of our Commonwealth, specifically in the central, eastern, and southeastern regions. The development of the proposed DNP program will promote the University’s mission to serve the community of interest by providing high quality, accessible learning opportunities.

This degree program will graduate doctorally-prepared nurses capable of assuming clinical leadership positions in all health care environments. If I can be of service in this endeavor, please feel free to call on me.

Sincerely,

Mary Lou Marzian
State Representative

MLM:km
April 20, 2009

Dr. Judy Short, Chair
Department of Baccalaureate and Graduate Nursing
Eastern Kentucky University
521 Lancaster Avenue
223 Rowlett Building
Richmond, KY 40475

Dear Dr. Short,

I am writing you to advocate for the development of a Post-Master’s Doctor of Nursing Practice (DNP) program at Eastern Kentucky University.

I was informed of the potential development of the DNP program by Leandra Price, DNP, who is on faculty at EKU. I have known and worked with Dr. Price for several years, both prior to and after the receipt of her DNP in 2006. She was on staff here at Eastern State Hospital (ESH) full-time for a few years, and continues to work with us on a part-time basis.

I have always valued Dr. Price’s contributions to our patients and staff at ESH. She is both a skilled clinician and educator, and has much insight into the needs of our patients with serious mental illness. She has always been extremely effective in establishing effective rapport with the patients and making sure that her approach to practice is both evidence-based and compassionate. She is also a wonderful resource for our staff.

I believe the establishment of a DNP program at EKU would greatly increase the availability of competent clinician/educators such as Dr. Price. These highly trained professionals could serve the Commonwealth of Kentucky in many useful roles, including academia, applied health care settings, and in research.

I hope the DNP program at EKU will become a reality in the near future. If you should need further information, please contact me. Thank you for your consideration of these thoughts.

Sincerely,

[Signature]

David T. Susman, Ph.D.
Licensed Psychologist
Recovery Mall Director and Psychology Services Coordinator

A program of
BLUEGRASS REGIONAL MENTAL HEALTH-MENTAL RETARDATION BOARD, INC.
Providing Mental Health, Mental Retardation, and Substance Abuse Services in Anderson, Bourbon, Boyle, Clark, Estill, Fayette, Franklin, Garrard, Harrison, Jessamine, Lincoln, Madison, Mercer, Nicholas, Powell, Scott, and Woodford Counties.
April 22, 2009

Dr. Judy Short, Chair
Department of Baccalaureate and Graduate Nursing
521 Lancaster Avenue
223 Rowlett Building
Richmond, KY 40475

Dear Dr. Short:

I fear that I have missed the deadline for writing a letter of support for the implementation of a post-master’s doctor of nursing practice. However, I would like to offer my comments for any future use.

The provision of a DNP program through EKU offers a needed alternative for those that are pursuing this advanced degree. Healthcare facilities in central, eastern and southeastern area of the Commonwealth need the assistance that these nurses can provide to meet the complex patient needs of patients. I believe that this need will only grow in the future.

I commend EKU’s nursing department for taking on the challenge of developing this new program. Please let me know if I can do anything to assist you in this effort.

Sincerely,

[Signature]
Sally Davenport
VP/Chief Nursing Officer
April 21, 2009

Dr. Judy Short, Chair
Department of Baccalaureate
and Graduate Nursing
Eastern Kentucky University
223 Rowlett Building
521 Lancaster Avenue
Richmond, Kentucky 40475

Dear Dr. Short:

I would like to voice my support for Eastern Kentucky University’s efforts to develop a Post-Master’s Doctor of Nursing Practice program (DNP). It is my understanding this advanced degree will be an additional program to continue the outreach efforts to meet the health care needs of our Commonwealth, specifically in the central, eastern, and southeastern regions. The development of the proposed DNP program will further the University’s mission to serve the community of interest by providing high quality, accessible learning opportunities.

This degree program will graduate doctorally-prepared nurses capable of assuming clinical leadership positions in all health care environments. Please contact me if I can be of further assistance.

Sincerely,

Bill Farmer
State Representative

BP:ash
April 16, 2009

Dr. Judy Short  
Department of Baccalaureate and Graduate Nursing Chair  
Eastern Kentucky University  
223 Rowlett Building  
521 Lancaster Avenue  
Richmond, Kentucky 40475

Dear Dr. Short:

Eastern Kentucky University's Department of Baccalaureate and Graduate Nursing is developing a Post-Master’s Doctor of Nursing Practice program (DNP). A major impetus for the initiation of the DNP program is the decision by the American Association of Colleges of Nursing (AACN) that the educational preparation for advanced nursing practice should occur at the doctoral level by 2015.

I fully support the initiation of the Post-Master’s Doctor of Nursing Practice program (DNP) at Eastern Kentucky University which will provide nurses at the advanced level with skills to meet the health care needs of the citizens of the Commonwealth of Kentucky. This will compliment the Master’s of Science (MSN) in nursing program that prepares individuals for Rural Health Family Nurse Practitioner and Rural Community Health Care Nursing Administrators and continue their outreach efforts.

Eastern Kentucky University is encouraged to continue its great tradition in preparing nurses for the Commonwealth, and I will offer any support that is possible. Please contact me to further discuss the initiation of the DNP program at any time.

Sincerely,

[Signature]

Damon Thayer  
State Senator
April 17, 2009

Dr. Judy Short, Chair
Department of Baccalaureate
and Graduate Nursing
Eastern Kentucky University
223 Rowlett Building
521 Lancaster Avenue
Richmond, Kentucky 40475

Dear Dr. Short:

I want to voice my wholehearted support for Eastern Kentucky University’s efforts to develop a Post-Master’s Doctor of Nursing Practice program (DNP). I understand that this advanced degree will be an additional program to continue the outreach efforts to meet the health care needs of our Commonwealth, specifically in the central, eastern, and southeastern regions. The development of the proposed DNP program will promote the University’s mission to serve the community of interest by providing high quality, accessible learning opportunities.

This degree program will graduate doctorally-prepared nurses capable of assuming clinical leadership positions in all health care environments. If I can be of service in this endeavor, please feel free to call on me.

Sincerely,

Mary Lou Marzian
State Representative

MLM:km

loc: Patricia Birdfield
Program Title: Doctor of Education (Ed. D.) in Counselor Education & Supervision

Federal CIP Code: 13.0401

Proposing Institution: Eastern Kentucky University

Primary Institutional Contact: William Phillips
Dean of the College of Education
Eastern Kentucky University

Inside/Outside Institutional Band of Authority: Inside

Degree Designation: Doctoral
Eastern Kentucky University  
College of Education  
Counseling and Educational Psychology Department  
Educational Doctorate in Counselor Education and Supervision Proposal  
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Proposal for Ed.D. in Counselor Education and Supervision

Executive Summary

The primary purpose of EKU’s proposed doctoral program in counselor education and supervision is to improve school and mental health counseling services in Kentucky. Counselors help fulfill a need cited by the U.S Surgeon General that identified over 20 million children and adolescents who have a diagnosable mental illness in the U.S. with only 5% of them receiving adequate treatment. This program will particularly emphasize improving school and mental health services to rural Kentucky with a focus on serving the needs of children in the region to improve mental health as well as enhance their opportunities to succeed in P-12 education. Services of counselors with this training both in the school setting and in mental health agencies in the region can help children deal with these mental health needs so they can self manage behavior and improve their ability to function fully in the school setting. This will not only help them but all the children in their schools to learn to their maximum potential and help address and reduce the achievement gap in our region.

We are fortunate to have established cooperative relationships with our own existing Ed.D. in Educational Leadership and Policy Studies and with other Regional Comprehensive Universities Doctoral Programs to share resources making what we propose doing here more economically efficient as well as more effective programmatically. We are able to document an exceptional need for the program that will not only make this a tremendous asset to the region and beyond but to also show we will be able to develop a program where the cost of the program will be exceeded by tuition generated by the third year it is offered.

The proposed doctoral program in counselor education and supervision shall accomplish its goals through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the region, the Commonwealth and in all rural settings. The program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. To assure we prepare professionals with the special knowledge base and skills needed to serve our region, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate.

We will collaborate with other Kentucky universities to leverage the resources of the broader commonwealth to provide students with the richest possible learning opportunities. We have established a plan of cooperation with Morehead State University in particular and a letter of
support from the Dean of the College of Education at Morehead is included with this proposal as Appendix B of this document. Examples of possible collaboration include our shared Doctoral Symposium held in Cooperation with Morehead, Western and Northern. This symposium provides student in all doctoral programs in these universities and beyond the opportunity to share garnered knowledge, to disseminate research and to experience support essential to the growth and success of doctoral students in any program. Other examples in process include shared library resources and shared opportunities to take classes specific to the programs emphasis. For example, Morehead is offering an Ed.D. in Educational Leadership with an emphasis in technology and they are making these classes available to both our Ed.D. in Educational Leadership and our proposed Ed.D. in Counselor Education and Supervision. Our Counseling and Educational Psychology doctoral program will also collaborate with Morehead counseling faculty to support the development of their current masters program in counseling and to make it possible for their students to access specialized course offerings from our curriculum. In developing curricula, delivering instruction, and conducting and fostering research, the program will also utilize our current relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust (www.ruraledu.org), and The Appalachian Regional Commission (www.arc.gov).

In terms of need for professionals at this level in the field, even thinking in terms of the nation, the Department of Labor’s (Bureau of Labor Statistics, 2008-09) anticipated job growth for counselors is listed as “much faster than average” in comparison to all other occupations, (34% growth by 2016). Looking at our service region specifically, a review of providers indicates that the 22-county service region of Eastern Kentucky University falls well below the national average in terms of licensed clinical professional counselor (LPCC) to resident ratio. Data indicates 91 LPCCs work in the EKU service region (total population 592,848), which roughly equals one licensed counselor for every 6,514 residents. This severe shortage of trained counselors is made worse by the region’s high prevalence of severe mental health issues. For example, Kentucky ranks 4th nationally in terms of adults reporting severe psychological distress and Kentucky also ranks 2nd and 3rd in the nation in terms of “adult physical disability” and “disability prevalence”, respectively. These adult disorder rankings mean the kids of Kentucky come to school not only with their own disorders but with the impact of their life experiences. Our program will train professionals to understand how to succeed in helping these children and the adults in their lives to function at their maximum potential.
Draft Questions Counselor Education Program (EdD)

1. Have you indicated a strong need for the program—not just that people want the degree, but how it will impact the success of the K-12 population in your area?

Need. Currently, Kentucky is at the bottom of states in our region in terms of the number of doctoral degree-granting public universities—Ohio (13), Illinois (11), Florida (9), Alabama (6), Indiana (6), Missouri, (6), North Carolina (6), Tennessee (6), Virginia (6), Georgia (5), Louisiana (5), Mississippi (4), South Carolina (3), Arkansas (2), Kentucky (2 with the new addition of Ed.D. Higher Ed programs at EKU, NKU, WKU there are now five doctoral degree institutes with 3 institutes in KY only granting 1 degree at this time), West Virginia (2).

As part of the initial planning process, EKU faculty sought input from stakeholders within the service region to assess student demand for the proposed program. A total of 90 stakeholders were surveyed in Fall, 2008 concerning the perceived need for this doctoral program. Survey data of currently-enrolled Master’s students was extracted from that of currently employed school counselors.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Current Master’s Students</th>
<th>Currently Employed Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a need for a terminal degree in Counselor Education in the eastern region of Kentucky</td>
<td>96.3%</td>
<td>81.8%</td>
</tr>
<tr>
<td>2. I personally would be interested in such a program.</td>
<td>85.2%</td>
<td>57.1%</td>
</tr>
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Numerous survey respondents indicated that their co-workers and colleagues enroll in doctoral programs in nearby states due to lack of an accessible program in Kentucky that meets their needs. Individuals wishing to complete doctoral studies in Counselor Education in EKU’s service region are faced with commutes of 2-3 hours in order to attend institutions granting this degree. The data compiled for this report also noted the disparity between the American School Counseling Association’s suggested 1: 250 ratio of counselors to students in P-K-12 settings and the numbers reported in Kentucky, as summarized below:

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Percentage Response Rate</th>
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<tbody>
<tr>
<td>1: 250 or fewer students</td>
<td>3.5%</td>
</tr>
<tr>
<td>1: 251-299</td>
<td>10.7%</td>
</tr>
<tr>
<td>1: 300-399 students</td>
<td>28.5%</td>
</tr>
<tr>
<td>1: 400-499 students</td>
<td>39.3%</td>
</tr>
<tr>
<td>1: 500-599 students</td>
<td>7.1%</td>
</tr>
<tr>
<td>1: 600-699 students</td>
<td>10.7%</td>
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</table>

Furthermore, students who have achieved the Master’s degree in Mental Health Counseling in the EKU service region face documented (Engebretson, Schmuldt & Hall, 2008) difficulties in
finding an appropriate individuals to provide the supervision required for licensure as an LPCC in Kentucky. The need for doctoral-level counselor educators is further exacerbated by changes to the Council for Accreditation in Counseling and Related Education Programs (CACREP) standards for 2009, whereby all faculty teaching in Counselor Education programs must have an earned doctorate degree in Counselor Education. This coincides with the projected need for Counselor Education faculty, based on both growth and expansion of programs as well as an estimated 50% of current faculty members planning to retire within a ten-year period (Leinbaugh, Hazler, Bradley & Hill, 2003). Given the Department of Labor’s (Bureau of Labor Statistics, 2008-09) anticipated job growth for counselors as “much faster than average” in comparison to all other occupations, (34% growth by 2016) the need to train new faculty for such positions is readily apparent.

The proposed Doctor of Education (Ed.D.) program at EKU will engage participants in high-quality, reflective research, and will develop competencies and strategies critical to inspiring counselor education excellence and equity in the commonwealth.

2. Is your proposed program aligned with the guidelines for the master’s degree program in counseling? Does it go beyond these in rigor and relevance since this is a higher degree?

Program Alignment

In terms of content and pedagogy, several key foci are common to both the master’s and newly designed doctoral program:

- A focus on linking theory with practice;
- A focus on understanding public schooling and mental health agencies as open systems that influence and are influenced by the external environment;
- A focus on providing students with structured field experiences that are job-imbedded, explicitly linked to program curricula, and result in measurable outcomes;
- A focus on developing leaders who are efficient and critical interpreters of data;
- A focus on developing leaders who are well-versed in and skilled at applying leadership “best practices,” but are also responsive to the particularities of place and cognizant of specific needs associated with diversity, organizational culture, etc.

In terms of program design, the doctoral program will feature a counseling core common to all program participants, followed by specialized work in one of two tracks (e.g., school counseling or mental health counseling). The specialized leadership tracks will allow students to begin focusing their learning activities at an earlier stage, thus allowing for more intensive levels of engagement with relevant knowledge bases and skill sets. In addition, students will complete and defend a dissertation relevant to his/her track as part of the planned program. The dissertation is intended to provide students with an opportunity to enhance knowledge bases and build research capacity. It is expected that students completing and defending a doctoral dissertation will gain preparation for clinical work, administrative roles in school and mental health settings, and preparation for academe.
Going Beyond for Rigor and Relevance

In designing our doctoral program in Counselor Education, numerous nationally accredited models were examined and synthesized into our model. In addition, this model was designed to surpass the minimum counseling standards set by the National Council for Accreditation for Counseling and related Educational Programs (CACREP). To meet the researched needs of the Commonwealth and the EKU service region, this program provides an emphasis in rural education and service delivery.

3. How would you describe your university-district partnerships, and how have the districts been involved in this planning for a new doctoral program? Whom have you partnered with? Do you have formal memoranda of agreement with these districts? Have you discussed joint ownership of the candidates and how they will be supported?

We have partnered with the Kentucky Board for Licensed Professional Counselors, the Kentucky Counseling Association and the Southeast/South Central Co-Op at Eastern Kentucky University to obtain their input and support for a doctoral program in counselor education. We have formal memoranda of agreement with these organizations/programs. The Center for Education Research in Appalachia’s (CERA) mission is to provide leadership and consultation for our 70 school districts in Kentucky. With an Ed.D. in Counseling, we could provide additional rich resources for each of the communities in our service region. During the research and dissertation phases of the doctorate in counseling, rich research questions will be addressed to enhance the counseling culture in Appalachia. With this in mind, CERA totally supports the rapid expansion of the programs at EKU. We also have the support of the Advisory Board for the Department of Counseling and Educational Psychology at Eastern Kentucky University. This advisory board is comprised of mental health associates, school associates, and community persons outside the university.

4. How have you added “rigor and relevance” to the candidate selection process? How does it go beyond the traditional methods? What kind of candidate are you looking for? Are the practitioners planning this process with you? Have you asked for their perspective?

Rigor occurs through our interview process:

ADMISSION REQUIREMENTS

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the
candidate’s success in all major phases of the degree program. These judgments take into account the candidate’s professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master’s degree in counseling or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience (preference will be given to those with leadership experience).

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Graduate degree must include 48 hours from a CACREP program or other nationally accredited program.
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant’s professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed.

- A demonstration of the candidate’s technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate’s written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol
- An interview with Doctoral Program Committee members

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Students who do not meet the above requirements may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission to the Ed.D. program at Eastern Kentucky University, the applicant must meet the minimal criteria identified below. The final decision to admit students to the
doctoral program is a collective judgment of the faculty, however, and represents their
determination of the likelihood of the candidate’s success in all major phases of the degree
program. These judgments will take into account the candidate’s professional experiences,
communication and thinking skills, and other relevant capabilities. Thus, a candidate is not
automatically admitted on the basis of meeting the minimal criteria.

Kind of candidate. We will work to assemble a diverse group of students whose current positions
and professional objectives represent various points of entry for impacting the teaching and
learning/counseling process—i.e., school counseling experience, mental health counseling
experience from a variety of backgrounds, classroom teaching, school, district, regional, and
state leadership, policy development and analysis, research, etc.

5. What is the vision for your doctoral program? Are you preparing the next
generation of school leaders/mental health counselors or university professors for
Kentucky? This can best be determined by analyzing the courses you plan to offer.

The primary purpose of EKU’s proposed doctoral program in counselor education is to improve
school counseling and mental health counseling services in Kentucky. We shall accomplish this
through two complementary processes: (1) leadership training and building research capacity,
and (2) actual research development and dissemination of findings. We shall build capacity
through rigorous coursework augmented by relevant clinical experiences. Research development
and dissemination will include doctoral students and faculty conducting research that informs
policy and practice to improve the administration of school practitioners in counseling and
mental health services in the Commonwealth. Toward that end, and in collaboration with the
Legislature, the Department of Education, and relevant state, regional, and national education
groups, we will develop, maintain, and continually update a research agenda.

The Ed.D. program will be developed and implemented with a conscious and deliberate
recognition that rural schools and communities – the schools and communities in which most
program participants will likely serve – face unique challenges and possess unique strengths with
which to face those challenges. Sustaining and improving these schools requires a unique
knowledge base as well as specific technical and practitioner skills. With that focus in mind, the
program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky
and will imbed educational, cultural, and sociological content within the coursework as
appropriate. In developing curricula, delivering instruction, and fostering research, we shall
cultivate relationships with regional and national organizations such as The Center for Rural
Development, The Rural School and Community Trust (www.ruraledu.org), and The
Appalachian Regional Commission (www.arc.gov).

The Program
Students will complete a minimum of 54 hours of course work beyond the master’s degree,
distributed across the following areas:

- An academic core includes coursework in assessment, organizational theory, and
  advanced counseling skills.
A research core will enhance competencies as critical interpreters of data, as well as developing the research skills necessary for conducting original research.

In the rural education core, a rural sociology course establishes a knowledge base related to rural schools and communities, and a seminar on rural leadership will position that knowledge within the context of leadership theory and practice.

Completion of a structured set of field experiences relevant to the student’s planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience will result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.

Following successful completion of the coursework, students will demonstrate mastery in the program areas through a comprehensive examination with written and oral components. They will then complete an original research project that culminates in a doctoral dissertation relevant to the improvement of school or mental health counseling services in rural Kentucky.

In analyzing the courses this program has to offer, we have a multidisciplinary approach in the sharing of five courses with the EKU Educational Leadership Ed.D. program and with the rest of the courses derived from national accreditation standards in counseling. These courses teach advanced clinical, research, and leadership skills to prepare the next generation of counseling leaders in the Commonwealth. The field experiences and rural focus will enhance the abilities of doctoral level practitioners in the schools and communities.

6. **Will your program look at learning competencies and performance-based assessment as opposed to with whom the doctoral student is studying?**

Student performance in meeting course objectives will be evaluated as part of a continuous authentic assessment processes.

In the initial stages of the program, assessments will be primarily based on the activities/projects that demonstrate mastery of content, research skills, writing skills, and presentations skills, as appropriate for individual courses.

Following successful completion of coursework, students will apply to take the comprehensive examination. The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be program-oriented rather than course driven.
• The student will be responsible for the content in the total program of study.
• The student’s Advisory Committee will be responsible for designing, preparing, and scoring the examination.

The Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, leadership, and rural education.

The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Counseling and Educational Psychology will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated by the Advisory Committee members, who will submit their evaluations to the student’s advisor. An oral exam will be scheduled for a date no later than twenty working days following the examination.

Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

Following successful completion of the comprehensive examination, students will initiate work on the dissertation. The purposes of a doctoral dissertation are to demonstrate technical mastery in the student’s field of study; to originate new knowledge or to advance or modify the present knowledge base in relevant subjects/disciplines; and to demonstrate the ability to conceptualize and complete a project of focused inquiry. Additionally, we expect that students completing dissertations in this program will generate research findings with the potential to inform policy and practice to improve educational or mental health outcomes.

Presentation and defense of the dissertation proposal serves as an interim assessment en route to finishing the dissertation. Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. Data collection may proceed only with unanimous approval of the dissertation committee.

Presentation and defense of the completed dissertation follows a similar format to the proposal defense. Unanimous approval of the dissertation committee is required before a recommendation can be made to the graduate school for the awarding of the degree.

As the culminating experience of the program, students will complete and successfully defend a doctoral dissertation. The purposes of the doctoral dissertation are to demonstrate technical mastery in the student’s field of study; to originate new knowledge or to advance or modify the present knowledge base in relevant subjects/disciplines; and to demonstrate the ability to conceptualize and complete a project of focused inquiry.
Doctoral students will be encouraged to identify and develop research projects and dissertation topics from among agenda items, thus ensuring that their work will have an immediate audience and potential for impact.

7. **How will you provide real-world experiences for these newly selected candidates?**
   Who will be the next generation of counseling leaders? Is there any way these programs will meet the needs of the Kentucky practitioner? Are there options for meaningful action research based on real school or mental health problems? Do you have adequate faculty, with the appropriate background and experience, to direct research into these practical school problems? If not, what do you plan to do about it?

Real world experiences. Field-based experiences (individualized to meet students professional objectives and aligned with school or community needs) are a required element in the program of study.

Meeting practitioner needs. Yes, doctoral students will be able to use doctoral level experience to obtain administrative positions in school and mental health settings.

Action research. Ongoing collaboration with local school districts and interaction with EKU’s Southeast/South central Cooperative and regional and national organizations will insure that students are encouraged to conduct meaningful research. Indeed, it is an expectation of the program that students will generate research findings with the potential to inform policy and practice to improve educational and mental health outcomes.

Yes. This can be demonstrated with a faculty roster and CV’s.

8. **Are you open to considering joint programs with accessibility, opportunity, and full transferability?** Is it feasible to ask all five institutions who might eventually be offering doctoral programs in counseling to sign agreements with one another to allow access to courses at any of the universities and to share resources to make this happen?

We will collaborate with other Kentucky universities to leverage the resources of the broader commonwealth to provide students with the richest possible learning opportunities. Examples of possible collaboration include co-hosting of doctoral student symposia, dissertation “boot camps,” etc. We will work with other universities to provide technology and policy support to make it possible for their students to access specialized course offerings from our curriculum, and for our students to access specialized curricular offerings from others. However, because of the special needs in our region for expertise in issues of rural and Appalachian schools, we must have specialized courses and experts in this area. This need for special courses and expertise as well as our desire to serve the needs of our students in the most effective manner and with the highest level of quality dictates that this program be specific to this university and under its sole management.
9. Are all of the institutions accredited at Level V by SACS-COC?

Yes, EKU is a Level V Institution.

10. How will the curriculum be different from the present master’s degree courses? Do you have sample syllabi and an overall detailed plan for this? How will you assess competency in all of the standards areas?

Students must have a master’s degree which includes the following courses.

**Entry Level Core**……………… (48 hours to be transferred in from master’s degree)

Professional Orientation and Ethics in Counseling (COU 813)
Counseling Theory and Practice (COU 840)
Process and Basic Techniques of Counseling (COU 846)
Lifestyle and Career Counseling (COU 822)
Mental Health Counseling OR Developmental Guidance (COU 803 or COU 825)
Group Counseling (COU 820)
Counseling Diverse Populations (COU 804)
Child and Adolescent Counseling (COU 848)
Crisis and Abuse Counseling (COU 847)
Diagnosis and Treatment in Counseling (COU 855)
Practicum in Counseling (COU 880)
Internship in Counseling (COU 881)
Research in Education (EPY 869)
Tests and Measurements (EPY 816)
Human Development and Learning (EPY 839)

**Entering doctoral students who have not completed these courses prior to enrollment will be required to complete them as a part of the doctoral planned program.**

**Doctoral Program**

Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. Each student’s individualized program of studies will be planned within the following curriculum framework:

**Academic Core** ……………………………………………………………24 hours

COU 900: Advanced Counseling Theories
COU 901: Supervised Experience in Group Work
COU 902: College Teaching
COU 903: Advanced Multicultural Counseling
COU 904: Advanced Counseling Interventions
COU 905: Advanced Marriage and Family Counseling
COU 906: Advanced Supervision in Counseling

Courses in the academic core are designed to accomplish several goals: 1. These courses will enhance existing master’s level counseling skills so that the practitioner will be able to go into Kentucky communities and provide a higher standard of care in both educational and clinical settings. 2. New supervision skills will allow these practitioners to share their new knowledge
and skill bases with others to enhance existing state programs and to promote licensure among practitioners. 3. Kentucky state law requires specialized training for those who will provide supervision to new counselors seeking licensure. This doctoral program in Counselor Education will provide that needed training to graduates, which addresses the deficit in qualified licensure supervisors in Kentucky. There is no other educational program in Kentucky that is providing this sort of training.

**Research Core** ………………………………………………………… 9 hours
EDL 810: Introduction to Quantitative Research Methods
EDL 811: Introduction to Qualitative Research Methods
EDL 812: Seminar in Advanced Quantitative Methods
*Note: additional coursework in these areas may be required if the student has not completed coursework in statistics and research methodology or successfully completed and defended an appropriate thesis or specialist project.*

These doctoral level research courses are advanced research courses that build on basic research knowledge to teach students ways to develop, utilize and apply research. Themes for research will be developed based on the needs identified by CERA, Southeast/South Central Educational Cooperative, the Kentucky Counseling Association and EKU’s Advisory Board for Counseling and Educational Psychology.

**Rural Studies Core**……………………………………………….. 6 hours
COU 910: Program Evaluation
EDL 930: Seminar on Rural Schools and Communities
EDL 931: Leadership in Rural Settings

There is a documented need for services in rural Appalachia. These particular courses will enhance the knowledge and awareness of issues specific to rural communities and will help develop practitioners who can meet those needs.

**Field Experience** …………………………………………………..6 hours
COU 907: Advanced Practicum
COU 908: Advanced Internship

Completion of a structured set of field experiences relevant to the student’s planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience will result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.

**Dissertation** …………………………………………………………… 9 hours
The dissertation will be an individual endeavor approved by the student’s dissertation committee to add to the existing knowledge base of the field of counseling and it will include a rural studies component to address a specific need.

**Minimum Program Total**…………………………………………54-57 hours

Syllabi. Draft syllabi for all courses are complete and available for review (see degree proposal).
Assessing competency. See #6 above … see also below

Course design and delivery will be built around the conceptual framework of the College of Education:

The complete text for the conceptual framework can be found at:
http://www.coe.eku.edu/coefactbook/DataManagement/Unit_Gov_Res/conceptualframework/

11. Do you have a sense for serving a variety of communities—urban, suburban, and rural?

Ours will be a rural focus. The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these schools and mental health issues in rural Kentucky requires unique knowledge bases and specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate.

12. Are you leveraging all of the resources the university has to offer this new type of program? Have you considered using resources from outside of the college of education, such as faculty from business, law, urban planning, etc.?

A guiding principle in the development of this program was the belief that an advanced graduate program should not rely solely on a single academic department to deliver instruction, but should draw on the strengths of the college, the university, P-K-12 education, and relevant regional, state and national agencies. This Ed.D. program allows for individualized programs of study with regard to field placement and research agenda. In addition, the Department of Counseling and Educational Psychology is partnering with the Department of Educational Leadership and Policy Studies in delivering the research core and part of the rural studies core for the doctoral program.

Faculty from outside the Department of Counseling and Educational Psychology with expertise in disciplines supporting the content objectives of the doctoral program will also serve on planned program, comprehensive exam, and dissertation committees for the program as affiliate
Additional partnerships, such as has been established with Morehead State University, will be utilized and sought out.

13. Who will mentor these candidates? How will they be chosen, trained, rewarded etc?

Students will be mentored through the program by designated doctoral faculty.

This department will follow the CACREP standards set forth regarding student instructor ratios. We will build the program gradually with one new cohort each year.

Doctoral Faculty Appointment Guidelines
Current faculty holding full graduate faculty status will be eligible to be considered for appointment as doctoral faculty. Procedures and requirements related to graduate faculty status are described in the Faculty Handbook.

Faculty members assigned to provide instruction in the doctoral program will have received approval from the Dean of the Graduate School based on a recommendation from the Doctoral Program Coordinator and the Dean of the College of Education. Doctoral faculty members will be selected based upon their expertise and relevant qualifications within their specific discipline. Faculty who wish to apply for consideration as doctoral faculty will submit to the Dean of the College of Education evidence of (1) effective graduate-level teaching, (2) high quality scholarship, and (3) relevant service to the university, community, and profession.

14. A detailed program of study is required. Please be specific about what you will have in this program of study, who will teach it, how competency will be assessed, what real-world components will be included, and what culminating experiences are required.

The program and the syllabi answer all this.

15. Please be very specific about program content and be prepared to respond to the categories listed on the evaluation form.

The proposal that will be submitted to CPE is aligned with the categories on the evaluation form.

16. Look carefully at your capacity to have not only library resources but also people resources to get the job done.

In order to offer a quality doctoral program, Eastern Kentucky University Libraries is committed not only to maintaining a strong collection of resources to support research, but also to providing excellent instructional services to faculty and students. The library recognizes the importance of information literacy for all students. The library currently employs two full-time reference and instruction librarians dedicated to the college of education who collaborate with faculty to design assignments and instruction sessions that meet the research needs of students and faculty.
We currently have strong collections to support master’s level programs in education and other academic disciplines relevant to the new program. These collections include journals and books in print and online formats. Listed below are a few examples of the libraries’ databases that support relevant instructional and research activities:

- **Academic Search Premier**: “8,224 Abstracted and Indexed Journals; 4,486 Full Text Journals; 7,132 Peer-Reviewed, Abstracted and Indexed Journals; 3,718 Peer-Reviewed, Full Text Journals.” A subset of this database is the Professional Development Collection, which includes full text for nearly 520 high-quality education journals.
- **ERIC**: “World’s largest digital library of educational literature.” We provide access via EBSCO host and CSA to allow for more flexibility to meet our clients’ research needs.
- **Web of Science Social Science Citation Index**: “Provides access to current and retrospective bibliographic information, author abstracts, and cited references found in over 1,700 of the world's leading scholarly social sciences journals”
- **Sociological Abstracts**: “abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences, provides abstracts of journal articles and citations to book reviews drawn from over 1,800+ serials publications, and also provides abstracts of books, book chapters, dissertations, and conference papers.”
- **JSTOR Arts and Sciences Collections (I, III, IV)**: This large collection “represent(s) the building blocks of an interdisciplinary archive of over six hundred journals in the arts, humanities, and social sciences.” Titles focused on in the collections we subscribe to include history, sociology, law, psychology, public policy and administration, business, education titles.

With our ongoing commitment to electronic books, our print collection of education and social titles, and our archival holdings in databases like JSTOR and Project Muse, students have a strong base for their research needs. Students also may make use of automated interlibrary loan services, which allow them to easily request materials not available in our library. This invaluable loan service is especially useful to graduate students seeking more in-depth information for their research.

To meet future needs for the Ed.D. program, the library will use allocated funds to purchase additional materials that will support faculty and student research. The librarians assigned to collection development responsibilities for education and the social sciences will work closely with the Ed.D. faculty to assess needs based on curriculum changes and the research interests of students and faculty. Online resources will be selected as necessary in order to facilitate access by students who do not live in close proximity to EKU’s main campus. The funds allocated for library resources in support of this program will be ongoing since the costs associated with subscriptions to high-quality online journals and databases are recurring costs. Librarians will also provide excellent services to Ed.D. students and faculty, such as course- and assignment-specific instruction sessions and individual research appointments. All services will be available in person as well as by telephone and online communication methods (e.g. chat sessions, instant messaging, and email)
Department Showcase and Program Overview

The Doctor of Education (Ed.D.) program in counselor education and supervision works to improve school and mental health counseling services in Kentucky. We shall accomplish this through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national school counseling, mental health counseling and counselor education groups, we will develop, maintain, and continually update a research agenda.

Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources – answering questions, helping to resolve administrative problems, collaborating on research projects, and referring individuals to job openings.

Key features of the proposed Ed.D. in Counselor Education and Supervision include:

- Advanced coursework in the theory and practice of counseling, extensive practicum and internship experience, and the ability to gain national accreditation with a high quality curriculum.
- Emphasis on providing high-quality training to counselors planning to work in rural schools and mental health centers as leaders.
- Opportunities for specialized training in mental health administration and P-12 schools and working with traditionally underserved populations, particularly those in rural communities.
- Supports the Counseling and Educational Psychology goals by providing a greater knowledge and research base and by providing opportunities for applied counseling experiences.
- Offers affordable and accessible opportunity for Kentucky students to pursue doctoral education. (All master’s classes and all proposed doctoral classes will be offered in the evening, online, or on Saturdays – definitely different than other universities in the area.)
- Supports Eastern’s commitment to regional stewardship by allowing an expansion of school and mental health services available to the community. This proposal includes shared resources with Morehead State University.
- Responds to a need for doctoral-level mental health workers and school leaders in Eastern’s service region and other rural communities. The proposed program has a rural leadership core and an applied research core that will be shared with
Educational Leadership and Policy Studies, which holds the only Ed.D. at Eastern at this time.

- Requires minimal additional funding by taking advantage of existing university and community resources. Our request is $141,500 to start the program (with faculty and library resources included) and our projected budget shows the program paying for itself by the fourth year.
- Contributes to EKU’s vision of achieving national distinction and addresses the priorities of postsecondary education in Kentucky set forth by the CPE.

**Review Report from Departmental Showcase and Program Review**

The proposed Ed.D. in Counselor Education and Supervision is a degree approved by law in the Commonwealth. This degree is an applied clinical degree with a strong applied research base designed to prepare Licensed Professional Clinical Counselors in mental health and advanced school counselors for P-12 schools to fulfill a leadership need. This doctorate is based on a training model for professional counselors emphasizing clinical practice approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

All 50 states license counselors as mental health practitioners and state school boards certify school counselors. Counselors help fulfill a need cited by the U.S Surgeon General that identified over 20 million children and adolescents who have a diagnosable mental illness in the U.S. with only 5% of them receiving adequate treatment.

**Appendix A: Checklist for Approval Process for Doctoral Degrees**

**Appendix B: Letter of Collaboration with Morehead State**
II. Graduate Council Review

Letter from Dr. Rezaie

April 7, 2010

Dear Dr. Vice:

This letter is to summarize the Graduate Council’s review of the proposal by the Department of Counseling and Educational Psychology in the College of Education for the Doctoral degree in Counselor Education & Supervision program. The Graduate Council reviewed this proposal at their March 30 and April 13, 2009 meetings by focusing on the proposed curriculum, faculty credentials and productivity, existing support, and the status of the current programs offered by the Department of Counseling and Educational Psychology. All the new courses for the program were approved at the meeting on March 30, 2009. The program was approved at the April 13, 2009 meeting.

The members of the Curriculum Subcommittee of the Graduate Council conducted a thorough review of the proposed curriculum and course syllabi to ensure compliance with the university standards regarding student learning outcomes and level of assessment. The curriculum was also reviewed by Dr. Theodore P. Remley, an outside reviewer who has extensive experience with similar programs and has served as a member of the accrediting body for counselor education, the Council on Accreditation of Counseling and Related Educational Programs (CACREP). Dr. Remley indicates in his letter that the proposed curriculum is developed to satisfy the CACREP requirements. However, he recommends that the program should include the Field Experience requirements of a 100 hour practicum and a 600 hour internship. He also makes a recommendation to the faculty covering the courses to ensure the inclusion of CACREP requirements from the 2009 standards in research and scholarship. Another reviewer, Dr. Diana Hulse, comments very highly on the proposed program especially the inclusion of the Rural
Studies Mental Health Core in the proposal curriculum which indicates the department’s understanding of and dedication to the needs in rural Kentucky.

The proposal details the strength of the faculty in teaching, practice, and scholarship. The department currently has nine faculty members including the department chair and the associate dean of the college of Education who holds a faculty position in the department. All nine faculty members hold doctoral degrees in appropriate disciplines. The level of scholarship by majority of the faculty is satisfactory. Following the review of the proposal by the Graduate Council, Dr. Pogatshnik, Associate Vice President and Dean of Graduate Education and Research expressed some concerns regarding the level of faculty scholarship specifically the balance between national and regional publications. These concerns were addressed by Dr. Phillips, Dean of the College of Education and Dr. Callahan, Chair of the Department of Counseling and Educational Psychology. Dr. Remley in his review indicates that “…the faculty members generally are active in counseling professional associations, hold counseling credentials such as licenses and certifications, and are engaged in scholarly actives.” He also adds the faculty credentials are acceptable to CACREP.

In order for the department to continue their current programs and add the new Doctoral program, they would need two additional faculty positions. Regarding the new faculty members, Dr. Remely recommends that at least one of them be a full professor or senior associate professor who has successfully chaired a number of doctoral dissertations in counseling in CACREP-accredited counseling graduate program. The proposal also asks for three graduate assistants, $9,000 increase in department’s operating budget, $10,000 for computers and office space for new faculty, and $50,000 to provide adequate library resources.

In conclusion, the Graduate Council has reviewed the faculty credentials, curriculum, resources, and overall soundness of the proposed doctoral program in Counselor Education & Supervision and has recommended it for consideration by the Council on Academic Affairs.

Sincerely yours,

Jaleh Rezaie, Ph.D.
Associate Dean
Graduate Education and Research
Eastern Kentucky University
**List of Doctoral Faculty for Program**

The following faculty has been identified to teach in the Ed.D. in Counselor Education and Supervision based on their teaching credentials and experience. These faculty include representatives from the Educational Leadership and Policies Studies Department who teach courses for that program that are also used in this Ed.D. Also listed are three positions to be filled. Two of these have been approved and are in the hiring process as of April 1 and are at the stage of negotiating acceptance of offers. The third position is listed as pending and has been requested in this proposal and would be senior faculty member with experience directing dissertations. With the exception of the courses listed for the current Ed.D. in Educational Leadership and Policy Studies, representative courses for the counseling faculty to teach are yet to be identified and this is a conscious decision based on waiting to see the expertise of the new faculty being hired. Existing faculty do have expertise to cover all proposed doctoral courses already approved and added for this program regardless of these hires but we wish to make best fit decisions when all information is available.

<table>
<thead>
<tr>
<th>Name</th>
<th>Representative Courses</th>
<th>Relevant Academic Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connie Callahan (F/T)</td>
<td>TBD</td>
<td>Ph.D. (Counseling Psychology), University of New Mexico</td>
</tr>
<tr>
<td>Kim Naugle (F/T)</td>
<td>TBD</td>
<td>Ph.D. (Counseling Psychology &amp; Educational Psychology), Indiana University</td>
</tr>
<tr>
<td>Aaron Thompson (F/T)</td>
<td>Introduction to Qualitative Research Methods; Advanced Research Methodology; Seminar on Rural Schools and Communities Leadership in Rural Settings</td>
<td>Ph.D. (Sociology), University of Kentucky</td>
</tr>
<tr>
<td>Deneia Thomas (F/T)</td>
<td>TBD</td>
<td>Ph.D. (Educational Psychology), University of Kentucky</td>
</tr>
<tr>
<td>Sue Strong (F/T)</td>
<td>TBD</td>
<td>Ph.D. (Counselor Education), Southern Illinois University</td>
</tr>
<tr>
<td>Bianca Puglia (F/T)</td>
<td>TBD</td>
<td>Ph.D. (Counselor Education &amp; Supervision), Old Dominion University</td>
</tr>
<tr>
<td>Ann Chapman (F/T)</td>
<td>TBD</td>
<td>Ph.D. (Educational Psychology), University of</td>
</tr>
<tr>
<td>Name</td>
<td>Courses</td>
<td>Degree/Institution</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Muriel Stockburger</td>
<td>TBD</td>
<td>Ph.D. (Counselor Education) Southern Illinois University</td>
</tr>
<tr>
<td>Charles Hausman</td>
<td>Introduction to Quantitative Research Methods; Seminar in Advanced Research Methodology</td>
<td>Ph.D. (Education and Human Development) Vanderbilt University</td>
</tr>
<tr>
<td>Jim Rinehart</td>
<td>Introduction to Quantitative Research Methods; Seminar in Advanced Research Methodology</td>
<td>Ph.D. (Educational Administration and Supervision) The Ohio State University</td>
</tr>
<tr>
<td>New Faculty</td>
<td>TBD (position advertised and search completed—offer pending)</td>
<td></td>
</tr>
<tr>
<td>New Faculty</td>
<td>TBD (position advertised and search completed—offer pending)</td>
<td></td>
</tr>
<tr>
<td>New Faculty</td>
<td>TBD (position requested and contingent on approval)</td>
<td></td>
</tr>
</tbody>
</table>
III. Faculty Qualifications Summary

Narrative in Support of Faculty Qualifications and Scholarship

The Department of Counseling and Educational Psychology has proposed a new Ed.D. in Counselor Education and Supervision and this is a summary of existing and proposed new faculty credentials to support this Doctorate. The department currently has a total of nine full time faculty positions including the department chair and the associate dean of the college who hold faculty status in the department. All full time faculty have doctorates in appropriate disciplines. The existing nine faculty generated the scholarship summarized in the table below in the last two years (2007 to March 2009 when the original proposal was submitted). Two of the faculty who generated this list have left the university and both of these faculty positions are advertised. Previous scholarship can be reviewed by viewing the vitas attached as Appendix C.

<table>
<thead>
<tr>
<th>Published Articles in National Juried Journals</th>
<th>Articles in Press</th>
<th>Chapters. In Books</th>
<th>Books</th>
<th>National Presentations</th>
<th>State or Regional Presentations</th>
<th>State or Regional Publications (Often published with students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>114 (90 of these are 6 hour workshops presented by faculty to diverse groups)</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

*this does not count invited presentation and publications

In addition to these examples of scholarship, the existing faculty include one member who is on the National Accreditation Board for the Profession (CACREP), another who holds national office in one of the counseling professions associations, and several who hold state office in the state association, including three faculty members who have served 4 year terms becoming the President of the Kentucky Counseling Association. At least three are currently on editorial boards for journals in the profession and one is the editor of the state Journal that has earned recognition as the best state journal for counseling from the American Counseling Association for 6 years in a row. One faculty member wrote and implemented a 1.2 million dollar grant for Clark County Schools and a $100,000 grant for Jackson County Schools.

This program will use research classes (EDL 810, 811 and EDL 812) and rural studies (EDL 930 and 931) courses that are in common with the new Ed. D. in Educational Leadership and Policy Studies. This means we will be sharing faculty from that program such as Jim Rinehart and
Aaron Thompson. Dr. Thompsons’ VITA is also attached as an example of the out of the department faculty that will augment this program.

Finally, as a part of staffing for this Ed.D. program, the department has requested one additional position. This position will require applicants to have a senior level research agenda and to demonstrate experience in doctoral level programs supervising dissertations. The goal of this hire is to add additional expertise in working with students program and dissertation committees and to add expertise in the initial implantation of this degree.

Appendix C: Faculty qualifications demonstrated through VITA
IV. Curriculum for Ed.D.

Counselor Education and Supervision at EKU: A Relevant and Informed Approach

The primary purpose of EKU’s proposed doctoral program in counselor education and supervision is to improve school and mental health counseling services in Kentucky. We shall accomplish this through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national school counseling, mental health counseling and counselor education groups, we will develop, maintain, and continually update a research agenda.

EKU is committed to regional stewardship, and the Ed.D. program should reflect that commitment. With this in mind, the Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these communities and schools requires unique knowledge bases and specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate.

We will build leadership and research capacity in participants through a rigorous sequence of coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students, in collaboration with and under the direction of faculty advisors, producing research that is (1) high quality, and (2) intended to inform counselor education and supervision relevant to the needs of the region. Students will be encouraged to develop research projects and dissertation topics from among agenda items, thus ensuring that their work will have an immediate audience and potential for impact. In developing curricula, delivering instruction, and conducting and fostering research, the program will cultivate relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust (www.ruraledu.org), and The Appalachian Regional Commission (www.arc.gov).

We will collaborate with other Kentucky universities to leverage the resources of the broader commonwealth to provide students with the richest possible learning opportunities. Examples of possible collaboration include co-hosting of doctoral student symposia, dissertation “boot camps,” etc. We will work with other universities to provide technology and policy support to make it possible for their students to access specialized course offerings from our curriculum, and for our students to access specialized curricular offerings from others. However, because of the special needs in our region for expertise in issues of rural and Appalachian schools, we must have specialized courses and experts in this area. This need for special courses and expertise as
well as our desire to serve the needs of our students in the most effective manner and with the highest level of quality dictates that this program be specific to this university and under its sole management.

Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources – answering questions, helping to resolve administrative problems, collaborating on research projects, referring individuals to job openings, etc.

Program Admission

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below. The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate’s success in all major phases of the degree program. These judgments take into account the candidate’s professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master’s degree in education or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience and must demonstrate competency in educational research and statistics. (See section below regarding graduate coursework in education research and statistics.)

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant’s professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member
After a holistic review of the application packets, the Doctoral Program Committee\(^{1}\) will select those applicants to be interviewed. The one-day interview will include:

- A review of the candidate’s professional portfolio, using a rubric to be established by the Doctoral Program Committee
- A problem-solving exercise to be completed by the candidate and evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate’s technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate’s written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol
- An interview with Doctoral Program Committee members
- An interview with the Dean or Associate Dean

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

*Additional requirements regarding graduate coursework in educational research:*

To be approved for full admission into the doctoral program, students must meet the following requirement:

The student must have successfully completed (with a grade of B or higher) a graduate level course in educational research and statistics and/or successfully completed and defended a thesis or specialist project demonstrating research proficiency within the last four years, counting from the semester of admission.

Students who do not meet the above requirement may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

**Admission to Candidacy**

Students are admitted to candidacy for the Ed.D. after they have accomplished the following:

- Completed approved course work satisfactorily
- Passed a comprehensive examination
- Formed a Dissertation Committee that includes the dean’s representative
- Secured the Committee’s approval of a dissertation topic
- Made formal and successful application for candidacy

**CURRICULUM REQUIREMENTS**

**Delivery Model**

The EKU doctoral program in counselor education and supervision studies will employ a modified cohort model. Students will enter, continue, and finish the program with a group of colleagues. Some advantages of this model are these:

- Cohorts allow students to know the design and program of from the outset.
• Cohorts enable students to support each other as a group while accomplishing the major milestones of the program including the comprehensive examination and the dissertation.
• Cohorts allow high levels of ongoing support for individual student work and research development.
• Cohorts serve as a basis for continued collegial support after graduation.

The cohort model is modified in that it allows some coursework to be individually chosen, thus permitting students to individualize their programs of study to a degree, and allowing flexibility for students who wish to pursue the degree on a full-time basis.

To accommodate students’ professional responsibilities, cohort classes will be scheduled for evenings and weekends during the summer, fall, and spring semesters. In the first two years, students will generally complete twelve courses: two each in the summer, fall, and spring sessions. Two additional field-based experiences will generally be completed concurrently with the coursework. The third year will typically consist of three courses – two in the summer and one in the fall, along with the comprehensive examination and the dissertation. Note: doctoral students must maintain continuous enrollment subsequent to passing the comprehensive examination. (See section on continuous enrollment.)

**Program of Study**

Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. In consultation with the student’s adviser, revisions can be made to the program of study. All revisions must have the approval of the student’s program advisory committee and the Dean of the College of Education.

**Program Advisory Committee**

The student’s Program Advisory Committee will consist of no fewer than five members: three will possess expertise in the student’s major area of concentration and will be selected by the student in consultation with his/her adviser and the Doctoral Program Director. The remaining two committee members will be appointed, one each by the Dean of Graduate School and the Dean of the College of Education. The Education Dean’s appointee will possess expertise in professional education and represent the interests of the graduate faculty in the College of Education. The Graduate Dean’s appointee will be chosen from graduate faculty outside of the field of professional education but from a field related to the student’s research interest and will represent the interests of the university graduate faculty at large. No committee is considered constituted without the final written approval of the Dean of the Graduate School.

Membership of the Program Advisory Committee may be changed if either the candidate or a member of the advisory committee feels that such a change is appropriate and if the requested change is subsequently approved by Doctoral Program Director, and the Dean of the College of Education.
Comprehensive Examination

The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:
- Content for the examinations will be program-oriented rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student’s Program Advisory Committee will be responsible for designing, preparing, and scoring the examination. Faculty members from cognate fields related to the program of study may be consulted as needed.

The Program Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, and rural education. The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Counseling and Educational Psychology will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated by the Advisory Committee members, who will submit their evaluations to the student’s advisor within ten working days following the examination. An oral defense will be scheduled for a date no later that twenty working days following the examination.

Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

Dissertation

Students are required to enroll in a minimum of twelve semester hours of dissertation credit. There is no fixed length for the dissertation manuscript. Rather than concentrating on the size of the document, students are well advised to consider the following purposes of a dissertation:

- To demonstrate technical mastery of the student’s field
- To originate new knowledge or to advance or modify the present knowledge base in counseling, counselor education and counselor supervision
- To demonstrate the ability to conceptualize and complete a project of focused inquiry

The dissertation typically follows a five-chapter format. The most recent edition of the Publication Manual of the American Psychological Association will serve as the official style guide. The Dissertation Committee may approve another style should that format better suit the
needs of organizing and presenting the research. In either case, the dissertation is evidence that the student is an expert in the chosen topic area. Students must work closely with their adviser in determining the topic and in formulating the research design.

In order to insure a high-quality product, a proposal consisting of the first three chapters of the dissertation is developed and presented to the Dissertation Committee for approval. Once accepted, the student will begin the actual research. Students are encouraged to work closely with the advisers while writing the dissertation.

**Dissertation Committee:** The Dissertation Committee and the Program Advisory Committee are not necessarily comprised of the same people. The doctoral student selects the dissertation chairperson from the Graduate Faculty according to faculty expertise and research interest and submits a request to the departmental chairperson. Once approved by the departmental chairperson, the dissertation chairperson consults with the student in recommending committee appointments to be approved by the Program Director, and the Dean of the College of Education.

The Dissertation Committee consists of five members:

- Dissertation chairperson
- Counselor Education & Supervision Faculty Member
- Counselor Education & Supervision Faculty Member
- College of Education Dean’s Representative
- Graduate School Dean’s Representative

**Dissertation Proposal:** Specifically, the proposal is a detailed plan for conducting the investigation and should communicate to the Dissertation Committee precisely what the student plans to do, as well as why, how, when, and where the student plans to do it.

*The proposal is significant.* It becomes a contract between the student and committee. Any significant changes or deviation in the proposal will require committee approval. The more accurate, complete, and detailed the proposal, the more efficient the process of completion. The format typically followed for an empirical research problem includes five parts:

**Chapter I** contains a clear and concise statement of the problem (what is to be studied), justification for the study (why it is important to investigate this particular problem), the conceptual or theoretical perspective from which the problem will be investigated, the objectives and hypotheses to be tested or the questions to be pursued, and a definition of terms.

**Chapter II** focuses on a complete critical review of the literature related to the problem statement and conceptual framework.

**Chapter III** describes how the study is be produced (i.e., procedures). Included in this section are a detailed description of how the hypotheses will be tested or questions answered, a description of the population and sample, the instrument(s) used to gather data, and the treatment or analysis
of the data. If the study involves human subjects, requirements for human subjects review must be satisfied.

_The Appendix_ contains questionnaires or other instruments used to gather data for the purpose of carrying out the research.

_The section entitled References (or Bibliography)_ includes all sources cited in the proposal.

_The use of non-quantitative methodologies_ (e.g., historical, philosophical, theoretical, ethnographic) typically leads to a proposal somewhat different in structure from the example provided above. In such a situation, the student is expected to confer with the adviser and the Dissertation Committee to establish understandings about format.

_English Subjects Research_ - Review Guidelines: In accordance with federal and institutional regulations, any undertaking in which a member of the University faculty, staff, or student body investigates and/or collects data on human subjects for research purposes must be reviewed by the Institutional Review Board (IRB). Each investigator has the responsibility to seek review of any study involving human subjects before initiation of the project. See http://www.sponsoredprograms.eku.edu/IRB_SITE/

_The Dissertation Proposal Defense:_ Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. The Dissertation Committee must receive the proposal at least two weeks in advance of the defense. Two copies of the proposal and a signed signature page of approval must be on file in the Center office; in addition one copy should be submitted to the Graduate School prior to beginning the dissertation. One copy and the signature page will be placed in the student’s file. A second copy is for a library of sample proposals. Data collection may proceed only with unanimous approval of the five-member dissertation committee.

The candidate will be notified in writing of the Committee’s decision regarding the proposal. The Committee may accept the proposal in its current form, require changes to be incorporated into the dissertation itself, or require that the proposal be revised and resubmitted for approval. After the candidate has successfully defended the dissertation proposal, he/she may develop, with the supervision of the Committee, a completed dissertation.

_The Dissertation:_ Once approved by the committee, the proposal becomes the framework for the first three chapters of the dissertation. The student proceeds to gather data and reports the results in Chapter IV, with the summary, discussion, and recommendations composing Chapter V.

_Continuous Enrollment:_ Once doctoral students have passed the comprehensive examination and enrolled for dissertation credit, they must maintain continuous enrollment with a minimum of one semester hour of dissertation credit during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the Graduate Dean.

_Time to Degree:_ All requirements for the doctoral degree must be completed within a period of four years from the semester in which the student passes the comprehensive examination.
Students exceeding the time limit may be required to repeat the comprehensive examination, replace out-of-date credits with up-to-date work, and/or show other evidence of being current with regard to their program of study.

Students who have not completed the dissertation within four years from the semester in which they passed the comprehensive examination have two options to extend the time:

- Those who have completed a dissertation proposal that has been accepted by the Committee before the expiration date will be granted a one-year extension upon Committee approval.
- For those who have not had a proposal approved by their Committee, a two-year extension may be granted contingent upon Committee approval with the completion of additional prescribed course work and a retake of the written comprehensive examination.


Appendix D: Letters of Assessment by External Consultants
V. Assessment of Need

With regard to need, we have already examined the need for school and mental health professionals in EKU’s service region and in Kentucky. Numerous survey respondents indicated that their co-workers and colleagues enroll in doctoral programs in nearby states due to lack of an accessible program in Kentucky that meets their needs. Individuals wishing to complete doctoral studies in Counselor Education in EKU’s service region are faced with commutes of 2-3 hours in order to attend institutions granting this degree.

Students who have earned a Master’s degree in Mental Health Counseling in the EKU service region face documented (Engebretson, Schmuldt & Hall, 2008) difficulties in finding an appropriate individuals to provide the supervision required for licensure as an LPCC in Kentucky. The need for doctoral-level counselor educators is further exacerbated by changes to the Council for Accreditation in Counseling and Related Education Programs (CACREP) standards for 2009, whereby all faculty teaching in Counselor Education programs must have an earned doctorate degree in Counselor Education. This coincides with the projected need for Counselor Education faculty, based on both growth and expansion of programs as well as an estimated 50% of current faculty members planning to retire within a ten-year period (Leinbaugh, Hazler, Bradley & Hill, 2003). Given the Department of Labor’s (Bureau of Labor Statistics, 2008-09) anticipated job growth for counselors as “much faster than average” in comparison to all other occupations, (34% growth by 2016) the need to train new faculty for such positions is readily apparent.

The shortage of mental health workers in the region is well-documented. A review indicates that the 22-county service region of Eastern Kentucky University falls well below the national average in terms of licensed clinical professional counselor (LPCC) to resident ratio. Data indicates 91 LPCCs work in the EKU service region (total population 592,848), which roughly equals one licensed counselor for every 6,514 residents. The shortage of trained mental health clinicians in the EKU service region should be considered in concert with the depth and breadth of mental health issues. Among these, domestic violence, substance abuse and severe psychological distress are particularly prominent in the region.

Letter (email) from Dr. E. J. Keeley

Dr. Edward Keeley. The Director of EKU’s Office of Institutional Effectiveness liked the needs assessment that we did in preparing this proposal. The following email exchanged copied below indicate that his office was satisfied with our needs assessment.

No, nothing else -- you're good for the needs assessment as far as I'm concerned.

Edward J. Keeley, Ph.D.
Executive Director
Institutional Effectiveness & Research
Eastern Kentucky University

From: Callahan, Connie <Connie.Callahan@EKU.EDU>
Sent: Thursday, July 23, 2009 4:08 PM
To: Keeley, Edward <Edward.Keeley@EKU.EDU>
Subject: RE: Ed.D. Needs Assessment

Thank you so much. Is there anything else your office needs from me right now?

Connie J. Callahan, Ph.D.
Chair, Department of Counseling & Educational Psychology
406 Combs
Eastern Kentucky University
Richmond, Kentucky 40475
Ph: 859 622-1863

From: Keeley, Edward
Sent: Thursday, July 23, 2009 2:39 PM
To: Callahan, Connie
Cc: Phillips, Bill; Naugle, Kim
Subject: RE: Ed.D. Needs Assessment

Hi Connie: This needs assessment looks good with the additions that we discussed. This e-mail will serve as approval from the Office of Institutional Effectiveness for the needs assessment section of the Ed.D. in Counselor Education & Supervision program proposal.

Best, E. J.

Edward J. Keeley, Ph.D.
Executive Director
Institutional Effectiveness & Research
Eastern Kentucky University
(859) 622-8664
VI. Consistency with EKU Mission

ED.D Goals, Objectives and Assessments for Doctoral Program

Doctoral Standards COUNSELOR EDUCATION AND SUPERVISION

Doctoral degree programs in Counselor Education and Supervision are intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Doctoral programs accept as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry. Doctoral programs prepare students to generate new knowledge for the counseling profession through research that results in dissertations that are appropriate to the field of counselor education or supervision. This extension of knowledge should take into account the societal changes of the 21st century and prepare graduates to be leaders and advocates for change. The doctoral program standards are intended to accommodate the unique strengths of different programs. Need assessments indicated that in Kentucky several needs would be met by an Ed.D. program in Counselor Education:

Program Objectives and Curriculum

Doctoral program objectives address the professional leadership roles of counselor education, supervision, advanced counseling practice, and research competencies expected of doctoral graduates. This matrix will demonstrate the relationship among our Ed.D. program goals and objectives, CACREP standards and Kentucky needs and outcomes.

<table>
<thead>
<tr>
<th>Goals &amp; Objectives</th>
<th>Assessments</th>
<th>Course</th>
<th>CACREP Doctoral Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1: Leadership in Educational and Mental Health Settings</td>
<td>Course Projects</td>
<td>COU 900</td>
<td>Doctoral students will become involved in theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation</td>
</tr>
<tr>
<td>Objective 1.1: Develop an area of professional counseling expertise</td>
<td>Qualifying Exams</td>
<td>COU 901</td>
<td>The purpose of this course is to enhance students’ understanding of group dynamics and refine group facilitation skills. Students will organize, manage, facilitate and evaluate an experiential counseling group in order to develop counselor leadership skills.</td>
</tr>
<tr>
<td></td>
<td>Live Supervision</td>
<td>COU 902</td>
<td>This course provides an overview of principles and practices associated with effective college teaching. Topics examined include learning and diversity; teaching models and strategies; student behaviors and learning outcomes and the interaction of theory and practice.</td>
</tr>
<tr>
<td></td>
<td>Qualifying Exams</td>
<td>COU 904</td>
<td>The study of advanced interventions used by professional</td>
</tr>
</tbody>
</table>
| Field Experience Projects | COU 907 | counselors in providing services to clients will be addressed. Models and methods of assessment in evaluating client outcomes and application of theory to practice will be examined.

Doctoral students are required to participate in a supervised advance practicum in counseling as part of the doctoral program. If conducted at student’s current work site, the practicum experience must include new learning that is qualitatively different from the student’s occupational responsibilities. The purpose of this practicum is to develop and/or refine advanced counseling skills which should conceptually link counselor to teaching and supervision.

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. |
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</thead>
<tbody>
<tr>
<td>GOAL 2: Building Research Skill Capacity</td>
<td>COU 908</td>
<td>Introduction to the use of quantitative research methods in education. Topics include research design, measures of central tendency, measures of variability, standard scores, normal curve, simple regression, correlation, point estimates, testing statistical hypotheses, confidence intervals, t-distributions, chi-square distributions, and F distributions.</td>
</tr>
<tr>
<td>GOAL 2, Objective 2.1: Candidates will demonstrate capacity to develop and assess research projects that develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.</td>
<td>Field Experience Projects Qualifying Examination Dissertation</td>
<td>EDL 810</td>
</tr>
<tr>
<td>GOAL 2, Objective 2.2 Candidates will demonstrate the ability to analyze topic and identify research technique</td>
<td>Field Experience Projects Qualifying Examination Dissertation</td>
<td>EDL 811 EDL 812</td>
</tr>
<tr>
<td>GOAL 3: Dissemination</td>
<td>Class projects (assessing competency to proceed to next level)</td>
<td>EDL 810-812</td>
</tr>
<tr>
<td>GOAL 3, Objective 3.1: Candidates will demonstrate the ability to convey the results of their research in written and oral formats.</td>
<td>EDL 810-812</td>
<td>Conference Proposals Submitted Conference Proposals Accepted Manuscripts submitted for publication</td>
</tr>
<tr>
<td>Goal 4: Needs Assessment Supervision</td>
<td>GOAL 4:1: Kentucky Law requires supervision for licensure</td>
<td>Class projects (assessing competency to proceed to next level)</td>
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<td></td>
<td>Students will have the opportunity to refine their skills and enhance their understanding of clinical and administrative supervision in terms of various theoretical orientations and approaches to the art of supervision in counseling.</td>
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<thead>
<tr>
<th>Goal 5: Needs Assessment Shortage of Mental Health Workers in Schools and Organizations</th>
<th>Goal 5:1 Doctoral program will help decrease the shortage, especially with the Appalachian Rural Studies Core</th>
<th>Class projects</th>
<th>COU 903</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class projects</td>
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<tr>
<td></td>
<td>Examination, APA paper, Class Projects</td>
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<td>Program evaluations scored with rubric</td>
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<td>Class projects</td>
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<tr>
<td></td>
<td>Highy trained clinicians and licensed supervisors from entire program</td>
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<td></td>
<td>Current social and cultural issues, social change theory, oppression models, and advocacy planning for professional counselors are addressed Students examine their own cultural heritage and state of multidimensional identity development in relation to therapeutic relationships.</td>
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<tr>
<td></td>
<td>This course is an advanced application course of the field of marriage and family counseling/therapy. Students will apply family counseling techniques to case studies and real families.</td>
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<tr>
<td></td>
<td>This course examines advanced topics and controversies in counseling research. Students will be prepared to engage in counseling-related program evaluations. Key concepts, concerns, tools, and practices of program evaluation will be discussed. Introduction to qualitative data collection and analysis in educational research. Review of origins, theory, and design of method; issues of validity, reliability, and human subject ethics.</td>
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<td></td>
<td>Analysis of general and specific skills required for leadership in rural schools.</td>
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<td></td>
<td>Comparisons are made with leadership demands in urban and suburban settings. Examines formal and informal interactions, and individual and collaborative leadership needs.</td>
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</tbody>
</table>

Notes:
Numerous survey respondents indicated that their co-workers and colleagues enroll in doctoral programs in nearby states due to lack of an accessible program in Kentucky that meets their needs. Individuals wishing to complete doctoral studies in Counselor Education in EKU’s service region are faced with commutes of 2-3 hours in order to attend institutions granting this degree. The data compiled for this report also noted the disparity between the American School Counseling Association’s suggested 1:250 ratio of counselors to students in P-12 settings and the numbers reported in Kentucky,
Furthermore, students who have achieved the Master’s degree in Mental Health Counseling in the EKU service region face documented (Engebretson, Schmuld & Hall, 2008) difficulties in finding an appropriate individuals to provide the supervision required for licensure as an LPCC in Kentucky. The need for doctoral-level counselor educators is further exacerbated by changes to the Council for Accreditation in Counseling and Related Education Programs (CACREP) standards for 2009, whereby all faculty teaching in Counselor Education programs must have an earned doctorate degree in Counselor Education. This coincides with the projected need for Counselor Education faculty, based on both growth and expansion of programs as well as an estimated 50% of current faculty members planning to retire within a ten-year period (Leinbaugh, Hazler, Bradley & Hill, 2003). Given the Department of Labor’s (Bureau of Labor Statistics, 2008-09) anticipated job growth for counselors as —much faster than average in comparison to all other.

The shortage of mental health workers in the region is well-documented. A review indicates that the 22-county service region of Eastern Kentucky University falls well-below the national average in terms of licensed clinical professional counselor (LPCC) to resident ratio. Data indicates 91 LPCCs work in the EKU service region (total population 592,848), which roughly equals one licensed counselor for every 6,514 residents. The shortage of trained mental health clinicians in the EKU service region should be considered in concert with the depth and breadth of mental health issues. Among these, domestic violence, substance abuse and severe psychological distress are particularly prominent in the region.

In comparison to the 50 states, Kentucky ranks 4th for adults experiencing serious psychological distress (11.65%), according to the Center for Disease Control. Kentucky also ranks 2nd and 3rd in the nation in terms of adult physical disability and disability prevalence, respectively. Mental health issues in Kentucky are also severe, according to the study. The prevalence of poor mental health among Kentuckians is estimated at 27.1%. Those individuals whose mental illness is described as severe in terms of debilitation is approximately 170,710, which ranks Kentucky as 25th overall. In comparison to the rest of the country, Kentucky ranks 9th in terms of serious mental health needs per capita, with 0.409 per 10 people meeting this qualification. Considered together, the data describe a sharp contrast between the availability of mental health professionals relevant to the mental health needs of the region. EKU is in the unique position of serving a vast, diverse rural population with specific and severe mental health needs. The proposed doctorate degree in Counselor Education at Eastern Kentucky University will focus on the needs specific to the Appalachian region, thereby seeking to improve the quality of life for Eastern Kentuckians.

The ED.D. in Counselor Education and Supervision: Consistency with Eastern’s Mission, Vision, and CPE’s Key Indicators of Progress

The proposed program is consistent with EKU’s mission to provide high-quality instruction, scholarship, service, and with our commitment to regional stewardship. A detailed environmental scan and need assessment for the proposed program has already been discussed in the questions asked as we drafted this proposal.
According to the American Counseling Association (ACA), there is a shortage of counselors in schools and in mental health centers, especially in rural areas. ACA recommends one counselor for every 250 students in a school. Kentucky schools consistently fail to meet that standard, and with new house bills passed related to school safety – suicide prevention and bullying – counselor leaders are needed to design, implement, and assess classroom intervention programs, school climate and culture, successful groups and individual support in counseling, and methods to lead to high academic performance in all students. There is a shortage of mental health workers (especially those trained at a doctoral level) in rural areas. With EKU’s history of providing excellent counselors in both school and mental health settings, we are in an excellent position to fulfill that need. Specific strengths and opportunities associated with an Ed.D. in Counselor Education and Supervision are noted below. The EKU Counseling and Educational psychology Department has a long history of providing quality graduate education. Our master’s degrees in School Counseling and in Mental Health Counseling have been nationally accredited. Nearly all of the curricular and other training elements necessary to support a doctoral program will be in place with the addition of ten new doctoral level courses approved so far by the department, Teacher Education Committee, College Curriculum Committee, Graduate Council, and Council on Academic Affairs. This includes:

- a well established and thriving network of clinical placements in the schools and in mental health centers and hospitals
- a research infrastructure adequate for the needs of applied research, especially for rural settings and this infrastructure is shared with our already established doctorate at EKU in Educational leadership and with Morehead State University
- opportunities for training not available at our other state universities
- resources to develop a program emphasis on rural school and mental health with applied research which is well-suited to the needs of EKU’s service region
- resources to provide training in school and mental health administration
- a readily available pool of doctoral level practitioners to serve as adjunct faculty teaching advanced specialty seminars and supervising clinical placement

The EKU service area does not have a doctoral program in counseling and supervision.
VII. Resources: Cost /Revenue Projection for Ed.D.

Cost/Revenue Projection for Ed.D. In Counselor Education

Following is a projection of the annual cost and the annual revenue for adding an Ed.D. in Counselor Education. This projection is based on current cost and revenue data available at the time this projection was prepared. Review of this projection will show the Ed.D. in Counselor Education to be profitable to the university by year 3 of its operation.

The projected costs for this program on an annual basis are as follows:

1. We request one additional faculty member be added to our current faculty in this department. This member will be a senior faculty member and the person hired would be expected to have experience directing dissertations and an interest in providing additional leadership in the management of the doctoral program. The projected cost of this position would be $75,000 for base compensation plus 34% for benefits equaling $100,500.00 total. (We recognize that one faculty will not teach all courses in this program but the additional faculty time to teach this program will come from shared course offerings from our Ed.D. in Educational Leadership and Policy Studies, from courses taught by existing faculty in the Counseling and Educational Psychology Department and from a joint offering from our collaboration with Morehead State University.)

2. We request $10,000 in library resource funding. This will augment the database selections the library already has for both Doctoral education and to serve our masters and undergraduate programs in the social sciences and education areas and place library resources for this doctorate at a comparable level for any program in this area.

3. We request $10,000 for professional development to support both our doctoral faculty and our doctoral students. We intend this program to prepare our candidates to be scholar practitioners with a great deal of interest and expertise in research. We want to provide the needed resources to support our student and their faculty to present their research in appropriate venues.

4. We request $21,000 to provide to additional graduate assistantships to the department. These will serve as enticements to the best candidates for this program as well as provide research opportunities for students in this area to work with faculty on research agendas.

This is a total cost request of $141,500 and will be adequate to produce a successful program.

In addition to the funds requested above from the university to support this program, the College of Education will use Action Agenda funds to provide and equip the needed space and furnishings for the program at an expected onetime cost of approximately $15,000. It will also
provide additional professional development money for the program at an annual cost of $5000. Finally, it will fund one additional graduate assistantship out of these Action Agenda funds at an annual cost of $10,500.

**The projected revenues for this program on an annual basis are as follows:**

We propose to start the program with a cohort of 10 top candidates for the doctoral program in counselor education. These candidates will take 6 credit hours of coursework per semester, 3 semesters per year. A new cohort of 10 will be started each year with the same expectation. The buildup of generated revenue will follow the buildup of cohorts moving through the program and will appear as in the table below. Note that the program of studies for the Ed.D. in Counselor Education is 54 to 57 credit hours long so it will take the typical student 9 to 10 semesters to complete the degree at 6 hours completed per semester. This means that by year 3 we will 3 cohorts of 10 students each taking 6 credit hours each generating a total of 540 credit hours for the year and generating a total of $206,820 exceeding the universities base cost for this program. From year 4 forward the program will generate $229,800 in revenue each year exceeding the cost of the program by at least $88,300 at current rates.

<table>
<thead>
<tr>
<th>Year 1 Credit Hours Generated</th>
<th>Year 2 Credit Hours Generated</th>
<th>Year 3 Credit Hours Generated</th>
<th>Year 4 Credit Hours Generated</th>
<th>Year 5 Credit Hours Generated</th>
</tr>
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<tbody>
<tr>
<td>Fall 6x10</td>
<td>Spring 6x10</td>
<td>Summer 6x10</td>
<td>Fall 6x10</td>
<td>Spring 6x10</td>
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</table>

Year 1 revenue = $68,940
Year 2 revenue = $137,880
Year 3 revenue = $206,820
Year 4 revenue = $229,800
Year 5 revenue = $229,800

**Appendix A: Checklist for Approval Process for Doctoral Degrees**
Checklist for Approval Process for Doctoral Degrees

Program Title: Ed.D. Counselor Education and Supervision

College/Department: Education/Counseling and Educational Psychology

PHASE 1

☐ Departmental Showcase and Program Review

PHASE 2

Graduate Council

☐ Review Report from Departmental Showcase and Program Review
☐ Review Faculty Qualifications
☐ Review Scholarly Productivity, including Program’s record and capacity for securing external funds
☐ Review Existing Support (e.g., Library Resources, Staffing)
☐ Review Proposed Admission Requirements
☐ Review Proposed Exit Requirements/Competencies

Action Taken: Approved

Date: 3/30/09

PHASE 3

Council on Academic Affairs

☐ Review Proposed Program’s Curriculum
☐ Review External Reviewers’ Report
☐ Review Graduate Council’s Analysis
☐ Review Office of Institutional Effectiveness’s Report

Action Taken: Approved

Date: 11/19/09
PHASE 4

Financial Planning Council/Strategic Planning Council

☐ Review Council on Academic Affairs' Recommendation
☐ Review Proposal for Budgetary Considerations
☐ Review Proposal's Consistency and Appropriateness with EKU's Mission

Action Taken: __________________________________________________________
Date: __________________________________________________________________

PHASE 5

Faculty Senate

☐ Review Council on Academic Affairs' Recommendation
☐ Review Financial Planning Council's/Strategic Planning Council's Recommendation

Action Taken: __________________________________________________________
Date: __________________________________________________________________

Provost Council

☐ Review Council on Academic Affairs' Recommendation
☐ Review Financial Planning Council's/Strategic Planning Council's Recommendation
☐ Review Faculty Senate's Recommendation

Action Taken: __________________________________________________________
Date: __________________________________________________________________

President

☐ Review Faculty Senate's Recommendation
☐ Review Provost Council's Recommendation

Action Taken: __________________________________________________________
Date: __________________________________________________________________
Board of Regents

☐ Review President’s Recommendation for Proposed Program

Action Taken:

Date:

Council on Postsecondary Education

☐ Review President’s Recommendation for Proposed Program

Action Taken:

Date:

(SACS) Southern Association of Colleges and Schools

☐ Review President’s Recommendation for Proposed Program

Action Taken:

Date:

Program Implementation Date:
April 2, 2010

Dr. Bill Phillips, Dean
College of Education
420 Combs
521 Lancaster Avenue
Eastern Kentucky University
Richmond, KY 40475

Dear Dean Phillips,

Morehead State University and the College of Education would like to offer our support for EKU’s Counselor Education doctoral program. It is important to note that Dr. David Barnett, Chair for the Foundational and Graduate Studies in Education department in MSU’s College of Education, and several faculty members and I met with your leadership and faculty this past summer and during that meeting, we were able to develop specific strategies for collaborating with EKU’s College of Education in our doctoral programs. As we talk to educators about MSU’s doctoral program that includes a strand in Educational Technology, we have been encouraging prospective candidates to consider EKU’s Rural Education strand as an alternate focus area. We look to EKU faculty to possibly provide mentoring to MSU faculty who have not served on doctoral committees. These collaboration strategies are supported by our universities’ presidents and provide a foundation for synergy for not just the currently approved doctoral programs, but for any new programs we might develop in the future. The Counselor Education program was discussed at this meeting and we all agreed that the program

Appendix B: Letters from Morehead state on Program Collaboration
will not only be beneficial for EKU and your candidates, it will also help MSU fulfill the needs of Eastern Kentucky counselors – we are not prepared to develop a similar program at this time and believe that this program provides collaboration opportunities that supports our regional engagement activities. What I have personally appreciated about our meetings and subsequent discussions is that we are able to approach improving educational attainment in Eastern Kentucky cooperatively and this program will help strengthen our collaborative initiatives.

Best wishes to you and your faculty as you provide leadership in this critical need area in Eastern Kentucky.

Cathy Gunn
Dean
College of Education
Appendix C: Vita of Faculty (Selected Sample)

Connie J. Callahan  
Curriculum Vitae

Department: Counseling and Educational Psychology
Teaching Specialty: Counseling and Educational Psychology
Rank: Full Professor

University Address: 406 Combs, Eastern Kentucky University

Telephone Number: 859.576-4440 (Cell)  859.622-1124 (Office)

E-mail address: Connie.Callahan@eku.edu or Nufybear@aol.com

Education:

| Earned Degrees (Reverse chronological order—last one first) |
|-----------------|-----------------|-------|---------|
| Degree          | Higher Education Institution | Year  | Major(s) |
| Ph.D.           | University of New Mexico    | 1991  | Counseling |
| Ed.S.           | Pittsburg State University  | 1987  | Higher Education |
| M.S.            | Pittsburg State University  | 1983  | Psychology |
| B.A.            | Missouri Southern State College | 1974  | Psychology |

Employment:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Position</th>
</tr>
</thead>
</table>
| 1997 - Present | Chair, Department of Counseling and Educational Psychology  
                Full Professor in the Department of Counseling and Educational Psychology  
                Eastern Kentucky University  
                Richmond Kentucky  
                (Assumed Chair’s position in August 2006) |
| 1997 - Present | Callahan Counseling Practice and Consulting |
| 1987 - 1997 | Assistant Professor in the Psychology Department (1989-1992)  
                  University of New Mexico  
                  Albuquerque, New Mexico  
                  Teaching Assistant in the Department of Counseling (1987- 1991) 4 classes each semester  
                  University of New Mexico  
                  Instructor Arts and Science Department of Albuquerque Junior College  
                  Albuquerque, New Mexico |
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989 - 1997</td>
<td>Counselor and Owner of Southwestern Counseling Services</td>
<td>Albuquerque, New Mexico</td>
</tr>
<tr>
<td>1988 - 1991</td>
<td>Head School Counselor</td>
<td>Bernalillo Public Schools, Bernalillo, New Mexico</td>
</tr>
<tr>
<td>1985 - 1987</td>
<td>Assistant Professor</td>
<td>Department of Counseling and Psychology, Pittsburg State University, Pittsburg, Kansas</td>
</tr>
<tr>
<td>1974 - 1985</td>
<td>Teacher: English, Mass Media (Yearbook and Newspaper), Debate</td>
<td>Webb City R-VII Schools, Webb City, Missouri</td>
</tr>
</tbody>
</table>

**Publications and Presentations:**

**Publications (Refereed)** (List referred publications between the Fall 1997 and the present only with the most recent first)

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal/Publication</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Callahan, C.</td>
<td>Treatment of Anxiety Disorders in Children and Adolescents</td>
<td>Eau Claire : WI : PESI Book</td>
<td>2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Treatment of Depression in Children and Adolescents</td>
<td>Eau Claire : WI : PESI Book</td>
<td>2009</td>
</tr>
<tr>
<td>Cooper, J., &amp;</td>
<td>Treatment plan: Divorce and loss of mother</td>
<td>The Kentucky Counseling Association Journal, 27(1), 64-85</td>
<td>2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Eau Claire, WI: PESI Book</td>
<td>2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Threat assessment in school violence</td>
<td>In T. Miller (Ed.). <em>School Violence and Primary Prevention (pp.59-78)</em>. New York : Springer</td>
<td>2008</td>
</tr>
<tr>
<td>Cox, T.</td>
<td></td>
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<tr>
<td>Dargavel, C.</td>
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<tr>
<td>McWilliams, T.</td>
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</tr>
<tr>
<td>Callahan, C., &amp; Abner, S.B.</td>
<td>Bereavement Treatment Plan for Children and Adolescents</td>
<td>The Kentucky Counseling Association Journal, 24, 68-78.</td>
<td>2005</td>
</tr>
<tr>
<td>Callahan, C. &amp; Patterson, R.</td>
<td>Treatment Plan for the Loss of a Mother in Children</td>
<td>The Kentucky Counseling Association Journal, 24, 79-91.</td>
<td>2005</td>
</tr>
<tr>
<td>Wasicsko, M., Callahan, C., &amp; Wirtz, P.</td>
<td>Integrating Dispositions into the Conceptual Framework: Four a priori questions</td>
<td>The Kentucky Counseling Association Journal, 23, 24-29</td>
<td>2004</td>
</tr>
<tr>
<td>Renfro, J., Callahan, C., Huebner, R., &amp; Richey, B.</td>
<td>Violent Behaviors in Rural and Urban Schools</td>
<td>Journal of School Violence, 2, 111-122.</td>
<td>2003</td>
</tr>
<tr>
<td>Authors</td>
<td>Title</td>
<td>Journal</td>
<td>Year</td>
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<td>Callahan, C.</td>
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<td>Callahan, C.</td>
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<tr>
<td>Callahan, Connie</td>
<td>America Under Attack: The Family Counselor’s Response</td>
<td><em>Family Digest</em></td>
<td>2001</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Protecting and Counseling Gay and Lesbian Students</td>
<td><em>Journal of Humanistic Counseling, Education and Development</em></td>
<td>2000</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>School Counselors: Untapped Resources for Safe Schools</td>
<td><em>Principal Leadership</em></td>
<td>2000</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Schools That Have Not Protected and Worked with Gay and Lesbian Students Have Been Sanctioned by the Courts</td>
<td><em>Education</em></td>
<td>2000</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Crisis Intervention Model for Teachers</td>
<td><em>Journal of Instructional Psychology</em></td>
<td>1998</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Fight role confusion, erroneous counseling duties, and unfair evaluations.</td>
<td><em>Kentucky Counseling Association Journal</em></td>
<td>1998</td>
</tr>
</tbody>
</table>
**Publications (Other)** (List other publication between the Fall 1997 and the present only with the most recent first)

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal/Publication</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong, Sue &amp; Callahan, Connie</td>
<td>Professional responsibility to gay, lesbian, bisexual, and transgendered (GLBT) youths and families.</td>
<td>In D. S. Sandhu (Ed.), <em>Elementary school counseling in the new millennium</em> (pp. 249-258).</td>
<td>2001</td>
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</table>

**Other Scholarly Activities** (List other scholarly activities between the Fall 1997 and the present only with the most recent first)

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<tr>
<th>Activity</th>
<th>Who</th>
<th>Place</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Funded Grant 3 years at $420,000 per year</td>
<td>Elementary and Secondary School Counseling Demonstration Program 84.215E $1,260,000</td>
<td>Office of Drug Free and Safe Schools U.S. Department of Education Clark County Schools</td>
<td>August 2003</td>
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</table>
Funded Grant: Safe School Grant for $99,000 Jackson County Alternative School. Center for School Safety, Richmond, KY. April, 1999

**Presentations (Refereed)** (List refereed presentations made between the Fall 1997 and the present only with the most recent first)

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<thead>
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<th>Presenter(s)</th>
<th>Title</th>
<th>Conference/Other</th>
<th>Date</th>
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<tbody>
<tr>
<td>Callahan, C.</td>
<td>The Counseling Process in Grief and Loss</td>
<td>Western Kentucky Counseling Association</td>
<td>March 3, 2010</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Sensory Processing Disorders</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Milwaukee, WI</td>
<td>Feb. 18, 2010</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Sensory Processing Disorders</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Madison, WI</td>
<td>Feb. 17, 2010</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Sensory Processing Disorders</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Appleton, WI</td>
<td>Feb. 16, 2010</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Suicide and Self-Harming Behaviors</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Honolulu, HI</td>
<td>Feb. 5, 2010</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Honolulu, HI</td>
<td>Feb. 4, 2010</td>
</tr>
<tr>
<td>Callahan, C. &amp; Cornett, S.</td>
<td>Learning to Play the Game</td>
<td>2009 Doctoral Symposium and Workshop, Eastern Kentucky</td>
<td>Nov. 15, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Suicide and Self-Mutilating Behavior</td>
<td>Workshop for the Kentucky Counseling Association, Louisville, Kentucky</td>
<td>Oct. 21, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Self-Destructive Behavior</td>
<td>Workshop for the Kentucky Counseling Association, Louisville, Kentucky</td>
<td>Oct. 20, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Play Therapy and DBT</td>
<td>Michigan Play Therapy Association in Grand Rapids</td>
<td>Sept. 25, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Play Therapy and DBT</td>
<td>Michigan Play Therapy Association in Grand Rapids</td>
<td>Sept. 24, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in San Diego, CA. 6 hour workshop</td>
<td>July 10, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Carlsbad, CA. 6 hour workshop</td>
<td>July 9, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Palo Alto, CA. 6 hour workshop</td>
<td>June 19, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in San Francisco, CA. 6 hour workshop</td>
<td>June 18, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Sacramento, CA. 6 hour workshop</td>
<td>June 17, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Encouraging and Motivating Students</td>
<td>8th Annual Diversity Conference, Eastern Kentucky University, Richmond, KY</td>
<td>Mar. 11, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy</strong></td>
<td>Morehead State University Spring Counseling Conference Morehead, KY 6 hour workshop</td>
<td>Mar. 6, 2009</td>
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<tr>
<td>Callahan, C.</td>
<td><strong>Out of Control Kids</strong></td>
<td>Charles Hall Youth Group Bismark, ND 6 Hour Workshop</td>
<td>Feb. 20, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Treating Substance Abuse</strong></td>
<td>Charles Hall Youth Group Bismark, ND 6 Hour Workshop</td>
<td>Feb. 19, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Encouraging and Motivating Youth</strong></td>
<td>Charles Hall Youth Group Bismark, ND 6 Hour Workshop</td>
<td>Feb. 18, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Supervision Training</strong></td>
<td>Florida Mental Health Association West Palm Beach Florida 12 Hour Workshop</td>
<td>Jan. 19 and 20, 2009</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Fairfax, VA 6 Hour Workshop</td>
<td>Aug. 6, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in College Park, MD 6 Hour Workshop</td>
<td>Aug. 5, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Ellicott City, MD 6 Hour Workshop</td>
<td>Aug. 4, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Albany, NY 6 Hour Workshop</td>
<td>July 31, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Syracuse, NY 6 Hour Workshop</td>
<td>July 30, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Buffalo, NY 6 Hour Workshop</td>
<td>July 29, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Wichita, Kansas 6 Hour Workshop</td>
<td>June 18, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Kansas City, Missouri 6 Hour Workshop</td>
<td>June 17, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Omaha, Nebraska 6 Hour Workshop</td>
<td>June 16, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Cherry Hill, NJ 6 Hour Workshop</td>
<td>May 2, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in King of Prussia, PA 6 Hour Workshop</td>
<td>May 1, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Harrisburg, PA 6 Hour Workshop</td>
<td>April 30, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health</td>
<td>April 25, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Farmington, CT 6 Hour Workshop</td>
<td>April 23, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Trumball, CT 6 Hour Workshop</td>
<td>April 24, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Phoenix, Arizona 6 Hour Workshop</td>
<td>April 4, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Scottsdale, Arizona 6 Hour Workshop</td>
<td>April 3, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Tuscon, Arizona 6 Hour Workshop</td>
<td>April 2, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Columbus, Ohio 6 Hour Workshop</td>
<td>March 20, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Dayton, Ohio 6 Hour Workshop</td>
<td>March 19, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric</td>
<td>March 18, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Blue Ash, Ohio 6 Hour Workshop</td>
<td>March 5, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Atlanta, GA 6 Hour Workshop</td>
<td>March 4, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Norcross, GA 6 Hour Workshop</td>
<td>March 3, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Robins, GA 6 Hour Workshop</td>
<td>Feb. 27, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Spokane, Washington 6 Hour Workshop</td>
<td>Feb. 26, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Tacoma, Washington 6 Hour Workshop</td>
<td>Feb. 25, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Davenport, Iowa 6 Hour Workshop</td>
<td>Feb. 20, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Cedar Rapids, Iowa 6 Hour Workshop</td>
<td>Feb. 19, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Des Moines, Iowa 6 Hour Workshop</td>
<td>Feb. 18, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Bloomington, MN 6 Hour Workshop</td>
<td>Feb. 13, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Roseville, MN 6 Hour Workshop</td>
<td>Feb. 12, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Mankato, MN 6 Hour Workshop</td>
<td>Feb. 11, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Colorado Springs, CO 6 Hour Workshop</td>
<td>Jan. 31, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Boulder, CO 6 Hour Workshop</td>
<td>Jan. 29, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Boulder, CO 6 Hour Workshop</td>
<td>Jan. 28, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Cheyenne, WY 6 Hour Workshop</td>
<td>Jan. 8, 2008</td>
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<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in St. Louis, MO 6 Hour Workshop</td>
<td>Jan. 7, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Springfield, IL 6 Hour Workshop</td>
<td>Dec. 14, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Novi MI 6 Hour Workshop</td>
<td>Dec. 13, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Sterling Heights, MI 6 Hour Workshop</td>
<td>Dec. 12, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Bay City, MI 6 Hour Workshop</td>
<td>Dec. 5, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Arlington Heights, IL 6 Hour Workshop</td>
<td>Dec. 4, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Oak Brook, IL 6 Hour Workshop</td>
<td>Dec. 3, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Florida Counseling Mental Health Association in Jacksonville, FL 6 Hour Workshop</td>
<td>Nov. 29, 2007</td>
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<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Cleveland, Ohio 6 Hour Workshop</td>
<td>Nov. 16, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Youngstown, Ohio 6 Hour Workshop</td>
<td>Nov 15, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Bully and Violence Prevention</strong></td>
<td>Symposium for Marian College Fond du Lac, WI</td>
<td>Nov 6, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>National Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Las Vegas, Nevada 3 Hour Workshop</td>
<td>Nov 5, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Wisconsin Dells, WI 6 Hour Workshop</td>
<td>Nov. 2, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Brookfield, WI 6 Hour Workshop</td>
<td>Nov. 1, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Appleton, WI 6 Hour Workshop</td>
<td>Oct. 31, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Birmingham, Alabama 6 Hour Workshop</td>
<td>Oct. 19, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Montgomery, Alabama 6 Hour Workshop</td>
<td>Oct. 18, 2007</td>
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<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Mobile, Alabama 6 Hour Workshop</td>
<td>Oct. 17, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Suicide and Self-Mutilating Behavior</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Waikki, HI 6 Hour Workshop</td>
<td>Oct. 6, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Waikki, HI 6 Hour Workshop</td>
<td>Oct. 5, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Sioux Fall, SD 6 Hour Workshop</td>
<td>Sept. 28, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Fargo, ND 6 Hour Workshop</td>
<td>Sept. 27, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health</td>
<td>Sept. 26, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Symposium for Florida Counseling Association in Gainsville, FL 6 Hour Workshop</td>
<td>Sept. 24, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Symposium for Florida Counseling Association in Winter Park, FL 6 Hour Workshop</td>
<td>Sept. 21, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Boston, MA 6 Hour Workshop</td>
<td>Sept. 7, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Cambridge, MA 6 Hour Workshop</td>
<td>Sept. 6, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Waltham, MA 6 Hour Workshop</td>
<td>Sept. 5, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Pittsburg, PA 6 Hour Workshop</td>
<td>August 29, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Altoona, PA 6 Hour Workshop</td>
<td>August 28, 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Dialectical Behavior Therapy for Children and Adolescents</td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Greensboro, NC 6 Hour Workshop</td>
<td>August 10, 2007</td>
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<tr>
<td>Presenter(s)</td>
<td>Title</td>
<td>Conference/Other</td>
<td>Date</td>
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<tr>
<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Indianapolis, IN 6 Hour Workshop</td>
<td>July 13, 2007</td>
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<tr>
<td>Callahan, C.</td>
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<tr>
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<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
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<td>Callahan, C.</td>
<td><strong>Dialectical Behavior Therapy for Children and Adolescents</strong></td>
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**Continued Presentations (Refereed)** (List refereed presentations made between the Fall 1997 and the present only with the most recent first)
<p>| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Jacksonville, FL 6 Hour Workshop | June 7, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in St. Louis, MO 6 Hour Workshop | June 4, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Kansas City, MO 6 Hour Workshop | May 31, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Wichita, KS 6 Hour Workshop | May 30, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Albany, NY 6 Hour Workshop | May 7, 2004 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Syracuse, NY 6 Hour Workshop | May 4, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Cheektowaga, NY 6 Hour Workshop | May 3, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for</strong> | Symposium for Psychologists, Counselors, Psychiatric | April 24, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Santa Fe, NM 6 Hour Workshop | April 23, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Albuquerque, NM 6 Hour Workshop | April 20, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Omaha, Nebraska 6 Hour Workshop | April 19, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Lincoln, Nebraska 6 Hour Workshop | April 4, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Warwick, Rhode Island 6 Hour Workshop | April 3, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Trumbull, CT 6 Hour Workshop | April 2, 2007 |
| Callahan, C. | <strong>Dialectical Behavior Therapy for Children and Adolescents</strong> | Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Rocky Hill, CT 6 Hour Workshop | March 19, 2007 |</p>
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<thead>
<tr>
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<td>Callahan, C.</td>
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<td>Callahan, C.</td>
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<td>Callahan, C.</td>
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<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Roseville, MN 6 Hour Workshop</td>
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<tr>
<td>Callahan, C.</td>
<td><strong>Effective Interventions for</strong></td>
<td>Ohio Valley Counseling Association New Castle, KY 6</td>
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<td>Callahan, C.</td>
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<td>Callahan, C.</td>
<td><strong>Out of Control Kids</strong></td>
<td>6th Annual Diversity Conference at Eastern Kentucky University Richmond, KY 3 Hour Workshop</td>
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<td>Callahan, C.</td>
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<td>Callahan, C.</td>
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<tr>
<td>Callahan, C.</td>
<td><strong>Implementing the American School Counseling Association Model</strong></td>
<td>Northern Kentucky Counseling Association Covington, KY 6 Hour Workshop</td>
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<td>Callahan, C.</td>
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<td>Symposium for Psychologists, Counselors, Psychiatric Nurses, Social Workers, and Other Mental Health Professionals in Denver, Colorado 6 Hour Workshop</td>
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<td>Callahan, C.</td>
<td>Research-based Treatment for Depressed Children and Adolescents</td>
<td>Eastern Kentucky Counseling Association in Olive Hill, Kentucky</td>
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<tr>
<td>Callahan, C.</td>
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<td>Professional Development Institute for the Florida Counseling Association in Tampa, Florida</td>
<td>August 21, 2006</td>
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<tr>
<td>Callahan, C.</td>
<td>Effective Interventions for Treating Depression in Children and Adolescents</td>
<td>Professional Development Institute for the Florida Counseling Association in Orlando, Florida</td>
<td>August 18, 2006</td>
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<tr>
<td>Callahan, C.</td>
<td>How to Write a Million Dollar Grant</td>
<td>American Counseling Association Annual Convention in Atlanta, GA</td>
<td>April 9, 2005</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>The Bully, the Victim, and the Bystander</td>
<td>4th Annual Conference on Diversity Eastern Kentucky University. Richmond, Kentucky</td>
<td>Feb. 9-10, 2005</td>
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<tr>
<td>Connie Callahan</td>
<td>Implementing Dialectical Behavior Therapy in the Counseling Process</td>
<td>Northern Kentucky Counseling Association in Covington, KY</td>
<td>Nov. 12, 2003</td>
</tr>
<tr>
<td>Connie Callahan</td>
<td>Publishing an Award Winning Journal</td>
<td>American Counseling Association Southern Region Meeting in Washington, DC</td>
<td>Nov. 1, 2003</td>
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<tr>
<td>Connie</td>
<td>Working with</td>
<td>Central Kentucky Counseling</td>
<td>October</td>
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<tr>
<td>Callahan</td>
<td><strong>Children of Poverty</strong></td>
<td>Association Shakertown Kentucky 6 hour workshop</td>
<td>10, 2003</td>
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<tr>
<td>Connie Callahan</td>
<td><strong>Working with Children of Poverty</strong></td>
<td>Eastern Kentucky Counseling Association Grayson, KY 6 hour workshop</td>
<td>Sept. 19, 2003</td>
</tr>
<tr>
<td>Connie Callahan</td>
<td><strong>Treating Depressed Children and Adolescents</strong></td>
<td>Northern Kentucky Counseling Association Florence, KY 6 hour workshop</td>
<td>Mar. 12, 2003</td>
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<tr>
<td>Connie Callahan</td>
<td><strong>Treating Depressed Children and Adolescents</strong></td>
<td>Kentucky School Conference Association Annual Convention Lexington, KY 6 hour workshop</td>
<td>Mar. 6, 2003</td>
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<tr>
<td>Connie Callahan</td>
<td><strong>Understanding and Protecting Children Who Are Different.</strong></td>
<td>2nd Annual Conference on DIVERSITY. Eastern Kentucky University. Richmond, Kentucky 3 hour workshop</td>
<td>Feb. 12, 2003</td>
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<tr>
<td>Connie Callahan</td>
<td><strong>Treating Depressed Children and Adolescents.</strong></td>
<td>Western Kentucky Counseling Association. Madisonville, Kentucky. 6 hour workshop</td>
<td>Nov. 22, 2002</td>
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<tr>
<td>Wasicsko, M., Callahan, C., &amp; Wirtz, P.</td>
<td><strong>Understanding and Assessing Dispositions.</strong></td>
<td>First Annual Dispositions Conference. Eastern Kentucky University. Richmond, Kentucky 6 hour workshop</td>
<td>Nov. 20, 2002</td>
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<tr>
<td>Connie Callahan</td>
<td><strong>Saving Students from Substance Abuse: Practical Strategies for Counselors.</strong></td>
<td>Kentucky Counseling Association Fall Conference. Louisville, Kentucky. 6 hour workshop</td>
<td>October 22-23, 2002.</td>
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<tr>
<td>Connie Callahan</td>
<td><strong>How Medications and Drugs Affect Your Students.</strong></td>
<td>Clark County Counselors and Psychologists. Winchester, Kentucky. 6 hour workshop</td>
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<tr>
<td>Connie Callahan</td>
<td><strong>Treating Depressed Children and Adolescents.</strong></td>
<td>Family Preservation Annual Conference. Covington, Kentucky. 6 hour workshop</td>
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<tr>
<td>Connie Callahan</td>
<td><strong>Treating Depressed Children and Adolescents.</strong></td>
<td>Clark County Schools. Winchester, KY, 6 hr</td>
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<tr>
<td>Connie Callahan</td>
<td><strong>A New Look At Crisis Intervention</strong></td>
<td>Clark County Schools. Winchester, KY, 6 hr</td>
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<td>Callahan, Connie</td>
<td><strong>How Medications and Drugs Affect Your Students.</strong></td>
<td>Kentucky Counseling Association Spring Conference. Columbia, Kentucky. 6 hr workshop</td>
<td>March 15, 2002</td>
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<tr>
<td>Callahan, Connie</td>
<td><strong>Seven Habits of Highly Effective Counselors Who Treat Depression.</strong></td>
<td>Upper Cumberland Counseling Association, Corbin, KY 6 hour workshop</td>
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<td>Callahan, Connie</td>
<td><strong>How Medications and Drugs Affect Your Students.</strong></td>
<td>Kentucky School Counseling Association Annual Conference. Lexington, KY 6 hr.</td>
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<td>Callahan, Connie</td>
<td><strong>Poverty as a Contributor to Diversity</strong></td>
<td>1st Annual Conference on Diversity EKU Richmond, KY 3 hour workshop</td>
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<td>Callahan, Connie</td>
<td><strong>Crisis Intervention</strong></td>
<td>Garrard County Schools Lancaster, KY</td>
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<td><strong>Conduct Disorders</strong></td>
<td>Garrard County Schools Lancaster, KY 6 hr workshop</td>
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<td>Callahan, Connie</td>
<td>Diagnosis and Treatment: The Counselor’s Guide to the DSM-IV</td>
<td>Northern Kentucky Counseling Association, Covington, KY 6 hour workshop</td>
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<tr>
<td>Callahan, Connie</td>
<td><strong>EKU Violence Prevention Project</strong></td>
<td>International Rural Education Association, Albuquerque, NM</td>
<td>October 26, 2001</td>
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<tr>
<td>Callahan, Connie &amp; Naugle, Kim</td>
<td><strong>Efficacious Treatment of Depression</strong></td>
<td>Southern Region Counseling Association, Athens, GA</td>
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<td>Kentucky Counseling Association, Louisville, KY 6 hr. workshop</td>
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<td>Callahan, Connie</td>
<td>Avoiding Legal Minefields</td>
<td>Western Kentucky Counseling Association. Lake Barkley, Kentucky 6 hr workshop</td>
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<tr>
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<td>Preventing Violence at School</td>
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<tr>
<td>Callahan, Connie &amp; Strong, Sue</td>
<td>Wild Women Into SMET (Science, Math, Engineering, and Technology): How to Encourage At-Risk Youth</td>
<td>Kentucky Counseling Association Fall Convention. Louisville, KY 1 hr. interest session</td>
<td>October 18, 2000</td>
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<td>Callahan, Connie</td>
<td>Children As Victims: Preventing Problems at School</td>
<td>Kentucky Counseling Association Fall Convention. Louisville, KY 12 hour workshop</td>
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<td>Callahan, Connie</td>
<td>Children As Victims: Grief Intervention in Schools</td>
<td>Central Kentucky Counseling Association. Shaker Village, Kentucky 6 hour workshop</td>
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<td>Callahan, Connie</td>
<td>Social Workers: Understanding Children as Victims</td>
<td>Family Preservation Annual Conference. Lexington, KY 6 hour workshop</td>
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<td>Children as Victims: Preventing Problems at School</td>
<td>South Central Kentucky Counseling Association. Bowling Green, KY 6 hour workshop</td>
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<td>Callahan, Connie</td>
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<td>Kentucky Counseling Association Spring Conference. Columbia, KY 3 hour workshop</td>
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<td>Callahan, Connie &amp; Ellington, Leslie</td>
<td>Dialectal Behavior Therapy with Borderline Clients</td>
<td>19th Annual Growth and Research for Women (GROW) Conference. Eastern Kentucky University, Richmond, KY 2 hour workshop</td>
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<tr>
<td>Callahan, Connie &amp; Strong, Sue</td>
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<td>Association for Counselor Education and Supervision National Conference. New Orleans, Louisiana. 1 hour interest session</td>
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<tr>
<td>Callahan, Connie</td>
<td>Understanding and Treating Conduct Disorder</td>
<td>Kentucky Counseling Association Fall Conference. Louisville, KY 6 hour workshop</td>
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<td>Wild Women Don’t Get the Blues</td>
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<td>Predicting and Preventing School Violence</td>
<td>Northern Kentucky Counseling Association. Highland Heights, KY 6 hour workshop</td>
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<td>Predicting and Preventing Violence in Schools</td>
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<td>South Central Counseling Association. Bowling Green, KY 6 hour workshop</td>
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<td>Callahan, Connie</td>
<td>The Counselor’s Role in Safe Schools</td>
<td>Kentucky Counseling Association Divisional Spring Conference, Lindsey Wilson College 3 hour workshop</td>
<td>March 12, 1999</td>
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<tr>
<td>Callahan, Connie and Stockburger, Muriel</td>
<td>Purely Personal: How to Have a Healthy Relationship</td>
<td>1999 GROW Conference, Cincinnati, OH 2 hour interest session</td>
<td>February 26, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>The Counselor’s Role in Safe Schools</td>
<td>Mid-Cumberland Counseling Association, Somerset, KY 6 hour workshop</td>
<td>December 4, 1998</td>
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<tr>
<td>Callahan, Connie</td>
<td>Implementing House Bill 330 Safe School Measures</td>
<td>Upper Cumberland Counseling Association, Corbin, KY 6 hour workshop</td>
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<tr>
<td>Callahan, Connie and Strong, Sue</td>
<td>Diversity Training: Married Lesbians: Coming out in Midlife</td>
<td>1998 Annual Fall Kentucky Psychological Convention, Louisville, KY 6 hour workshop</td>
<td>November, 1998</td>
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<td>Callahan, Connie</td>
<td>Prediction and Prevention of Violence at School</td>
<td>41st Annual Fall Conference of the Kentucky Counseling Association, Louisville, KY 6 hour workshop</td>
<td>October, 1998</td>
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<tr>
<td>Callahan, Connie</td>
<td>Counseling Native Americans</td>
<td>Keynote Speech. Annual Spring Conference of the Kentucky Counseling Association, Columbia, KY</td>
<td>March 1998</td>
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<td>Callahan, Connie</td>
<td>Crisis Intervention Training for Counselors</td>
<td>Spring Conference of the Kentucky Counseling Association, Columbia, KY 3 hour workshop</td>
<td>March, 1998</td>
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<tr>
<td>Callahan, Connie</td>
<td>Appropriate Grief Intervention for Secondary School Students</td>
<td>Annual Conference of the Kentucky School Counseling Association, Lexington, KY 3 hour workshop</td>
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<tr>
<td>Callahan, C., Hall, S., Schmuldt, L., &amp; Thomas, D.</td>
<td>Wild Women Don’t Get the Blues</td>
<td>EKU Spring Conference for COE Administrative Assistants at Maywoods, Kentucky</td>
<td>March 18, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Working with Difficult Students</td>
<td>EKU’s 4th Annual Diversity Conference Richmond, Kentucky</td>
<td>Feb. 6, 2008</td>
</tr>
<tr>
<td>Callahan, C., Hall, S., &amp; Schmuldt, L.</td>
<td>How to Deal with Difficult People</td>
<td>Administrative Assistant Meeting EKU Richmond, KY</td>
<td>Jan. 9, 2008</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>How to Destroy a Relationship in Ten Steps or Less</td>
<td>Northern Kentucky Counseling Association Covington, KY 3 hour workshop</td>
<td>Dec. 2007</td>
</tr>
<tr>
<td>Callahan, C.</td>
<td>Understanding and Applying Grief Strategies</td>
<td>Northern Kentucky Counseling Association Covington, KY 3 hour workshop</td>
<td>Oct. 9, 2007</td>
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<tr>
<td>Callahan, C.</td>
<td>Cyberbullying</td>
<td>Northern Kentucky Counseling Association Covington, KY 3 hour workshop</td>
<td>Oct. 9, 2007</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Removing Mental Health Barriers to Academic Achievement</td>
<td>Kenton County Schools Covington, KY 6 hour workshop</td>
<td>Nov. 11, 2005</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Working with</td>
<td>Williamsville</td>
<td>Nov. 4,</td>
</tr>
<tr>
<td>Callahan, C. &amp; Wirtz, P.</td>
<td>Students of Poverty</td>
<td>Independent Schools Corbin, KY 6 hour workshop</td>
<td>2003</td>
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<tr>
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<tr>
<td>Callahan, Connie</td>
<td>Assessing Dispositions</td>
<td>Northern Kentucky University Annual Education Symposium 3 hour workshop</td>
<td>May 6, 2003</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Working with Students of Poverty</td>
<td>EKU Americorp Training Conference in Richmond, KY 3 hour workshop</td>
<td>April 16, 2003</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Crisis Intervention: The Counselor’s Role</td>
<td>Clark County Schools Mental Health Division Meeting in Winchester, KY 3 hour workshop</td>
<td>March 13, 2003</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Threat Assessment FBI Style</td>
<td>Southeast/Southcentral Educational Cooperative. Richmond, KY. 6 hour workshop</td>
<td>November 6, 2001</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Developing Safe School Teams</td>
<td>Jackson County Middle School Workshop. McKee, Kentucky 6 hour workshop</td>
<td>September 10, 2001</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Implementing Safe School Teams</td>
<td>Garrard County School Workshop. Lancaster, Kentucky 6 hour workshop</td>
<td>August 7, 2001</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Avoiding Legal Minefields</td>
<td>Carter County School Counselor Workshop. Grayson, Kentucky 6 hour workshop</td>
<td>July 11, 2001</td>
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<tr>
<td>Callahan, Connie</td>
<td>Diagnosis and Treatment: The School Counselor’s Guide to the DSM-IV</td>
<td>Clark County School Counselors and Psychologists. Winchester, Kentucky 6 hour workshop</td>
<td>May 30, 2001</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Avoiding Legal Minefields</td>
<td>Clark County School Counselors and Psychologists. Winchester, Kentucky 6 hour workshop</td>
<td>May 29, 2001</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Introduction to Safe</td>
<td>Western Kentucky</td>
<td>May 2, 2001</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>School Planning</td>
<td>Technical College 6 hour workshop</td>
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<tr>
<td>Threat Assessment FBI: Perspectives</td>
<td>Southeast/Southcentral Educational Cooperative Workshop. Corbin, Kentucky 6 hour workshop</td>
<td>April 25, 2001</td>
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<tr>
<td>Callahan, Connie</td>
<td>How to Destroy a Relationship in Ten Steps or Less</td>
<td>University Health and Wellness Presentation. Eastern Kentucky University, Richmond, KY</td>
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<td>Threat Assessment: FBI Perspectives</td>
<td>Southeast/Southcentral Educational Cooperative. Richmond, KY. 6 hour workshop</td>
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<tr>
<td>Callahan, Connie &amp; Strong, Sue</td>
<td>Treating the Rape Victim: ICASA Diversity Training</td>
<td>Illinois Coalition Against Sexual Assault. Chicago, IL. 6 hour workshop</td>
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<tr>
<td>Callahan, Connie</td>
<td>Understanding the Signs of Dangerous and Violent Behavior in School-Age Students</td>
<td>Student Council for Exceptional Children. Eastern Kentucky University, Richmond, KY 6 hour workshop</td>
<td></td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Children as Victims: Preventing Problems at School</td>
<td>Southeast/Southcentral Educational Cooperative. Eastern Kentucky 6 hour workshop</td>
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</tr>
<tr>
<td>Callahan, Connie</td>
<td>Children as Victims: Preventing Problems at School</td>
<td>Southeast/Southcentral Educational Cooperative. Rural Development Center, Somerset, KY 6 hour workshop</td>
<td></td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Understanding and Preventing Harassment: Preparation for Robinson Scholars at the University of Kentucky</td>
<td>Robinson Scholar Summer Program. Lexington, KY 6 hour workshop</td>
<td></td>
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<tr>
<td>Callahan, Connie</td>
<td>Preventing Harassment and Hate at School</td>
<td>Clark County Elementary Schools. Winchester, KY 6 hour workshop</td>
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<tr>
<td>Callahan, Connie</td>
<td>Preventing Harassment and Hate at School</td>
<td>Strode Elementary</td>
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<tr>
<td>Callahan, Connie</td>
<td>Harassment and Hate at School</td>
<td>School : Clark County Schools. Winchester, KY 6 hour workshop</td>
<td>2000</td>
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<tr>
<td>Callahan, Connie</td>
<td>Children as Victims: Preventing Problems at School</td>
<td>Clark County Counselors. Winchester, KY 6 hour workshop</td>
<td>May 31 and June 1, 2000</td>
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<tr>
<td>Callahan, Connie</td>
<td>Evaluating an Alternative Education Grant</td>
<td>Jackson County Schools. McKee, KY 6 hour workshop</td>
<td>March 13, 2000</td>
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<tr>
<td>Callahan, Connie</td>
<td>Predicting and Preventing Violence in Schools</td>
<td>Allen County Schools. Scottsville, KY 6 hour workshop</td>
<td>January 6, 2000</td>
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<tr>
<td>Callahan, Connie</td>
<td>Preventing Harassment in Schools</td>
<td>Model Laboratory School. Richmond, KY 6 hour workshop</td>
<td>January 3, 2000</td>
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<tr>
<td>Callahan, Connie</td>
<td>Writing the Safe School Plan</td>
<td>Jackson County Schools. McKee, KY 6 hour workshop</td>
<td>December 13, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Developing the Safe School Plan and District Discipline Code</td>
<td>Southeast/Southcentral Educational Cooperative. Eastern Kentucky University. 6 hour workshop</td>
<td>December, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Writing the Elementary Safe School Plan</td>
<td>Clark County Schools. Winchester, KY 6 hour workshop</td>
<td>November 12, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Writing the Middle School Safe School Plan</td>
<td>Clark County Schools. Winchester, KY 6 hour workshop</td>
<td>November 10, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Writing the High School Safe School Plan</td>
<td>Clark County Schools. Winchester, KY 6 hour workshop</td>
<td>November 8, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Understanding and Working with the Conduct Disorder in the School Setting</td>
<td>Hardin County Schools. Elizabethtown, KY 6 hour workshop</td>
<td>November 1, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Administration Planning for Safe Schools</td>
<td>Clark County Schools. Winchester, KY 6 hour workshop</td>
<td>October 25, 1999</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Safe School Intervention at the Community College Level</td>
<td>Northern Kentucky Technical Colleges. Highland Heights, KY 6 hour workshop</td>
<td>October 8, 1999</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>The Parent’s Role in Safe Schools</td>
<td>Clark County Middle School. Winchester, KY</td>
<td>September 29, 1999</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Community Involvement in Safe Schools</td>
<td>Jackson County Schools. McKee, KY 6 hour workshop</td>
<td>September 22, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Safe School Practices in the High School</td>
<td>Jackson County High School. McKee, KY 6 hour workshop</td>
<td>September 2, 1999</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Effective Intervention Strategies for Middle School Students: Safe School Training</td>
<td>Clark Middle School, Winchester, Kentucky 6 hour workshop</td>
<td>August 12, 1999</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Effective Teaching Strategies to Prevent School Violence: Safe School Training</td>
<td>Clark County High School, Winchester, Kentucky, 6 hour workshop</td>
<td>August 11, 1999</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Dealing with Difficult Students: Safe School Training</td>
<td>Jackson County School District, McKee, Kentucky 6 hour workshop</td>
<td>August 10, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Predicting and Preventing School Violence: Safe School District Training</td>
<td>Knox County School District, Corbin, Kentucky 6 hour workshop</td>
<td>August 9, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Writing Your School Safety Plan</td>
<td>Jackson County Schools. McKee, Kentucky 6 hour workshop</td>
<td>June 21, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Safe School Workshop Principal's Academy: Creating a School Crisis Intervention Handbook</td>
<td>Southeast/South Central Educational Cooperative. Eastern Kentucky University, Richmond, KY 6 hour workshop</td>
<td>June 18, 1999</td>
</tr>
<tr>
<td>Callahan, Connie</td>
<td>Effective Grant Writing for Safe School</td>
<td>Jackson County Schools. McKee, KY 6 hour workshop</td>
<td>June 14, 1999</td>
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<tr>
<td>Callahan, Connie</td>
<td>Safe Schools Workshop Principal's Academy: Working with Difficult Student Populations</td>
<td>Southeast/South Central Educational cooperative. Eastern Kentucky University 6 hour workshop</td>
<td>June 4, 1999</td>
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<td>Callahan, Connie</td>
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<tr>
<td>Intervening in Crises</td>
<td>Clark County Schools. Winchester, KY</td>
<td>June 1, 1999</td>
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<tr>
<td>Developing an Emergency Procedural Handbook for Schools</td>
<td>Clark County Schools. Winchester, Kentucky</td>
<td>June 2, 1999</td>
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<tr>
<td>Writing the Safe School Plan for Kentucky House Bill 330.</td>
<td>Workshop for Knox County Schools at Eastern Kentucky University</td>
<td>May 4, 1999</td>
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<tr>
<td>How to Destroy a Relationship in Ten Steps or Less</td>
<td>Come Together Kentucky Convention, EKU</td>
<td>April 10, 1999</td>
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<tr>
<td>Date Rape: A Serious Look</td>
<td>Last Lecture Series. Eastern Kentucky University. Richmond, Kentucky</td>
<td>March, 1999</td>
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<tr>
<td>Diversity Training: Counseling Gay and Lesbian Adolescents</td>
<td>Fayette County School District, Lexington, KY</td>
<td>February 19, 1999</td>
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<tr>
<td>How to Destroy Your College Relationships in Ten Steps or Less</td>
<td>Last lecture Series. Eastern Kentucky University</td>
<td>January, 1999</td>
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<tr>
<td>Discipline with Dignity</td>
<td>West Knox Elementary Teachers, Corbin, KY</td>
<td>October, 1998</td>
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<tr>
<td>Conflict Management Training</td>
<td>Flat Lick Elementary Teachers, Flat Lick, KY</td>
<td>October, 1998</td>
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<tr>
<td>Developing a Safe School Plan</td>
<td>Knox County Schools,</td>
<td>September,</td>
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<tr>
<td>Callahan, Connie</td>
<td>School Plan</td>
<td>Barbourville, KY</td>
<td>1998</td>
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<tr>
<td>Crisis Intervention Training for Administrators and Counselors</td>
<td>Garrard County Schools, Lancaster, KY</td>
<td>6 hour workshop</td>
<td>February, 1998</td>
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<tr>
<td>Crisis Intervention Training for Administrators and Counselors</td>
<td>Lincoln County Schools, Stanford, KY</td>
<td>6 hour workshop</td>
<td>February, 1998</td>
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<tr>
<td>Evaluation and Role of the School Counselor</td>
<td>Franklin County Schools, Frankfort, KY</td>
<td>6 hour workshop</td>
<td>January, 1998</td>
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</tbody>
</table>

**Professional Affiliations:**
- The American Counseling Association
- The American Association for Counselor Education and Supervision
- International Association of Marriage and Family Therapists
- The Kentucky Counseling Association
- The Kentucky School Counselor Association
- The Kentucky Mental Health Counselors Association.

**Licenses:**
- Marriage and Family Therapist in New Mexico 1991-1995
- Licensed Professional Clinical Counselor in the state of New Mexico 1991-1995
- Licensed Professional Clinical Counselor in the Commonwealth of Kentucky.

**Service to the University, College and/or Profession**

*Departmental Committees:* Counseling Syllabi and Curriculum Committee, Merit Pay Committee (Chair for two years), Social Concerns Committee, College Admissions and Counseling Practicum Committee.

*College Committees:* the College Newsletter Staff (Editor), the Graduation Ceremonies Planning Committee and the College Curriculum Coordinating Committee, Ad-Hoc Merit Pay Committee (Chair) and the NCATE Dispositions Committee (Chair).

Member of the university ADA Awareness Committee, member of the University Judicial Affairs Committee, member of the Women’s Studies Advisory Board, Chair of the Rights and Responsibilities Committee of the Faculty Senate, Faculty Senate, Graduate Council, College Curriculum Committee, Teacher Education Committee.

PT3 Grant Committee Member and Professional Fellows Grant Member

**Service to the Community**
Working on Safe Schools with a number of counties has allowed me to form coalitions with several school systems in the Commonwealth and has put me in close ties with Angela Wilkins from the Kentucky Department of Education. I have workshops approved by KDE to fulfill continuing education credit for the Kentucky Effective Leadership Act.

I was trained at the Eighteenth Annual Rescue and Emergency Services Education Program held at EKU on April 23-25, 1999 in “Basic Critical Incident Stress Management.” This training was conducted by the Kentucky Disaster and Emergency Services and has allows me to become a member of the Kentucky Community Crisis Response Team with the Kentucky Department of Military Affairs

**Honors**

*2009 Counselor Educator of the Year Award for Professional Excellence and Volunteer Service*
The Kentucky Counseling Association Awarded Oct. 23, 2009

*Professional Development Award for Training Counselors* by The Kentucky Counseling Association Awarded October, 2004

*Kearney Campbell Award, Highest State Award for Counselors* by The Kentucky Counseling Association. Awarded 2003.

*Commendation from the House of Representatives of the Commonwealth of Kentucky for service to families, schools and communities.* Awarded 2000

*Kentucky Counseling Association Counselor Educator of the Year.* Awarded 2000.


**Additional Professional Development**
40 hours of professional workshops at the 2004 American Counseling Association
40 hours of professional workshops at the 2003 American Counseling Association
40 hours of professional workshops at the 2002 American Counseling Association
40 hours of professional workshops at the 2001 American Counseling Association
40 hours of professional development at the 2000 American Counseling Association
30 hours of professional development at the 1999 ACES Convention
### Academic Assignment:

**Academic Assignment(s) at Eastern Kentucky University** (Academic assignments between the Fall 1997 and the present)

<table>
<thead>
<tr>
<th>Courses Taught Prefix and Course #</th>
<th>Course Title</th>
<th>When Taught</th>
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<tbody>
<tr>
<td>COU 803</td>
<td>Community Agencies &amp; Services</td>
<td>Fall 1997, Summer 1998</td>
</tr>
<tr>
<td>COU 807</td>
<td>Counseling At-Risk Students</td>
<td>Summer 2003, Summer 2004</td>
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<tr>
<td>COU 807</td>
<td>The Counseling Process in Grief and Loss</td>
<td>Summer 2005, Fall 2007, Fall 2008</td>
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<tr>
<td>COU 814</td>
<td>Organization &amp; Administration of Guidance Counseling</td>
<td>Fall 1997</td>
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<tr>
<td>COU 820</td>
<td>Group Counseling</td>
<td>Intercession 1998</td>
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<tr>
<td>COU 852</td>
<td>The Counseling Process in Grief and Loss</td>
<td>Fall 2006, Summer</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Terms Taught</td>
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<tr>
<td>EDF 869</td>
<td>Methods of Research</td>
<td>Intercession 2000</td>
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<tr>
<td>Other university courses</td>
<td>Listed by university at the end of this CV</td>
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**Additional University Courses Taught**

**University of New Mexico 1988-1995**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Psych 101</td>
<td>General Psychology I: An introduction to basic processes underlying behavior. Focuses on principles of learning, memory, and motivation, as well as areas such as perception, language, states of awareness, and biological bases of behavior.</td>
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<tr>
<td>Psych 102</td>
<td>General Psychology II: An introduction to patterns of human behavior. Focuses on the topics of human growth and development, intelligence, personality, social psychology, and abnormal psychology, with a focus on therapy.</td>
<td></td>
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<tr>
<td>Psych 105</td>
<td>General Psychology: Overview of major content areas in psychology. Topics covered include learning, cognition, perception, motivation, biological systems, social and abnormal psychology, development, personality, and approaches to psychotherapy.</td>
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<tr>
<td>Psych 220</td>
<td>Child Psychology: Description of the more salient aspects of the behavior and development of children and adolescents.</td>
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<tr>
<td>Psych 221</td>
<td>Human Growth and Development: Psychological issues through the lifespan.</td>
<td></td>
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<tr>
<td>Psych 230</td>
<td>Adjustment and Interpersonal Relationships: Processes of normal human adjusting and coping in both personal and interpersonal spheres. Topics include applications of psychology to stress and mood management, self-esteem, social adjustment, communication, and relationships.</td>
<td></td>
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<tr>
<td>Psych 231</td>
<td>Psychology of Human Sexuality: Exploration of physiological, cultural, social, and social individual factors that influence sexual behavior, sex roles, and sex identity.</td>
<td></td>
</tr>
<tr>
<td>Psych 232</td>
<td>Clinical Psychology: Introduction to clinical psychology as a profession and research area. Topics include psychometrics and assessments, systems of prevention and therapy, forensic psychology, program evaluation, and professional/ethical issues.</td>
<td></td>
</tr>
<tr>
<td>Psych 312</td>
<td>Psychology of Perception: Study of the methods organisms use to gain information about objects. The sensory processes are discussed as a basis for description of more complex perceptual phenomena.</td>
<td></td>
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<tr>
<td>Psych 331</td>
<td>Psychology of Personality: Survey of theory, research, and application of both classical and developmental perspectives.</td>
<td></td>
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</table>
and contemporary approaches to the study of personality. Emphasis is research when applied to practical problems.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>Psych 332</td>
<td>Abnormal Psychology: Review of historical, scientific, and ethical issues in the field of psychopathology. Categorization of deviant behavior is regarded as less important than theories of abnormal behavior development, systems of therapy, and relevant research.</td>
</tr>
<tr>
<td>Psych 337</td>
<td>Family Psychology: Focus on major theoretical approaches to family dysfunctions and examines family influences on the development maintenance of deviance including juvenile delinquency, substance abuse, anorexia, depression, and schizophrenia</td>
</tr>
<tr>
<td>Psych 412</td>
<td>Advanced Educational Psychology: The contributions of various theories of learning and teaching to current educational practice at the preschool, elementary, and secondary levels. Relevant social-motivational-emotional variable are explored.</td>
</tr>
<tr>
<td>Family Studies (FS) 208</td>
<td>Theories of Child Development and Family Relations: Overview of significant theories and research for better understanding child development and family interaction</td>
</tr>
<tr>
<td>FS 213</td>
<td>Marriage and Family Relationships: Survey of research in premarital, marital, and family relationships</td>
</tr>
<tr>
<td>FS 304</td>
<td>Growth and Development in Middle Childhood: Principles of growth and development for 6 to 11 years old in cognitive, physical-motor, and social-emotional areas. Influences on development included.</td>
</tr>
<tr>
<td>FS 312</td>
<td>Parent-Child Interaction: Dynamic interactions of parents and children throughout the life cycle in diverse family configurations</td>
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<tr>
<td>FS 315</td>
<td>Adolescent Development in the Family: Development and communication patterns of adolescents within family configurations</td>
</tr>
<tr>
<td>Couns 430</td>
<td>Dynamics of Human Behavior: To permit the student to achieve a broad base to understanding the various theorists and theories of personality</td>
</tr>
<tr>
<td>Couns 530</td>
<td>Dynamics of Human Behavior: Graduate level theories of personality</td>
</tr>
<tr>
<td>Couns 590</td>
<td>Practicum in Counseling: Supervised master’s level counselors</td>
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</table>

Pittsburg State University  1985-1987

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Psych 155</td>
<td>General Psychology</td>
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<tr>
<td>Psych 275</td>
<td>Mental Hygiene</td>
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<tr>
<td>Psych 357</td>
<td>Educational Psychology</td>
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<tr>
<td>Psych 406</td>
<td>Independent Study</td>
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<tr>
<td>Psych 571</td>
<td>Abnormal Psychology</td>
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<tr>
<td>Psych 735</td>
<td>Psychology of Mental Health</td>
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<tr>
<td>Psych 740</td>
<td>Seminar: Applied Educational Psychological Theories</td>
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<tr>
<td>Psych 816</td>
<td>Group Dynamics</td>
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<tr>
<td>Psych 822</td>
<td>Practicum in Counseling</td>
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<tr>
<td>Psych 840</td>
<td>Death and Dying</td>
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<tr>
<td>Psych 840</td>
<td>Encouraging and Motivating Students</td>
</tr>
<tr>
<td>Psych 840</td>
<td>Classroom Management</td>
</tr>
</tbody>
</table>

Albuquerque Technical Vocational Institute and Community College 1988-1997

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 105</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Psych 220</td>
<td>Introduction to Human Growth and Development</td>
</tr>
<tr>
<td>Psych 230</td>
<td>Adjustment and Interpersonal Relationships</td>
</tr>
<tr>
<td>Psych 231</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>Psych 232</td>
<td>Clinical Psychology</td>
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<td>Psych 299</td>
<td>Death and Dying</td>
</tr>
</tbody>
</table>

CAA 164
ACADEMIC DEGREES:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Southern Illinois University at Carbondale</td>
<td>1990</td>
<td>Counselor Education*</td>
</tr>
<tr>
<td></td>
<td>Dissertation: Effects of Wait Time on Premature Termination of Therapy in a University Clinical Center. Dissertation Chair: Dr. Michael Altekruese</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*CACREP Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>Southeast Missouri State University</td>
<td>1977</td>
<td>School Counseling</td>
</tr>
<tr>
<td></td>
<td>Master’s Project: Values Clarification in Counseling. Chair: Dr. Dottie Cruce-Mast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.S.</td>
<td>Southeast Missouri State University</td>
<td>1971</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td>(Major: History; Minors: Psychology and Sociology)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROFESSIONAL EXPERIENCE:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EKU</td>
<td>2001-Present</td>
<td>Professor</td>
</tr>
<tr>
<td>EKU</td>
<td>2002-2003</td>
<td>Interim Associate Dean</td>
</tr>
<tr>
<td>EKU</td>
<td>2000-2001</td>
<td>Acting Chair</td>
</tr>
<tr>
<td>EKU</td>
<td>1996-2001</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>EKU</td>
<td>1991-1996</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>EKU</td>
<td>1990-1991</td>
<td>Adjunct Professor</td>
</tr>
<tr>
<td>Comprehensive Care Center, Lexington</td>
<td>1987-1991</td>
<td>Mental Health Therapist</td>
</tr>
<tr>
<td>Central H.S., Cape Girardeau, Mo.</td>
<td>1986-1987</td>
<td>School Counselor</td>
</tr>
<tr>
<td>SIU-C</td>
<td>1983-1986</td>
<td>Doctoral Student/TA</td>
</tr>
<tr>
<td>Oak Ridge Schools, Oak Ridge, Mo.</td>
<td>1981-1983</td>
<td>School Counselor/</td>
</tr>
<tr>
<td></td>
<td>1976-1978</td>
<td>School Psychometrist/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director Special Services</td>
</tr>
<tr>
<td>Kennett H.S., Kennett, Mo.</td>
<td>1974-1976</td>
<td>Social Studies Teacher</td>
</tr>
<tr>
<td>Economic Action Committee of Tx.</td>
<td>1973-1974</td>
<td>Head Start Director</td>
</tr>
<tr>
<td>Hensarling Interests, Inc. of Tx.</td>
<td>1972-1973</td>
<td>President’s Assistant</td>
</tr>
<tr>
<td>Hillsboro H.S., Hillsboro, Mo.</td>
<td>1971-1972</td>
<td>Social Studies Teacher</td>
</tr>
<tr>
<td>Southeast Missouri State University</td>
<td>1968-1971</td>
<td>Undergraduate Student</td>
</tr>
<tr>
<td>Scott County Welfare Office</td>
<td>1966-1968</td>
<td>Stenographer II</td>
</tr>
</tbody>
</table>
PROFESSIONAL MEMBERSHIP:

**National Associations:**
American Counseling Association (ACA)
Association for Gay, Lesbian, Bisexual Issues in Counseling of ACA (AGLBIC of ACA)
American Psychological Association (APA)

**State Associations:**
Kentucky Counseling Association (KCA)
Association for Gay, Lesbian, Bisexual Issues in Counseling of Ky. (AGLBIC of KY)
Kentucky Association for Counselor Educators and Supervisors (KACES)
Kentucky School Counselor Association (KSCA)
Kentucky Psychological Association (KPA)

PROFESSIONAL ASSOCIATION LEADERSHIP:

2008-2009  CACREP Treasurer
2008-2009  CACREP Executive Committee
2007-2010  CACREP Board Search Committee
2007-2008  KY State Board of Professional Counseling, Assessment Task Force
2006-2007  CACREP-CORE Merger Committee
2005-2011  CACREP Board Member
2005-2008  CACREP Internal Process Committee
2006-2008  ACA Convention Program Committee
2003-2007  ACA Awards and Fellows Committee
2006-2007  ACA Conference Proposal Reviewer
2003-2006  Presidential Appointment to ACA Awards Task Force
2001-2004  College Board ASCA Representative
2000-2002  President
2000-2002  Association for Gay, Lesbian, and Bisexual Issues in Counseling of ACA
1999-2001  Charter President
1996-1997  Kentucky Counseling Association President
1995-1996  Advocacy Committee Chair, KCA
1995-1996  Nominations and Elections Committee Chair, KCA
1995-1996  Research, Leadership and Program Development Committee Chair, KCA
1995-1996  Conference Program Committee Member, KCA
1995-1996  Strategic Planning Committee Member, KCA
1995-1996  Kentucky Mental Health Coalition, KCA Representative
1995-1996  Awards Committee Member, KACES
1995-1996  EKU Chapter of Chi Sigma Iota, Faculty Co-Sponsor
1995-1996  By-Laws Chair, Southern Region of ACA
1994-1995  Governing Board Member, KSCA
By-Laws Chair, Association for Assessment in Counseling in Ky.
State Coordinator, Student Mentoring Program, KACES
Awards Committee, KACES
Strategic Planning Committee Member, KCA
Emerging Leader Participant at the Southern Region of ACA
Government Relations Committee Chair, KCA
1985-1986 Chi Sigma Iota Charter President, Southern Illinois University
1981-1982 Delegate, Missouri School Counselor Association
Historian, Southeast Missouri Guidance Association

LICENSES/CERTIFICATIONS:
Licensed Counseling Psychologist (Ky.#806)
Fellow of the American Academy of Psychologists Treating Addiction (#114)
Licensed Professional Clinical Counselor (LPCC, KY #83)
National Certified Counselor (NCC)
National Certified School Counselor (NCSC)
Clinical Mental Health Counselor (CMHC)
Masters Addiction Counselor (MAC)
Standard Certificate for Secondary School Guidance Counselor (7-12, Ky.)
Endorsement for Individual Intellectual Assessment (K-12,Ky.)
School Counselor (K-12, Mo.)
Professional School Counselor (K-12, Mo.)
School Psychometrist (K-12, Mo.)
Social Studies Teacher (7-12, Mo.)

HONORS/AWARDS:
2006 AGLBIC Mentor Award
2005 Distance Learning Academy
2003 KCA Counselor Educator of the Year Award
2003 EKU Pride Alliance Faculty Sponsor Award
2003 Sabbatical Leave Award
2002 Ohana Social Justice Award, Counselors for Social Justice of ACA
2000 Wakonse Fellow
2000 National Science Foundation (GEMS Fellow)
1998 Kearney Campbell Award, Kentucky Counseling Association
1996 Kentucky Colonel
1990 Legislative appointment to Task Force on Alcohol/Drug Use During Pregnancy

PUBLICATIONS:

National Refereed:


State Refereed


**Other Publications:**


**Editorial Review Board:**


**Text Review:**

**Honors Program Senior Thesis Director:**


**Effective Instructional Leadership Approved Proposals:**

Strong, S. Career exploration using the Self Directed Search and other Holland materials. EIL #1389. *Kentucky Department of Education,* Frankfort, Ky.

Strong, S. Counselor Supervision Training. EIL #270. *Kentucky Department of Education,* Frankfort, Ky.

Strong, S. Counseling Gay Students and Families. EIL #263. *Kentucky Department of Education,* Frankfort, Ky.

**Grants Funded:**


**National Newsletter Articles:**


State Newsletter Articles:


PRESENTATIONS:

**National Refereed Presentations:**


**Regional Refereed Presentations:**


**State Refereed Presentation:**


Callahan, C. and Strong, S. (October, 1999). Disowned parts of the female psyche: wild women don’t get the blues. KCA Annual Conference, Louisville, Ky.


**Other Presentations:**

Strong, S. (April 2006). Being gay in Kentucky: The political and social impact on real people and the counselor’s role. COE Professional Development, EKU, Richmond, KY.


Strong, S. (November 2005). Katrina and Rita: SAMHSA Hurricane Assistance Project. COE Professional Development, EKU, Richmond, KY.
Polmanteer, K. and Strong, S. (August 2005). The Apprentice or you’re hired: COE Professional Development, EKU, Richmond, KY.


Strong, S. (December, 2004). GLBT Relationships. Pride Alliance, EKU, Richmond, KY.

Strong, S. (November, 2004). GLBT faculty and staff advocacy for domestic partnership benefits, mentoring program, and GLBT coursework. Chair’s Association Meeting, Eastern Kentucky University, Richmond, KY.


Strong, S. (February 2004). Children’s depression inventory for school counselor use. Fayette County Public Schools, Lexington, KY.


Strong, S. (May, 1995). To be or not to be: making career choices. Madison County Public Library, Richmond, Ky.


EXPERT CONSULTATION/COLLABORATION:

Media Consultations:
- 4/25/07 Radio Interview, DP Benefits, WEKU, Richmond
- 7/26/06 Newspaper Interview, DP Benefits, Courier Journal, Louisville
- 4/21/06 Newspaper Interview, Montessori Education, Herald-Leader, Lexington
- 4/12/06 Newspaper Interview, Governor’s removal of sexual orientation and gender identity from public policy, LEO, Louisville
- 11/15/04 Newspaper Interview, Marriage Amendment, Courier Journal, Louisville
- 11/12/04 Newspaper Interview, Gay Marriage, Courier Journal, Louisville
- 10/28/04 Newspaper Interview, Gay Marriage, EKU Progress, Richmond
- 10/25/04 Newspaper Interview, Gay Marriage, Herald-Leader, Lexington
- 9/21/04 Newspaper Interview, Gay Marriage, Courier Journal, Louisville
- 4/11/04 Televised Interview, Gay Marriage, Channel 36, Lexington
- 4/6/04 Newspaper Interview, Gay Marriage, Herald-Leader, Lexington
- 3/22/04 Televised Interview, Gay Marriage, Channel 18, Lexington

Assessment Consultations:
- 2001-Present UK-Samaritan Hospital Behavioral Health Unit Consultant
- 2006-2007 Ephraim-McDowell Hospital, Behavioral Health Unit Consultant
- 2003-2004 Clark County Public Schools, School Counseling Assessment, Consultant
- 1993-1999 Res-Care, Inc. Assessment Consultant
- 1992-1997 Fayette County Public Schools Assessment Consultant
- 1993-1995 Department of Vocational Rehabilitation Assessment Consultant

Professional Association Collaboration:
- 2004-Present Collaboration with the KCA and COU 891 on “Credit for Conference”
- 2005-Present Collaboration with the KSCA and COU 891 on “Credit for Conference”

EKU UNIVERSITY SERVICE:

University:
- 2002-2003 President’s Cabinet
- 2002-2003 Provost Council
- 2002-2003 Teacher Education Committee
- 2001-2004 University Graduate Council At Large Representative
- 2002-2003 Graduate Council Student Committee Chair
- 2002-2003 University Banner Committee
- 1998-2001 Faculty Senator
- 1998-2001 Faculty Rights and Responsibility Committee of Faculty Senate
- 2000-2001 Council of Senate Leaders (Alternate Representative)
- 2000-2001 Chair’s Association Steering Committee
- 1994-1996 University Substance Abuse Committee
**College:**
2006-2008 Professional Education Fellow (Kingston Elementary, Madison County)
2007-2008 Faculty Search Committee, Department Special Education
2006-2007 Search Committee, Clinical Director, Department Special Education
2006-2007 College Academic Practices Committee
2004-2006 College Mentoring Committee, Chair
2004-2006 College Sabbatical Leave Committee
2003-2005 College Promotion and Tenure Mentoring Program Facilitator
2002-2003 College Promotion and Tenure Committee At Large Member
2002-2003 College Curriculum Coordinating Committee
2002-2003 College Sabbatical Leave Committee, Chair
2001-2002 College Diversity Committee
2000-2001 College Curriculum Coordinating Committee
2000-2001 College Technology Committee
1999-2000 College Academic Practices Committee
1998-1999 College Sabbatical Leave Committee

**Department:**
2008-2009 Chair, Department Promotion and Tenure Committee
2008-2009 Chair, Department Annual Evaluation Committee
2007-2008 Department Faculty Search Committee
2007-2008 Chair, Department Annual Evaluation Committee
2006-2007 Chair, Department Search Committee
2005-2006 Chair, Department Promotion and Tenure Committee
1991-Present Department Admissions Committee
1991-Present Department Master’s Comps Committee
1991-Present Department Curriculum Committee
1995-Present Department CACREP Committee
2003-Present Department Clinical Committee
2005-2006 Department Academic Practices
2004-2006 Department Promotion and Tenure Committee
2004-2006 Department Annual Evaluation Committee
2004-2005 Department Mentoring Committee, Chair
2003-2004 Department Annual Evaluation Committee
2003-2004 Department Faculty Search Committee
2001-2002 Department Faculty Search Committee
2001-2002 Department Promotion, Tenure, and Evaluation Committee Chair
1996-1998 Department Promotion and Tenure Committee
1997-1998 Department Faculty Search Committee
1998-1999 Department Faculty Search Committee
1995-1996 Department Merit Pay Committee
1994-1995 Department Faculty Search Committee
1994-1995 Department Social Committee

**Faculty Senate Committee Accomplishments:**
Senate approved motion to add sexual orientation to the antidiscrimination clause
Senate approved motion to offer domestic partnership benefits

**Faculty Sponsor/Facilitator:**
2006-Present Developer/Sponsor, AGLBIC EKU Chapter for GLBT Counseling Students
2004-Present Developer/Sponsor, GLBT Faculty/Staff Mentoring Program
1997-2005 Pride (EKU’s Gay/Straight Alliance) Faculty Sponsor

**COMMUNITY SERVICE:**
2007 Education Professional Standards Board, Content Area Review Committee
11/18-25/06 Habitat for Humanity International, Gulfport, MS.
2006-2007 Education Professional Standards Board, Reading Committee
2006-2008 Certified Volunteer, Madison County School System
2005-2008 St. Joseph Hospital Advisory Board for Clinical Pastoral Education
11/20/06 St. Joseph Hospital Pastoral Education Supervision Symposium
2/13-26/06 SAMSHA, Hurricane Katrina Project, New Orleans, LA.
10/11-25/05 SAMSHA, Hurricane Katrina Project, Lafayette, LA.
2005-Present Rainbow Families of Lexington
2004-2006 FLOW/LUV Lexington (purchase of water company)
2002-2006 Volunteer, Providence Montessori School, Lexington
1998-Present Kentucky Fairness Association Volunteer
2004 Volunteer, No Amendment Campaign, Lexington
1993-2001 Kentucky Crisis Response Team Member
1997-2001 Bluegrass Belles Consultant
1998-2001 KERA Researchers Rountable
1998-2003 Kentucky Education Professional Standards Board of Examiners
1996-1997 Gay and Lesbian Service Organization of Central Kentucky Board
1993-1995 Speak Out Lexington

**COURSES TAUGHT AT EKU:**

**Graduate:**
COU 804 Counseling Diverse Populations
COU 807: GLBT Studies: An Interdisciplinary Approach
COU 807: Mental Health and Mental Illness
COU 813 Professional Orientation and Ethics
COU 840 Theory and Practice of Counseling
COU 840 Theory and Practice of Counseling via ITV
*COU 840 Theory and Practice of Counseling Online
COU 846 Basic Techniques and Process of Counseling
COU 822 Lifestyle and Career Counseling
*COU 851 Addiction Disorders Counseling
COU 855 Diagnosis and Treatment in Counseling
*COU 855 Diagnosis and Treatment in Counseling Online
COU 880 Counseling Practicum
COU 881 Advanced Counseling Practicum
COU 881 Counseling Internship
COU 826 Assessment in Counseling
COU 827 Intellectual Assessment
COU 856 Assessment Practicum
*COU 891 Issues and Trends in Counseling Online Collaboration with KCA & KSCA
EPY 826 Individual Intelligence Assessment I
EPY 827 Individual Intelligence Assessment II
EPY 856 Practicum in Psychometry
EPY 816 Tests and Measurement
EDF 839 Human Development and Learning

**Undergraduate:**
EPY 412 Tests and Measurement
EPY 318 Human Development

**NEW COURSES DEVELOPED AT EKU:**

**Graduate:**
*COU 807 GLBT Studies: An Interdisciplinary Approach
COU 807: Mental Health and Mental Illness
COU 813 Professional Orientation and Ethics
COU 822 Lifestyle and Career Counseling
COU 826 Assessment in Counseling
*COU 855 Diagnosis and Treatment in Counseling
*COU 849 Addiction Disorders Counseling
*COU 851 Counseling GLBT Clients
*COU 891 Issues and Trends in Counseling Online Collaboration with KCA & KSCA

*Fully Online courses
Dissertation Topic: Irrational Beliefs as Cognitive Mediators of Performance Anxiety and Counselor Trainee Performance in a Coached Client Analogue (Copy of Abstract or Dissertation available on request)

Master of Science, June 1983
Indiana University Southeast
Major: Counseling and Guidance (Agency Track)

Bachelor of Arts, May, 1982
Indiana University Southeast
Double Major: Psychology and Sociology

CERTIFICATIONS & LICENSURES

Licensed by the Kentucky Board of Licensed Professional Counselors as a Licensed Professional Clinical Counselor (Certificate #0146)

Certified by the National Board of Certified Counselors as a Nationally Certified Counselor (certificate #11618)

Licensed by the Kentucky Board of Examiners of Psychology as a Licensed Counseling Psychologist (license #981) and endorsed as a Health Service Provider in Psychology

Licensed by the State of Indiana Health Professions Bureau Psychology Board as a Licensed Psychologist (license #20040697) and endorsed as a Health Service Provider in Psychology (1991-1999)

PROFESSIONAL EXPERIENCE

August 15, 2006 to present: Associate Dean of the College of Education and Professor (promoted July 1, 2009) of Counseling and Educational Psychology in the Counseling and Educational Psychology Department of Eastern Kentucky University in Richmond, Kentucky.

As Associate Dean of the College of Education my primary duties include providing support and leadership to the college to ensure quality instruction for students. These duties include assisting in the administration of personnel issues including hiring, tenure, promotion, etc.. It also includes assisting with the leadership and oversight of academic programs and curriculum including the implementation of new programs such as the Universities first Doctoral program which accepted its first candidates in August of 2008. I am also responsible for many aspects of our colleges Accreditations including leading the SACS level change needed to
start the Universities first doctoral program. I also have worked extensively with our NCATE accreditation process for the College and with individual Program accreditations such as CACREP and ASHA. I have also served as the lead for oversight of facilities including a recent $200,000.00 upgrade of technology for our college classrooms. Duties also include involvement and leadership in budgeting and strategic planning and reporting and compliance management for different internal and external College constituencies.

Duties as Professor of Counseling and Educational Psychology include teaching graduate courses in the area and involvement in program development. Courses taught have included, but are not limited to, a course in Professional Orientation and Ethics in Counseling, a course in Community Counseling and Agencies, Tests and Measurements, Diagnosis and Treatment in Counseling, Counseling Practicum and Internship, and three courses that constitute a certification program in Intellectual Assessment.

(As an additional responsibility within the university, I have served as the University ADA Coordinator with responsibilities for ADA compliance issues since Fall 2007. This includes serving as an advisor to facilities services on ADA building projects and compliance; serving as an advisor to the Universities EEO and legal office on ADA issues; serving as advisor to the Universities Disabilities Services Office and as a director of the complaint process for students, faculty and staff with complaints related to disability accommodations.)

July 1, 2005 to August 15 2006:

Associate Professor and Chair of the newly formed Counseling and Educational Psychology Department of Eastern Kentucky University in Richmond, Kentucky.

Duties included serving as the first chair of this department and working to develop and establish the department’s initial budget and all policies and procedures. Additional duties included monitoring all department curriculum development and implementation; all relevant accreditation maintenance including CACREP and NCATE as well as state CPE, EPSB and KDE requirements; and other program oversight as needed. Duties also include teaching graduate courses in Counseling and Educational Psychology. Teaching duties have included those listed above. Additional duties included student advising, serving on
committees, research, and various other tasks in service to the University, College and community.

(In addition to duties above, from July 1, 2005 through June 30, 2006 also served as the Interim Chair for the Special Education Department at Eastern Kentucky University. My role for this year was to stabilize a department of 59 faculty and staff and manage the administration of this unit. This department included bachelors and masters degrees and certification programs in Special Education: Learning and Behavior Disorders, Deaf and Hard of Hearing and Interdisciplinary Early Childhood Education as well as in Communications Disorders. It also included a Bachelors degree program in Interpreter Training and American Sign Language. This program was a highly grant funded program that also provided and directed statewide outreach to the deaf and hard of hearing population of the State. During my time with this program the Interpreter Training Program received additional funding of over $500,000.00 per year recurring to develop a satellite program in the western part of the state.)

August 2003 to June 2005

Associate Professor and Acting Associate Chair for the Counseling and Educational Leadership Department, Counseling and Educational Psychology Unit, Eastern Kentucky University.

Duties included working collaboratively with the Acting Associate Chair for the Educational Leadership Unit of the department to monitor all the duties and responsibilities described for the entry above and to design the department split into two separate departments. Teaching responsibilities were as listed above and additional duties included student advising, serving on committees, research, and various other tasks in service to the University, College and community

January 2003 to August 2003

Associate Professor and Clinical Coordinator for the Counseling and Educational Psychology Unit, Eastern Kentucky University.

Duties included coordinating the practicum and internship placements for all department students. This included developing and monitoring placement sites, developing and maintaining the practicum and internship handbook for the unit and facilitating the registration process. Teaching responsibilities were as listed above and additional duties included student advising, serving on
August 2000 to January 2003

Associate Professor (promoted 2001) and Coordinator of the Counseling and Educational Psychology Unit, Eastern Kentucky University.

Duties include coordinating the administrative responsibilities for the counseling and educational psychology degree and certification programs such as admissions, comprehensive examinations, degree audits and advisor assignments. Additional coordinator duties include facilitating departmental, college and university meetings, reports and accreditation studies including CACPEP and NCATE. Teaching responsibilities were as listed above and additional duties included student advising, serving on committees, research, and various other tasks in service to the University, College and community.

August 1996 to July 2000

Assistant Professor, Eastern Kentucky University.

Duties include teaching graduate courses in Counseling and Educational Psychology that include, but is not limited to, a course in Professional Orientation and Ethics in Counseling, a course in Community Counseling and Agencies, Tests and Measurements, Diagnosis and Treatment in Counseling, Counseling Practicum and Internship, and three courses that constitute a certification program in Intellectual Assessment. Additional duties include student advising, serving on committees, research, and various other tasks in service to the University, College and community.

December 1995 to August 1996:

Clinic Coordinator, Green River Comprehensive Care Center (now known as River Valley Behavioral Health), Calhoun, Kentucky.

Duties included all aspects of program management for outpatient community mental health center office and for separate mental health therapeutic rehabilitation program. This included program development, staff supervision, budget development, and public relations responsibilities. Additional responsibilities included developing school based mental health services and providing individual, family and group therapy to adults and children.

Additionally, consultation services and community outreach was provided.
August 1991 to November 1995:
Licensed Psychologist and Program Manager, Southern Hills Counseling Center, Inc., Jasper, Indiana.

Duties included administrative responsibility for the Center’s partial hospitalization program and the Center’s Department of Mental Health grant for its Children and Adolescent Special Services Program. Additional responsibilities included the provision of therapeutic supervision, emergency on-call services, and staff services to the Center’s inpatient psychiatric unit. Other duties involved individual, couples, family, and group psychotherapy as well as intellectual, developmental, and psychopathology assessments and psychoeducational presentations.

October 1992 to June 1993:
Consultant, Training In Alcohol and Drug Prevention Project (TRIAD-P), Indiana University, Bloomington, Indiana.

Provided general consultation on program development, community outreach, and site facilitation on a project to provide distance education training to Southern Indiana school counselors and other interested parties on alcohol and drug prevention for youth. Sponsored by United States Department of Education Drug-Free Schools and Communities Training Grant.

June 1990 to August 1991:

Participated in a private practice offering individual, couples, and family counseling as well as consultation and testing services to government, industry and legal community.

June 1990 to June 1991:
Psychological Counselor, Counseling and Testing Service, University of Louisville, Louisville, KY.

Responsibilities included individual, couples, and group counseling; workshop, group and outreach presentation development and delivery; and staff, faculty, parent, and student consultation. Additional duties involved acting as Coordinator of Training for the Center as well as providing direct counselor-in-training supervision.
August 1990 to December 1990 and January 1991 to May 1991: Lecturer, Department of Educational and Counseling Psychology, University of Louisville, Louisville, KY.

Responsibilities included teaching two semesters of Counseling Methods and Techniques course, the first experiential course for counselors-in-training.

May 1988 to June 1988: Adjunct Instructor, Department of Counseling and Educational Psychology, Indiana University, Bloomington, Indiana.

Taught the Laboratory Course in Counseling Techniques, the first counseling experience for counselors in training.

January 1987 to May 1987: Lecturer, Department of Educational and Counseling Psychology, University of Louisville, Louisville, KY.

Supervised and taught practicum in Community and Agency Counseling, the culminating experience for Counselors in training.

August, 1986 to August, 1987: Counseling Psychology Intern, Counseling and Testing Service, University of Louisville, Louisville, KY.

Responsibilities included individual, couples, and group counseling; workshop, group and out-reach presentation development and delivery; counselor-in-training supervision; and staff, faculty, parent and student consultation.

April, 1985 to July, 1986: Sexual Abuse Family Treatment Program Therapist, Family Service Association of Monroe County, Bloomington, Indiana.

Duties centered around individual and group therapy with perpetrators of child sexual abuse as well as with their family.


OTHER PUBLICATIONS:


IN PRESS, SUBMITTED OR IN DEVELOPMENT


Naugle, K. A., Gray, N. and Campbell, T.A. (submitted for review) School Counselors and Transitions; The role of the counselor in assisting students with disabilities transition, article in preparation for submission.

CONVENTION AND CONFERENCE PRESENTATIONS


Presentation at the Kentucky Counseling Association 49th Annual Conference, Louisville, KY.


Naugle, K. A. (October, 2002). *Developing, Implementing and Utilizing Effective Outcome Assessment in Counseling*. Presentation at the Kentucky Counseling Association 45th Annual Conference, Louisville, KY.


Kentucky Counseling Association 41st Annual Conference, Louisville, KY.


Naugle, K. A. (1993, April). *Irrational Beliefs as Mediators of Performance Anxiety and Performance Among Counselor*


**INVITED PRESENTATIONS (examples)**

Naugle, K. A. (2010, February). *Unity for All*. Keynote for Richmond Community Unity Breakfast, Richmond, KY


Panel member for on campus events including:
College of Education Doctoral Symposium and Dissertation Workshop Faculty Panel (2008, April)
Lunch and Learn Diversity Panel (2008, February)


Naugle, K. A. (2007, January). *Dealing With Difficult People.* Workshop presented for the Eastern Kentucky University Teaching and Learning Center...

Naugle, K.A., Kleppinger, G. and Miller, B. (2006, October) *Using the IDEA Effectively.* Workshop presented for the Eastern Kentucky University Teaching and Learning Center


Naugle, K. A. and Turner, Miriam (1999, October 7th and 22nd) *Alcohol 101.* Presentations to EKU Orientation Classes


Naugle, K. A. (1998, February). *How to Work With Students With Disabilities.* Presentation for Faculty/Professional Development at Eastern Kentucky University, Richmond, KY.


**HONORS**

Member of Eastern Kentucky University Chapter of Phi Kappa Phi: Oldest and largest collegiate honor society dedicated to the recognition and promotion of academic excellence in all disciplines

Member of Epsilon Kappa Upsilon Chapter of Chi Sigma Iota: Counseling Academic and Professional Honor Society.

Member of Mu Psi Chapter of Kappa Delta Pi: An Honor Society in Education.

Kentucky Counseling Association, Counselor Educator of the Year, 2004


Chosen Outstanding Young Man in America for 1978.

Recipient of Graduate School Grant-in-Aid of Research Award for Outstanding Dissertation Proposal.

Recipient of Achasa Beechler Scholarship for an Outstanding Dissertation Proposal.

Four-year recipient of School of Education Doctoral Academic Scholarship.

**EDITORSHIPS**

Member of the Editorial Board of the *Kentucky Counseling Association Journal*, State journal of the Kentucky Counseling Association from 1998 to present.

Editor of *The Mental Health Forum*, the newsletter of the Kentucky Mental Health Counselors Association (1998 to 2000).
Editorial Board Member for a Special Edition of the Association of Humanistic Development and Education Journal

**ACTIVITIES AND AFFILIATIONS**

Member of American Counseling Association and the division Association of Counselor Educators and Supervisors and past member of the divisions Association for Specialist in Group Work and Association for Assessment in Counseling and Education

Member and Board Member of the Kentucky Counseling Association and past chair of the Human Rights Committee

Member and Past Membership Chair of the Kentucky Association of Counselor Educators and Supervisors

Member and Past President of the Kentucky Mental Health Counselors Association

Member and President of the Association for Assessment in Counseling in Kentucky

Member of the American Psychological Association and Division 17: Counseling Psychology

Member of the Kentucky Psychological Association.

**UNIVERSITY SERVICE THROUGH COMMITTEES (Examples)**

Member and Past Chair of the University ADA Accessibility and Awareness Committee

Member of the University New Faculty Orientation Committee

Member and Past Chair of the University ADA Appeals Committee

Member of the University Substance Abuse Committee and past Faculty Grant Representative to the Campus Substance Abuse Prevention Network Grant

Past member of Numerous Unit, Department and University Search Committees including ones for the University Provost and for the Dean of Students and Assistant Vice President of Student Services as well as for numerous department chairs.
Past member of the University Benefits Committee, The University Transportation Committee and Past member of the Faculty Senate Ad Hoc Compensations and Benefits Committee

Past member of the College Promotion and Tenure Committee

Past Member of the College Newsletter Committee

Past Member of the College Sabbatical Leave Committee

As Chair of the Counseling and Educational Psychology Department was on all committees for the unit

As Associate Dean serves in leadership role on numerous college committees

**SERVICE TO THE COMMUNITY**

Member of the Joint Taskforce of the Kentucky Board of Licensed Professional Counselors and the Kentucky Board of Examiners of Psychology on testing (2007-2008)

Member of the Kentucky Community Crisis Response Team (1998-2006)

Trained Kentucky Board of Examiner for Reading Committee for the Education Professional Standards Board.

Member of the Counselor Preparation and Certification Standards Revision Task Force formed by the Kentucky Education Professions Standards Board which revised the states standards for training programs for school counselors (Standards Published Fall 2005)

Trained Handicapped Rights Advocate for the National Disability Rights Education and Defense Fund

Member and Past President, Scholarship Chair of the Richmond Chapter of Kiwanis International

Faculty advisor to the Eastern Kentucky University Chapter of Circle K, a service organization for college and university students sponsored by Kiwanis International (2005-2007)

**COURSE WORK RELATED TO CAREER OBJECTIVES**

Thirty-three hours of sociology and thirty-six hours of psychology as an undergraduate.
Over sixty graduate hours directly in counseling courses on topics such as counseling techniques, group counseling, marriage and family, individual appraisal, psychopathology, social and physiological psychology and not including practicum, internship and dissertation hours.

Over thirty-six graduate hours directly related to second doctoral major in Educational Psychology specializing in measurement including courses in individual mental testing, educational measurement, and psychometric theory.

**RELATED PROFESSIONAL EXPERIENCE**

- **June, 1988 to July, 1988:** Adjunct Lecturer, Department of Educational and Counseling Psychology, University of Louisville, Louisville, KY. Assisted in various aspects of instruction and evaluation of a Theory and Techniques of Counseling Course.

- **August, 1984 to December, 1984:** Counseling Intern, Counseling and Psychological Services, Indiana University, Bloomington, Indiana. Duties included individual and group counseling and staff consultation.

- **June, 1984 to August, 1984:** Supervising Intern, Department of Counseling and Educational Psychology, Indiana University, Bloomington, IN. Duties included development of course materials for and instruction of Techniques and Laboratory Course in Counseling.

- **January, 1984 to May, 1984:** Supervising Intern, Department of Counseling and Educational Psychology, Indiana University, Bloomington, Indiana. Responsibilities included individual and group supervision and course instruction for two sections of Master’s Practicum in Counseling.

- **August, 1983 to January, 1983:** Practicum Counselor, Southern Indiana Mental Health Center (now Lifesprings), Salem, Indiana. Duties included the delivery of individual, couple, family and group counseling, as well as, staff in-service presentations, and design, marketing, and delivery of outreach wellness programming.

- **January, 1983 to May, 1983:** Practicum Counselor, First Chance Center, Paoli, Indiana. Responsibilities included individual and group counseling, staff in-service presentations, and design and delivery of wellness workshops.
DENEIA M. THOMAS

3116 Sandersville Road
Lexington, KY 40511
859-225-7033 (home); 859-312-6722 (cell)
859-246-6252 (work)
EMAIL: deneia.thomas@kctcs.edu

ACADEMIC PREPARATION

University of Kentucky: Lexington, KY
Ph.D., Educational Psychology, 2005
Areas: evaluation; analysis; assessment; accountability; best practices; equity.
Dissertation: “Examining the academic and motivational outcomes of students participating in the Read 180 program.”

Specialization: Family Studies

156.0 credits toward BA degree

MS, Educational Psychology, 1992
Specialization: Family Studies with emphasis in early childhood

Kentucky State University: Frankfort, KY
BA, Psychology, 1990
Minor: Sociology

PROFESSIONAL DEVELOPMENT AND EXPERIENCE

Assistant Professor, Eastern Kentucky University- College of Education, Counseling & Educational Psychology, Richmond, KY-August, 2007-present

Courses:
EPY 869-Research Methods
EPY 839- Human Development & Learning
EPY 816-Tests & Measurements


Courses:
EDP 202- Human Development & Learning
EDP 203- Teaching Exceptional Learners in Regular Classrooms
Equity Resource Specialist, Fayette County Public Schools. Lexington, KY
*February 2002- June, 2005*

**Duties:**
- Provided leadership and technical assistance to schools regarding equity and diversity issues as they relate to school planning and interventions serving as a liaison between the school system and the community on equity issues, particularly related to disparities and closing the gap initiatives.
- Performed analysis of cognitive and non-cognitive data from local, state, and national assessments to assess trends and areas of weakness in support of school and district improvement.
- Independently developed, coordinated and implemented the “It’s About Kids” Mentoring program to support student success. Trained and organized over 300 central staff and community volunteers to serve as mentors to more than 592 students identified in 47 schools throughout the district.

Adjunct Faculty, Kentucky State University. Frankfort, KY *Spring 2004-Fall 2004*

**Course:** PSY 200- General Psychology

Education Administration Program Consultant- Division of Extended Learning (ESS Branch); Division of Equity; Division of Student, Family & Community Support Services (Dropout Prevention Branch). Kentucky Department of Education: Frankfort, KY
*March 1998-January 2002*

**Duties:**
- Provided consultative services and technical assistance to local school system personnel, classroom teachers, and other state agencies including, Postsecondary Education and Workforce Development, in planning, developing, implementing and evaluating curriculum content for students identified for program services in regulation with federal and state legislation and policies.
- Developed and conducted workshops providing professional development training for districts within the state of Kentucky on systemic intervention/prevention initiatives targeted for specific underachieving populations. Served as a representative to community and educational organizations to enhance public relations, in particular with the African-American and Latino communities.
- Responsible for research and submission of grant proposals to increase funding support to enhance activities and state initiatives.
- Lead a collaborative team on the creation and implementation of the State Equity Instrument in alignment with the State standards and indicators for school improvement to provide continuous accountability measures related to student outcomes and school/district services.

Director of University Testing Services, Kentucky State University: Frankfort, KY
*March 1995- March 1998*
Duties:
- Managed personnel, budget and office resources for annual reporting. Selected and trained staff to serve as test administrators, proctors, and other office staff to guide all ancillary activities related to testing and evaluation for the University.
- Administered, analyzed and reporting assessment reports.
- Through the coordination and administration of institutional and national testing programs, worked directly with College Board and testing companies to fulfill student needs.
- Worked in explicit collaboration with the Office of Student Advising, Admissions, College Deans and other University support units to ensure the facilitation of curriculum placement and success for entering and continuing students.
- Advised students and faculty on assessment results and provided strategies to prepare for graduate and exit examinations.
- Maintained and provided annual statistical reports on student assessment data for University Colleges and programs.
- Developed the Testing Office Policy and Procedures Manual updating paper-based and computer-based testing programs and procedures.
- Served on strategic team to develop the University First Year Experience Program (FYE).
- Served on University Task Force for the development of Recruitment and Retention plan.

**University Staff Instructor**, Kentucky State University: Frankfort, KY *Spring 1996*
Course: EDU 302-Child & Adolescent Development

**University Staff Instructor**, Kentucky State University: Frankfort, KY *Fall 1996-Spring 1997*
Course: UNV 101-University Freshmen Experience

**Adjunct Instructor**, Kentucky State University: Frankfort, KY, *Fall 2000*
Course: CDF 318-Assessment of Young Children

**Special & Alternative Programs Resource Staff (Homeless Advocate, Academic After School Coordinator)**, Fayette County Public Schools: Lexington, KY, *March 1990-March 1995*

Duties:
- Kept abreast of and ensured the adherence of federal and state mandated legislation for education programs designed for students at-risk of failure.
- Served as Supervisor and Coordinator of services for Home-School Assistants in the district.
- Implemented intervention and prevention training including consultation, behavior modification, parenting skills, individual and group approaches.
- Made referrals and worked with community resources to assist families and children with needs accessing financial support for school services, health, socio-emotional, school supplies, and transportation.
- Ensured school records and academic data was maintained for efficient transfer processes as needed.
**Graduate Research Assistant and Teaching Assistant**, Educational & Counseling Psychology: University of Kentucky: Lexington, KY *August 1992-May 1994*

Project: Family environment on self-esteem and academic achievement in black males.
Project: Sensation seeking and drug abuse prevention

**Duties:**
- Obtained relevant and current research, encoding data into the data base.
- Analyzed subjects for project.
- Organized and categorized research subject information.
- Made appropriate phone calls to obtain research and questionnaire information.
- Reviewed relevant research articles for demonstration and other such projects.

**Contract Psychologist**, University of Kentucky School Psychology Clinic, Lexington, KY *January 2002-August 2002*

**Duties:**
- Provided psycho-educational assessment and reports for local school district, campus, and community education programs.
- Facilitated placement referrals for students identified with special needs.
- Attended ARC meetings as needed.
- Advised parents and students regarding special education services.
- Conducted observations of student behavior and classroom performance.
- Scored and collate all relevant assessment data.

**Teaching Assistant**, Educational and Counseling Psychology, University of Kentucky, Lexington, KY *January 1992-May 1992* 

Course: **EDP 640-Individual Assessment of Cognitive Functioning** 

**Duties:**
- Taught the administration processes for psycho-educational evaluation, observing student practice testing.
- Reviewed protocol reports for accuracy.
- Revised protocols and provided feedback to students.
- Assigned end of term grade reports.

**RESEARCH AND CONSULTANTSHIPS**

2006- Project Coordinator.
Project: Great Schools Initiative Evaluation. University of Kentucky (Knight Foundation Grant), Lexington, KY

2005- One Community, One Voice- Parent Involvement Consultant.
Project: One Community, One Voice Community (Knight Foundation Grant). Lexington, KY

2005- Project Evaluator-Center for Family & Community Services, Lexington, KY
Project: 21st Century Grant, Annual Performance Report

2005- Participating Partner-Commonwealth Collaborative, University of Kentucky. Lexington, KY.
Project: Project PROMISE: Proactive research on the mediating indices of school excellence.

PUBLICATIONS

PUBLICATIONS UNDER REVIEW


PRESENTATIONS

Thomas, D., Love, K., Tyler, K. Motivational Factors that Influence the Academic Achievement of African Americans Attending Historically Black Colleges and Universities and Community Colleges. Kentucky Association of Blacks in Higher Education.


Athens Elementary School
Tates Creek Middle School

2005- Presenter. Parent Engagement Workshop, Millcreek Elementary
“Helping Your Child With Homework”
“Engaging in Effective Communication and Building Positive Relationships”

2005- Presenter. It’s About Kids Mentoring Program. Fayette County Public Schools, Kiwanis of the Bluegrass; Chamber of Commerce, FCPS Equity Council, Lexington, Kentucky.

2004- Co-Presenter. Study Skills and Coping with Campus. African American Proficiency Conference. Western Kentucky University, Bowling Green, Kentucky.

2004- Presenter.
A Framework for Understanding Poverty. Fayette County Public Schools, Lexington, Kentucky.

2003- Co- Presenter.
CULTURE- A focus on culture and the impact on student achievement. Summer Leadership Institute. Fayette County Public Schools, Lexington, Kentucky.

2002- Presenter.
Educational Equity and SB 168 legislation. Embassy Suites, Lexington, Kentucky, Middle School Association.

2000- Presenter.
Using Disaggregated Data to Meet Equity Needs, Hyatt Regency Hotel, Lexington, Kentucky. Data Conference, Division of School Improvement, Kentucky Department of Education.

2000- Co-Presenter.
Resume Writing and Interview Skills Workshop, Kentucky State University. Division of Minority Educator Recruitment and Retention, Kentucky Department of Education.

1999- Grant writing Training. Grantsmanship Center, Los Angeles, CA. Training participant, Frankfort, Kentucky
1999- Co-Presenter

1999- Presenter.
Dropout Prevention and the Black Community. Attorney General Access to Services Advisory Committee Meeting, Western Kentucky University, Bowling Green, Kentucky.
1999- Co-Presenter.  
Dropout Prevention and the Black Church. Ministerial Institute, Kentucky State University. Cooperative Extension Programs, Kentucky State University. Frankfort, Kentucky.

1998- Presenter.  
Engaging & Graduating: Preventing the pitfalls of dropping out. Migrant & Homeless Conference, Title I Programs, Louisville, Kentucky.


1993-95-Training Consultant.  
Family planning and budget workshops Salvation Army, Lexington, Kentucky

1995- Training Consultant.  
Study Skills Development, Robert H. Williams Cultural Center, Lexington, Kentucky

1993-Training Consultant.  
Psychological implications of diversity in the classroom, University of Kentucky, Lexington, Kentucky.

1992- Training Psychologist- Implementing social skills curriculum to seventh grade adolescents, Scott County Public Schools, Georgetown, Kentucky.


PROFESSIONAL AFFILIATIONS  
Lexington Area Association of Black Psychologists (LAABPsi) 
Kentucky Association of Blacks in Higher Education (KABHE)

Honors  
Dissertation Student Support Award, African American Studies, University of Kentucky  
Dissertation Grant, Collaborative Center for Literacy Development, University of Kentucky  
Dissertation Research Award, Pauline C. Young Scholarship Foundation, Inc.  
Employee Recognition Award, Kentucky Department of Education  
Education Achievement Award, Kentucky Department of Education  
Commonwealth Incentive Award, University of Kentucky

Community Involvement  
United Way- Get On Board, Advisory Board, Lexington, Kentucky  
Bethune Research Institute, Lexington, Kentucky  
Tates Creek Middle School, Advisory Council  
Athens Elementary, Advisory Council  
Community Action Council Advisory Board, Lexington, Kentucky
Aaron Thompson

Office: 406 Combs Bldg, Eastern Kentucky University, Richmond, KY 40475
Office Phone: (859) 622-1358 or (859) 622-2076  Office Fax: (859) 622-6518
Home: 172 Wildcat Drive, Richmond, KY 40475  Home Phone: (859) 623-5325
E-mail: aaron.thompson@eku.edu

ACADEMIC PREPARATION

Ph.D., Sociology, University of Kentucky 1992

Areas: Work, Gender and Inequality: Organizational Behavior; Stratification, Race and Ethnic Relations.
Dissertation: "Views on affirmative action inside the university: The relationship between authority and attitudes."

MA, Sociology, University of Kentucky 1990

BA, Political Science & Sociology, Eastern Kentucky University 1978

ADMINISTRATIVE EXPERIENCE

Associate Vice-President for Academic Affairs-University Programs 2005-2007

The senior administrator that oversees curriculum and faculty matters

- General Education
- Curriculum
  - Oversight of curriculum development process to include monitoring and moving curricular matters through the approval process
  - Oversee creation and maintenance of Undergraduate and Graduate Catalog
  - Dean of Bachelor of Individualized Studies and General Studies
  - American Democracy Project and Service Learning
- Faculty
  - Oversight of the faculty recruitment and hiring process for Academic Affairs to include the recruitment process, the determination of appropriate salary ranges, and the insurance of appropriate credentials prior to recommendation to the Provost for approval.
  - Faculty Handbook
  - Teaching Learning Center
  - Oversight of the promotion and tenure process
  - Computation of “step-down” computations
  - Monitoring and analysis of faculty workload
- University-wide undergraduate programs
  - Appalachian Studies
  - Cooperative Education
  - International Studies
  - English Immersion Language Institute (EELI)
  - Women Studies
Associate Vice-President for Academic Affairs & Research-Enrollment Management 2001-2005

♦ Oversee faculty development through The Teaching and Learning Center
♦ Oversee The American Democracy Project
♦ Administer General Education
♦ Oversee creation and maintenance of Undergraduate and Graduate Catalogs
♦ Calculate raises and step-down salaries for Deans and Department Chairs
♦ Administer evaluations for Deans and Department Chairs
♦ Resolve student appeals and grievances beyond the Colleges, etc.
♦ Other administrative responsibilities include chairing the Council on Academic Affairs, Provost Council, etc. in the Provost's absence
♦ Dean for Undeclared Students and Bachelors of Individualized Studies

Enrollment Management

♦ Administrator for overall enrollment efforts and line responsibility for the following areas:
  - Financial Aid
  - EKU English Language Instruction Program (EELI)
  - Office of the Registrar
  - Scholarships
  - Academic Advising office
  - First Year Programs office (2001-2003)
  - Freshman orientation classes
  - Graduate Admissions Office (2001-2002)
  - Enrichment Center (Mentoring and Tutoring Programs) (2001-2003)

Assistant Vice-President for Academic Affairs and Executive Director of The Student Success Institute 1999-2001

♦ Administrator responsible for the following areas:
  - Student Success Institute (created and implemented) Summer School
  - Overall student retention
  - University Academic Advising
  - First Year Programs office
  - Freshman orientation classes
  - Student Support Services (NOVA)
  - Enrichment Center (Mentoring and Tutoring)
  - Undeclared students
  - Testing office
  - Summer orientation
  - Academic Developmental Education Office
  - Education Pay$ office
  - Other assigned duties from the Provost's office

Acting Director of Academic Advising & Academic Testing 2000

Coordinator of Academic Success/Retention 1997 - 1999

♦ Oversaw overall student retention
♦ Created, enhanced and directed programs and service units designed to increase student recruitment and retention
♦ Designed and administered/implemented the following: freshman entrance survey; bridge program for students that need remediation; and a mentoring program
♦ Coordinated a campus-wide retention effort
ACADEMIC EXPERIENCE

Professor, Department of Educational Leadership and Policy Studies 2007
Eastern Kentucky University
Classes taught: Cultural leadership

Professor, Department of Anthropology, Sociology, & Social Work 2002-2007
Eastern Kentucky University

Associate Professor, Department of Anthropology, Sociology, & Social Work 1997-2002
Eastern Kentucky University
Classes taught: Racial and cultural minorities; Race and gender stratification in complex organizations; Introductory sociology

Assistant Professor, Department of Human Development and Family Studies 1993 - 1997
University of Missouri-Columbia.
Classes taught: The multi-cultural study of children and families; The Black family; Work and family; Advanced study of multi-culturalism

Co-created and co-taught Focus on Kids program 1995-1997
A parenting program designed for divorcing parents.

Adjunct faculty, Department of Psychology, University of Missouri-Columbia 1995-2001

Adjunct faculty, Department of Rural Sociology, University of Missouri-Columbia 1996-1997

Assistant Professor, Department of Anthropology, Sociology, & Social Work 1991-1993
Eastern Kentucky University
Classes taught: Racial and cultural minorities; Race and gender stratification in complex organizations; Social statistics and methodology; Introductory sociology

Part-Time Instructor, Department of Sociology 1990-1991
University of Kentucky
Classes taught: Social problems; Introductory sociology

OTHER ACADEMIC EXPERIENCE

Black Studies affiliate faculty, University of Missouri-Columbia 1993-1997

Social Science/Humanities section faculty, Academic Retention office, Minority Transition Program, University of Missouri 1994-1997

Adjunct Field Faculty, The Graduate Program in Organizational Development and Behavior, Vermont College 1995-1999

Part-Time Instructor, Department of Anthropology, Sociology, & Social Work 1990-1991
Eastern Kentucky University

Part-Time Instructor, Department of Business and Social Sciences. 1989-1990
Lexington Community College, Lexington, Kentucky
NON-ACADEMIC EXPERIENCE

Owner, Cultural Awareness Associates 1991-Present
Provides professional consulting, seminars and workshops in all areas of diversity, cultural awareness (race, gender, ethnic, region, religious, sexual discrimination and sexual harassment, sexual orientation, etc.), cultural competence, ethics, leadership and organizational management, strategic planning and assessment to individuals and organizations (i.e., law enforcement, non-profits, for-profit corporations, educators, healthcare, municipalities, and general workplace environments).

Co-owner, Ripple Effects Resources http://rippleeffectsresources.com/ 2006-Present
Provides training videos for all areas of diversity, cultural awareness (race, gender, ethnic, region, religious, sexual discrimination and sexual harassment, sexual orientation, etc.), cultural competence, ethics, leadership and other human relations workplace strategies to individuals and organizations (i.e., law enforcement, non-profits, for-profit corporations, educators, healthcare, municipalities, and general workplace environments).

Store Manager, Kroger Company, Lexington, KY 1985-1988
Store Manager, Winn-Dixie Food Stores, Louisville, KY 1977-1985

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES


BOOKS


BOOK CHAPTERS


BOOK REVIEWS


**IN-HOUSE**


**RESEARCH PRESENTATIONS**

**PEER-REVIEWED**

“Applying a Place-Based Cultural Relevant Approach to Student Achievement: The Case of a Rural Appalachian School District.” Annual Ohio Appalachian Center for Higher Education Conference, Marietta, OH, October 17, 2008.


“The Importance of Infusing Diversity into the First Year.” Annual Students in Transition Conference, Cincinnati, Ohio, November 6, 2007


"Is Kentucky Southern: An argument based on the history of racial politics in KY?" The annual conference held by the Center for History and Politics, Richmond, KY, September 20, 2000.


"Rising to the challenges and opportunities of a new millennium." Panel discussant at the 14th Annual KADE Conference. Richmond, KY, October, 1997.

"Experiences in providing parenting education to divorcing parents." Symposia presentation at the annual conference of the National Council on Family Relations, Kansas City, MO, November, 1996.

"Contesting the meaning of race." A panel discussant on racial classification, racial dualism, and race relations in the U.S., University of Missouri-Columbia, April, 1996.


"Infusing multiculturalism into the classroom." Workshop conducted at Wakonse Conference on College Teaching, Lake Michigan, May, 1994.


INVITED LECTURES AND SPEECHES

“African Americans Contributions to Appalachia.” Invited presentation given at the Doctoral Symposium, Eastern Kentucky University, Richmond, KY, November 15, 2008.

“Social Responsibility: Why Giving Back to Society is the Key to Self-Fulfillment.” Invited presentation given at the Face to Face Conference at Eastern Kentucky University, Richmond, KY, November 14, 2008.

“Turning Obstacles into Opportunities.” Keynote speech given to Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY, November 12, 2008.

“Utilizing Your Coaching Skills to Help Others Go for the Gold” Invited speech given to Kentucky Circuit Court Clerks conference, Lexington, KY, October 23, 2008.


“Turning Obstacles into Opportunities.” Keynote speech given to Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY, September 24, 2008.

“Four Elements of Success: Building the Bridge from P-12 to Postsecondary Schools.” Keynote address given at the Center for Educational Research in Appalachia annual conference, Richmond, KY, September 16, 2008.

“Leading in a Diverse Society: Principles of Success.” Invited speech given to members of the Student Government Association at Eastern Kentucky University, Richmond, KY, September 14, 2008.


“Building a Strong Foundation for Student Achievement.” Invited speech given to administrators for opening of Jackson County, KY public school system, McKee, KY, August 5, 2008.


“Four Pillars of Success: They Foundation to Academic Excellence” Keynote address given to faculty and staff of University of Missouri, Columbia, MO, July 14, 2008.

“Getting Negative People to Speak Your Positive Language” Invited speech given to Kentucky Circuit Court Clerks conference, Lexington, KY, June 19, 2008.

“Understanding the Needs of a Diverse Community: The Role of Public Servants” Invited lecture given to Maysville Police Department, Maysville, KY, April 24, 2008.


“Turning Obstacles into Opportunities” Invited lecture given to Family, Career, and Community Leaders of America, Lexington, KY, March 4, 2008.


“Turning Obstacles into Opportunities.” Keynote speech given to Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY, November 13, 2007.


“Turning Obstacles into Opportunities.” Keynote speech given to Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY, September 17, 2007.


“Turning Obstacles into Opportunities.” Invited lecture given to FDIC bank examiners, Lexington, KY, June 22, 2007

“Turning Obstacles into Opportunities.” Invited lecture given to staff members of the United States Forest Service, Berea, KY, May 8, 2007

“The Role of Leadership in Effective Management.” Invited lecture given to Kentucky Society of Certified Managers, Frankfort, KY, May 1, 2007

“Turning Obstacles into Opportunities.” Keynote speech given to Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY, March 27, 2007.

“Getting the millennial generation involved in being better citizens.” Invited lecture given at Unitarian Universal Fellowship Church, Richmond, KY, March 11, 2007.


“Turning Obstacles into Opportunities.” Invited lecture given to Big Sandy and Community College faculty, staff, and students, Prestonsburg, KY, February 5, 2007.
“What is leadership?” Invited graduation speech given to Department of Criminal Justice Training School of Strategic Leadership Graduation, January 13, 2007.

“Turning Obstacles into Opportunities.” Keynote speech given to Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY, November 10, 2006.

“Thriving in College: Research-Based Strategies for Academic Success and Personal Development.” Invited speech given to Eastern Kentucky University students, October 25, 2006.


“Turning obstacles into Opportunities.” Keynote speech given to the Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY, September 28, 2006.

“Turning Obstacles into Opportunities.” Invited lecture given to Black Cultural Center peer mentors at Berea College, September 16, 2006.


“Building communities around diversity.” Faculty, students, and community of Big Sandy and Community College, Prestonsburg, KY, February 21, 2006.


“Turning obstacles into opportunities.” Keynote speech given to the Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY, November 16, 2005.

“Turning obstacles into opportunities.” Keynote speech given to the Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY September 29, 2005.
“Building communities around diversity.” Carnegie Center for Literacy and Learning, Lexington, KY, August 29, 2005.


“Expanding the definition of literacy to reach all: Turning obstacles into opportunities.” Keynote given at the Ohio Literacy Institute. Dublin, Ohio, June 28, 2005.

“Building individual power to assist the homeless population.” Keynote speech given at the Ohio State Homeless Education Conference. Newark, Ohio, May 2, 2005.

“To conform or not.” Invited speech given to students at St. Mark School. Richmond, KY, April 24, 2005.

“Turning obstacles into opportunities.” Keynote given to the Elder Hostel on Appalachia sponsored by the Kentucky State Parks. Williamsburg, KY April 7, 2005.


“Building bridges between religions and within Christian Dominations.” Invited talk given to the Lexington Catholic Diocese at Christ the King Church. Lexington, KY February 23, 2005.

"Closing the gap by building a bridge: Preparing middle and high school students for college." Keynote given to 250 Kentucky public schools' faculty and administrators at the 3rd Annual EKU College of Education Diversity Conference. Richmond, KY, February 12, 2004.

"Turning obstacles into opportunities: An Appalachian upbringing." Convocation address given to the Cumberland College faculty, staff and students, Williamsburg, KK, January 19, 2004.


"How to get the most out of your education." Keynote address given to the 3rd annual Governor's Minority Student College Preparation Program Conference, Richmond, KY, June 11, 2003.

"Getting excited and getting them excited about education." Invited lecture given to the annual meeting of teachers and administrators of the Providence School District, Providence, KY, December 9, 2002.


"Learning to live in an unbiased society." Invited lecture given to Franklin County High School, Frankfort, KY, November 26, 2002.


"How to design a successful career path." Keynote given to the assembly of St. Henry's High School, Erlanger, KY, February 27, 2002.

"What financial officers can do to help college students succeed." Keynote given to the annual meeting of the Kentucky Association of Student Receivable Officers (KASRO). Barren River State Park, KY, April 20, 2001.


"Getting ready for college and what it takes to be successful." Talk given to students at McCreary County High school, Whitley City, KY, March 5, 2001.


"Building success in a diverse workplace." Keynote address given to the annual meeting of the Metro Parks employees, Louisville, KY, February 14, 2001.

"Faculty mentoring: A key strategy to successful student retention." Invited lecture given to area university faculty sponsored by The Eastern Kentucky University Teaching and Learning Center, January 11, 2001.

"Synthesizing the meaning of professionalism and community." Endnote given at the Kentucky Annual Nursing Association and the Kentucky Annual Student Nursing Association Meetings. Hyatt Regency, Lexington, KY, October 20, 2000.

"Infusing multiculturalism into the college classroom." Speaker at the College of Social and Behavioral Sciences Colloquium, Eastern Kentucky University, Richmond, KY, March 2, 1999.


"Success and the role of mentor." Keynote address given to The Mortar Board Honor Society. Richmond, KY, February 20, 1999.

"What does it take to be a success in and out of college?" Invited lecture to a gathering of first-year students at Eastern Kentucky University sponsored by Student Support Services. November 4, 1998.

"Barriers to avoid in achieving academic success." Keynote address given to high school seniors who scored proficient and distinguished on the KIRIS test. Clay County High School, Manchester KY, April 2, 1998.


"Preparing for success in educational attainment." Keynote address given to the student assembly at Clay County Middle School. Manchester, KY, March 27, 1998.

"What is self-worth?" Keynote given to the student assembly at Horse Creek Elementary School. Manchester, KY, March 27, 1998.


"What role can the community play in curbing school drop out." Invited address to a Boone County Town Meeting on public school student drop out rates. Sponsored by the committee on school drop-out, Columbia Public Schools. January 30, 1997.

"What is the purpose of a college education." Keynote address to a gathering of first-year students at the University of Missouri, November 5, 1996.

"What to be aware of when doing business in a multicultural environment." Keynote address to the Columbia College chapter of Students in Free Enterprise, Columbia College, October 31, 1996.

"How to mentor across race and class lines." Keynote to The Honor's College Mentors, University of Missouri, October 10, 1996.

"What the university has to offer the student-athlete." Invited address to football recruits, University of Missouri. September 13, 1996.

"The art of getting work completed on and off the field." Keynote address to first-year athletes at the University of Missouri. August 7, 1996 and August 20, 1996.


"What is race relations and how can we improve it?" Keynote address to the Mayor's Race Relations Task Force, Columbia MO, April 14, 1996.

"Trouble Behind: The history of racism in the U.S." Invited lecture given at the University of Missouri College of Law. February, 1996.


"Expectations of African-American students on a mainly White campus." Lecture presented to graduating students at Sacramento City College. Invited by Academic Advising at Sacramento City College. April, 1995.

"How to teach to a multicultural audience." Lecture presented to students of the Graduate Teaching Program at Sacramento State University, California. April, 1995. Sponsored by the College of Education at Sacramento State.

"Gaining a leg-up inside the university." Keynote presented to incoming first-year students (MU to the Future) at the University of Missouri-Columbia. February, 1995.

"How to gain equity in a inequitable society." Keynote given to the Undergraduate Student Association, University of Missouri, Columbia, MO, February, 1995.


"The role of faculty in mentoring students to success." Invited address at the Margaret Mangel Lectureship. October, 1994. University of Missouri, Columbia, MO.

WORKSHOPS AND SEMINARS

"Four steps to living an unbiased life"* Invited lecture co-sponsored by the Kentucky Humanities Council given to:

1st Presbyterian Church, Richmond, KY, October 13, 1999
Western Kentucky Human Relations Commission, Hopkinsville, KY, October, 1999
Black Parents and Friends and Southeastern Community College, Cumberland, KY, February 21, 2000
Downtown Christian Unity Taskforce, Lexington, KY, February 27, 2000
Kentucky Association of Gerontology, Lexington KY, April 4, 2000
Madison County Public Library, Richmond, KY, January 5, 2001
Sisters of Charity of Nazareth, Nazareth, KY, January 20, 2001
Central Kentucky Association of Volunteer Administrators, Lexington, KY, September 6, 2001
Henderson Area Arts Alliance, Henderson, KY, February 7, 2002
The Lexington Network, Lexington, KY, June 18, 2003
Anderson County Community Forum, Lawrenceburg, KY, October 9, 2003
Kentucky Association for Gerontology, April 27, 2004

*Lecture designed to assist individuals in following a process to recognize their own biases and work toward eliminating them
"Turning obstacles into opportunities"* Invited lecture co-sponsored by the Kentucky Humanities Council given to:

Black Parents and Friends, Harlan, KY, February 20, 2000
Northern Kentucky African American Heritage Task Force, Covington KY, April 16, 2000
Knox County Public Library, Barbourville, KY, November 1, 2000
Northern Kentucky African American Heritage Task Force, Covington KY, November 18, 2000
Anderson County Community Forum, Lawrenceburg, KY, January 11, 2001
Highlands Museum, Ashland KY, February 1, 2001
McCready County Chamber of Commerce, Whitley City, KY, March 5, 2001
Kentucky Appalachian Artisan Center, Hindman, KY, October 23, 2003
Big Sandy Community and Technical College, Prestonsburg, KY, February 16, 2005
Capital City Retired teachers Association, Frankfort, KY February 21, 2005
Robinson Scholars graduation class, 2005, Hazard, KY, June 18, 2005
Robinson Scholars freshman class, 2005, Hazard, KY, June 18, 2005
Bracken County Homemakers Association, Brooksville, KY, June 23, 2005
Harvey Helm Memorial Library, Stanford, KY, June 25, 2005
Kentucky Communities Economic Opportunity Council, Corbin, KY, December 16, 2005
Shelby County Public Library, Shelbyville, KY, February 17, 2006
Mason County Middle School, Maysville, KY, April 28, 2006
Knott County Leadership and Chamber of Commerce, Hindman, KY, July 20, 2006
A Lasting World, Irvine, KY, July 21, 2006
Scott County Historical Society, Georgetown, KY, August 17, 2006
Pulaski County Historical Society, Somerset, KY, November 12, 2006
Scott County Extension Homemakers, Georgetown, KY, February 27, 2007
Morehead State University, Morehead, KY, March 9, 2007
Graham Memorial Presbyterian Church, Whitesburg, KY, May 10, 2007
Knott County Leadership and Chamber of Commerce, July 19, 2007
Phi Theta Kappa – Alpha Nu Zelta Chapter, October 5, 2007
Kentucky Association of Educational Opportunity Program Personnel, October 10, 2007
Nelson County Public Library, October 17, 2007
Union College, November 1, 2007
Leadership Kentucky Foundation, September 11, 2008

*Lecture designed to assist individuals in looking at area obstacles that occur in their lives and how they can self-initiate a process to overcome those barriers in order to reach a particular goal

"African American Families: Historically resilient." Invited lecture co-sponsored by the Kentucky Humanities Council lectures given to:

Faculty, students, and community of Lindsey Wilson College, Columbia, KY, February 10, 2004
Lexington Senior Citizen Center, February 12, 2004
Faculty, students, and community of Kentucky Wesleyan, Owensboro, KY, February 15, 2006

“Building Community Around Diversity.” Invited lecture co-sponsored by the Kentucky Humanities Council lectures given to:

Somerset Community College, Somerset, KY, August 22, 2007

“African Americans Contributions to Appalachia.” Invited lecture co-sponsored by the Kentucky Humanities Council lectures given to:

Hazard Community College, Jackson, KY, September 25, 2008
Lexington Kentucky Public Library, Lexington, KY, October 24, 2008
“Community, Communication, Culture, and Competence: The Art & Science of Being a Public Servant.” A one-day workshop given to the Matteson Illinois Police Department, Matteson, IL, October 9 & 10, 2008.

“Your Role as a Leader in the Strategic Planning Process.” A one and a half-day workshop given to police in conjunction with the Illinois Law Enforcement Training and Standards Board, Oak Brook, IL, October 7-8, 2008.

“The Role of the First Year Seminar at Montclair University.” A one-day workshop given to faculty and staff at Montclair University, Montclair, NJ, August 26, 2008.

“Diversity: Music to My Ears.” A half-day workshop given to student leaders at Northern Kentucky University, Highland Heights, KY, August 19, 2008.

“Cultural Competence: Taking Diversity to the Next Level.” A workshop conducted at the Annual Governor’s Empowerment Conference, Lexington, KY, August 18, 2008

“Laying the Foundation and Building the Bridge.” A one-day workshop given to faculty and staff members of Paducah public schools, Paducah, KY, August 4, 2008.

“Engaging Students Through the First Year Seminar.” A one-day workshop given to faculty and staff members of Toledo University, Toledo, OH, July 24, 2008.

“Four Elements of Student Success: Achieving Educational Equity for All.” A half-day workshop given to Kentucky Association of Elementary School Principals, Louisville, KY, July 15, 2008.

“School Leadership: How Principals Set a Tone of Success.” A half-day workshop given to Kentucky Association of Elementary School Principals, Louisville, KY, July 15, 2008.

“Infusing Diversity into the First Year Seminar.” A one-day workshop given to faculty and staff members of Babson College, Babson Park, MA, June 24, 2008.


“Bridging the Generational Divide in Law Enforcement.” A one-day workshop given to police in conjunction with the Illinois Law Enforcement Training and Standards Board, Moline, IL, April 14, 2008.


“Generational Differences: Capitalizing on the Uniqueness of Each Generation.” A one-day workshop given to staff members of Communicare, Elizabethtown, KY, March 5, 2008.

“Police Executive Role in the 21st Century.” A one-day workshop given to police in conjunction with the Illinois Law Enforcement Training and Standards Board, Moline, IL, February 20, 2008.
"Building Community around Diversity: A Study on Student Involvement and Understanding." Workshop given to 250 Kentucky public schools' faculty and administrators at the 7th Annual EKU College of Education Diversity Conference. Richmond, KY, February 6, 2008.

“Designing a Culturally Competent System to Effectively Serve Your Clientele.” A two-day workshop given to staff members of Communicare, Falls of Rough, KY, November 28-29, 2007.

“Turning Obstacles into Opportunities: Encouraging Our Children to Succeed.” A one-day workshop given to participants of annual Title I Regional Conference, Owensboro, KY, November 12, 2007.

“Diversity – The Importance of its Inclusion at Missouri Southern State University.” A one-day workshop conducted for faculty and staff of Missouri Southern State University, Joplin, MO, September 25, 2007.

“Strategic Planning: A Roadmap to Success for Your Police Organization.” A two-day workshop conducted for law enforcement executives in conjunction with the Illinois Law Enforcement Training and Standards Board, Urbana, IL, June 19-20, 2007

“Weaving Cultural Competence into the Fabric of Your Community.” A one-day workshop given to staff members of the Clay County Alliance for Inhalant Prevention, London, KY, June 12, 2007

“Weaving Cultural Competence into the Fabric of Your Community.” A two-day workshop given to staff members of the Commonwealth Alliance for Substance Abuse Prevention, Lexington, KY, May 30-31, 2007

“Law Enforcement and the Diversity Community You Serve.” A one-day workshop given to the Columbia Police Department, Columbia, Missouri, May 21, 23, 25, 2007

“Police Executive Role in the 21st Century.” A one-day workshop given to police in conjunction with the Illinois Law Enforcement Training and Standards Board, Springfield, IL, April 26, 2007

“Ethics: The Foundation for Law Enforcement.” A one-day workshop given for the Justice & Safety Center at Eastern Kentucky University, Richmond, KY, March 31, 2007

“Millennials: Forget the X, are you ready for the Y?” A one-day workshop given to police in conjunction with the Illinois Law Enforcement Training and Standards Board, Whittington, IL, March 20, 2007


“Police Executive Role in the 21st Century.” A one-day workshop given to police in conjunction with the Illinois Law Enforcement Training and Standards Board, Whittington, IL, March 19, 2007

“Becoming Culturally Competent in a Diverse Society.” A one-day workshop given to members of the Richmond Police Department, October 20 and 23, 2006

“Strategic Planning: A Roadmap to Success.” A half-day workshop given to the Western Association of Summer School Administrators, Boise, ID, October 10, 2006

“Becoming Culturally Competent in a Diverse Society.” A one-day workshop given to members of the Richmond Police Department, September 25 and 29, 2006

“Strategic Planning: A Guide for Police Organizations.” A two-day workshop given to police in conjunction with the Illinois Law Enforcement Training and Standards Board, Chicago, IL, September 12-14, 2006

“Building Community around Diversity.” A half-day workshop given to master trainers in the Division of Substance Abuse and Mental Health Services, Lexington, KY, July 18, 2006

“Police Executive Role in the 21st Century.” A one-day workshop given to police in conjunction with the Illinois Law Enforcement Training and Standards Board, Springfield, IL, May 22, 2006

“Diversity and Ethics: A Workshop for the Richmond Police Department.” A one-day workshop given to members of the Richmond Police Department, Richmond, KY, April 19, 2006

“Command Leadership: A Workshop for the Richmond Police Department.” A half-day workshop given to command staff of the Richmond Police Department, Richmond, KY, April 11, 2006

“Leadership Development: Enduring, Surviving and Thriving as a Law Enforcement Executive.” A one-day workshop given to police chiefs in conjunction with the Illinois Law Enforcement Training and Standards Board, Decatur, IL, March 14, 2006

“What is leadership?” A one-night workshop given to the Criminal Justice Executive Development class, Richmond, KY, February 16, 2006

“Race and its Role in educating our Children.” Workshop given at the 5th Annual Diversity Conference sponsored by the College of Education, Richmond, KY, February 8, 2006

“A four–step process to school diversity and increased test scores.” A one-day workshop given to the Greenup County public school faculty, staff and administrators, Grayson, KY August 8, 2005

“Recruiting and retaining minority teachers and administrators.” One-day workshop given to the administrators of the Madison County Schools, Richmond, KY July 28, 2005

"Police Executive Role in the 21st Century: Cultivating Quality." One-day workshop given to Chief executive and operating officers for the Illinois Law Enforcement Training and Standards Board Executive Institute. Macomb, IL, May 14, 2005


“Four steps to living an unbiased life.” 4th Annual Diversity Conference sponsored by the College of Education, Richmond, KY, February 10, 2005

“Enduring, Surviving, and Thriving as a Law Enforcement Executive: Leadership Development.” One-day workshop given to Chief executive and operating officers for the Illinois Law Enforcement Training and Standards Board Executive Institute, Bloomington, IL, Jan. 25, 2005.

“Command Leadership Principles.” Half-day workshop given to law enforcement personnel. Sponsored by the Department of Criminal Justice training. Richmond, KY, January 10, 2005


"Creating a tolerant and diverse climate: Four Steps to Living an Unbiased Life." A four-hour workshop given to the faculty and staff at the Barnabas Home for Boys, Annville, KY, October 14, 2003.

“Turning obstacles into opportunities.” Northside Public Library, February 14, 2004

“Four steps to living an unbiased life.” Kentucky Country Day School, Louisville, KY, February 5, 2004


"Police Department Assessment." A three-day train the trainer workshop on the methods of doing police departmental assessment. Sponsored by the EKU RCPI. Richmond, KY, August 18-20, 2003.

“Turning obstacles into opportunities.” Turner Scholars, Jackson, KY, July 2003


"Ethics training for the line officer." Three-day training given to statewide law enforcement agency members with the EKU RCPI and the Department of Criminal Justice Training:
  January 2002, Richmond, KY
  May 29, 30, 31, 2002, Louisville, KY
  August 21, 22, 23, 2002, Louisville, KY
  January 6, 7, 8, 2003 (Train the Trainers), Louisville, KY
  February 24, 25, & 26, 2003, Richmond, KY
  December 1, 2, & 3, 2003, Alexandra, KY

"Valuing and managing diversity in the college residential hall." A half-day workshop presented to the staff and students of the Housing Department, Eastern Kentucky University, Richmond, KY, August 6, 2001.

"Strengthening academic success and community through diversity." A one-day workshop given to the faculty, staff and administrators of Louisville Doss High School, Louisville, KY, August 3, 2001.

"Developing leadership qualities." A half-day workshop presented to the staff and students of the Education Pay$ Center, Eastern Kentucky University, Richmond, KY, July 13, 2001.

"Turning obstacles into opportunities." A half-day workshop presented to the staff and students of the Education Pay$ Center, Eastern Kentucky University, Richmond, KY, July 6, 2001.

"Building community through diversity." A half-day workshop presented to the staff and students of the Education Pay$ Center, Eastern Kentucky University, Richmond, KY, June 15, & June 29, 2001.


“Four steps to living an unbiased life.” YMCA Association of Professional Directors Spring Conference, Lexington KY, April 20, 2000

“Four steps to living an unbiased life.” Newman Center Catholic Church, Richmond, KY, February 6, 2000

“Four steps to living an unbiased life.” Bridge Builders and Human Relations Commission, Hopkinsville, KY, October 16, 1999

"Community service in a diverse environment." A series of 10 four-hour workshops given to the Columbia Police Department. Columbia, MO, August 2-6, 1999.

"Four-step program in developing a multicultural philosophy." Workshop given to student leaders at Eastern Kentucky University. Richmond, KY, February 27, 1999.

"Developing a non-racist attitude." Seminar presented to the faculty, staff, and students of the Central Alternative School, Fayette County School System. February 17, 1999.


"Recognizing community needs and steps to take upon recognition." Workshop given to religious and lay leaders. Sponsored by the Catholic Dioceses of Lexington, KY, Richmond, KY (January 16, 1999) and Hazard, KY (January 23, 1999).

"Diversity and leadership." A workshop conducted for all of the residential housing Area and Assistant-Area coordinators staff at Eastern Kentucky University. Richmond, KY, January 5, 1999.


"Racism, sexism and homophobia in the residence halls: A student’s guide to healing hatred." A workshop conducted for Residential Development staff and students at Eastern Kentucky University. Richmond, KY, October 19, 1998.

"Diversity and you in the residence halls." A workshop conducted for all of the residential housing staff at Eastern Kentucky University. Richmond, KY, Reid Luhman, Co-Presenter August 11, 1998.


"Race relations on college campuses." Moderated panel discussion with Senator Gerald Neal (KY) at Eastern Kentucky University. Richmond, KY, April 8, 1998.


"Diversity and you in the residence halls." A workshop conducted for all of the residential housing staff at Eastern Kentucky University. Richmond, KY, Reid Luhman, Co-Presenter August 16, 1997.


"Bringing cultural diversity into the university student community: Creating and fostering a multicultural climate." A workshop presented to the Summer Welcome Orientation Leaders at the University of Missouri. Columbia, MO, June 2, 1997.


"Building community through diversity." A series of 8 eight-hour workshops given to the Columbia Police Department. Columbia, MO, February-April, 1997.


"What should be known about Black families as a key to a child's academic success." In-service workshop presented to teachers in the Hannibal, MO School District. February 20, 1997.

"What should be known about Black families as a key to a child's academic success." In-service workshop presented to teachers in the Hannibal, MO School District. February 6, 1997.

"Taking cultural diversity into the next century: Creating a multicultural workplace." Workshop presented to William Woods University Faculty and Staff. Fulton, MO, December 18, 1996.


"Developing cultural sensitivity as a clinician." Workshop presented to Ph.D. candidates in Counseling Psychology, University of Missouri. November 6, 1996.


"Arriving at a multicultural classroom." In service workshop presented to school teachers in the Columbia Public Schools, Columbia, MO, September 26, 1996.

"Understanding ourselves and our clients better: A Workshop in cultural diversity." Workshop presented to Consumer Credit Counseling and The Job Center staff of Columbia, MO, August 27, 1996.


"Getting on the same page." Workshop conducted for the Community Partnership, Columbia, MO, August 6, 1996.

"Communities, families, and pride." Workshop presented at the National Night Out, Moberly, MO, August 6, 1996.


"Diversity and MU." Workshop presented at the 1996 University of Missouri Faculty Retreat. Lake of the Ozarks, MO, April 1996.

"The role of the media in race relations." A media panel seminar mediated in Columbia, MO, April, 1996.
"How to be a culturally sensitive peer counselor." A seminar presented at the Peer to Peer Annual Conference, Ramada Inn, Columbia, MO, April, 1996.

"Teaching in a power-flattened environment." A seminar given to the faculty at Stephens College, Columbia, MO, April, 1996.

"What all families and teachers should know about balancing work and family." A seminar presented to parents and teachers in the Columbia public elementary schools. New Haven Elementary, Columbia, MO, April, 1996.


"How to be assertive without be aggressive." Workshop presented to Care Team Leaders of The Regional AIDS Interfaith Network (RAIN). Columbia, MO, February, 1996.


"Retaining Blacks through a multicultural philosophy." Workshop presented to the Allied Health and Nursing faculty, Eastern Kentucky University, Richmond, KY, April, 1994.


"How to combat racism in college residential housing." Seminar presented to resident housing directors and students. The University of Missouri-Columbia, Columbia, MO, February, 1994.
"Growing up in today's society." A series of seminars presented to children ranging from nine through sixteen. Last presented at the University of Kentucky Sports Program, Summer 1992.

"Race and gender diversity in the corporation and the university." A seminar on multi-culturalism and gender sensitivity in the work place and on campus. Last presented at the Kentucky Annual Conference of Residence Halls, Eastern Kentucky University, February 1992.


"How to understand cultural diversity in the work place." Presented at the University of Kentucky Medical Center, May, 1991; University of Kentucky Main Campus, October, 1991.

"Nomenclature: What shall we call ourselves." A seminar on the reasons why different ethnic and racial groups change names for identification over time. Presented at Eastern Kentucky University, Fall, 1990.

PROFESSIONAL CONSULTING EXPERIENCE

CHURCHES/RELIGIOUS ORGANIZATIONS: Carrollton Christian Academy, Catholic Diocese of Lexington, Kentucky, St. Mark Catholic Church

Examples of services provided: cultural diversity, marriage and relationships

EDUCATIONAL ORGANIZATIONS: Anderson County Kentucky Schools, Berea College, Boone County Missouri School District, Clay County Kentucky Schools, Cumberland College
    Fayette County Kentucky Schools, Franklin County High School, Jefferson County Kentucky Schools, Kentucky Community & Technical College System, Kentucky Country Day School, Kentucky State University, Kentucky Wesleyan, Lindsey Wilson, Madison County Kentucky Schools, McCreary County High School, Mercer County Kentucky Schools, Missouri Southern State University, Model Laboratory School, Montgomery County Kentucky Schools, Providence, Kentucky School District, Sacramento City College, Shelby County Schools, St. Henry’s High School, Stephens College, Union College, University of Kentucky, University of Missouri

Examples of services provided: college preparation and success, diversity training, faculty hiring and mentoring, generational differences, overcoming obstacles, recruiting and retaining diverse faculty and staff, strategic planning, leadership

LAW ENFORCEMENT ORGANIZATIONS: Columbia Police Department, Danville Kentucky Police Department, Department of Criminal Justice Training, Hopkinsville Kentucky Police Department, Illinois Law Enforcement Training and Standards Board, Kentucky Law Enforcement Council, Kentucky Traffic School/Graduate Licensing Program, Louisville Kentucky Police Department, Regional Community Policing Institute, Richmond Police Department

Examples of services provided: citizen review boards (establishment of and working with), departmental assessments, diversity training, ethics training, generational differences, internal affairs assessments, leadership development, merit and promotion guidelines, performance evaluation systems, race relations, recruiting and retaining diverse officers and personnel, sexual harassment, strategic planning

MUNICIPALITIES: Boone County Missouri, Calloway County Missouri, Columbia, MO
Glasgow, KY, Hopkinsville, KY, Louisville, KY, Moberly, MO, Richmond, KY

Examples of services provided: community surveys, conducting and facilitating community forums, conflict resolution, departmental training and assessment, diversity training, leadership development, performance reviews, recruiting and retaining diverse personnel, strategic planning

OTHER ORGANIZATIONS: Alliance for Substance Abuse Protection, Carnegie Center for Literacy and Learning, Center for Rural Development, Community Partnership, Division of State and Mental Health, FDIC Bank Examiners, Fun City Playground Project, Hope’s Wings, Kentucky Association of Gerontology, Kentucky Humanities Council, Kentucky Nursing Association, Kentucky Society of Certified Public Managers, National American Association of Summer Sessions, National City Bank, Ohio Literacy Institute, Parent Link (Missouri), Pattie A. Clay Hospital, Planned Parenthood, Practical Parenting Partnerships (Missouri), Rudd Equipment Company, The Jobs Center (Missouri), Western Association of Summer School Administrators Western Kentucky Human Relations Commission, YMCA, YMCA Association of Professional Directors

Examples of services provided: cultural competence, diversity training, establishment of non-profit boards, leadership, overcoming obstacles, recruiting and retaining diverse staff, site reviews, strategic planning

HONORS AND AWARDS

EKU College of Education Annual Service Award, 2008

Richmond, KY Annual Unity Award, 2008

Central Kentucky Volunteer of the Year Award Nominee, 2007, 2008

Eastern Kentucky University Hall of Distinguished Alumni Member, 2006

Honorable Mention (1 of 8 finalist) for Outstanding First-Year Advocate Award, 2000-2001
Sponsored by the National Resource Center for the First-Year Experience and Students in Transition.

Honorable Mention (1 of 10 finalist) for Outstanding First-Year Advocate Award, 1999-2000
Sponsored by the National Resource Center for the First-Year Experience and Students in Transition.

1996 Provost's Outstanding Junior Faculty Teaching Award, University of Missouri-Columbia

Outstanding Faculty Member for 1995, selected by QEBH at The University of Missouri-Columbia

Award for Excellence, Presented for manuscript "Community diversity issues: Strategies for a comprehensive multicultural framework." By the U.S. Department of Health and Human Services, June 10, 1996

Sponsored by The Family Research Consortium, NIMH and other funding agencies

International Who's Who of Intellectuals, Tenth Commemorative Edition from the International Biographical Center, elected in 1992
Outstanding Leadership Award in Business and Academia, and inclusion in the Fourth Edition of International Directory of Distinguished Leadership, 1992

Omicron Delta Kappa, University of Kentucky Chapter, 1990

Lyman T. Johnson Fellow, University of Kentucky, 1989-1991

Golden Key Honors Society, EKU Chapter

Phi Kappa Phi, EKU Chapter

GRANTS AND AWARDS


**Missouri Department of Social Services** ($3,000) "Missouri task force on the status of African American males." January 15, 1997-March 15, 1997. (PI)

**Missouri Department of Social Services** ($100,000) "Caring Communities project: The Development of a transdisciplinary approach to undergraduate, graduate, and continuing professional education" at the University of Missouri. September 1, 1996-August 31, 1997. (Co-PI)


**Boone/Callaway Family Court:** "Focus on Kids," (provides parent education to all divorcing parents in Boone and Callaway counties), approximately $20,000 per year, June 1, 1995-May 31, 1997. (Co-PI)

University of Missouri-Columbia **General Education Council Award** ($4,000) for teaching enhancement, 1997.

University of Missouri-Columbia **General Education Council Award** ($8,000) for teaching enhancement, 1995.

University of Missouri-Columbia **General Education Council Award** ($7,000) for teaching enhancement, 1994.

University of Missouri-Columbia **Research Council Grant and Summer Fellowship Award** ($7,000), 1994. Award given for continuing research on educational attainment and retention of blacks on mainly white college campuses.

University of Missouri-Columbia **Alumni Faculty Development Incentive Award** ($884), 1994. Award granted for continuing research on divorce in the African-American family.
University of Missouri-Columbia College of Human Environmental Sciences Margaret Mangel Catalyst Award ($1,100), 1994. Award granted for research on the divorced African-American fathers.

CERTIFICATIONS AND AFFILIATIONS

Faculty, Illinois Law Enforcement Executive Institute
Ethics and Integrity Train-the-Trainer Program, United States Department of Justice
Onsite Assessment Team Leader Training, The Western Regional Institute for Community Oriented Policing
Certified Family Life Educator (CFLE), Designated by The National Council on Family Relations
Certified Trainer for Police Organizations, Kentucky Law Enforcement Council
Missouri Post Certified (Police Officer Standards and Training)

PROFESSIONAL ORGANIZATIONS AND AFFILIATIONS (PAST AND PRESENT)

American Sociological Association (ASA)
National Council on Family Relations (NCFR)
Family Research Consortium
College Board
AACRAO
KACROA
NAFSA
NACADA
NACAC
SACRAO
NADE
KADE
NAASS

PROFESSIONAL SERVICE

Member of the Executive Board, Collegiate Press
Grant Proposal Reviewer, National Institute of Mental Health
Membership Chair, Ethnic-Minorities section of the National Council on Family Relations
Reviewer, *Journal of Marriage and the Family*
Reviewer, *Family Relations Journal*
Reviewer, *Journal of Social and Personal Relationship*
Reviewer, *Journal Student Retention*
Reviewer, *Journal for Juvenile Justice and Detention Services*
Member, Reubin Hill Award Committee, *NCFR*
Member, Committee on Diversity, *NCFR*
Consultant, Stephens College, Columbia, MO
Consultant, William Woods University, Fulton, MO
Consultant, Columbia, Missouri Police Department
Consultant, City of Columbia, MO
Consultant, City of Richmond, KY
Consultant, Governor's Task Force on the Status of African American Men, State of Missouri
Consultant, Regional Community Policing Institute, Richmond, KY
Consultant, Louisville Police Department, Louisville, KY
Consultant, Hopkinsville Police Department, Hopkinsville, KY
Mentor, Wakonse Fellows, University of Missouri
National American Association of Summer Sessions, Executive Board

COMMUNITY SERVICE (current service is in bold)
Kentucky Humanities Council, Speakers Bureau
Regional Community Policing Institute, Executive Board Member
Pattie A. Clay Hospital, Vice Chair
Pattie A. Clay Hospital Physician Compliance Committee, Chair
Hope's Wings, Board Member
YMCA, Board Member
Richmond Rotary Club
Ambassadorial Scholars, Richmond Rotary Club
Kentucky Chemical Demilitarization Citizen’s Advisory Commission
City of Richmond Citizen’s Advisory Board
The Boys and Girls Club of Madison County, Executive Board Member
St. Stephens Newman Center Board, Chair
Bluegrass Rape Crisis Center, Executive Board Member
Governor's Literacy Project, Member
P-16 Council, Member
Madison County Schools Strategic Planning Committee
Habitat for Humanity Publications & Public Relations Committee
United Way of Central Missouri, Chair of Allocation of Funds Panel
United Way of Central Missouri, Agency Relations Committee Member
Regional AIDS Interfaith Network of Central Missouri (RAIN), Executive Board Member
The Ronald McNair Scholars Program, Executive Board Member
The Ronald McNair Scholars Program, Editorial Board Member
The Northeast Caring Communities, Consultant
Minority Men's Network, Columbia, MO, Member
Race Relations Task Force, Columbia, MO, Consultant
Madison Central High School, Curriculum Committee

COMMITTEES SERVED ON (current assignments in bold)
College of Education Multicultural and Diversity Issues Committee
College of Education Promotion and Tenure Committee
Educational Leadership and Policy Studies Promotion and Tenure Committee
Center for Educational Research in Appalachia
Kentucky African American Encyclopedia, Editorial Board
Student Government Association, Advisor
African/African American Studies Board
SACS Leadership Team for Reaffirmation
General Education Committee, Vice Chair
New Faculty Orientation Committee
Teacher Education Committee
Improvement of Instruction
Natural Areas
Service Learning Committee
Kentucky Institute for International Studies Board
Cooperative Center for Study Abroad Board
Provost's Council
Council on Academic Affairs, Vice Chair
Academic Integrity Subcommittee for EKU Athletic Certification
NCAA Division I Athletics Certification Steering Committee
Strategic Planning Committee
Student Success Council, Chair
Special Admissions Committee, Chair
University Developmental Committee, Chair
BANNER Committee
Advising Committee
University Diversity Committee
College of Education Diversity Committee
University Grievance Committee
Residency Appeals Committee, Chair
President's Cabinet
University Writing Requirement Advisory Committee
EKU Credit Union, Loan Advisory Board Member
Multicultural Student Services Committee on Student Leadership, Member
Enrollment Management Committee
Academic Success Committee (retention), Chair
PEW Foundation Roundtable, University of Missouri-Columbia's faculty representative
Knight Foundation Roundtable, University of Missouri-Columbia's faculty representative
University Faculty Grievance Committee
General Education "Families in a Changing Society" Cluster, Chair
Summer Welcome Review Task force
MLK Day Committee
Ridgel/Gregory/Huggins Fellowship and Scholarship Committee

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Other Faculty VITAS will be submitted by request
Appendix D: Letters from Outside Consultants

Consultant Report for
Eastern Kentucky University
Related to the Proposed Ed.D. Program
in School Counseling and Mental Health Counseling
July 31, 2009

Reviewer
Theodore P. Remley, Jr., J.D., Ph.D.
Professor and Batten Endowed Chair in Counseling
Department Chair
Department of Counseling and Human Services
Darden College of Education
Old Dominion University
Norfolk, Virginia

Background for Review
I was engaged by Eastern Kentucky University to review the petition and accompanying materials related to offering an Ed.D. program in school counseling and mental health counseling. I was asked to provide this written report.

Prior to writing this report, I reviewed the following written documents that were provided to me:

- Counseling Ed.D. Proposal Preliminary Draft
- Ed.D. Goals, Objectives, and Assessments for Doctoral Program
- Proposal for Doctor of Education (Ed.D.) Program in Educational Leadership
- Questions and Answers Related to the Proposal for Ed.D. Program in Educational Leadership
- COU 900 Advanced Counseling Theories New Course Curriculum Change Form
- COU 901 Advanced Group Counseling New Course Curriculum Change Form
- COU 902 College Teaching New Course Curriculum Change Form
- COU 903 Advanced Multicultural Counseling New Course Curriculum Change Form
- COU 904 Advanced Counseling Interventions New Course Curriculum Change Form
- COU 905 Advanced Family Counseling New Course Curriculum Change Form
- COU 906 Advanced Supervision in Counseling New Course Curriculum Change Form
- COU 907 Advanced Practicum in Counseling New Course Curriculum Change Form
- COU 908 Advanced Internship in Counseling New Course Curriculum Change Form
- COU 909 Dissertation Research New Course Curriculum Change Form
- COU 910 Program Evaluation New Course Curriculum Change Form
- Ed.D. Objectives for COU 905: Advanced Family Counseling and EDL 810
In addition I reviewed the 2009 version of the accreditation policy manual for the Council on Accreditation of Counseling and Related Educational Programs (CACREP) on that organization’s web page at www.cacrep.org. I also reviewed the current directory of CACREP accredited counseling graduate programs that is available on that website.

In addition, I reviewed the web pages for Eastern Kentucky University’s College of Education Department of Counseling and Educational Psychology at http://www.education.eku.edu/cep.

**Expertise of Reviewer**

I hold a Ph.D. in counselor education from the University of Florida. I also have a law degree from Catholic University in Washington, DC. I have been a full-time faculty member in graduate programs that offer both master’s and doctoral degrees in counselor education since 1981. I have served as a member of the accrediting body for counselor education, the Council on Accreditation of Counseling and Related Educational Programs (CACREP) and have authored CACREP self-studies and applications at three universities. From 1990-1994, I was Executive Director of the American Counseling Association (ACA). I have 38 years of professional experience as a counselor. I have held full-time faculty positions in counselor education programs at George Mason University in Fairfax, Virginia, Mississippi State University, and the University of New Orleans. I currently am a tenured full professor, hold the Batten Endowed Chair in Counseling, and serve as Chair of the Department of Counseling and Human Services at Old Dominion University in Norfolk, Virginia.

**Findings Related to Eastern Kentucky University’s Application to Establish an Ed.D. Program in Counselor Education**

**Status of the Counseling Graduate Program**

The Counseling Graduate Program at Eastern Kentucky University, which currently offers master’s degrees in mental health counseling and school counseling, is a well-established and successful graduate program. Faculty members are engaged in scholarly activities, appear to be capable teachers, and are providing leadership within the counseling profession at all levels: community, state, region, and nation. The two master’s degree programs at Eastern Kentucky University are accredited by CACREP, which is an essential accreditation for counseling graduate programs today.

The department web page demonstrates that faculty members are actively engaged with students. The counseling graduate program has a chapter of Chi Sigma Iota, the national counseling honorary. Having this organization on campus demonstrates that faculty members are committed to the highest level of achievement within the field of counseling for their students, alumni, and faculty. Students are being encouraged to join and become active members of the Kentucky Counseling Association. Students are required to purchase professional liability
insurance, which is a CACREP mandate. Counseling graduate students are informed regarding important credentials such as the National Certified Counselor (NCC), Kentucky’s school counselor certification, and Kentucky’s Individual Intellectual Assessment Endorsement.

**Rationale for Establishing this New Ed.D. Program**

An overview of the proposed Ed.D. program in school counseling and mental health counseling at Eastern Kentucky University and a rationale for the program are offered in the application document.

Historically, rural communities and schools in the United States have been plagued by a lack of attention from counseling and mental health professionals. The special mental health needs of rural residents have not been adequately addressed. Surveys of mental health and counseling services have consistently shown that rural communities are underserved. The application for the Ed.D. program states that the primary purpose of the proposed doctoral program is to improve counseling services in P-12 public education and in rural communities in Kentucky. It is clear that this proposed counseling Ed.D. program is unique in that it will prepare counseling practitioners to become leaders in serving the needs of rural citizens in the state. The proposed doctoral degree program will include a creative Rural Studies Mental Health Core that will focus on Appalachian Kentucky and plans to imbed educational, cultural, and sociological content within the coursework. Program faculty members intend to cultivate relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust, The Appalachian Regional Commission, and mental health agencies in various Kentucky counties.

Authors of the application make the case and provide evidence that there is a strong demand in Kentucky for a doctoral program in school counseling and mental health counseling.

**The Proposed Program’s Compliance with CACREP Standards**

It is critical that any new doctoral program in counseling be designed to meet the rigorous standards of CACREP. A doctoral program without CACREP accreditation would not be desirable. Graduates of counseling doctoral programs that are not CACREP accredited often have the quality of their credentials questioned in the counseling community and are ineligible for many positions they might seek as counseling leaders, advanced level practitioners, or university faculty members.

The curriculum set forth in the application for the proposed Ed.D. program at Eastern Kentucky University in school counseling and mental health counseling obviously was designed to meet the requirements of CACREP. In addition, the entire proposed Ed.D. program has been formulated to ensure CACREP accreditation which will be possible once the new doctoral degree program has been implemented.

**CACREP Requirements for the University**

CACREP requires that universities that have doctoral degree programs in counseling provide sufficient financial support to the program, support program faculty in participating in professional associations and activities, and provide resources necessary for scholarly inquiry to occur. From reviewing the application for the Ed.D. program in school counseling and mental
health counseling, I believe Eastern Kentucky University is prepared to provide the resources necessary to support this proposed program.

CACREP Requirements for Faculty

In order to be eligible for CACREP accreditation, a counseling doctoral degree program must have a minimum of 5 full-time faculty members. These faculty members must hold earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013. In addition, program faculty members must be active in counseling professional associations, hold counseling credentials such as licenses and certifications, and must be engaged in scholarly activities.

From the information I was provided, it appears that the counseling graduate program at Eastern Kentucky University currently includes six full-time faculty members (Drs. Callahan, Chapman, Chapman, Puglia, Strong, and Thomas) and one faculty member who also holds an administrative appointment (Dr. Naugle who is also an associate dean). The program has plans to hire additional full-time tenure-track faculty members as well. It appears that there is a sufficient number of counseling faculty members to support the proposed new Ed.D. program at Eastern Kentucky University.

The credentials of all of the faculty members appear to be acceptable to CACREP. Three of the faculty members appear to have graduated from CACREP accredited counseling doctoral degree programs. The other four faculty members appear to hold doctoral degrees in counseling psychology or educational psychology. However, each of these faculty members will have been a full-time faculty member in a counselor education program for a minimum of one full academic year prior to July 1, 2013, which is the CACREP requirement when faculty members do not hold doctorates in counselor education and supervision. From the vitae of full-time faculty members I reviewed, it appears to me that faculty members generally are active in counseling professional associations, hold counseling credentials such as licenses and certifications, and are engaged in scholarly activities.

I strongly recommend that all future faculty members who are hired to participate in the counseling graduate program hold CACREP-accredited doctoral degrees in counselor education and supervision. CACREP requires faculty members with these credentials, but, as an exception, will accept faculty members with other types of doctoral degrees if they have had a year of full-time experience as a faculty member in a counseling graduate program. Since there are a number of faculty members at Eastern Kentucky University who hold doctoral degrees in fields that are not counselor education and supervision, all future faculty members hired should hold CACREP-accredited counselor education and supervision doctoral degrees.

In addition, because the current faculty members do not appear to have had experience chairing doctoral dissertations, I strongly recommend that at least one of the new faculty members that will be hired next year be either a full professor or senior associate professor who has successfully chaired a number of doctoral dissertations in counseling in a CACREP-accredited counseling graduate program. Simply having been a faculty member in a CACREP-accredited counseling graduate program that included a doctoral degree program would not be adequate. The new faculty member should have successfully chaired 10 or more dissertation committees successfully to completion. Hiring a faculty member with this background is essential to the success of this new Ed.D. program. This new senior faculty member should be
expected to mentor existing faculty in the process of supporting doctoral students in completing their dissertations, and should be expected to successfully chair the dissertation committees of a number of the first doctoral students in the program to model the process for other doctoral students and for faculty members.

CACREP Requirements for Field Experiences

CACREP requires that doctoral students complete a 100 hour practicum and a 600 hour internship. The program proposal does not specifically address this field experience requirement. The 2009 CACREP standards include the requirements listed below.

**CLINICAL EXPERIENCE**

A. Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student’s practicum, supervision will occur as outlined in entry-level standards III.A and III.C–E. The use of student supervisors is not allowed in a doctoral-level practicum.

B. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.

C. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

When the details for the new Ed.D. program are developed, each of the standards listed above will need to be met.

CACREP Requirements for Curriculum Content

The new courses that are described in the materials I reviewed indicate that all of the curriculum requirements for CACREP-accredited doctoral programs have been included. CACREP requires instruction in the following content areas (from the 2009 standards):

1. **Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.**
2. **Theories and practices of counselor supervision.**
3. **Instructional theory and methods relevant to counseling education.**
4. **Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.**
5. **Design, implementation, and analysis of quantitative and qualitative research.**
7. Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice).

Since the proposal for the Ed.D. program in school counseling and mental health counseling did not include a list of required courses, I was not able to determine whether CACREP requirements in the area of research and scholarship would be adequately met in this proposal. I recommend that faculty members review the courses they intend to require of doctoral students to ensure all of the following CACREP requirements from the 2009 standards in research and scholarship listed below are met.

E. Knowledge
1. Understands univariate and multivariate research designs and data analysis methods.
2. Understands qualitative designs and approaches to qualitative data analysis.
4. Knows models and methods of program evaluation.

F. Skill/Practices
1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.
2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
3. Demonstrates professional writing skills necessary for journal and newsletter publication.
4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.
5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.
6. Demonstrates the ability to create and implement a program evaluation design.

In my opinion, all other course content requirements will be met in this proposed new Ed.D. program.

CACREP Time Frame for Accreditation

CACREP requires that a new program be ready to graduate its first graduate before a site team will be scheduled to visit the campus. Eastern Kentucky University would prepare a written self-study in its second year of operation and apply for CACREP accreditation for the new Ed.D. program during the second year. After CACREP had approved the self-study, the site visit would most likely take place in the fall of the third year of the program and the program would receive accreditation in the spring, when the first doctoral students would be graduated.

Conclusions

In my opinion, Eastern Kentucky University’s application to establish an Ed.D. program in school counseling and mental health counseling is a sound proposal worthy of approval. The proposal was developed to meet the rigorous standards of CACREP. From reading the proposal, I have reached the following conclusions:
The application sets forth a compelling argument for the establishment of this Ed.D. program in counseling based on the program’s planned unique focus on serving rural populations and the demonstrated need for the program in Kentucky;

The university appears to be willing to support the program;

The faculty has the capacity to deliver a sound Ed.D. program (with the addition of a senior faculty member who has extensive experience successfully chairing doctoral dissertation committees to conclusion in a CACREP accredited program);

The field placement requirements of CACREP can be incorporated into the final specific plan for the Ed.D. program; and

The curriculum appears to meet CACREP standards (assuming the research and scholarship requirements of CACREP will be met in the final specific plan for required courses).

Reviewer Contact Information:

(Home)
Theodore P. Remley, Jr.
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Norfolk, VA  23508

(Office)
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Professor and Department Chair
Department of Counseling and Human Services
Educational Building Room 110
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Norfolk, VA  23529

(Email Address)
tremley@odu.edu

(Telephone Numbers)
(757) 635-7477 (cell)
(757) 965-7782 (home)
(757) 683-3326 (office)
Diana Hulse is professor and chair of the Counselor Education Department, Fairfield University. Previously she was professor and coordinator of the doctoral and master's counseling graduate programs at the University of New Orleans (UNO). Active as a leader in national professional counseling associations, she is an accomplished researcher and writer; having authored or co-authored over 30 refereed publications and two textbooks. She has directed over 30 dissertations. In 2004 she was initiated as an inaugural Fellow in the American Counseling Association. In spring 2007 she was selected as UNO Research Professor. Her writings focus on:

- Conceptual models that promote effective group work practice
- Corrective feedback and its role in the success of groups in a variety of settings
- Ways to enhance classroom instruction in group work and throughout the counselor education curriculum

May 18, 2009

Dr. William Phillips
Dean of the College of Education
Eastern Kentucky University
521 Lancaster Avenue
420 Combs Building
Richmond, Kentucky 40475

Dear Dr. Phillips:

Dr. Connie Callahan, Chair of the Counseling and Educational Psychology Department, asked me to provide a review of the proposed Doctor of Education degree program in school counseling and mental health counseling for Eastern Kentucky University (EKU). To this review I bring 26 years of teaching in counselor education doctoral programs. I have a strong working knowledge of the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). From 2000-2007 I coordinated the CACREP-approved master’s and doctoral counseling graduate programs at the University of New Orleans. I am currently department chair for two CACREP-accredited master’s graduate counseling programs at Fairfield University.

The proposed Doctor of Education degree program is impressive. The proposed program meets all the 2009 CACREP doctoral standards that are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The proposed curriculum and learning modalities are recognizable as accepted features of a doctoral program in counselor education.
The proposal articulates the intent to train educators and practitioners with expertise to build more collaboration between communities and schools; to particularly improve services provided to P-12 education and rural communities. I am impressed with the survey data indicating that 58% of school counselors and 64% of mental health counselors in Kentucky are interested in this proposed doctoral program at EKU.

Page Two

The 5 full-time faculty members meet the requirements for CACREP accreditation; three of the five have graduated from CACREP-accredited counseling doctoral programs; all faculty members appear to be active in counseling professional associations. They hold appropriate credentials and they demonstrate engagement in scholarly activities. Future faculty members will need to have CACREP-accredited doctoral degrees in counselor education and supervision.

The inclusion in the proposed curriculum of a Rural Studies Mental Health Core demonstrates the Department’s understanding of and commitment to addressing significant rural educational and counseling needs across the Commonwealth of Kentucky. Additionally, the expectation that doctoral students will design and implement dissertation research applicable to rural school and community needs in Kentucky provides further evidence of the Department’s desire to create a vibrant, contemporary, and culturally relevant doctoral program.

The establishment of a Doctor of Education degree in school counseling and mental health counseling is sound and credible. I noted that the proposed curriculum meets the rigorous standards of CACREP. I would like to also emphasize that the current faculty has the background, training, skills, and record of scholarship to competently deliver a solid Ed.D. degree program in school counseling and mental health counseling.

In my view the proposed doctoral program has the potential to serve as a compelling model for other schools interested in developing programs to address rural educational and counseling needs.

Finally, in the proposal it is clear that EKU has the resources in people and services to deliver the Doctor of Education degree program.

I appreciate the opportunity to review this proposal. I wish you and your colleagues much success.

Sincerely,

Diana Hulse, Ed.D., LPC, NCC
Professor and Chair
Counselor Education Department
Appendix E: Letter from Library on Resources (Draft Copy)

To: Dr. William Phillips, Dean, College of Education
    Dr. Kim Naugle, Associate Dean, College of Education
    Dr. Janna Vice, Interim Provost and Associate Vice President for Academic Affairs

CC: Karen Neubauer, Executive Director of Budgeting
    Dr. Jerry Pogatshnik, Dean of Graduate Studies

From: ____________________________
      Carrie Cooper, Dean of Libraries

Date: April 6, 2010
RE: Counseling, Ed.D

The purpose of this letter is to address the Library’s preparedness to support the proposed Counseling Ed.D. Resources available to support teacher education programs, which include school counseling, are strong today because of the additional resources identified to support the students enrolled in the inaugural doctorate in Educational Leadership. Many of the same resources will support the faculty and students within counseling. There may be a few psychology and counseling resources to be added.

I write this letter in faith that the University will allocate the requested $50,000 annually to support the Educational Leadership degree. While we’ve been able to piece together enough money to save subscriptions this year, the issue remains on the table until a dedicated line to support the COE programs is solidified. This request has yet to be realized.

Once this occurs, the Counseling program will require a modest request of $10,000 to offset inflation and ensure renewals for the following library resources, many of which serve both doctoral programs:

Wilson Education Full Text $2,788
Proquest’s Dissertation & Theses Full Text $13,105
EBSCO Educational Administration Abstracts $1,181
Sage Education $12,412
Individual Print and Electronic Journal Titles $4,664
Print and Electronic Monographs $15,850
PsyArticles $19,820
Mental Measurement, Tests In Print $1,950
Psychiatry Online $3,640
Learning Express $4,232

Total Subscription Costs: $79,642

Both groups of resources above can be maintained by funding the original request of $50,000 for the Educational Leadership program, plus an additional $10,000 to support the Ed. D. in Counselor Education. These dollars are critical, and will allow us to serve the students and faculty in the programs. Cancelling subscriptions that support doctoral programs is not an option and will jeopardize accreditations. But cutting subscriptions is the only option available to the library if the budget is not adjusted at the time of approving new doctoral program, and annually as inflation is realized.
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

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*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. **Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
   Establish a Minor in Personal Finance.

A. 2. **Effective date:** (Example: Fall 2001)
   Fall 2010

A. 3. **Effective date of suspended programs for currently enrolled students:** (if applicable)
   NA

B. **The justification for this action:**
   Recent turmoil in financial markets has highlighted once more the deficiencies in financial literacy. We are proposing a minor in personal finance to address financial literacy needs of non-business students.

C. **The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**
None

**Operating Expenses Impact:**
None

**Equipment/Physical Facility Needs:**
None

**Library Resources:**
None
Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

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Minors

**Minor in Personal Finance**

(Page 96 of the 2009-10 *Undergraduate Catalog*)

Designed to prepare students to make informed financial decisions regarding investments, mortgages, loans, retirement planning, etc. Students minoring in personal finance must earn at least 12 hours of the total hours at EKU and maintain a cumulative GPA of 2.0 in all courses comprising the minor. This minor includes the following courses:

**Requirements**

- ACC 201, 322; FIN 201, FIN 311, FIN 324; INS 370.

**Total Requirements**

- 18 hours
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

| Part I |
|------------------|------------------|-------------------|
| (Check one)       | Department Name  | Safety, Security and Emergency Management |
| New Course (Parts II, IV) | College          | Justice and Safety |
| Course Revision (Parts II, IV) | Course Prefix & Number | |
| Hybrid Course (“S,” “W”) | Course Title (30 characters) | |
| Course Dropped (Part II) | *Program Title | Fire Protection Administration (B.S.) |
| x New Program (Part III) | (Major ____, Option ____; Minor ____; or Certificate ____)| |
| Program Revision (Part III) | *Provide only the information relevant to the proposal. | |

**Proposal Approved by:**

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**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. **Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Create a degree in Fire Administration with 128 hours required which will replace the Fire Administration Option currently within the Fire and Safety Engineering Technology curriculum.

A. 2. **Effective date:** (Example: Fall 2001)

Fall 2010

A. 3. **Effective date of suspended programs for currently enrolled students:** (if applicable)

Fall 2016

B. **The justification for this action:**

Attaining accreditation for the Fire Protection Engineering Technology and Industrial Safety portions of our programs through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain this accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates. Continued accreditation of the Fire, Arson and Explosion Investigation curriculum will be sought under the International Fire Service Accreditation Congress (IFSAC).

C. **The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

**Operating Expenses Impact:**
Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

**Equipment/Physical Facility Needs:**
Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

**Library Resources:**
Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

### Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using *strikethrough* for deletions and *underlines* for additions.
3. For a dropped course, provide the current catalog text.

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### Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using *strikethrough* for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.
Major Requirements----------------------------------------------- 66 hours

Core Requirements FSE 101, FSE 120, FSE 200, FSE 221, FSE 305, FSE 320, OSH 361
3 hours from FSE 349, FSE 201, FSE 223, FSE 225, FSE 230, FSE 300, FSE 322, FSE 350, FSE 355, FSE 360, FSE 365, FSE 375, OSH 390, FSE 400, FSE 425

Supporting Course Requirements ----------------------------------- 17 hours
CHE 101/107L, CHE 102, MAT 107, PSY 200, TRS 235

General Education Requirements--------------------------------- 36 hours
Standard General Education program, excluding Blocks II, VB, and VII (6 hours)

University Requirement------------------------------------------ 1 hour
JSO 100

Free Electives----------------------------------------------------- 0-8 hours

Total Curriculum Requirements------------------------------------- 128 hours
# Curriculum Change Form

**Present only one proposed curriculum change per form**

**Complete only the section(s) applicable.**

## Part I

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<td>Teacher Education Committee*</td>
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<td>Council on Postsecondary Edu.***</td>
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</tbody>
</table>

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

## Completion of A, B, and C is required: (Please be specific, but concise.)

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Create a degree in Fire Protection Engineering with 129 hours required which will replace the Fire Protection Engineering Technology Option currently within the Fire and Safety Engineering Technology curriculum.

**A. Effective date:** (Example: Fall 2001)

Fall 2010

**A.3. Effective date of suspended programs for currently enrolled students:** (if applicable)

Fall 2016

**B. The justification for this action:**

Attaining accreditation for the Fire Protection Engineering Technology portion of our program through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain ABET accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

**Operating Expenses Impact:**
Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

**Equipment/Physical Facility Needs:**

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

**Library Resources:**

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

### Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using *strikethrough* for deletions and *underlines* for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised* Catalog Text**

(*Use *strikethrough* for deletions and *underlines* for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)*

### Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using *strikethrough* for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.
Fire, Protection, and Safety Engineering Technology (B.S.)

CIP CODE: B43.021

Major Requirements--------------------------------------------------------- 50 Hours

FSE101, FSE 120, FSE 200, FSE 221, FSE 224, FSE 300W, FSE 305, FSE 322, FSE 335, FSE 350, FSE 355, FSE 360, OSH 361, OSH 410, FSE 445, FSE 480, FSE 481

Supporting Courses - -------------------------------------------------------- 34 Hours

CHE 111/115, CHE 112, MAT 124, MAT 224, PHY 201, PHY 202, PHY 221, PHY 375, TEC 190

General Education – ----------------------------------------------------- 39 Hours

Standard General Education Program, excluding course Block II, IVB, VII (QS)) and VIII (6 hours). Refer to Section Four of this catalog for details on the General Education and University Requirements.

University Requirement – ----------------------------------------------- 1 Hour

JSO 100

Total Curriculum Requirements- ---------------------------------------- 124 Hours
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Complete only the section(s) applicable.)

<table>
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Proposal Approved by:  
Departmental Committee  
03/02/2010  
Graduate Council*  
03/02/2010  
Council on Academic Affairs  
N/A  
Disapproved  
4/15/10  
Faculty Senate**  
N/A  
Board of Regents**  
N/A  
Council on Postsecondary Edu.***  
N/A  
*If Applicable (Type NA if not applicable.)  
**Approval needed for new, revised, or suspended programs  
***Approval/Posting needed for new degree program or certificate program  
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Is this a SACS Substantive Change?  
Yes****  
No  
X

Completion of A, B, and C is required: (Please be specific, but concise.)

A. Specific action requested:  (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Create a degree in Fire, Arson, and Explosion Investigation with 125 hours required which will replace the Fire, Arson, and Explosion Investigation Option currently within the Fire and Safety Engineering Technology curriculum.

A. Effective date:  (Example: Fall 2001)

Fall 2010

A. Effective date of suspended programs for currently enrolled students:  (if applicable)

Fall 2016

B. The justification for this action:

Attaining accreditation for the Fire Protection Engineering Technology and Industrial Safety portions of our programs through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain this accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates. Continued accreditation of the Fire, Arson and Explosion Investigation curriculum will be sought under the International Fire Service Accreditation Congress (IFSAC).

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact:

Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.
**Operating Expenses Impact:**
Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

**Equipment/Physical Facility Needs:**
Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

**Library Resources:**
Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree thus, no new courses or additional faculty will be required for this change.

---

### Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

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<tr>
<th>Step</th>
<th>Instruction</th>
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<td>3.</td>
<td>For a dropped course, provide the current catalog text.</td>
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**New or Revised* Catalog Text**
(*Use **strike-through** for deletions and **underlines** for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using strike-through for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
(*Use strike-through for deletions and underlines for additions.)

Fire, Arson, Explosion Investigations (B.S.)

*CIP Code: B 43.0299

Major Requirements--------------------------------------------------------------- 68 hours

FSE 101, FSE 120, FSE 200, FSE 221, FSE 305, FSE 320, OSH 361,( 3 hours from FSE 349), FSE 201, FSE 223, FSE 225, FSE 250, FSE 260, FSE 280, FSE 330, FSE 300W, FSE 350, FSE 355, FSE 370, FSE 380, FSE 450, FSE 495, FSE 499

Supporting Course Requirements-----------------------------------------------17 Hours

CHE 101/107Lab & CHE 102, or CHE 111/115Lab & CHE 112/116LAB, FOR 301, MAT 107, PLS 375

General Education Requirements-----------------------------------------------39 hours
Standard General Education program, excluding course Block II and Block VIII. Refer to Section Four of this catalog for details on the General Education and University Requirements.

University Requirements--------------------------------------------------------- 1 Hour
JSO 100

Total Curriculum Requirements ------------------------------------------------125 hours
Curriculum Change Form  
(Present only one proposed curriculum change per form) 
(Complete only the section(s) applicable.)

<table>
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<tr>
<td>X New Program (Part III)</td>
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<tr>
<td>Program Revision (Part III)</td>
<td>(Major <strong>X</strong>, Option ____; Minor ____; or Certificate ____)</td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
<td>*Provide only the information relevant to the proposal.</td>
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</table>

Proposal Approved by:  
Departmental Committee  03/02/2010  Graduate Council*  N/A  
College Curriculum Committee  03/03/2010  Approved  x  Disapproved  x  4/15/10  
General Education Committee* N/A  Faculty Senate**  
Teacher Education Committee* N/A  Board of Regents**  
Council on Postsecondary Edu.***  

*If Applicable (Type NA if not applicable.)  
**Approval needed for new, revised, or suspended programs  
***Approval/Posting needed for new degree program or certificate program  
****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. **Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Create a degree in Occupational Safety with 128 hours required which will replace the Industrial Safety and Risk Management Option currently within the Fire and Safety Engineering Technology curriculum.

A. 2. **Effective date:** (Example: Fall 2001)

Fall 2010

A. 3. **Effective date of suspended programs for currently enrolled students:** (if applicable)

Fall 2016

B. **The justification for this action:**

Attaining accreditation for the Fire Protection Engineering Technology and Industrial Safety portions of our programs through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain this accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates. Continued accreditation of the Fire, Arson and Explosion Investigation curriculum will be sought under the International Fire Service Accreditation Congress (IFSAC).

C. **The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**

No new or additional faculty will be required for this change, as the curriculum is currently being taught as an option.

**Operating Expenses Impact:**

Because the current curriculum is being taught as an option, no new or additional expenses are anticipated.
**Equipment/Physical Facility Needs:**
No new or additional equipment or physical facilities are anticipated for this change.

**Library Resources:**
No new or additional library resources are anticipated for this change.

**Part II. Recording Data for New, Revised, or Dropped Course**
(For a new required course, complete a separate request for the appropriate program revisions.)

<table>
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<tr>
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**New or Revised* Catalog Text**
(*Use **strike-through** for deletions and **underlines** for additions. Also include Crs. Prefix, No., and description, limited to 35 words.*)
Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
(*Use strikethrough for deletions and underlines for additions.)

**Occupational Safety (B.S.)**
*CIP Code: 15.0703*

**Major Requirements.................................................. 42 hours**


**Supporting Course Requirements............................. 33 hours**

FSE 101, 120, 221, 300W; APS 210; CHE 101/107 Lab or 111/115 Lab; EHS 340, 345; MAT 107; PHY 131.

**General Education Requirements.............................. 36 hours**

Exclude blocks II and VIII (6 hours) for Occupational Safety. Refer to section four of this Catalog for details on the General Education and University Requirements.

**University Requirement........................................... 1 hour**

JSO 100.

**Free Electives....................................................... 16 hours**

**Total Curriculum Requirements............................... 128 hours**

NOTE: *A grade of “C” or higher must be earned in each OSH course for credit towards a Baccalaureate Degree in Occupational Safety. Students will earn a minor in “Fire and Safety Engineering Technology” based upon completion of this program.*
# Curriculum Change Form

(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

## Part I

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<th>(Check one)</th>
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| ___ | Course Revision (Parts II, IV) |
| ___ | Hybrid Course ("S," "W") |

| ___ | New Program (Part III) |

| ___ | Program Suspended (Part III) |

| *Provide only the information relevant to the proposal. |

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<th>Proposal Approved by:</th>
<th>Date</th>
<th>Date</th>
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<tbody>
<tr>
<td>Departmental Committee</td>
<td>February 15, 2010</td>
<td>Graduate Council*</td>
</tr>
</tbody>
</table>

| Is this a SACS Substantive Change? | Yes**** | No |

| College Curriculum Committee | 3.3.2010 | Approved | Disapproved | 4/15/10 |

| General Education Committee* | NA | Faculty Senate** | |

| Teacher Education Committee* | NA | Board of Regents** | |

| Council on Postsecondary Edu.*** | |

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

---

## Completion of A, B, and C is required: (Please be specific, but concise.)

### A. Specific action requested:
To create a university undergraduate Certificate in Emergency Management.

#### A.1. Effective date:
Fall 2010

#### A.3. Effective date of suspended programs for currently enrolled students:
Not applicable

### B. The justification for this action:
We have received a number of inquiries about establishing a university undergraduate Certificate in Emergency Management. The inquiries indicate there is a population of persons already with degrees who desire instruction in Emergency Management in order to start enter a new career field. The Kentucky Division of Emergency Management is considering use of an EKU certificate as part of their statewide Emergency Management training and qualifications program.

### C. The projected cost (or savings) of this proposal is as follows:

**Personnel Impact:** None. Expected small increases (5-7 students a semester) in certificate courses can be accommodated by existing courses.

**Operating Expenses Impact:** None

**Equipment/Physical Facility Needs:** None

**Library Resources:** None
Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

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2. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
(*Use strikethrough for deletions and underlines for additions.)

Certificate in Emergency Management
Not available to BS in Homeland Security majors or minors.

Students may obtain a Certificate in Emergency Management by completing, with a grade of “C” or better, a total of 24 semester hours as follows:

Requirements: (12 hours)
GEO 353, HLS 201, HLS 451, HLS 461

Electives: (select 12 hours from)
APS 210, EMC 450, FSE 310, FSE 375, FSE 400, GEO 220,
GEO 315, GEO 325, GEO 425, GEO 456, GEO 553, HLS 301,
HLS 391, HLS 491, or select one course from GEO 210 or GLY 302

Total Curriculum Requirements: (24 hours)

Summary of revised program and student learning outcomes attached.
CERTIFICATE IN
EMERGENCY MANAGEMENT
Not available to BS in Homeland Security Majors or Minors

Students may obtain a Certificate in Emergency Management by completing, with a grade of “C” or better, a total of 24 semester hours as follows:

**REQUIREMENTS: (12 HOURS)**

- GEO 353  Geographic Information Systems
- HLS 201  Emergency Management
- HLS 451  Disaster Preparedness & Response
- HLS 461  Mitigation & Disaster Recovery

**ELECTIVES: (12 HOURS)**

Select 12 hours from:
- APS 210  Physical Security
- EMC 450  Disaster Medical Operations
- FSE 310  WMD/Hazardous Materials
- FSE 375  Emergency Service Resource Management
- FSE 400  Advanced Emergency Services
- GEO 220  Human Geography
- GEO 315  Meteorology
- GEO 325  Environmental Land Use Planning
- GEO 425  Land Use Decisions and Controls
- GEO 456  Geographic Image Interpretation
- GEO 553  Advanced Geographic Information Systems
- HLS 301  Critical Infrastructure Protection
- HLS 391  Vulnerability & Risk Assessment
- HLS 491  Emergency Planning

Or select one course from:
- GLY 302  Earth Science OR
- GEO 210  Introduction to Physical Geography

**TOTAL CURRICULUM REQUIREMENTS: (24 HOURS)**

Certificate in Emergency Management
Student Learning Outcomes

Students completing the Certificate in Emergency Management will be able to:

**SLO 1:** Explain, discuss, and apply clearly and accurately the key concepts and general theories appropriate to the general Emergency Management discipline.

**SLO 2:** Evaluate questions and problems in the discipline using creative and critical thinking approaches that identify and analyze underlying concepts, assumptions, inferences, and point of view of arguments, including assessing alternative answers and solutions while considering implications and consequences.

**SLO 3:** Communicate based on intellectual standards in presenting arguments clearly and logically using oral and written forms.
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Check only the section(s) applicable.)

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Proposal Approved by:  
Departmental Committee | Date | Date |
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<td>February 15, 2010</td>
<td>Graduate Council*</td>
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<td>Is this a SACS Substantive Change?</td>
<td>Yes**** No X</td>
<td>Council on Academic Affairs</td>
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<td>3.3.2010</td>
<td>Approved X Disapproved ___</td>
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*If Applicable (Type NA if not applicable.)  
**Approval needed for new, revised, or suspended programs  
***Approval/Posting needed for new degree program or certificate program  
****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)


A. 2. Effective date: Fall 2010

A. 3. Effective date of suspended programs for currently enrolled students: Not applicable

B. The justification for this action: We have received a number of inquiries about establishing a university undergraduate Certificate in Homeland Security. We have experienced a number of students who enrolled in the BS in Homeland Security major who already have bachelor's degrees. In these cases a certificate covering the highlights of the Homeland Security field would have been more appropriate.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None. Anticipated small enrollments (5-7 students each year) can be accommodated by existing teaching resources.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None
Part II. Recording Data for New, Revised, or Dropped Course

(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using strike-through for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
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Part III. Recording Data for New, Revised, or Suspended Program

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3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
(*Use strike-through for deletions and underlines for additions.)

Certificate in Homeland Security
Not available to BS in Homeland Security majors or minors.

Students may obtain a Certificate in Homeland Security by completing, with a grade of “C” or better, a total of 24 semester hours as follows:

Requirements: (18 hours)
- HLS 101, HLS 201, HLS 225, HLS 301, HLS 401,
- select one course from PLS 375 or POL 415

Electives: (select 6 hours from)
- APS 210, FSE 310, HLS 341, HLS 391, HLS 441

Total Curriculum Requirements: (24 hours)

Summary of revised program and student learning outcomes attached.
CERTIFICATE IN HOMELAND SECURITY
Not available to BS in Homeland Security Majors or Minors

Students may obtain a Certificate in Homeland Security by completing, with a grade of “C” or better, a total of 24 semester hours as follows:

REQUIREMENTS: (18 HOURS)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HLS 101</td>
<td>Introduction to Homeland Security</td>
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<tr>
<td>HLS 201</td>
<td>Emergency Management</td>
</tr>
<tr>
<td>HLS 225</td>
<td>Legal &amp; Ethical Issues in Homeland Security</td>
</tr>
<tr>
<td>HLS 301</td>
<td>Critical Infrastructure Protection</td>
</tr>
<tr>
<td>HLS 401</td>
<td>Intelligence Process</td>
</tr>
</tbody>
</table>

Select one course from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 375</td>
<td>Terrorism/Counterterrorism OR</td>
</tr>
<tr>
<td>POL 415</td>
<td>Terrorism and Political Violence</td>
</tr>
</tbody>
</table>

ELECTIVES: (6 HOURS)

Select 6 hours from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS 210</td>
<td>Physical Security</td>
</tr>
<tr>
<td>FSE 310</td>
<td>WMD/Hazardous Materials</td>
</tr>
<tr>
<td>HLS 341</td>
<td>Cyber Security</td>
</tr>
<tr>
<td>HLS 391</td>
<td>Vulnerability &amp; Risk Assessment</td>
</tr>
<tr>
<td>HLS 441</td>
<td>HLS Technology</td>
</tr>
</tbody>
</table>

TOTAL CURRICULUM REQUIREMENTS: (24 HOURS)

Certificate in Homeland Security
Student Learning Outcomes

Students completing the Certificate in Homeland Security will be able to:

SLO 1: Explain, discuss, and apply clearly and accurately the key concepts and general theories appropriate to the general Homeland Security discipline.

SLO 2: Evaluate questions and problems in the discipline using creative and critical thinking approaches that identify and analyze underlying concepts, assumptions, inferences, and point of view of arguments, including assessing alternative answers and solutions while considering implications and consequences.

SLO 3: Communicate based on intellectual standards in presenting arguments clearly and logically using oral and written forms.
# Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

<table>
<thead>
<tr>
<th>Part I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check one)</td>
<td></td>
</tr>
<tr>
<td>_____ New Course (Parts II, IV)</td>
<td></td>
</tr>
<tr>
<td>_____ Course Revision (Parts II, IV)</td>
<td></td>
</tr>
<tr>
<td>_____ Hybrid Course (‘S,” “W”)</td>
<td></td>
</tr>
<tr>
<td>_____ Course Dropped (Part II)</td>
<td></td>
</tr>
<tr>
<td>X New Program (Part III)</td>
<td></td>
</tr>
<tr>
<td>Program Revision (Part III)</td>
<td></td>
</tr>
</tbody>
</table>

**Department Name**: Safety, Security and Emergency Management

**College**: Justice & Safety

**Course Prefix & Number**: [Provide]

**Course Title**: [Provide] (30 characters)

**Program Title**: Minor in Emergency Management

(Major ____, Option ____; Minor ____; or Certificate ____)

**Proposal Approved by**: [Departmental Committee]

**Date**: February 15, 2010

**Graduate Council***: NA

**Is this a SACS Substantive Change?**: Yes****

**No**

**Council on Academic Affairs**: 4/15/10

**College Curriculum Committee**: 3.3.2010

**Approved** x **Disapproved** ___

**General Education Committee***: NA

**Faculty Senate**

**Teacher Education Committee***: NA

**Board of Regents**

**Council on Postsecondary Edu.***

**NA**

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

**A. 1. Specific action requested:** To establish an undergraduate Minor in Emergency Management.

**A. 2. Effective date:** Fall 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** Not applicable

**B. The justification for this action:** A number of students in the EKU Fire and Safety Engineering Technology program have shown interest in a Minor in Emergency Management.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** None. Anticipated student enrollments (5-7 per year) can be absorbed into existing courses.

**Operating Expenses Impact:** None

**Equipment/Physical Facility Needs:** None

**Library Resources:** None
### Part II. Recording Data for New, Revised, or Dropped Course

(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using *strikethrough* for deletions and *underlines* for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised* Catalog Text**

(*Use *strikethrough* for deletions and *underlines* for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

### Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using *strikethrough* for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

**New or Revised* Program Text**

(*Use *strikethrough* for deletions and *underlines* for additions.)

**Minor in Emergency Management**

Not available to BS in Homeland Security majors. A student may minor in Emergency Management by completing, with a grade of “C” or better, a total of 18 semester hours as follows:

**Requirements:** (9 hours)

HLS 201, HLS 451, HLS 461

**Electives:** (select 9 hours from)

APS 210, EMC 450, FSE 310, FSE 375, FSE 400, GEO 353, GEO 456, GEO 553, HLS 391, HLS 491, or select one course from GLY 302 or GEO 210

**Total Curriculum Requirements:** (18 hours)

See attached minor summary and student learning objectives.
MINOR IN
EMERGENCY MANAGEMENT
Not available to BS in Homeland Security Majors

A student may minor in Emergency Management by completing, with a grade of “C” or better, a total of 18 semester hours as follows:

REQUIREMENTS: (9 HOURS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 201</td>
<td>Emergency Management</td>
</tr>
<tr>
<td>HLS 451</td>
<td>Disaster Preparedness &amp; Response</td>
</tr>
<tr>
<td>HLS 461</td>
<td>Mitigation &amp; Disaster Recovery</td>
</tr>
</tbody>
</table>

ELECTIVES: (9 HOURS)

Select 9 hours from:

- APS 210  Physical Security
- EMC 450  Disaster Medical Operations
- FSE 310  WMD/Hazardous Materials
- FSE 375  Emergency Service Resource Management
- FSE 400  Advanced Emergency Services
- GEO 353  Geographic Information Systems
- GEO 456  Geographic Image Interpretation
- GEO 553  Advanced Geographic Information Systems
- HLS 391  Vulnerability & Risk Assessment
- HLS 491  Emergency Planning
- GLY 302  Earth Science OR
- GEO 210  Introduction to Physical Geography

TOTAL CURRICULUM REQUIREMENTS: (18 HOURS)

Minor in Emergency Management
Student Learning Outcomes

Students completing the Minor in Emergency Management will be able to:

SLO 1: Explain, discuss, and apply clearly and accurately the key concepts and general theories appropriate to the general Emergency Management discipline.

SLO 2: Evaluate questions and problems in the discipline using creative and critical thinking approaches that identify and analyze underlying concepts, assumptions, inferences, and point of view of arguments, including assessing alternative answers and solutions while considering implications and consequences.

SLO 3: Communicate based on intellectual standards in presenting arguments clearly and logically using oral and written forms.
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Check only the section(s) applicable.)

<table>
<thead>
<tr>
<th>Part I</th>
<th>Department Name</th>
<th>Safety, Security and Emergency Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Justice and Safety</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>New Course (Parts II, IV)</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Course Prefix &amp; Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Course Title (30 characters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Program Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Provide only the information relevant to the proposal.

Proposal Approved by: Departmental Committee 3/2/2010
Graduate Council* NA
Council on Academic Affairs

College Curriculum Committee 3/3/2010
Approved x Disapproved
4/15/10

General Education Committee* NA
Faculty Senate**

Teacher Education Committee* NA
Board of Regents**

Council on Postsecondary Edu.*** NA

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
   Suspend the Fire and Safety Engineering Technology program.

A. 2. Effective date: (Example: Fall 2001)
   Fall 2010

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
   Fall 2016

B. The justification for this action:

Attaining accreditation for the Fire Protection Engineering Technology and Industrial Safety portions of our programs through ABET (Accreditation Board for Engineering and Technology) will benefit the professional development of graduates. Currently the Fire and Safety Engineering Technology curriculum has four study options, Fire Administration, Fire Protection Engineering Technology, Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management. To obtain this accreditation, the plans of study that are now under a single degree must be separated into a single track to obtain the degree. Curriculum will remain constant for the newly developed degrees while offering the greatest flexibility for graduates. Continued accreditation of the Fire, Arson and Explosion Investigation curriculum will be sought under the International Fire Service Accreditation Congress (IFSAC).

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact:
Current curriculum includes courses for options within the Fire and Safety Engineering Technology Degree. Several new courses are required to meet the ABET accreditation CRITERIA. New faculty added to the FSE program in recent years can teach the new courses and the program is continuing to add appropriately credentialed adjunct faculty to help with existing and/or new courses.

Operating Expenses Impact:
The ABET accreditation of two of the new degrees will require some support to fund the accreditation process (application fees and site visits).

Equipment/Physical Facility Needs:
The four new degree curricula include many of the same courses for the options within the Fire and Safety Engineering Technology Degree thus, no new or additional faculty will be required for this change.

Library Resources:
The four new degree curricula include many of the same courses for the options within the Fire and Safety Engineering Technology Degree thus, very little additional library resources will be required.

Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using **strikethrough** for deletions and **underlines** for additions.
3. For a dropped course, provide the current catalog text.

<table>
<thead>
<tr>
<th>New or Revised* Catalog Text</th>
</tr>
</thead>
</table>

("Use **strikethrough** for deletions and **underlines** for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using **strikethrough** for deletions and **underlines** for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.
New or Revised* Program Text
(*Use strikethrough for deletions and underlines for additions.)

**Fire and Safety Engineering Technology (B.S.)**
CIP Code: B43.0201

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>45-61 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td>24 hours</td>
</tr>
<tr>
<td>ESE 101, 120, 200, 221, 305, 320, 361, three hours approved from 349.</td>
<td></td>
</tr>
</tbody>
</table>

**Options (Select Only One)**

<table>
<thead>
<tr>
<th>Fire Protection Engineering Technology</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 201, 225, 300, 322, 355, 360, 366, 410.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fire Protection Administration</th>
<th>12 hours</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fire, Arson, and Explosion Investigation</th>
<th>35 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 201, 223, 225, 250, 300, 350, 370, 380, 450, 495, 499 (2).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industrial Safety and Risk Management</th>
<th>30 hours</th>
</tr>
</thead>
</table>

**Supporting Course Requirements** | 14-38 hours |

<table>
<thead>
<tr>
<th>Fire Protection Engineering Technology</th>
<th>38 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 101 &amp; 107 Lab, CHE 102, EHS 340, MAT 107, 124, 224; PHY 201, 202, 375; TEC 190; CHE 101 &amp; 107 Lab, CHE 102, EHS 340, MAT 107, 124, 224; PHY 201, 202, 375; TEC 190.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fire Protection Administration</th>
<th>17 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 101 &amp; 107 Lab, CHE 102, MAT 107, PSY 200, TRS, 235.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fire, Arson, and Explosion Investigation</th>
<th>29 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 101 &amp; 107 Lab or 111/115 Lab, CHE 102 or 112/116, Lab, FOR 301; MAT 107; PLS 216, 316, 375, 416, 426.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industrial Safety and Risk Management</th>
<th>28 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS 210, BIO 171; CHE 101/107 Lab or 111/115 Lab; EHS 340, 345; INS 370, 378; MAT 107; PHE 320.</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Requirements** | 31-39 hours |

Standard General Education program, excluding the following per option:

- Exclude blocks II, IVB, VII (QS) and VIII (6 hours) for Fire Protection Engineering Technology Option.
- Exclude blocks II, IVB, and VIII (6 hours) for Fire Protection Administration Option.
- Exclude blocks II and VIII (6 hours) for Fire, Arson, and Explosion Investigation and Industrial Safety and Risk Management Options.

Refer to Section Four of this Catalog for details on the General Education and University requirements.

**University Requirement** | 1 hour |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>JSO 100.</td>
<td></td>
</tr>
</tbody>
</table>

**Free Electives** | 0-8 hours |

**Total Curriculum Requirements** | 128 hours |

*NOTE: The Fire Protection Engineering Technology and Fire Protection Administration options do not contain a sufficient number of upper division hours to satisfy university requirements. Students should select courses in general education requirements to satisfy upper division hours.

*A grade of “C” or higher must be earned in each FSE course for credit toward a Baccalaureate Degree in Fire and Safety Engineering Technology.
**Curriculum Change Form**

*(Present only one proposed curriculum change per form)*

*(Complete only the section(s) applicable.)*

---

### Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>Safety, Security, and Emergency Management</td>
<td>College of Justice and Safety</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td><em>Course Prefix &amp; Number</em></td>
<td></td>
</tr>
<tr>
<td>Hybrid Course (‘S,’ ‘W’)</td>
<td><em>Course Title (30 characters)</em></td>
<td></td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td><em>Program Title</em></td>
<td></td>
</tr>
<tr>
<td>New Program (Part III)</td>
<td>Minor in fire and safety engineering technology</td>
<td></td>
</tr>
</tbody>
</table>
| X Program Revision (Part III) | (Major ____, Option ____; Minor ____; or Certificate ____)

*Provide only the information relevant to the proposal.*

---

**Proposal Approved by:**

<table>
<thead>
<tr>
<th>Departmental Committee</th>
<th>Date</th>
<th>Graduate Council*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/02/2010</td>
<td></td>
<td>Council on Academic Affairs</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Is this a SACS Substantive Change?**

Yes**** | No

<table>
<thead>
<tr>
<th>College Curriculum Committee</th>
<th>Date</th>
<th>General Education Committee*</th>
<th>Date</th>
<th>Teacher Education Committee*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/03/2010</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Approval needed for new, revised, or suspended programs**

**Approval/Posting needed for new degree program or certificate program**

****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

---

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Modify the minor to reflect course prefix changes within the fire and safety curriculum.

**A. 2. Effective date:** (Example: Fall 2001)

Fall 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

---

**B. The justification for this action:**

This clarifies and aligns the minor with the other Fire and Safety Engineering Technology curriculum changes.

---

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**

N/a

**Operating Expenses Impact:**

N/a

**Equipment/Physical Facility Needs:**

N/a

**Library Resources:**

N/a
# Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>For a new course, provide the catalog text.</td>
</tr>
<tr>
<td>2.</td>
<td>For a revised course, provide the current catalog text with the proposed text using <em>strike-through</em> for deletions and <em>underlines</em> for additions.</td>
</tr>
<tr>
<td>3.</td>
<td>For a dropped course, provide the current catalog text.</td>
</tr>
</tbody>
</table>

**New or Revised* Catalog Text**

(*Use *strike-through* for deletions and *underlines* for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

# Part III. Recording Data for New, Revised, or Suspended Program

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>For a new program, provide the catalog description as being proposed.</td>
</tr>
<tr>
<td>2.</td>
<td>For a revised program, provide the current program requirements using <em>strike-through</em> for deletions and <em>underlines</em> for additions.</td>
</tr>
<tr>
<td>3.</td>
<td>For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.</td>
</tr>
</tbody>
</table>

**New or Revised* Program Text**

(*Use *strike-through* for deletions and *underlines* for additions.)

**Minor in Fire and Safety Engineering Technology**

The courses required to complete a minor in Fire and Safety Engineering Technology include: FSE 120, FSE 225 or **OSH** FSE 362, and 12 hours of FSE or **OSH** electives. Nine hours must be upper division.
# Curriculum Change Form

## Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>College</th>
<th>Baccalaureate &amp; Graduate Nursing</th>
<th>Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
<td>*Course Title (30 characters)</td>
<td>Post-Master of Science in Nursing Certificate</td>
<td></td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td></td>
<td></td>
<td>(Major __, Option __, Minor __; or Certificate X)</td>
<td></td>
</tr>
<tr>
<td>Hybrid Course (“S,” “W”)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Program (Part III)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Provide only the information relevant to the proposal.*

<table>
<thead>
<tr>
<th>Proposal Approved by:</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Committee</td>
<td>01/28/2010</td>
<td>Graduate Council*</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>2/17/10</td>
<td>Approved</td>
</tr>
<tr>
<td>General Education Committee*</td>
<td>NA</td>
<td>Faculty Senate**</td>
</tr>
<tr>
<td>Teacher Education Committee*</td>
<td>NA</td>
<td>Board of Regents**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Council on Postsecondary Edu.***</td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)*

***Approval needed for new, revised, or suspended programs

****Approval/Posting needed for new degree program or certificate program

****If 'yes', SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

### Completion of A, B, and C is required: (Please be specific, but concise.)

#### A. Specific action requested:

Revise Post-Master’s Admission Requirements

#### A. Effective date: Fall 2010

#### A. Effective date of suspended programs for currently enrolled students: (if applicable)

#### B. The justification for this action:

Revise requirements to reflect actual requirements for the degree being from a nationally accredited program.

#### C. The projected cost (or savings) of this proposal is as follows:

- **Personnel Impact:** N/A
- **Operating Expenses Impact:** N/A
- **Equipment/Physical Facility Needs:** N/A
- **Library Resources:** N/A

### Part III. Recording Data for New, Revised, or Suspended Program

#### II. Admission Requirements

Minimum requirements for admission to the program include:

1. Admission to the Graduate School.
2. A master of science in nursing degree from a nationally accredited program.
3. A free and unrestricted R.N. license in Kentucky (or a recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise.

Admission is competitive and limited to available space. In addition to the above criteria, consideration is also given to the student's statement of Personal and Professional Objectives submitted with the Graduate School application, the three required professional references, and the rural nature of the site identified for matriculation or proposed for future practice. Priority is given to degree-seeking applications. Application deadline is February 15. Admission may be granted at other times during the year if spaces are available.
# Curriculum Change Form

## Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>Department of Baccalaureate &amp; Graduate Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>College</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
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<tr>
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<tr>
<td>Program Suspended (Part III)</td>
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</tbody>
</table>

*Provide only the information relevant to the proposal.*

**Proposition Approved by:**

- **Departmental Committee:** 1/28/2010
- **Graduate Council:** 3/26/10
- **Is this a SACS Substantive Change?** Yes**** No
- **College Curriculum Committee:** 2/17/10
- **General Education Committee:** NA
- **Teacher Education Committee:** NA
- **Council on Academic Affairs:** Council on Academic Affairs
- **Faculty Senate:** Approved X Disapproved
- **Board of Regents:** NA
- **Council on Postsecondary Edu.:** NA

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs**

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

## Part III. Recording Data for New, Revised, or Suspended Program

**New or Revised** Program Text

(*) Use strike-through for deletions and underlines for additions.

**Certificate**

**Post-Master of Science in Nursing**

## I. General Information

The College of Health Sciences offers a Post-Master’s Certificate in a second nursing Specialty or role for nurses who have completed a master of science in nursing degree. The number of credit hours required for completion varies by specialty or role. All MSN policies apply to the Post-MSN Certificate students.
## Curriculum Change Form

### Part I

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<td>Baccalaureate &amp; Graduate Nursing</td>
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**Is this a SACS Substantive Change?**

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**College Curriculum Committee**

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**General Education Committee***

| NA        | Faculty Senate** |

**Teacher Education Committee**

| NA        | Board of Regents** |

| NA        | Council on Postsecondary Edu.*** |

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

### A. 1. Specific action requested:

Change Number 4 of Advanced Nursing Practice Outcomes

### A. 2. Effective date:

Fall 2010

### A. 3. Effective date of suspended programs for currently enrolled students:

(if applicable)

### B. The justification for this action:

Revise Outcomes to meet updated terminology for advanced nursing requirements from an accrediting body.

### C. The projected cost (or savings) of this proposal is as follows:

- **Personnel Impact:** N/A
- **Operating Expenses Impact:** N/A
- **Equipment/Physical Facility Needs:** N/A
- **Library Resources:** N/A
DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING

Dr. Judy Short, Chair
TBA, Graduate Coordinator/Advisor
www.bs-lgn.eku.edu
(859) 622-1827

I. GENERAL INFORMATION
(page 79, Graduate Catalog)

The Department of Baccalaureate and Graduate Nursing offers the Master of Science in nursing degree. The program is designed to allow nurses with a baccalaureate degree to prepare for rural health advanced or advanced practice roles. Master’s degree options available include Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, and the Advanced Rural Public Health Nursing option with an area of concentration in either Administration or Nursing Education. Students in an option other than Advanced Practice Rural Public Health Nursing who are interested may also request to take the nursing education course as electives, which are not a part of the planned degree program.

Graduates of the M.S.N. program will have specific competencies related to rural health nursing practice either as a Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, or an Advanced Rural Public Health Nurse. Advanced Nursing Practice Outcomes include:

1. Demonstrate the synthesis of expert knowledge for advanced nursing practice in rural communities.
2. Evaluate theory and research in nursing and related disciplines for their contribution to advanced nursing practice and professional role development.
3. Function as a leader in the analysis and advancement of rural health care.
4. Utilize research methodology and advanced nursing practice knowledge to identify client needs, propose interventions at the advanced practice level, and evaluate effectiveness of solutions and alternatives.
5. Work within complex organizational and political systems to influence rural health care delivery.
6. Communicate, collaborate, and consult with clients and colleagues in nursing and other disciplines to meet rural health care needs.
7. Interpret the purpose and role of advanced nursing practice to professional colleagues and consumers.
8. Integrate ethical and legal principles into advanced nursing practice.
Curriculum Change Form

Part I

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Proposal Approved by: 12/2008 3/26/10

Departmental Committee 12/2008 Graduate Council*
College Curriculum Committee 2/17/10 Council on Academic Affairs
General Education Committee* NA Approved ** Disapproved 4/15/10
Teacher Education Committee* NA Faculty Senate**

*If Applicable (Type NA if not applicable.)
***Approval needed for new, revised, or suspended programs
****Approval/Posting needed for new degree program or certificate program
*****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: Change Progression Plan Policy
A. 2. Effective date: Fall 2010
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: To reflect previous curriculum changes approved by faculty.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: N/A
Operating Expenses Impact: N/A
Equipment/Physical Facility Needs: N/A
Library Resources: N/A

Part III. Recording Data for New, Revised, or Suspended Program

New or Revised* Program Text
(*Use strike through for deletions and underline for additions.)

MASTER OF SCIENCE IN NURSING
Nursing (page 79, Graduate Catalog 2009-10)

II. ADMISSION REQUIREMENTS

Progression Policy – To progress, MSN students must achieve a grade of “B” or higher in **all** of the prerequisite courses. Refer to the course descriptions in this Catalog for specifics. When a student is given permission to repeat a practicum course, the student must also enroll in the corequisite hours of NSC 800 or 802, whichever is applicable.
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

### Part I

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*Provide only the information relevant to the proposal.

**New Course (Parts II, IV)**

- **Course Prefix & Number**
- **Course Title**

**Course Revision (Parts II, IV)**

- **Course Prefix & Number**
- **Course Title**

**Hybrid Course ("S," "W")**

**Course Dropped (Part II)**

**New Program (Part III)**

- **Program Title**

- **Program Title**

- **Program Title**

- **Program Title**

- **Program Title**

### Proposal Approved by:

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**General Education Committee**

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**Teacher Education Committee**

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**Council on Academic Affairs**

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**Council on Postsecondary Edu.***

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*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

### Completion of A, B, and C is required: (Please be specific, but concise.)

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

- Change social welfare minor requirements.

**A.2. Effective date:** (Example: Fall 2001)

- Fall 2010

**A.3. Effective date of suspended programs for currently enrolled students:** (if applicable)

**B. The justification for this action:** the requirements for the minor in social welfare should be changed to reflect course changes.

**C. The projected cost (or savings) of this proposal is as follows:**

- **Personnel Impact:** NA

- **Operating Expenses Impact:** NA

- **Equipment/Physical Facility Needs:** NA

- **Library Resources:** NA
### Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

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<td>2.</td>
<td>For a revised course, provide the current catalog text with the proposed text using <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.</td>
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<td>3.</td>
<td>For a dropped course, provide the current catalog text.</td>
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**New or Revised* Catalog Text** *(Use **strike-through** for deletions and **underlines** for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)*

### Part III. Recording Data for New, Revised, or Suspended Program

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<td>2.</td>
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<tr>
<td>3.</td>
<td>For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.</td>
</tr>
</tbody>
</table>

**New or Revised* Program Text** *(Use **strike-through** for deletions and **underlines** for additions.)*

**CIP Code: 44.071**

**Minor in Social Welfare** *(2009-10 Undergraduate Catalog, page 73)*

A student may minor in Social Welfare by completing the following courses: SOC 131, SWK 210, 310, and 410; three hours from POL 341, 370, 371, or 374; and six hours from 410, 456, 457, SWK 455 or Social Work Elective, SOC 313, 340, 353, 365, 420, 450, GEO 225, ECO 230, 231, 310, or 365.
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

| Part I |
|------------------------|------------------------|
| (Check one)            |                       |
| New Course (Parts II, IV) |                       |
| Course Revision (Parts II, IV) |                       |
| Hybrid Course (‘S’, ‘W’) |                       |
| Course Dropped (Part II) |                       |
| New Program (Part III)  |                       |
| X Program Revision (Part III) |                       |

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Is this a SACS Substantive Change? Yes**** No

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. **Specific action requested**: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Add BIO 382W as option to BIO 382 in list of major requirements (382 or 382W), and add CHE 107.

A. 2. **Effective date**: (Example: Fall 2001)
Fall 2010

A. 3. **Effective date of suspended programs for currently enrolled students**: (if applicable)

B. **The justification for this action**:
New course BIO 382W (writing intensive) will be treated as equivalent to existing BIO 382. The only affected program, Wildlife Management, needs to be revised accordingly.

C. **The projected cost (or savings) of this proposal is as follows**:

**Personnel Impact**: None expected

**Operating Expenses Impact**: None expected

**Equipment/Physical Facility Needs**: No changes expected

**Library Resources**: No changes expected.
Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
(*Use strikethrough for deletions and underlines for additions.)

Wildlife Management (B.S.)
CIP Code: 03.0601

Major Requirements.................................................60–62 hours
BIO 121, 131, 141, 316, 335, 381, 382 or 382W, 489, 490, 514, 553, 554, 557, 584, 585, 586, 587; 558 or 561; BIO 380 or GEO 325.

Supporting Course Requirements..................................26-27 hours
CHE 101, 107, 102; MAT 108 or 124* or 261*; STA 215 or 270; AGR 215; GEO 351, 353; one class from the following:
COM 200, 201; CMS 250, 310, 320, 325, 375, 400, 420, 450; ENG 300, 301; JOU 305.

General Education Requirements..........................30 hours
Standard General Education program, excluding blocks II, IVA, IVB, VII (QS), and VIII (6 hours). Refer to Section Four of this Catalog for details on the General Education and University requirements.

University Requirement..........................1 hour
A SO 100.

Free Electives.....................................................8-11 hours

Total Curriculum Requirements..........................128 hours
*A preparatory course in mathematics (MAT 109) may be required before admission to MAT 124.
## Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

### Part I

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<td>___________</td>
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<td>Arts and Sciences</td>
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| ___________ | *Course Prefix & Number |
| ___________ | (30 characters) |

| ___________ | *Program Title |
| ___________ | Bachelor of Music |

| X            | Program Revision (Part III) |
| X            | Program Suspended (Part III) |

*Provide only the information relevant to the proposal.*

Proposal Approved by:

<table>
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 Is this a SACS Substantive Change? **Yes****  No [X]

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*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

### Completion of A, B, and C is required: (Please be specific, but concise.)

#### A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Add the following courses to the BM degree, MUS 161, 162, 261, 262

#### A. 2. Effective date: (Example: Fall 2001)

Fall 2010

#### A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

NA

#### B. The justification for this action:

The 4 music theory courses, MUS 181, 182, 281, and 282, are being split into written theory and musicianship courses (MUS 161, 162, 261, 262). This will not result in an increase in credit hours.

#### C. The projected cost (or savings) of this proposal is as follows:

**Personnel Impact:** None

**Operating Expenses Impact:** NA

**Equipment/Physical Facility Needs:** NA

**Library Resources:** NA
Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

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**New or Revised* Catalog Text**
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Part III. Recording Data for New, Revised, or Suspended Program

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**New or Revised* Program Text**
(*Use **strikethrough** for deletions and **underlines** for additions.)
MUSIC (B.M.)

CIP Code: 50.0901

Bachelor of Music

Major Requirements……………………………………..55-75 hours

Core……………………………………………………44 hours

MUS 110, 111, 210, 211, or MUS 114 (2) and 115 (2), 161, 162, 181, 182, 261, 262, 281, 282, 366, 399, 480, 383 or
481 or 285, 384, minimum of 7 hours of ensemble over 7 semesters and minimum of seven hours of applied
instrument or voice over 7 semesters (2 credits at 100 level, 2 credits at 200 level, 2 credits at 300 level and 1 credit
at 400 level). Music Ensemble: wind and percussion teaching majors must elect three hours of MUS 256.

Degree Options

Performance/Instrumental…………………………. .31 hours

MUS 367 or 368 (2), 499 (1), 550 (2), 551 (2), seventeen additional hours of lower and upper division applied (2 hours
of 100 level applied in major instrument, 2 hours of 200 level applied in major instrument, 6 hours of 300 level applied
in major instrument, and 7 hours of 400 level applied in major instrument). One additional hour of ensemble, three
hours of upper division music theory electives, and three hours of upper division music history electives. Six
semesters of MUS 101 (0 credit course).

Performance/Vocal…………………………………..31 hours

MUS 220 (1), MUS 367 or 368, 499 (1), 520 (1), 550 (1), 551 (1), seventeen additional hours of lower and upper
division applied (2 hours of MUS 122, 2 hours of MUS 222, 6 hours of MUS 322 and 7 hours of MUS 422). One
additional hour of ensemble, three hours of upper division music theory electives, and three hours of upper division
music history electives. Six semesters of MUS 101 (0 credit course).

Emphasis in Music Industry ………35 hours

MUS 190 (2), 191 (2), 290 (2), 349 (6), 390, 391, 9 credits chosen from: ACC 201, MGT 301, PUB 375, LAS 210.
Eight elective credits in MUS/MUH courses. Six semesters of MUS 101 (0 credit course).

Music Theory and Composition ………26 hours

MUS 283 (2), 482, 483 (8), 499 (2), 555 or 556. Three hours of upper division theory electives . Three hours of
music electives. Three hours of foreign language. Six semesters of MUS 101 (0 credit course).

Music Education/Instrumental………………11 hours

MUS 230, 251, 252, 320, 330, 351, 352, 354, 364, 365, 367, (instrumental students will be excused from taking
the methods course that includes their major applied instrument). Six semesters of MUS 101 (0 credit course).

Music Education/ Vocal…………………………11 hours

MUS 220 (1), 230, 251, 351, 354, 364, 365, 368 (2 ), 513 (2). Six semesters of MUS 101 (0 credit course).

Supporting Course Requirements……………...9-12 hours

Performance……………………………………..9 hours
MUH 272, 371, 372

Music Industry …………………12 hours
Three hours of computer electives chosen from the following CSC 104, 160, 174, 177, 190 or CIS 212, 240; MUH
272, 371, 372

Theory and Composition ………………..9 hours
MUH 272, 371, 372

Music Education ………………….. 9 hours
MUH 272, 371, 372

Professional Education Requirements for Music Education ………34 hours

Professional Education Requirements for Music Education ………34 hours
Professional Education Requirements for Music Education..34 hours
EDF 103, 203, 319, 413, SED 401, EME 378, EMS 499, ESE 579, ESE 490.

General Education Requirements………………. 36-39 hours

Standard General Education program, excluding blocks IIIA and VIII (9 hours) for Performance, Theory and Composition, and Music Education. Blocks IIIA, VII (QS), and VIII (12 hours) are excluded for Music Industry. Refer to Section Four of the Catalog for details on the General Education and University requirements.

University Requirement…………………………1 hour

Free Electives…………………………………….0-9 hours

Total Curriculum Requirements………………..128-138 hours
# Curriculum Change Form

(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

## Part I

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| *Provide only the information relevant to the proposal. |

| Proposal Approved by:                           | Date  | Date  |
| Departmental Committee                         | 2.1.2010 |       |
| College Curriculum Committee                   | 3/1/2010 |       |
| General Education Committee*                   | NA    |       |
| Teacher Education Committee*                   | NA    |       |
| Graduate Council*                              | 3/26/10 |       |
| Council on Academic Affairs                    |       |       |
| Approved x Disapproved                          |       |       |
| Faculty Senate**                               |       |       |
| Board of Regents**                             |       |       |
| Council on Postsecondary Edu.***               | NA    |       |

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

---

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A.  Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Substitute the S version of PSY 857 to fulfill requirements for the M.S. in Clinical Psychology

**B.  Effective date:** (Example: Fall 2001)

Fall 2010

**A.  Effective date of suspended programs for currently enrolled students:** (if applicable)

---

**B. The justification for this action:**

To require students to take the S version of this course.

---

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**

None

**Operating Expenses Impact:**

None

**Equipment/Physical Facility Needs:**

None

**Library Resources:** None
Part II. Recording Data for New, Revised, or Dropped Course  
(For a new required course, complete a separate request for the appropriate program revisions.)

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Part III. Recording Data for New, Revised, or Suspended Program

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**Clinical Psychology Program**

Requirements for the degree are a minimum of 60 graduate hours including six credit hours for the 16 week internship. Advanced practicum and internship placements should reflect the selected clinical emphasis.

- **Research Courses** .......................................................... 9 hours  
  PSY 820, 846, and (888 or 890 or approved elective).
- **Theory Courses** .......................................................... 16 hours  
  PSY 826, 837, 840, 841, 847, 853.
- **Techniques Courses** ...................................................... 19 hours  
  PSY 824, 825, 827, 850, 857, 857S, 860, 871.
- **Experiential Course** ................................................... 16 hours  
  PSY 843 (10 hours), 899.
- **Total Requirements** ...................................................... 60 hours
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

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**New Course (Parts II, IV)**

**College**

**Arts and Sciences**

**Course Revision (Parts II, IV)**

**Course Prefix & Number**

**Course Title** *Course (30 characters)*

**Program Title**

Psychology Concentration in Associate General Studies  
(Major ____, Option ____; Minor ____; or Certificate ____)

**Hybrid Course (‘S,’ ‘W’)**

**Course Dropped (Part II)**

**Program Title**

Psychology Concentration in Associate General Studies

**New Program (Part III)**

**Program Title**

Psychology Concentration in Associate General Studies

**Program Revision (Part III)**

**Program Suspended (Part III)**

*Provide only the information relevant to the proposal.*

---

**Proposal Approved by:**

- **Departmental Committee**
  - Date: 9/15/09
- **Graduate Council**
  - Date: 4/15/10

- **College Curriculum Committee**
  - Approved
- **General Education Committee**
  - Disapproved
- **Teacher Education Committee**
  - Faculty Senate
- **Council on Academic Affairs**
  - Board of Regents
- **Council on Postsecondary Edu.**

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs**

***Approval/Posting needed for new degree program or certificate program***

****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.***

---

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:**

Establish a Concentration in Psychology for the Associate of General Studies degree program

**A. 2. Effective date:**

Fall, 2010

**A. 3. Effective date of suspended programs for currently enrolled students:**

(if applicable)

---

**B. The justification for this action:**

The 12 hours of course work in the proposed Psychology Concentration will provide students with a sound introduction to the discipline (through the two required courses, PSY 200 and PSY 250) and allow them to sample more specialized content suited to their academic and/or career interests. Since 200 and 250 are prerequisites for most upper division PSY courses, AGS graduates who elect to pursue the baccalaureate and major in Psychology will be on track for completing the remainder of the degree requirements with an additional four semesters of course work.

---

**C. The projected cost (or savings) of this proposal is as follows:**

- **Personnel Impact:**
  - None. All of the courses in the proposed concentration are currently offered.

- **Operating Expenses Impact:**
  - None.

- **Equipment/Physical Facility Needs:**
  - None.
Library Resources: Existing resources are adequate.

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
Associate Degrees

GENERAL STUDIES (A.G.S.)
CIP Code 24.0102
(A.G.S. Information currently listed in the online Catalog Addendum;
Will be listed in the 2010-11 Undergraduate Catalog, pg. 63)

The Associate of General Studies degree provides students, especially adult learners, the opportunity to pursue a flexible degree program to meet their unique interests, career goals, and academic needs. Reflecting EKU’s commitment to a liberal arts education, the degree allows students to concentrate in an area of interest while selecting from a wide variety of courses to meet personal, educational, or career goals. This degree is designed for students who want to advance in their careers, change careers, pursue a lifelong interest beyond their careers, or use the degree as a pathway to a baccalaureate degree.

OPPORTUNITIES

The Associate of General Studies degree has become more attractive with the growth of business and industry in the area and with the increase of minimum educational requirements for employment or promotion. In addition to those students wishing to enhance their employability, other students will find the program offers numerous opportunities to seek a degree for their own personal satisfaction. The degree allows students to gain confidence in their abilities by earning a degree at the associate level prior to enrolling in a baccalaureate program. The associate degree provides opportunities for students who wish to consolidate previously earned credits to complete their first degree.

Serving students from a varied background of college readiness, this degree provides students a defined path to success in earning one or more degrees. Upon successful completion of EKU’s Associate of General Studies degree, the student will have met all General Education requirements, which will apply toward a four-year program at EKU or any other regional Kentucky institution.

PROGRAM REQUIREMENTS

The program requirements for the Associate of General Studies are:

1. Complete a minimum of 60 semester credit hours of prescribed and elective college credit.
2. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at EKU. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and EKU work.
3. Complete at least 24 semester hours at EKU.
4. Complete an orientation course if the student begins as a freshman or transfers to EKU with fewer than 24 credit hours
5. Complete 48 semester hours of general education requirements as shown below:

   Block 1. Communication (9 hours)
   Block 2. Mathematics (3 hours)
   Block 3. Arts and Humanities (6 hours)
   Block 4. Natural Sciences (6 hours)
   Block 5. Social and Behavioral Sciences (9 hours)
   Block 6. Wellness (3 hours)
   Block 7. Breadth of Knowledge (6 hours)
   Block 8. Depth of Knowledge (6 hours)

6. Complete an approved 12-hour emphasis with an overall 2.0 GPA within an individual college outside of the General Education Requirement. (Students will be considered a member of the college in which they have completed their emphasis.

The Associate of General Studies is intended to be a first degree and is not appropriate for a concurrent or secondary degree.
Psychology Concentration........................................................................................................................................12 hours

Course Requirements..............................................................................................................................................

PSY 200 or 200W, and PSY 250 or 250W, plus six additional hours of PSY courses (excluding PSY 349, 402, and 403).

PSY 280 may count toward the concentration but will not count toward the B.S. Psychology degree major requirements. A minimum grade of "C" is required of all courses counted toward the concentration.
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| Council on Academic Affairs                    |               |               |
| Council on Postsecondary Edu.***               |               |               |

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Revise the Master of Arts in Education - Library Science program to change LIB 769 to LIB 801

A. 2. Effective date: (Example: Fall 2001)
Fall 2011

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) January 31, 2013

B. The justification for this action:
LIB 769 is being revised to be a graduate only course and changed to the prefix LIB 801. It has been a 500/700 course in the past. LIB 569 is being dropped. This change replaces LIB 769 with LIB 801 in program requirements.

C. The projected cost (or savings) of this proposal is as follows:

**Personnel Impact:** none

**Operating Expenses Impact:** none

**Equipment/Physical Facility Needs:** none

**Library Resources:** none
## Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course**, complete a separate request for the appropriate program revisions.)

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### New or Revised* Catalog Text
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## Part III. Recording Data for New, Revised, or Suspended Program

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Masters of Arts in Education
Library Science

I. GENERAL INFORMATION
Master of Arts in Education, Rank II non-degree, and Rank I non-degree Library Science programs leading to certification as school media librarian for grades P-12 are offered. Candidates entering the program must be certified as classroom teachers in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and/or team leaders.

II. ADMISSION REQUIREMENTS
In addition to other criteria, a minimum total GRE score of 700 with verbal and quantitative subtest scores of at least 300, writing subtest required but no cut-off score established are required for clear admission to the MAEd program in library science. As an alternative to the GRE, a raw score of 388 on the Miller’s Analogies test will also meet ADD praxis the required admission test requirement.

III. PROGRAM REQUIREMENTS

Library Science — Curriculum for P-12

**Teacher Leader Core**………………………………..12 hours
ETL 800, ETL 801, ETL 802………………………………..9 hours
One course the following lists……………………………..3 hours
ELE 810, EMG 810, ESE 863.*
*Selection of specific courses will be based upon prior level of preparation and candidate need.

**Literacy supporting coursework**:…………………3 hours
One of the following:
ELE 871, EMG 806, ESE 774. ..........................3 hours

**Library Media Specialization**...........................22-28 hours
LIB 701*, 769*, 800, 801, 802, 805, 821, 831, 863*, and 870.

**Total Program Hours** .................................... 40 - 48 hours
*Candidates who have completed LIB 501 and/or LIB 569 with a grade of “C” or better may use them to reduce requirements in the Library Science block by 3-6 hours. Candidates who have completed LIB 501 for credit may not take LIB 701.

LIB 863 will serve as the capstone course for Library Science.

IV. EXIT REQUIREMENTS
The following are the exit requirements for Library Science.

**Program GPA:** Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

**Thesis** — The thesis is not required, however, an action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar or designated course in each program.

**Comprehensive Examinations** — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.

**Teacher Leader Endorsement** — Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.
# Curriculum Change Form

**Present only one proposed curriculum change per form.**

**Complete only the section(s) applicable.**

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College Curriculum Committee

General Education Committee*  
Teacher Education Committee*

Council on Academic Affairs

Faculty Senate**

Board of Regents**

Council on Postsecondary Edu.***

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

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****If “yes”, SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

### Completion of A, B, and C is required: (Please be specific, but concise.)

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

A. Revise the Rank I - Library Science program to change LIB 769 to LIB 801

**A. Effective date:** (Example: Fall 2001)

A. Fall 2011

**A. Effective date of suspended programs for currently enrolled students:** (if applicable)

### B. The justification for this action:

LIB 769 is being revised to be a graduate only course and changed to the prefix LIB 801. It has been a 500/700 course in the past. LIB 569 is being dropped. This change replaces LIB 769 with LIB 801 in program requirements.

### C. The projected cost (or savings) of this proposal is as follows:

**Personnel Impact:** none

**Operating Expenses Impact:** none

**Equipment/Physical Facility Needs:** none

**Library Resources:** none
### Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

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### Part III. Recording Data for New, Revised, or Suspended Program

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<td>For a revised program, provide the current program requirements using <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.</td>
</tr>
<tr>
<td>45.</td>
<td>For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.</td>
</tr>
</tbody>
</table>
Curriculum for Sixth Year Rank I Program  (2009-10 Graduate Catalog, page 68)

Library Science
Professional Education................................................6 hours
(As approved for Rank I Programs) Candidates who have not previously completed a graduate reading methods course must take ELE 871, EMG 806, or ESE 774.

Library Science Courses*.........................................22-28 hours
LIB 701*, 769*, 800, 801, 802, 805, 821, 831, 863, and 870.

Total Program Hours...............................................31-34 hours
*Candidates who have completed LIB 501 and/or LIB 569 with a grade of “C” or better may use them to reduce the number of hours required in the Library Science block by 3-6 hours. Candidates who have completed LIB 501 and/or LIB 569 for credit may not take LIB 701 and/or LIB 769-801.
### Curriculum Change Form

*(Present only one proposed curriculum change per form)*

*(Complete only the section(s) applicable.)*

#### Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>College Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>English and Theatre</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td><em>Course Prefix &amp; Number</em></td>
<td>NA</td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td><em>Course Title (30 characters)</em></td>
<td>NA</td>
</tr>
<tr>
<td>New Program (Part III)</td>
<td><em>Program Title</em></td>
<td>English (B. A.)</td>
</tr>
<tr>
<td>Program Revision (Part III)</td>
<td>(Major <em><strong>XX</strong></em>, Option ___; Minor ___; or Certificate ___)</td>
<td></td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
<td><em>Provide only the information relevant to the proposal.</em></td>
<td></td>
</tr>
</tbody>
</table>

Proposal Approved by:  

<table>
<thead>
<tr>
<th>Departmental Committee</th>
<th>Date</th>
<th>Graduate Council*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11/10</td>
<td></td>
<td>Council on Academic Affairs</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Is this a SACS Substantive Change?**  

Yes**** | No XX

<table>
<thead>
<tr>
<th>College Curriculum Committee</th>
<th>Date</th>
<th>General Education Committee*</th>
<th>Date</th>
<th>Teacher Education Committee*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
<td>NA</td>
<td></td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

#### Completion of A, B, and C is required: (Please be specific, but concise.)

**A.  Specific action requested:**  
(Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Removal of both: 1) a block of “diversity” courses and 2) a three-hour theatre requirement from the creative writing and technical writing emphases of the English B.A. program. The “diversity” courses include ENG 360 (Literatures of Africa), 361 (African-American Lit.), 362 (North American Native Lit.), 363 (Latin American/Latino Lit.), 364 (Women’s Lit.), 365 (Appalachian Lit.), and 366 (Queer Theory and Literatures).

**A.  Effective date:** (Example: Fall 2001)

Fall 2010

**A.  Effective date of suspended programs for currently enrolled students:** (if applicable)

NA

**B.  The justification for this action:**

Both the diversity requirement and the theatre requirement were only intended to be added to the English literature emphasis, but a clerical error applied it to the technical writing and creative writing emphases as well.

**C.  The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** none anticipated

**Operating Expenses Impact:** none anticipated

**Equipment/Physical Facility Needs:** no additional needs

**Library Resources:** current holdings
Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.

2. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.

3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
(*Use strikethrough for deletions and underlines for additions.)
English (B.A.)

Major Requirements .............................................. 43-57 hours
Core ............................................................ 10 hours
ENG 301, 302**, 474, 499.

Options

Literature Emphasis ............................................. 33 hours
ENG 350, 351, 352, 353, 410; three hours from one of the following courses:
ENG 360, 361, 362, 363, 364, 365, or 366; three hours from one of the following courses:
THE 100, 110, 135, 150, 220, 320, 390, 391, 430;
and a minimum of 15 additional upper division literature hours, three of which
must be in British literature and three in American literature,
nine of the hours must be at the 400 and 500 level.

Creative Writing Emphasis ......................... 30-33 hours
ENG 350, 351, 352, 353, 410, 490; three hours from one of the following courses:
ENG 360, 361, 362, 363, 364, 365, or 366; and, three hours from one of the following courses:
THE 100, 110, 135, 150, 220,
320, 330, 391, 420; a minimum of 12
additional hours selected from the following: ENG 306,
406, 407, 408, 409, 420, 502, 503, 504, or one course, for
which prerequisites have been met, from the Technical
Writing Emphasis.

Technical Writing Emphasis .................. 30-33 hours
ENG 350, 351, 352, 353, 410; three hours from
one of the following courses: ENG 360, 361, 362, 363, 364, 365, or 366; three hours from one of the following courses:
THE 100, 110, 135, 150, 220, 320, 390, 391, 430; and a minimum of 15 hours

Theatre Emphasis .............................................. 47 hours
ENG 335, 430, and THE 110, 135, 150, 200, 210, 220,
235; 285 or 385; THE 300; three hours from THE 310, 311 or 320;
THE 341, 390, 391, and 130/330 (4).

Supporting Course Requirements

Literature Emphasis .............................................. 12 hours
Six hours of a particular foreign language* or American Sign
Language and six hours from the following with no more
than three hours from any one group: CMS 210, 300, 310;
HIS 336, 340, 345, 346; THE 390, 391; CIS 212 or CSC 104.

Creative Writing Emphasis ....................... 12 hours
Six hours of a particular foreign language* or American Sign
Language and six hours from the following with no more than
three semester hours from any one group: CMS 320, 350;
COM 201, JOU 305, 307; CIS 212 or CSC 104.

Technical Writing Emphasis ...................... 18 hours
Six hours of a particular foreign language* or American Sign
Language and twelve hours from the courses below:
CCT 290, 302, 570; ART 152, BEM 375; CIS 212 or CSC
104; COM 320A (one credit), 320B, 320C, 320D, 320E,
320F, 320G, 320H, and 320I; TEC 255, 355; CMS 250, 300,
320, 350; CSC 160, 177, 190; GCM 211, 212, 217, 316, 317.

General Education Requirements .................. 42-48 hours
Standard General Education program excluding block VIII (6
hours) for the Literature Emphasis, Creative Writing Emphasis,
or Technical Writing Emphasis. Refer to Section Four of this
Catalog for details on the General Education and University
requirements.

University Requirement ................................. 1 hour
ASO 100.

Free Electives ................................................... 27-33 hours

Total Curriculum Requirements ..................... 128 hours
* 3-6 hours may be waived for high school foreign language study.
For details, see Foreign Language Placement and Waiver Guidelines.
**Should be taken before enrolling in upper level literature courses
(with the exception of ENG 350, 351, 352, 353, and 499).
TO: JANNA VICE, INTERIM PROVOST
FROM: TINA DAVIS, UNIVERSITY REGISTRAR
SUBJECT: CR/NC COURSEWORK
DATE: APRIL 5, 2010

Currently the catalog is silent on the use of “CR” (credit) and “NC” (no credit) course work for progress toward degree. Previously all CR coursework was implied as similar to P/F courses but the catalog restrictions for P/F coursework is not appropriate for many situation where CR/NC is employed. Explicit language is needed for correct programming in the Degree Works software.

CREDIT/NO CREDIT (“CR”/“NC”) COURSEWORK

The grade of “CR” (credit) is awarded as recognition of appropriate scores on AP, IB, CLEP or other proficiency exams. This grade is also given for prior learning assessment as well as all transferred international coursework.

Undergraduate course work with CR grades may be used to fulfill major, minor, certificate, supporting program, and/or concentration area requirements, (unless explicitly prohibited by the appropriate academic department), to a maximum of 20% of the credit hours required for the academic program. Exceptions to this limit may be authorized by the Dean/Associate Dean of the college offering the program. There is no limit to the number of CR credit hours used to meet general education areas or to serve as free electives.
EKU Admissions Plan for College Readiness
Creating a Clear Path to Student Success for Special Admission Students

College Readiness Advisory Group

2010-2014
Eastern Kentucky University is committed to student success and college readiness. The following outline represents a plan to increase the number of students entering the university meeting college readiness benchmarks and a plan for increasing the persistence and degree completion rates of those students at the university not meeting those benchmarks. The plan offers a progressive admissions policy for special admission students. The implementation of a best practice advising program and retention-based bridge programs offered throughout the academic year for all campuses are proposed as part of the plan. The goal is to increase the fall-to-fall, EKU-to-EKU persistence rate to 75% by fall 2015.

The plan is offered as a starting point for discussions of student readiness, success, and degree completion. EKU is committed to reaching the ambitious goals of Senate Bill 1 (2009) for our primary regional service area. The first goal of Senate Bill 1 is to reduce the need for remediation of recent high school graduates by 50% by 2014. To meet this ambitious goal, we will need to build on past partnerships with schools and school leaders and EKU faculty and staff, and build new partnerships. High school transition courses are being piloted for mathematics in several school districts for those high school seniors not meeting college readiness targets for mathematics. Discussions are now beginning related to the creation of high school transition courses for English and reading/Language Arts.

The second goal of Senate Bill 1 (2009) is to increase the degree completion rate by 3%, annually, from 2009 to 2014 of students admitted to the University with one developmental education and college readiness need. This will require a full commitment of each of our faculty and staff to support the needs of all of our students, especially those most at risk for not persisting to degree completion.

As we strive to reach the goals of Senate Bill 1, we request your consideration of the following draft proposal. We need to formulate a unified strategy for each of these goals. Initiatives, such as high school transitional coursework and the adoption and implementation of nationally and internationally benchmarked common core standards for college and workforce readiness by K-12 schools, show promise for reducing the need for developmental and supplemental coursework at the college level. To impact student success, student persistence, and graduation rates, EKU will need to carefully sculpt a plan based on resources and the intended use of those resources that both promotes college readiness and supports students entering underprepared. We must make a commitment to those students we admit to the university and offer those programs and services needed for success.
The following plan represents a strategic approach to admissions with the goal of increasing student retention and graduation rates.

<table>
<thead>
<tr>
<th>Fall 2010 Cohort</th>
<th>Spring 2011 Cohort</th>
<th>Summer/Fall 2011 Cohort Groups</th>
<th>Summer/Fall 2012 Cohort Groups</th>
<th>Summer/Fall 2013 Cohort Groups</th>
<th>Summer/Fall 2014 Cohort Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defining Special Admissions</strong></td>
<td>Students with an ACT composite score of 15 meeting all other admission criteria.</td>
<td>Students with an ACT composite score of 15 and meeting all other admission criteria.</td>
<td>Students with an ACT composite score of 16 or three developmental need areas.</td>
<td>Students with an ACT composite score of 17.</td>
<td>Students with two developmental course needs.</td>
</tr>
<tr>
<td><strong>First Step to College Success program</strong></td>
<td>Design a semester-based <em>First Step to College Success</em> program.</td>
<td>Implement a pilot spring semester eight-week <em>First Step to College Success</em> program.</td>
<td>Design <em>First Step to College Success</em> programs for Corbin, Danville, and Manchester campuses.</td>
<td>Continue summer bridge program and evaluate the need for fall bridge programming for each campus.</td>
<td>Implement bridge programs, as needed, throughout the academic year.</td>
</tr>
<tr>
<td><strong>Increase the likelihood of students with developmental needs being retained to degree completion and minimize coursework at the 090 level.</strong></td>
<td>• Review evidence-based practices and research for coursework and advising related to students entering with multiple course needs.</td>
<td>• Beginning Spring 2011, students with more than one developmental area requirement will be enrolled in the Associate of General Studies Degree program.</td>
<td>• Beginning Summer 2011, all special admissions students must successfully complete all coursework in the <em>First Step to College Success</em> program or a semester-based bridge program in order to be a full admission to the university.</td>
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</tr>
<tr>
<td><strong>Increase college readiness through high school-based transitional courses in mathematics, reading and writing.</strong></td>
<td>• Lead discussions on pilot high school transition courses for students not meeting readiness targets.</td>
<td>Review statewide transitional coursework data and proposed programs for implementation in EKU’s primary service region.</td>
<td>• Continued use and expansion of pilot high school transitional programs in mathematics.</td>
<td>Evaluate transitional programming and expand transition programs throughout the primary service region.</td>
<td>Based on program evaluations, continue to expand transition programs throughout the primary service region.</td>
</tr>
</tbody>
</table>

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Increase college readiness through high school-based transitional courses in mathematics, reading and writing.
Progressive Admissions Policy

2010-2014

- To meet the goals of Senate Bill 1 (2009), the University must consider the impact of our admission policy and the impact that policy has on student retention, degree completion, and financial resources.
- The implementation of accelerated developmental and supplemental coursework in other than a full semester format will allow students to progress, in a more timely manner, through foundational coursework and shorten their time to degree.
- The creation of bridge programming during academic semesters for all campuses will allow students admitted throughout the academic year in the special admission category, greater access to the bridge programming.
- A full implementation of the Early Alert Program is needed.
- An advising model integrating best practices for students not meeting readiness benchmarks will be developed and implemented. An advising model for students not meeting good academic standing guidelines is also a need in degree completion as we move forward.
- In the future a professional development model for students and faculty serving students not meeting readiness benchmarks will be identified and implemented.
What is Kentucky’s definition of college readiness?

College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. ‘Succeed’ is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky’s system wide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemented courses. Developmental education courses do not award credit for a degree.

What are the systemwide standards of readiness?

Most definitions of college readiness include some predictive statement about how well students will do in relevant college courses based on national assessments, such as the ACT or SAT. For example, ACT sets benchmark scores for college readiness based on success in college courses that would count to degree. “Success” is defined by ACT as 50% or higher probability of earning a B or higher in the corresponding college course or courses and 75% or higher probability of earning a C or higher in the corresponding college course or courses.

What ACT scores determine college readiness for Kentucky students?

The system wide standards are ACT scores of 18 for English, a score of 20 for reading, and a mathematics score of 19 for some introductory courses in mathematics (often statistics or an applied mathematics course), a 22 for college algebra, and a 27 for calculus. The systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemented courses.

Why are there three different college readiness standards for mathematics?

A three-tiered approach to mathematics was used to establish mathematics readiness levels for various fields of study. For example, a survey of Kentucky institutions found that most majors in the liberal arts and social sciences fields do not require college algebra. A readiness score for mathematics courses for these majors was investigated and subsequently established based on student performance in the liberal arts mathematics courses required for these students. Typically, one-half of all graduates were in liberal arts or social sciences fields. The ACT score of 22 for college algebra reflects both Kentucky and national success data. The third tier for calculus readiness is typically listed as a course prerequisite. Prior to establishing a calculus readiness level each Kentucky institution established its own ACT prerequisite. The calculus readiness score reflects a level of readiness that would guarantee placement in an entry level calculus course at any Kentucky institution.

What happens if a student does not meet the college readiness standards in any area?

Kentucky students not meeting readiness benchmarks can demonstrate needed competency levels through placement testing.
Eastern Kentucky University
College Readiness and Student Success Initiatives

I. PRE-MATRICULATION

A. High School College Readiness Collaboration

1. EKU NOW! – Dual Enrollment Program designed for students in the EKU service region who are in their final two years of high school. Eligible students must have a GPA of 3.0 and have minimum ACT scores of 18 in English, 19 in Mathematics, 20 in Reading and a composite ACT score of 21. Upon application, seniors with a composite ACT score of 24 or higher may take a second course for free. For seniors with an ACT score of 21 to 23 upon application the second course will cost half the in-state tuition rate.

2. EKU College Readiness Program – As a collaborative arrangement between EKU and local school districts, the program prepares high school seniors to begin post-secondary education with college-level mathematics skills. High school students who have not met ACT benchmarks receive an additional year of key-concepts instruction in mathematics, reducing developmental mathematics need during the first year of college-level study. The Department of English and Theatre are collaborating with local high schools to build transitional courses in language arts (English composition and reading).

3. Developmental Education Policy and Procedure – Initiatives include placement testing for all students entering the University for the first time, developmental hold policies that require students to speak with an advisor before dropping mandated coursework, and student success information provided to parents during summer orientation events.

4. Upward Bound Program – The Upward Bound Program provides academic support services and exposure to post-secondary education to low income and potential first-generation high school students who have exhibited college-level academic potential. The EKU program serves 100 students from ten schools in nine Kentucky counties: Casey County, Estill County, Garrard County, Jackson County, Lee County, Lincoln County, Madison Central, Madison Southern, Powell County, and Wolfe County High Schools.

5. The Educational Talent Search (ETS) Program – ETS identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in post-secondary higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to complete postsecondary education. The EKU program serves Clay, Estill, Garrard, Jackson, Lincoln, and northern Madison County.

6. GEAR UP Program – GEAR UP is designed to increase the number of low-income students within the University service region who are prepared to enter and succeed in postsecondary education. High school participants are encouraged to set high expectations, stay in school, study hard, and take the courses that will prepare them to succeed in college. Participants engage in activities such as tutoring, mentoring, e-mentoring, financial aid, college preparation workshops, college campus visits, career exploration, and summer enrichment programs.

7. Education Extension Agents – Modeled after the agricultural extension agent program, each EKU agent covers three to five counties. Agents work with community partners to promote the well-being of children, youth, families and communities through the coordination and delivery of educational services and programs tailored to the unique needs of individual school districts, as well as through the coordination and delivery of community services and programs. Agents assist K-12 students to bridge educational gaps through remediation at all grade levels. Agents also develop strategies to improve high school graduation rates and work to increase dual credit offerings.

B. Center for Middle School Academic Achievement

The Center for Middle School Academic Achievement is a statewide collaborative effort housed jointly at Eastern Kentucky University and Murray State University. Its purpose is to improve the subject knowledge and instructional practice of middle school teachers through the coordination of professional development programs, provision of technical assistance, and dissemination of information and research regarding effective teaching. The CMSAA is funded by a grant from the Council on Post Secondary Education and the Kentucky Department of Education.

C. Admissions

1. Prospective Student Receptions – Hosted in various Kentucky cities throughout the academic year, the Office of Admissions receptions introduce the University to prospective students and their families. Receptions permit Admissions staff and representatives from EKU’s five academic colleges to provide parents or guardians with information about the University and to recruit students who may not have the opportunity to visit campus.
2. **Spotlight** – Spotlight events feature informational showcases, question-and-answer panel sessions with current EKU students, and speakers from various University student service offices. These representatives provide prospective students and their families with valuable information about educational opportunities at the University, as well as information about the broader “Eastern Experience.”

3. **Technology** – EKU has a strong commitment to enhancing service to pre-matriculation students through the use of technology. Students may request information about University services, schedule a campus visit, take a campus virtual tour, chat with an admissions counselor, receive one-on-one pre-matriculation mentoring from academic and university advisors, receive information on programs that help them to complete developmental-level courses, apply to EKU online, and sign up for a pre-matriculation orientation date. Students also may join social networking sites present on campus to connect with other prospective or current students. Testing information and PDF files of sample practice tests in English composition, mathematics and reading, and an online mathematics placement test, all may be accessed via the World Wide Web.

D. **Transition and University Services**

1. **Office of Transition and University Services (TUS)** – TUS plans, implements, and supports programs and services for students transitioning from high school or the workplace to the University. The unit encompasses the Offices of Academic Skills, Academic Testing, and Developmental Education and College Readiness. Staff members provide program coordination and transition and testing services that support the goals of current and potential students, departments, and the University. Services allow students to build needed skills and/or demonstrate knowledge base for admission to the University, or University programs, and provide appropriate course placement information to maximize student opportunities for academic success.

2. **Student Outreach and Transition Office (SOTO)** – SOTO will serve as a one-stop shop serving the needs of adult, transfer, military veteran, re-entry and on-line students, from initial inquiry to first semester registration. Prospective students may receive individualized consulting services in the areas of admissions, degree audits, major selection, academic bankruptcy, the credit transfer process, credit for prior learning, degree completion via distance learning, course registration, available counseling services, professional judgment, financial aid, and benefits for veterans, among others.

3. **Continuing Education and Outreach** – CE&O provides high-quality educational and instructional credit and non-credit services to traditional and non-traditional students and clients in bricks-and-mortar and virtual learning environments. Programs and services include adult education, workforce training, community education, distance learning, and online learning.

4. **Developmental Education and College Readiness Program** – Assists traditional incoming first-year students, students completing online degree programs, adult learners, and returning students in completing required developmental education or college-readiness needs. Opportunities for skill development include courses and programs designed to improve basic skills in English composition, reading, and mathematics. Developmental Education and College Readiness courses include ENG 090 (Basic Writing), ENG 095 (Developmental Composition), ENR 090 (Developmental Reading I), ENR 095 (Developmental Reading II), ENR 116 (Strategies for College Reading), MAT 090 (Pre-algebra), and MAT 095 (Developmental Algebra I). These courses are offered through the Departments of English & Theatre and Mathematics & Statistics.

5. **Office of Academic Testing** – Responsible for the coordination, administration, and planning of academic tests requested by the University and educational community. Testing assists students in making progress toward completion of academic or career goals. Testing provided includes national tests, state assessments, and locally developed exams. Eastern Kentucky University students and other registered examinees test in a friendly and comfortable environment. Special need accommodations are available upon request.

6. **Office of Academic Skills (AS)** – AS is responsible for the coordination of programs, activities, or online academic resources that support students transitioning to the University from high school or the workplace. Retention-based programs and services are provided for students new to the post-secondary setting. The First Step to College Success program, the Mathematics and Science Academy, workforce to post-secondary programming, advising for students admitted in the special admissions category, academic skills enhancement workshops designed for first-year and sophomore students and AS college-knowledge sessions for adult learners interested in attending EKU are coordinated within this office.

E. **First Year Programs (FYP)**

**Orientation** - Eastern Kentucky University has a required Orientation Program for all incoming first-year students. The Orientation Program enables new students to meet with faculty, staff, and student advisors to acquaint themselves with the University and campus services, and to register for a first semester of courses well before the beginning of the academic year. In addition, FYP offers orientation programming for students transferring to the University.
F. **Financial Assistance**

1. **Student Financial Assistance (SFA)** – SFA staff provide pre-matriculation students with a variety of information and services on completing the Free Application for Federal Student Aid form, federal grant and loan programs, the and the Beacon Scholarship for regional students. In addition, the staff offers assistance to parents and students who need help in completing the FAFSA, in completing the verification process, and in managing student aid awards.

2. **Scholarships Office** - Students applying for admission as first-year freshmen are encouraged to apply for academic scholarship opportunities. Award offers are based on academic credentials, including GPA, ACT or SAT scores, as well as school and community involvement.

G. **The University Diversity Office**

The University Diversity Office is a campus wide resource that facilitates the diversity initiatives of the University to promote a climate and culture that respects and celebrates diversity. A significant responsibility of the office is for the recruitment and retention of a diverse student, faculty and staff population. The role and scope of the office is to reach underrepresented groups and other non-traditional groups included under the board definition of diversity. Eastern Kentucky University promotes a climate that respects and celebrates diversity within its community that includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity.

H. **Madison County Adult Education Center**

Services are offered at no cost through Eastern Kentucky University and KY Adult Education/Council on Postsecondary Education. Testing and classes take place day or evening. Free services include: (1) reading, writing, and math instruction, (2) GED preparation and pre-testing, (3) work-place essential skills, (4) Kentucky Employability Certificate, and (5) customized, basic-skills instruction for business and industry.

II. **POST-MATRICULATION**

A. **Academic Skills, Student Support, and Tutoring Services**

1. **Academic Skills Workshops** – Workshops are designed to enhance the academic skills of first-year or sophomore students, or to provide information to adult learners transitioning from the workforce to the University. Programming focuses on imparting academic skills and other information important to first- and second-year students, at-risk student populations, or workforce-to-college students. Workshops are offered throughout the academic year on a variety of topics, including combating test anxiety, improving study skills, time management, transitioning to college from the workforce, advising, financial aid, etc.

2. **Counseling Center** – The Counseling Center offers a multitude of workshops, seminars and counseling services designed to help students succeed in various areas of university and post-university life. Programming includes a wide variety of Strategies for Success workshops, personal counseling and psychiatric services for students diagnosed with long- or short-term mental health issues that may impact academic success, referral services for faculty and staff who mentor or advise students, individualized career counseling services, and a careers library. Strategies for Success workshops focus on academic and life skills such as time management, test taking strategies, managing stress, combating mathematics anxiety, improving study skills, improving interpersonal relationships, avoiding drug and alcohol abuse, and preparing for exams.

3. **Noel Studio for Academic Creativity** – The Studio embodies the standard EKU has set internally in its Quality Enhancement Program (QEP), a focused university-wide initiative to develop informed, critical and creative thinkers who communicate effectively. Students who use the Studio improve their communication skills by: understanding the foundational elements of communication; seeing the connections between effective communication and appropriate information; utilizing the fundamentals of critical and creative thinking to create and revise their communication products; working with coaches to develop research strategies, organize and refine ideas, deliver articulate presentations, and create high quality products; and honing teamwork skills in order to effectively communicate in group situations.

4. **NOVA Student Support Services** – A TRiO program designed to help students succeed in college, NOVA focuses on providing quality instruction and individualized academic and social support services to eligible students. Incoming freshmen who demonstrate potential for academic success are invited to apply for the program, and approximately one hundred incoming first-year students are accepted each year.

5. **The Education Pays Center of Richmond, Kentucky** – Education Pays is a Kentucky Cabinet for Health and Family Services funded program that serves Kentucky Temporary Assistance Program recipients seeking postsecondary education. The EKU Education Pays Center is committed to providing: (a) High quality individualized and small group career exploration and guidance; (b) Professional employment training, employment placement, and employment
support; and (c) Professionally administered individualized academic services. The Education Pays Center guides and supports participants toward completing career goals, gaining meaningful employment, and achieving a postsecondary vocational certificate and/or a higher education degree.

6. Office of Services for Individuals with Disabilities (OSID) – OSID offers a variety of services to EKU students who have a diagnosed short-term or permanent physical, mental or cognitive disability. Trained tutors provide academic assistance in a number of areas, including but not limited to composition, mathematics, social sciences, and the sciences. In addition, OSID coordinates individualized academic coaching; Project Success, a comprehensive support program for college students with learning disabilities, attention deficit disorder and other cognitive disorders; academic success services such as note taking, electronic texts and equipment, training in and use of assistive technology, and test accommodation; and student success focus groups on topics as diverse as transition to campus life, time management, success strategies, and active test taking.

7. Tutoring – A number of tutoring centers provide students the opportunity for hands-on assistance in academic areas such as mathematics, accounting, economics, English composition, reading, chemistry, physics, American Sign Language, foreign languages, and other academic areas. Students on regional campuses may request tutoring assistance via Tandberg technology.

8. Library’s ASK US Initiative (http://www.library.eku.edu/new/content/askus.php) – EKU Libraries offers research help to students online, by phone or in person. Through the added convenience of strategically placed chat boxes throughout the website, library users have access to research help throughout the library’s website www.library.eku.edu. In spring 2010, there will also be a texting option available to library users. These enhancements to traditional library services make asking for help more convenient when trying to navigate library resources and complete academic assignments.

B. Advising

1. Academic Skills Advising and Mentoring – Provides focused advising and mentoring to special admit, continuing, readmitted, transfer and other students who are considered at-risk based on a high school transcript, past academic performance, and/or ACT, SAT and/or placement test scores. Readmission advising and mentoring focuses on supporting and retaining students who have been readmitted to the University after an academic or developmental dismissal.

2. Degree Audit Systems. Colonel’s Advising and Registration Equals Success (CARES) and Degree Works are student information auditing systems that provide students detailed information on progress toward degree completion in any major. The CARES report indicates general education and major-area courses completed, as well as courses that remain to be taken to complete general education and major-area requirements. In spring 2010, EKU will begin using a new degree audit system, Degree Works, a user-friendly platform which will enhance and expand progress-to-degree information for students.

3. Early Alert Retention System (EARS) – EARS utilizes intrusive advising strategies to retain students who have issues related to attendance and academics. Students are assigned to an advisor who meets with them to review and learn how to fulfill the success and retention strategies set forth in a student success agreement.

4. Eastern Advising and Retention Network (EARN) – EARN is composed of advisors from across the Richmond and extended campuses who meet monthly to discuss changes in policies and procedures, receive advising-related updates, coordinate or discuss new programs, and receive training on advising and intervention practices to promote student success.

5. Office of Academic Advising – Provides a variety of traditional and retention-based advising services to students. Services include helping students develop a major-related individual learning plan, pre-advising for declaration of major, pre-withdrawal exit advising, orientation advising, a faculty-based early alert system flagging students with attendance and grades issues, a real-time chat feature on the advising home page, and intrusive advising and mentoring for probationary students and students who have been readmitted after an academic dismissal.

6. Orientation Advising – Provides students and parents with information on the important role advising plays in student academic success. Students are advised and registered for fall courses on this day.

7. Student Athlete Academic Support Office – Focuses on assisting student athletes meet academic and NCAA eligibility requirements. Support services include advising, tutoring, and mentoring for at-risk student athletes, as well the use of Grades First software for reporting of academic and attendance issues.

8. Older Wiser Learners (OWLS) – The purpose of OWLS at EKU is to offer an association to meet the needs of the re-entry student in a way that will enhance their college career and expand their college experience. Goals include: (1) provide members with information pertaining to needed support services and academic services at the university, local, and state levels; (2) insure members a voice in campus politics, student rights, and encourage participation in campus
student programs; (3) increase communication between members and the EKU administration; (4) encourage and support members in all academic endeavors; (5) establish a supportive and cohesive group of re-entry (non-traditional) learner through a variety of extra-curricular activities.

9. Office of Multicultural Student Affairs – This office seeks to bring issues of cultural diversity to the forefront of campus conversation through educational programs and services. As a department within Student Affairs, this office exists primarily to serve all students as they question personal and collective notions of race, ethnicity, sexuality, ability, and culture. Multicultural Student Affairs encourages the utilization of campus resources, participation in campus life, understanding and respecting cultural differences, and encouraging tolerance and inclusiveness.

C. Course Work

1. GSD 101 Foundations of Learning – A course to promote student success and lay the foundation for critical and creative thinking across the curriculum. Open to all first-year students with fewer than 30 semester hours earned.

2. GSO 100 Academic Orientation – An orientation to university academic life and career planning and preparation. Topics include university policies and procedures, program requirements, career opportunities, and introductory study skills.

3. GSO 102 Transition to College – Taken by referral or placement. An intensive introduction to the University, study skills, cultural and learning resources, academic life, university policies and procedures, self-exploratory activities, growth.

4. GCS 199 Career Counseling Seminar – A one-hour, eight-week course designed to assist students in choosing a major and career. Students undertake exercises and personality inventories to determine the interests, strengths, personality characteristics and values they want to express in a career, determine careers that would be of interest, investigate career options, and decide on a major or career trajectory according to priorities they establish in the course.

5. ENR 116 Strategies for College Reading – A one-hour course that concentrates on developing reading comprehension, rate, analysis and vocabulary in various disciplines.

D. Developmental Education

1. Developmental Education Policies and Procedures – Designed to benefit developmental education students and the University. Policies include identifiers placed in the student information system that indicate developmental education needs, time limits on when students may complete developmental needs, development course enrollment request e-mails, and a developmental holds process that prevents students from dropping developmental education courses before meeting with an advisor.

2. First Step to College Success – Integrated into the second summer session, the First Step program offers students with one or more developmental-education or college-readiness needs the opportunity to complete developmental-level courses before the fall semester begins. All students take GSO 102, an introduction-to-college course emphasizing time management, study skills, and other information important to first-year students. Free tutoring is offered to students in mathematics, English composition, reading, introductory sociology, and English 101.

3. Online Developmental Education Faculty Training – Online training resources are available to new and continuing developmental education faculty seeking to enhance classroom learning or to support students needing to build basic skills. The training provides faculty with essential information about developmental education course content, general information about the academic departments offering developmental education courses, and the University. The EKU training program is based on the Kentucky Association for Developmental Education faculty training outline. Specific training guides are available for faculty teaching developmental reading, English, and mathematics.

E. First Year Programs

First Year Programming (FYP) – FYP offers programming designed to build a sense of community among new students and to assist those students in the transition to academic and campus life. New Student Days programming helps students to become acclimated to the university, learn about campus services and activities, meet other new students, and become familiar with the Richmond community. Move-in Mania is a weekend full of events for first-year students to connect and get to know each other before continuing students arrive on campus. Gatherings such as the University Convocation and the President’s Picnic encourage first-year students to celebrate the beginning of a new chapter in their lives, build a sense of campus tradition, and meet University faculty and staff. The EKU Reads Project is designed to provide new students with a common introduction to academic life, and encourages students to engage in a campus-wide discussion of a selected book, which often also is used in first-year English and orientation courses.
F. **Housing Initiatives**

1. **ConneXtions Living-Learning Communities for First-Year Students** – ConneXtions is a co-ed, freshman residential living-learning environment that encourages students to connect with their peers, faculty, and staff through participation in various activities. A series of programs focuses on helping students successfully transition to EKU. As a part of ConneXtions, the Campus Opportunity Outreach League provides students the opportunity to organize and participate in community service projects on the EKU campus and in the surrounding community.

2. **Honors Program Housing** – A dedicated residential area offers students enrolled in the EKU Honors Program the opportunity to build academic and social relationships with peers. Programming focuses on study and discussion groups, social activities, and faculty/staff mentoring opportunities.

3. **Special Interest Learning Communities** – These living-learning communities offer students the opportunity to live with peers who share their social and cultural interests. Dedicated residential areas are offered to students with an interest in outdoor pursuits, pursuing a healthy lifestyle, women’s issues, or issues of interest to students transitioning to their sophomore, junior, or senior years.

4. **MAP-Works** – Making Achievement Possible is software used by University residence hall staff to utilize survey information to improve students' ability to succeed academically by realigning behavior with grade expectations, and focusing on elements of academic success. It is designed to minimize the percentage of capable students who drop out due to issues that could have been addressed by self awareness or timely intervention by professional staff. MAP-Works data assists staff in facilitating the establishment of relationships, addressing homesickness, identifying residence hall living issues, and connecting students with campus resources to facilitate involvement with student organizations and campus programming.

5. **Technology** – EKU has a strong commitment to enhancing service to matriculating students through the use of technology. Academic Advising provides course registration information and advising via an online chat feature. Crabbe Library offers an online chat box that allows students to contact research and resource librarians late into the evening and on weekends. Academic Testing provides information and sample practice tests electronically. The Office of Academic Skills hosts a Web page through which students may link to online academic skills enhancement resources, tutoring modules, and library materials. The Counseling Center provides students with a number of wide-ranging ULife self-help resources, including an online mental-health evaluator and downloadable or printable resources on a variety of topics of concern to university students, ranging from substance abuse, to suicide prevention, to stress management. The Office of Services for Individuals with Disabilities offers a number of assistive technologies to students with physical or cognitive disabilities. Student Financial Assistance, and several other campus departments, provides access to online frequently asked question sites. Many University departments and offices host social networking sites allowing students to connect with faculty, staff, and other students. Online coursework is available in a number of academic areas.

G. **Financial Assistance**

1. **Student Financial Assistance (SFA)** – SFA staff provide matriculating students with a variety of services, including information on a number of grants and awards such as the Kentucky CAP grant, SMART grants for third- and fourth-year students, and TEACH grants for education majors, as well as a number of federal grant and loan programs. Information on student employment and veteran’s benefits is also available. In addition, SFA staff offer assistance to parents and students who need help in completing the FAFSA, undergoing the verification process, determining dependent care status, and other services.

2. **Scholarships Office** – First year students may apply for a number of scholarships based on a wide range of criteria (geographical location, academic merit, etc.). Eligible continuing and transfer students may apply for a number of academic scholarship opportunities. These include the KCTCS scholarship for students transferring 24 or more hours from a KCTCS school to EKU, privately funded scholarships administered through the University Foundation, and others.

H. **EKU Career Services**

EKU Career Services will provide guidance and resources to a diverse student population, enabling them to achieve their career-related goals. The goals of EKU Career Services are: (1) increase student awareness of viable career options and facilitate development of student's career plans, (2) enhance students' ability to conduct a successful job search through educational resources provided by Career Services, and (3) increase and enhance student and alumni access to productive networking resources and employment opportunities.
Impact on New Freshmen by Not Admitting ACT of 15, 16, 17, or Below for Fall 07, 08, 09 Cohorts

UNOFFICIAL DATA

This report demonstrates the impact of raising the ACT Composite scores on our minority populations. Data is based on EKU’s Fall 2007, 2008, and 2009 Cohorts.
Number of New Freshmen Impacted by Not Admitting ACT of 15, 16, 17 or Below; Fall 07, 08, 09 Cohorts

![Number of New Freshmen Impacted by Not Admitting ACT of 15, 16, 17 or Below; Fall 07, 08, 09 Cohorts](image)

Number of New Freshmen Minority Students Impacted by Not Admitting ACT of 15, 16, 17 or Below; Fall 07, 08, 09 Cohorts

![Number of New Freshmen Minority Students Impacted by Not Admitting ACT of 15, 16, 17 or Below; Fall 07, 08, 09 Cohorts](image)
Percent of New Freshmen Minority Students Impacted by Not Admitting ACT of 15, 16, 17, or Below; Fall 07, 08, 09 Cohorts

<table>
<thead>
<tr>
<th>ACT</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>15</td>
<td>19.3%</td>
<td>13.7%</td>
<td>5.7%</td>
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<tr>
<td>16</td>
<td>35.0%</td>
<td>28.3%</td>
<td>19.2%</td>
</tr>
<tr>
<td>17</td>
<td>47.1%</td>
<td>37.3%</td>
<td>34.7%</td>
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Number of New Freshmen Black Students Impacted by Not Admitting ACT of 15, 16, 17 or Below; Fall 07, 08, 09 Cohorts

<table>
<thead>
<tr>
<th>ACT</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>17</td>
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### Percent of New Freshmen Black Students Impacted by Not Admitting ACT of 15, 16, 17, or Below; Fall 07, 08, 09 Cohorts

<table>
<thead>
<tr>
<th></th>
<th>ACT 15</th>
<th>ACT 16</th>
<th>ACT 17</th>
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<tr>
<td>2007</td>
<td>25.0%</td>
<td>44.4%</td>
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<tr>
<td>2008</td>
<td>16.2%</td>
<td>33.8%</td>
<td>44.8%</td>
</tr>
<tr>
<td>2009</td>
<td>6.8%</td>
<td>22.7%</td>
<td>42.6%</td>
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</table>

### Fall to Fall Retention of New Freshmen Black Students with ACT 15, 16, 17 or Below; Fall 07, 08 Cohorts

<table>
<thead>
<tr>
<th></th>
<th>ACT 15</th>
<th>ACT 16</th>
<th>ACT 17</th>
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<tbody>
<tr>
<td>2007</td>
<td>47.5%</td>
<td>53.5%</td>
<td>53.4%</td>
</tr>
<tr>
<td>2008</td>
<td>68.0%</td>
<td>59.6%</td>
<td>60.9%</td>
</tr>
</tbody>
</table>
### Fall to Fall Retention of New Freshmen Minority Students with ACT of 15, 16, 17 or Below; Fall 07, 08 Cohorts

- **ACT 15**
  - 2007: 51.2%
  - 2008: 62.1%

- **ACT 16**
  - 2007: 55.1%
  - 2008: 53.3%

- **ACT 17**
  - 2007: 54.3%
  - 2008: 58.2%

### New Fall to Fall Retention Rate by Not Admitting ACT of 15, 16, 17, or Below; Fall 07-08; 08-09

- **Current**
  - 2007: 63.1%
  - 2008: 68.4%

- **ACT 15**
  - 2007: 70.0%
  - 2008: 69.0%

- **ACT 16**
  - 2007: 71.7%
  - 2008: 70.1%

- **ACT 17**
  - 2007: 74.0%
  - 2008: 70.8%
Graduation Rates Since Fall 1994:

- Average 6 year graduation rate: 35.5%
- Average 7 year graduation rate: 38.1%
- Average 8 year graduation rate: 38.8%
- Average 9 year graduation rate: 39.8%
- Average 10 year graduation rate: 39.9%

Average 6 Year Graduation Rates by ACT for the 2001 and 2002 Cohorts:

- Act of 15 and below: 13.9%
- Act of 16: 13.6%
- ACT of 17: 17.9%
- ACT of 18: 28.1%
- ACT of 19: 30.0%
- ACT of 20: 34.4%
- ACT of 21: 44.4%
- ACT of 22: 40.5%
- ACT of 23: 47.8%
- ACT of 24: 51.6%
- ACT of 25 or higher: 65.4%

Average Retention Rates by ACT since Fall 1997:

- ACT of 15 and below: 45.9%
- ACT of 16: 49.8%
- ACT of 17: 53.6%
- ACT of 18: 57.6%
- ACT of 19: 61.7%
- ACT of 20: 62.4%
- ACT of 21: 69.1%
- ACT of 22: 70.0%
- ACT of 23: 73.4%
- ACT of 24: 75.6%
- ACT of 25 or higher: 81.2%

Using retention data since Fall 2004, and graduation data for the 01 and 02 cohorts:

By NOT admitting students with an ACT of 15 and below:

- The retention rate would increase on average by 0.9%
- The 6 year graduation rate would increase on average by 1.8%
- The new freshmen headcount would decrease on average by 122 students.

By NOT admitting students with an ACT of 16 and below:

- The retention rate would increase on average by 2.2%
- The 6 year graduation rate would increase on average by 3.2%
- The new freshmen headcount would decrease on average by 275 students.

By NOT admitting students with an ACT of 17 and below:

- The retention rate would increase on average by 3.3%
- The 6 year graduation rate would increase on average by 5.0%
- The new freshmen headcount would decrease on average by 469 students.
Number of New Freshmen Retained by ACT; Fall 2006-07

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### Number of New Freshmen Retained by ACT; Fall 2007-08

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Number of New Freshmen Retained by ACT; Fall 08-09

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Percentage of First-Time Freshmen with at Least One Developmental Need

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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<tbody>
<tr>
<td>Series1</td>
<td>42.4%</td>
<td>39.3%</td>
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<td>35.9%</td>
<td>42.2%</td>
</tr>
</tbody>
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*Implementation of College Readiness standards.
The General Studies degree program is designed for students intending to complete a baccalaureate degree whose educational objectives are not aligned with a more traditional degree program. The Bachelor of General Studies degree is intended to establish the foundation for a lifetime of continual learning and offers flexibly scheduled, highly individualized curricula. Through individualized advising, the program helps students define their educational goals and design interdisciplinary curricula drawing on a variety of course offerings. The program is also intended to allow a student who has completed most of the requirements of a major but has not yet completed the major of an approved program to complete a baccalaureate degree in a timely manner. Transfer credits from technical programs will be applied to this degree; however they may not apply to other degree programs at the University.

In addition to the baccalaureate degree requirements on page 46 of this Catalog, the following are required for students seeking a General Studies degree:

1. Students must have 18 hours within an individual college outside of and in addition to General Education requirements to receive their General Studies degree.
2. Any courses ordinarily accepted for credit by Eastern Kentucky University may be chosen as hours to apply to the 120 hours required for graduation.
3. Students seeking a General Studies degree must have 60 credits from a regionally accredited institution which may include completion of an AA, AS, or AAS degree.
4. Students pursuing a General Studies degree are not permitted to declare a double major, minor, or concentration.
5. Students pursuing a General Studies degree may simultaneously pursue a departmental or University-level certificate.
6. Students will be considered a member of the College in which they have their 18 hour major requirement.
7. The B.A. General Studies degree is intended to be a first degree and is not appropriate for a concurrent or secondary degree.

**Major Requirements** ...................................................18 hours
Courses must be within an individual College and exclusive of general education requirements.

**General Education Requirements** ................................48 hours
Standard General Education program. Refer to Section Four of this Catalog for details on the General Education and University requirements.

**University Requirement** .........................................1 hour
GSO 100.

**Free Electives** ............................................................53 hours

**Total Curriculum Requirements** .................................120 hours
To qualify for a baccalaureate degree, students must satisfy the following requirements:

1. Complete all requirements in the degree program as established by appropriate University committees.
2. Complete University academic requirements, including basic skills proficiencies in English, reading, and mathematics; and general education; as established by appropriate University committees for each degree program.
3. Complete a minimum of 120 semester credit hours, with at least 42 hours at the 300 level or above.
4. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at Eastern Kentucky University. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and Eastern Kentucky University work.
5. Earn a minimum of 32 semester hours through EKU.*
6. Earn the credits applicable to the degree within eight years prior to the date the degree is awarded. Credits toward the major that are more than eight years old may be validated by the college dean. Credits over eight years old may apply to General Education requirements and free electives.
7. Students enrolled in MAT 090 are not permitted to enroll in any course with the following prefix: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT, PHY, SCI or STA.
8. According to AACSB International business accreditation standards, students enrolled in University baccalaureate degree programs, other than those within EKUBusiness, will not receive credit toward their degrees for more than 25 percent of their undergraduate programs in credit hours in courses offered through EKUBusiness and/or business courses (courses commonly taught in school of business) transferred from other colleges and universities or taken from other units within Eastern Kentucky University. Students who desire to take business courses are encouraged to enroll in the Business minor.
*Degree programs offered by the College of Business and Technology have more stringent residency requirements. Please refer to degree requirements in the College of Business and Technology section of this Catalog.

General Education Requirements
The General Education Program consists of 48 hours of course work in eight blocks (identified with Roman numerals): communication (I), mathematics (II), arts and humanities (III), natural sciences, (IV), social and behavioral sciences (V), wellness (VI), breadth of knowledge (VII), and depth of knowledge (VIII). These blocks are subdivided into 16 course categories. Students must earn the specified number of hours in each of these course categories. See the end of Section Four in this Catalog for more detailed information about general education requirements.