Western Kentucky University
SACS Substantive Change Prospectus -
Doctorate in Nursing Practice (DNP) Program

Name and Address of College or University	Western Kentucky University
Chief Executive Officer or President of Institution *(include title and credentials)*	Dr. Gary Ransdell President, WKU
Chief of the Nursing Unit *(include title and credentials)*	Mary Bennett, PhD, APRN Director School of Nursing
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Web Site Address *(institution & nursing program)*	http://www.wku.edu http://www.wku.edu/nursing

Degrees Offered	See Appendix A

Degrees and Certificates Related to DNP Program

Degree	Reference Number	Name
BSN		Bachelor of Science in Nursing
MSN	149	Masters of Science in Nursing: Family Nurse Practitioner, Nurse Administrator Concentration
Certificate	176	Post MSN Certificate: Family Nurse Practitioner
Certificate	420	Post MSN Certificate: Nurse Administrator

Institutional Strengths

- Physical, financial, technological, staff and faculty resources
- Extensive student support including libraries, technological support
- University experience and support in development, evaluation and implementation of new doctoral programs
- Support of community
- Potential applicant pool to support new DNP program
- Experienced nurse faculty credentialed and prepared
- Documented need for DNP program
- More than 400 current affiliation agreements for student experiences and doctoral projects

ABSTRACT

This prospectus describes the implementation of a proposed Doctor of Nursing Practice degree at Western Kentucky University (WKU), School of Nursing. WKU has over 100 years experience in education primarily serving the south central counties in Kentucky and the northern border counties of Tennessee. The School of Nursing has produced advanced practice nurses since 1995 and is accredited by the Commission on Collegiate Nursing Education. The DNP program has received approval by the WKU Board of Regents, the Kentucky Board of Nursing, and is pending approval by the Kentucky Council on Post-Secondary Education in April of 2011.

The practice doctorate degree, implemented as a recommendation from the nursing profession will produce nurse leaders who can contribute to the changing health care environment by leading health care system change and providing advanced nursing care. The WKU DNP will provide entry at either the Post-MSN or BSN level and will be an ongoing degree program. The Post-MSN DNP program will admit an annual cohort of 20 students beginning in the fall of 2011, continuing with an additional 20 students each year. MSN students with advanced nursing practice degrees prepared as nurse practitioners, clinical nurse specialists, certified registered nurse anesthetist, and nurse midwives are eligible for admission to the Post-MSN DNP option. The Post-MSN option will also be available to those with an MSN in nursing administration. The first cohort of BSN to MSN students will enter the program in the fall of 2013 beginning with 12 students. It is anticipated that the BSN to DNP cohort will increase each year reaching by year three 20 BSN – DNP students annually. BSN to DNP students will graduate the program prepared to sit for national certification as Family Nurse Practitioners (FNP). Based upon the needs assessment the program has the potential to have 118 students enrolled by the fall of 2016. It is anticipated that the first group of students (MSN-DNP) will graduate in the spring of 2014.

The 36-credit hour Post-MSN DNP and 76-credit hour BSN to DNP will utilize blended course delivery methods. Potential applicants documented in the completed needs assessment that they preferred limited face-to-face meetings in weekend options facilitated by online or interactive television sessions. The graduate faculty in the school of nursing has experience and technology support to provide educational experiences using these pedagogies. No new sites will be initiated. The program has sufficient financial, physical, technological, library, evaluation, faculty, and other resources to implement the proposed program.

II. BACKGROUND INFORMATION

WKU's School of Nursing (SON) has a strong presence in the community, the region, as well as surrounding states and a history of producing excellent nurses at all levels. We are the major supplier of nurses to the surrounding hospitals, health departments, clinics, primary care centers, schools, long-term care and rehabilitation facilities, and other agencies. Our record of preparing advanced practice nurses is evident in the graduates who have been successful in practice. The faculty believes that the proposed DNP program will best continue to prepare our graduates for advanced practice roles in the current complex health system that will require nurses prepared as leaders to change the health behaviors of Kentuckians and the nation.

Overview and General Information about WKU

On March 21, 1906, the Kentucky General Assembly approved legislation to establish two teacher training institutions, or "normal schools," in the state. A locating commission chose Bowling Green, KY to be the site of one, and the Western Kentucky State Normal School was created. Classes began on January 22, 1907. Over the next decade, the curriculum focused on teacher training and certification.   In 1922 the state renamed the institution Western Kentucky State Normal School and Teachers College and authorized it to grant four-year degrees. The first such degrees were awarded in 1924. As Western's mission broadened; its name was shortened in 1948 to Western Kentucky State College. On June 16, 1966 Western Kentucky State College became Western Kentucky University.

The College of Health and Human Services (CHHS) was established by the Board of Regents in August of 2002, consolidating all health and human services programs including the School of Nursing, Allied Health, Communication Disorders, Consumer Family Sciences, Kinesiology, Recreation and Sports, Public Health and Social Work. In the fall of 2010, only Potter College of Arts and Letters surpassed CHHS enrollment.

The WKU Board of Regents and the Council on Post Secondary Education (CPE) approved a proposal for a Master of Science degree program in 1995. The program was approved to prepare Advanced Practice Nurses (APNs) as primary care practitioners, nurse educators, and nurse administrators. The primary care nurse practitioner concentration was implemented in

fall 1995 with its first graduate completing the program in August 1997. The nurse educator tract was implemented in fall 2001. The first nursing administration course was taught in fall 2005, with the first cohort completing this concentration in May 2006. A post-masters certificate option in the nurse practitioner and nurse educator's concentrations was also implemented.

WKU Mission, Vision, and Purpose

Western Kentucky University (WKU) is part of the public Kentucky postsecondary education system established more than 100 years ago by Kentucky statute. WKU is governed by its Board of Regents and the CPE. A nationally prominent university, it engages a diverse global family of faculty and students in technologically enhanced academic programs in education, the liberal arts and sciences, business and health professions at the undergraduate and graduate levels. The WKU mission statement states

> *Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.*

WKU recognizes that its mission continues to evolve in response to regional, national, and global changes, and the need for lifelong learning. The program philosophy is based upon the beliefs of the faculty and is supported by the congruence between the mission of the University, College, and School of Nursing. Table 1 presents in cross tabs a comparison of the mission statements.

Table 1

Comparison of WKU Mission of University, College, and School of Nursing

WKU Mission	College of HHS Mission	School of Nursing Mission
Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.	The college provides diverse educational opportunities leading to excellence in health and human services for a global community.	Our mission is to provide undergraduate and graduate education, and lifelong learning opportunities to meet the changing health care needs of a global society.

Statement of Purpose

   WKU provides students with rigorous academic programs in education, the liberal arts and sciences, business, and traditional and emerging professional programs, with emphasis at the baccalaureate level, complemented by relevant associate and graduate-level programs. Located in the Appendix A is a list of the programs and degrees currently offered by WKU. WKU's commitment is to ensure value in a holistic learning experience through high standards for student achievement and conduct, a strong faculty, technological innovation, personalized attention, broad access, and public accountability for actions and outcomes.

   In the spring of 2010, the university president updated the strategic guide to include funding priorities for the next five years. Listed in the priorities was increasing support for expansion of the School of Nursing to accommodate an increasing enrollment and create space to ensure the vitality of the program. In 2008, the approval by the Kentucky Council of Postsecondary Education (CPE) for the EdD degree resulted in the further development of resources and support for a second practice doctorate, the DNP.

Program Approvals

   The DNP program was approved by the WKU Board of Regents on January 21, 2011 and the Kentucky Board of Nursing on January 28, 2011 (see Appendix B). The proposal has been submitted to the CPE with approval expected in April 2011.

III. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

   Research studies by the Institute of Medicine, the National Institute of Health (NIH), and the Joint Commission on the Accreditation of Healthcare document the changing and complex health needs of Americans, the rapid expansion of health care knowledge, and the challenges of educating healthcare professionals. In 2004, members of the American Association of Colleges of Nursing endorsed the *Position Statement on the Practice Doctor in Nursing* (DNP)*,* a call to change the education of advanced practice nurses (APNs) by requiring a DNP as the entry level for practice for nurse practitioners, nurse anesthetists, clinical nurse specialists and nurse midwives by the year 2015. In 2006, the American Association of Colleges of Nurses (AACN) published the DNP Essentials to guide program and curriculum development. The DNP as a

practice-focused degree is analogous to professional degrees offered in other health professions (e.g. Doctor of Medicine, Doctor of Dental Surgery, Doctor of Pharmacy, and Doctor of Physical Therapy). The National Academy of Sciences (AACN, 2006b) supported the practice doctorate as the terminal degree for advanced practice nurses by stating, The NIH has identified that doctorally-prepared nurses are required to fully implement new science and practice innovations developed by nurse investigators(AACN, 2006b). The Commission on Collegiate Nursing Education (CCNE), the accrediting body of the AACN, began accrediting DNP programs in the spring of 2009. To date CCNE has accredited 56 programs. AACN reports that 138 nursing graduate programs are enrolling students in DNP program in 36 states and the District of Columbia (AACN, 2010a). AACN, the National League for Nursing (NLN), the American Academy of Nurse Practitioners (AANP) and other specialty organizations envision that within the next five to ten years the BSN to DNP will redesign the educational paradigm for nurse practitioners, clinical nurse specialists, nurse anesthetists', nurse midwives, and nurse executives in the United States.

Service Area

The WKU service area includes the Kentucky counties bolded in Table 2 (CPE, 2010). Students enrolled in the WKU FNP program reside primarily in Kentucky and central Tennessee with a majority from the geographic service area. Table 2 documents the number of students entering the program from WKU's service counties in the previous five years.

Table 2

MSN Students by Year and Residence

County or State of Residence	2006	2007	2008	2009	2010
Adair	2	3	4	6	3
Allen			1	4	4
Barren	8	10	13	14	12
Breckinridge					
Butler	1	2	2		1
Clinton	2				
Cumberland					1
Daviess	4	3	6	8	11
Edmonson	1	1			
Grayson	2	1	2		3
Green	1	2	2	1	1
Hancock	1	1	2	1	
Hardin	2	2	2	1	6
Hart	2	2	1	1	4

County or State of Residence	2006	2007	2008	2009	2010
Larue				2	1
Logan	3	4	4	2	2
McLean	1				
Meade	1			1	
Metcalfe	1	1			1
Monroe	3	4	2	3	2
Muhlenberg		1	1	2	2
Ohio	1			1	1
Russell			2	2	
Simpson	2	3	3	4	3
Taylor		1	1		2
Todd			1	1	
Warren	20	23	30	46	43
Other KY counties	2	23	31	25	39
Tennessee	6	5	6	7	14
% from WKU Service Area	**88%**	**70%**	**68%**	**76%**	**66%**
Total	69	92	116	132	157

*WKU service area counties in bold.

Yearly graduate follow-up surveys of FNP students document that the students do return to their home area to practice or to a practice area that serves the graduates county of residence. FNP students comprise 86% of the enrollment in the total WKU MSN program. Despite the economic recession and the rising costs of higher education, the enrollment in the WKU MSN program for 2010 reached a high of 157 students (all specialties) representing a growth of nearly 300% from 2000. Table 3 illustrates the stability of graduation rates. The pool of

Table 3

WKU Enrollment and Graduation Trends 2007 -2010

Semester	F2007	Sp2008	F2008	Sp2009	F2009	Sp2010	F2010
PT	22	42	30	50	46	71	88
FT	28	11	28	17	28	30	36
Total	50	53	58	67	74	101	124
Graduates	0	15	0	20	0	20	2*

*First fall graduates

eligible applicants for the FNP program continues to increase. In the academic year 2008, the MSN faculty made the decision to admit students in both fall and spring semester to accommodate eligible students. In 2009, twelve eligible students were not admitted and in 2010, twenty students were not offered admission. The increase in the applicant pool is influenced by several factors. The WKU RN to BSN program saw a large enrollment increase as the program moved from classes offered through interactive television to three distant sites to

an all on-line option. Two area hospitals began the Magnet journey and staff nurses began to see the benefit and received encouragement to obtain a Bachelor's Degree.

A stratified sample of registered nurses was completed in the spring of 2007. The survey was mailed to all registered nurses in Kentucky in the WKU service area and border counties in Tennessee. The mailing lists were received from the KBN and Tennessee Board of Nursing. This survey was an attempt to determine the individual's educational goals, thus providing data for strategic planning within the School of Nursing. Of the 1,736 individuals who responded, 40 indicated that they plan to pursue the DNP degree within the next five years.

A second survey was designed to determine the needs of students currently enrolled in the MSN program. An electronic survey was sent, using Survey Monkey, through the program list serve to all students enrolled in the spring of 2009 (n = 110). Fifty-nine (54%) of current NP students indicated that they will obtain a DNP within five years of graduation.

Recent graduates, (those who graduated in the previous 6 years) were electronically surveyed in 2009 through the alumni list serve and expressed interest in returning to WKU to obtain a DNP degree. Forty-seven nurse practitioners responded to a survey to determine their interest in a DNP. Twenty persons (42%) stated they plan to seek the DNP degree, with the majority of those planning to start a DNP program in 1-3 years. Seventy-five percent of respondents indicated that accessibility, (scheduling, mode of delivery, etc.), would influence their decision to enroll in a DNP program, and 88% of participants responded they would prefer part-time enrollment. In addition to the above reference to WKUs supply of new nurses, there is a well documented shortage of primary care providers in rural areas. All of our graduates find employment as FNPs in the communities in which they live, many of which qualify as rural communities.

Health Profile

The need for increased and improved access to primary health care in Kentucky is well documented as Kentuckians are among the unhealthiest of US citizens. Many of the reported diseases directly relate to poor behavioral and social factors and the resulting chronic diseases translate to higher morbidity and mortality rates and increased health care costs. The most significant and modifiable health risk for Kentucky people is smoking. Although, adult smokers

have decreased from 35.9% in 1990 to 25.2% in 2009, the rate is still above the national rate of 21%. Among youth, 12 to 17 years, 15.9% reported smoking cigarettes, the highest rate in the nation (CDC, 2010). High rates of obesity and physical inactivity also affect Kentucky. 31.5% of adult Kentuckians are considered obese (CDC, 2009). In 2007, 32% of Kentucky adults reported no regular physical exercise in addition to poor dietary choices. Cardiovascular disease remains the leading cause of death in Kentucky accounting for 38% of all deaths annually (Kaiser Family Foundation, 2010). Death rates from both lung/bronchus and colorectal cancer are among the highest in the nation (American Cancer Society, 2010). The Kentucky rate for diagnosed diabetes in 2009 was the 4th highest in the nation at 11.4% compared to a national median of 8.3% (CHFS, 2010).

Kentucky has high rates of uninsured or underinsured populations as well as problems with access to health care. The Kentucky Institute of Medicine (KIM) found that 44% of the state's population live in rural areas classified as high poverty and that primary care provider rates are 1:3,500, much less than the recommended provider rates (2007). KIM documented the shortage of physicians and primary care providers in Kentucky as 2,298. Additionally, it is anticipated that an additional 600,000 Kentuckians will need access to primary health care as the Affordable Health Care Act is enacted (L. Juett, personal communication, December 15, 2010).

In the state of Kentucky, there are 2,339 nurse practitioners, 142 Rural Health Clinics, and 18 Federally Qualified Health Centers that provide services at 94 sites in the state (Kaiser Family Foundation, 2010). In 2007, sixteen percent of the state's population was enrolled in the Medicaid program (Kaiser Family Foundation, 2010). Nationally only 40.2% of physicians report accepting all new Medicaid patients and more than 28% of physicians are not accepting any new Medicaid patient (Center for Studying Health System Change, 2010). Nurse practitioners can increase access to primary care especially in rural and underserved areas.

The graduate faculty in the WKU SON had the primary responsibility of DNP curriculum planning, development, implementation, and evaluation. Additional members who join as external participants and Advisory Committee members include: Connie Smith, WKU alumni and CEO of Commonwealth Health Corporation that includes the Medical Center at Bowling

Green, Medical Center at Scottsville, Medical Center at Franklin, CorpCare (VA and Occupational Health Clinics), Urgent Care, Quick Clinics and others, Betsy Kullman CNO of the Medical Center at Bowling Green and preceptor for current MSN nurse administration students, Marilyn Dubree, Executive Nurse Officer and nationally know leader in health care, Melinda Joyce, Director of Pharmacy Services for CHC has taught Advanced Pharmacy for WKU NP and Nurse Educator students for more than 10 years and has experience as an educator, and Dr. Patricia Blewett, physician, preceptor and advocate for NP students. Dr. Suzanne Prevost is a nurse educator and nurse researcher at the University of Kentucky in the College of Nursing. She has many years experience in teaching advanced practice nurses and currently teaches in the DNP program at the University of Kentucky.

IV. DESCRIPTION OF THE CHANGE

Geographic Service Area, DNP Decisions, and Proposed Start Date

The WKU SON faculty supports the mission of the University to be responsive to the needs of area citizens and WKU graduates through the development of new programs and opportunities for lifelong learning. In 2004, the faculty began following the professional literature and recommendations from AACN, NONPF, and NLN, for a practice doctorate for advanced practice nurses. In 2005, a faculty member entered the University of Kentucky (UK) College of Nursing DNP program. UK, an early adopter of this innovation, would become a model for the WKU DNP program. Faculty began attending national conferences focusing on DNP programs at this same time to explore different models and to learn from experiences of other program faculty. RNs from the WKU service area began documenting their need for the DNP program in a survey of RNs residing in south central Kentucky and border counties of Tennessee in 2008.

A letter of intent was submitted to CPE in the fall 2009, and CCNE was notified of WKUs intent to develop the DNP program which would be a substantial change in our program. A fall 2011 target for admission of the first class of Post MSN DNP students was established. The faculty has followed recommendations from AACN and plans to admit advanced practice nurses with current specialty certification and nurse administrators to the Post MSN DNP option. The BSN to DNP will also meet the competencies for the FNP graduate and will utilize the current approved courses and clinical practicum experiences.

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The DNP curriculum provides advanced practice education in evidence-based practice, quality improvement, health care systems, leadership, program evaluation, and health policy. The WKU DNP program outcomes are:

- Critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes.
- Develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models.
- Use and evaluate information systems and technology to improve clinical decision making, and health outcomes.
- Demonstrate leadership in the critical analysis and application of economic, ethical, political, and social components of health care policy.
- Demonstrate inter-professional collaboration and leadership skills to improve patient and population health outcomes.
- Analyze and apply advanced nursing practice concepts of clinical prevention and health promotion to improve health outcomes in relevant populations.
- Apply the relevant advanced practice role to improve patient health outcomes and health care systems.

WKU will offer the DNP program to MSN graduates of nurse administrator and nurse practitioner programs as a post-master's degree. The BSN to DNP curriculum will allow the student to sit for the family nurse practitioner national certification examination. The MSN faculty completed multiple surveys beginning in 2008 which identified career plans of graduates, area RNs, and APRNs.

The results aforementioned student surveys contributed to the decision of the faculty and SON Director to begin the application process toward a DNP program for WKU. The DNP program was included in the strategic plan for the SON beginning in 2009 and discussion began with college and university administrators to identify financial and related resources for the development of the program. With approval of these individuals, the faculty began development of the program curriculum and policies with a target date of implementation of the program for fall 2011.

Program Description

Full-time and part-time progression options have been developed for RNs who have an earned MSN as advanced practice nurses and for BSN prepared nurses who desire to earn the

DNP and be prepared as an FNP. Based upon the experience of faculty in a DNP program and the needs assessment of potential students, the courses will be offered using a variety of pedagogies. Each semester selected courses will be taught in a weekend format (Friday evening & Saturday) meeting three weekends per semester. The face-to-face classes will be held at the main WKU campus. The week-end option offers the availability of many class and conference rooms, and improved parking for professional speakers and associates. All classrooms offer needed technology such as computers, projectors, and work space. Online supplemental content and interaction will occur via BlackBoard (Bb) online. This will accommodate practicing nurses. Classes will be in a blended format with traditional classes supported by online content provided by students, peers, and faculty, group work, and discussion boards.

As with MSN applicants, discussion about possible clinical practicum sites, research interest and preceptor qualifications are discussed prior to admission decisions are made. Program policies related to preceptor credentials, responsibilities, student and faculty roles are followed and are published in each appropriate class syllabus and the program School of Nursing Student Handbook. The SON has a staff person who works with students and faculty to initiate and maintain affiliation agreements currently numbering more than 400. Faculty has the authority and responsibility for determining the appropriateness of the clinical site and the preceptor based upon professional and accrediting standards adopted by the program. Current agreements include hospitals (public and private, Magnet designated large and small in size), long term care facilities, public health departments, home care agencies, professional and social agencies, managing companies and others.

WKU has incorporated 480 clinical hours for Post MSN DNP students and 1000 clinical hours for BSN to DNP students. Based upon AACN recommendations, experiences are planned to build upon the student's prior education, experience, and choice of specialization. It is anticipated that, based upon these student characteristics, the experiences identified by the student and faculty will be varied. The faculty will determine if the agencies, organizations and identified preceptors can provide the rich immersion experiences needed to help the student

build the competencies needed to have success in the final synthesis project and to achieve the program outcomes.

The faculty determined that for efficiency and economy the program would begin with a Post MSN-DNP program admitting cohorts of 20 MSN students each fall. In year three, 12 Post BSN-DNP students would join the new cohort. This number would allow for 2 clinical groups based upon the CCNE faculty to student ratio (6:1) for clinical courses for year 3, 3 groups for year four, and 4 for year five. This number was established based upon an analysis of current faculty by credential and certification, additional faculty, needs assessment, regulatory changes, and faculty philosophy. The following table presents potential enrollment for the first five years of the program.

Table 4

Projected Enrollment in WKU DNP Program

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Cohort 1	20 Post MSN	20 Post MSN	20 Post MSN			
Cohort 2		20 Post MSN	20 Post MSN	20 Post MSN		
Cohort 3			20 Post MSN	20 Post MSN	20 Post MSN	
			12 BSN-DNP	12 BSN-DNP	12 (BSN-DNP)	
Cohort 4				20 Post MSN	20 Post MSN	20 Post MSN
				18 BSN-DNP	18 BSN-DNP	18 BSN-DNP
Cohort 5					20 Post MSN	20 Post MSN
					20 BSN-DNP	20 BSN-DNP
Cohort 6						20 Post MSN
						20 BSN-DNP
Total Students	20	40	72	90	110	118

Curriculum model and pathway.

MSN prepared nurse practitioners and nurse managers will be admitted to the Post-MSN option of the program. BSN to DNP students will also complete the FNP courses and will be eligible to sit for national certification exams as FNPs from the American Academy of Nurse Practitioners or the American Nurses Credentialing Commission and to apply for licensing in their states of residence. These graduates will be prepared to provide primary care to individuals across the lifespan in a variety of settings. Students entering the Post MSN DNP will document evidence of previous education and clinical hours completed by submitting transcripts of graduate work and a form signed by program faculty from the university awarding the MSN degree. The integration of the MSN to DNP and BSN to DNP curriculum and course descriptions are found in Appendix C.

Selection of Students for the DNP Program

   Admission to Graduate Studies at WKU is a two-step process first requiring an application with fee and official copies of all higher education course work and degrees to the Office of Graduate Studies and Research. The application may be submitted online. Following receipt of these materials, the SON Graduate Program is notified of the student's acceptance to WKU and a recommendation form requesting approval for official admission to the major is sent to the Graduate Coordinator. Additional requirements for admission to the DNP program include:

- Have an earned BSN or MSN, with a specialty in nursing administration or nurse practitioner, from a CCNE or NLNAC accredited nursing program,
- GPA – 3.25 cumulative in BSN or MSN. Students with a GPA of less than may submit GRE scores and request admission. WKU GRE requirements include a GAP score of 2200 (GRE scores earned   X   undergraduate cumulative GPA), and achievement of a 3.5 on the writing component.
- Submit appropriate TOFEL scores if the undergraduate or graduate degree is from an international university outside the U.S. or English is second language (WKU SON, 2008). To be considered for admission to the pre-licensure program, English as a second language (ESL) applicants must achieve minimum scores on the TOEFL internet-based test (TOEFL iBT) of:
  a.   Minimum Cumulative Score 86 combined and
  b. Minimum Individual Scores of:
      26 in Speaking
      20 in Writing
      20 in Reading
      20 in Listening
- Submit three professional references on form provided to applicant
- Provide a written goal statement of at least 500 words
- Submit a resume or CV highlighting past education, relevant clinical experience scholarly endeavors and professional service (BSN to DNP students must document one year of full time experience as a registered nurse)
- Professional license –
  a. MSN –
      i. NPs must have a current and unencumbered RN and APRN license in the state of residence in which clinical experiences will be completed,
      ii. Nurse Administrators must have a current and unencumbered RN license in the state of residence where clinical experiences will be completed.
  b. BSN – current and unencumbered RN license in Kentucky or compact state
- Completed verification of post-baccalaureate practice hours form.

Unit and Program Administrators

Dr. Mary Bennett, is the Director for the School of Nursing. Dr. Bennett meets all requirements for a director of nursing units as identified by the Kentucky Board of Nursing and the CCNE. As documented in her curriculum vitae (Appendix D) she has an earned PhD in nursing and is an FNP with experience nursing practice, teaching including curriculum development, and administration. She currently practices as an FNP. In her role as School of Nursing Director she has administrative oversight for all aspects of management of the programs.

Dr. Eve Main, is the program coordinator for the DNP program. Dr. Main has completed a DNP program and is certified as an FNP. She has experience as a faculty and advanced practice nurse. She worked with the graduate nursing faculty to develop the curriculum and plans to implement the program. Her curriculum vitae (Appendix D) documents her scholarship, recognitions, and experiences.

V. FACULTY

AACN has stated that to "ensure the scholarship of nursing practice, the faculty ideally should possess a doctoral degree with expertise in the area in which the faculty will be teaching" (AACN, 2006a, p. 13). All of the faculty currently approved as graduate faculty will be utilized to teach courses in the DNP specific to their education, credentials, and expertise as they meet the standards required by KBN and CCNE. Credentials needed for graduate faculty was previously described. Faculty in the SON may be employed in either tenure or clinical ranks. Minimum requirements for employment in the SON include an earned MSN, doctorate degree preferred, with at least two years practice experience in the area of instruction. All faculty must maintain an active nursing license in Kentucky or a compact state and have appropriate specialty certifications as required. For example, all NPs teaching in the FNP specialty tract are board certified as family nurse practitioners and are licensed as APRNs. To be hired in a tenure line as an assistant professor the individual must have an earned doctorate, appropriate license, or certification, and appropriate relevant experience as noted in the advertisement for the position. The faculty roster (see Appendix E) identifies faculty credentials, expertise and courses currently taught in the WKU graduate nursing program. Currently graduate faculty

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teach 12 hours of classes each semester. The expected faculty FTEs for the DNP program are based on each faculty teaching 9 hours of classes each semester. Additional faculty will be added each year as additional students are admitted to the program. The plan is available in Appendix F. More than 50% of the graduate faculty have experiences serving on and/or chairing student theses and dissertation committees. Several faculty serve as adjunct faculty for the University of Louisville and the University of Kentucky.

VI. LIBRARY AND LEARNING RESOURCES

Library Facilities

   Nursing materials are housed and funded as a part of the WKU Helm-Cravens Library located on the Main Campus. The main library is open Monday through Friday 7:45 a.m. to midnight, Saturday 9:00 a.m. to midnight, and Sunday 1:00 p.m. to midnight during the fall and spring semesters. Library holdings are updated and expanded by the Health Sciences Librarian responsible for the nursing collection. A notification service (Coutts) keeps the librarian apprised of new nursing titles. Additionally a weekly new medical book list is accessed from www.majorsbooks.com. Furthermore, the library subscribes to Doody's Core Titles at www.doody.com/dct, which also aids in updating the collection.

   Library inventory supporting the nursing curriculum is made up of books (monographs), serials, audiovisuals, and databases. As of April 2006, the library held approximately 638,795 cataloged book volumes and subscribed to 3,823 serial titles; 1,942 items were in the "RT" collection, where "RT" is the Library Congress class assigned to nursing. Addressing the health sciences as a whole, 20,023 items were in the "R-RZ" call number group. Outdated materials are periodically purged by the Health Sciences Librarian with faculty input. As funds permit and with faculty input, audiovisuals and e-books are also purchased and are increasingly popular; audiovisuals are fully cataloged and are part of the circulating collection in the main library. The library has sixty current individually subscribed nursing journal subscriptions.

   Many other nursing titles are partially or fully available in online full text through collective agreements with aggregators (primarily EBSCOhost and ProQuest), which are paid for out of other parts of the library budget or funded through the Kentucky Virtual Library.; 80 titles are listed in the Medicine-Nursing classification of TDNet. Additionally, WKU is currently

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negotiating with Wolters Kluwer for an institution-wide site license to the Ovid Full-Text Nursing Plus collection of 42 core nursing titles (some of which are already held plus many new titles); if approved, this collection will be activated in 2011.

In fiscal year 2010-2011, $4,187.74 was allocated to the School of Nursing to purchase monographs, audiovisuals, and new journals and databases. Also in FY2010-2011, an additional $26,787 was allocated for the upkeep of the library's existing nursing journal subscriptions. Interlibrary Loan is available to students and faculty for materials that are not held by the WKU libraries. No fee is charged for Interlibrary Loan. In addition, an Extended Campus librarian who procures materials and conducts searches for Extended Campus students serves the WKU campuses in other cities. A courier and a FAX machine are used to send materials from the main campus in Bowling Green to the Extended Campus sites. The health sciences librarian uses the National Library of Medicine's DOCLINE system to obtain CINAHL and PubMed articles from other participating libraries.

Searchable databases – on- and off-campus access.

WKU Libraries makes nearly 200 databases available on and off campus to students and faculty at https://www.wku.edu/Library/deansoffice/online alphabet.htm#H. The most popular of these are the EBSCOhost databases provided through the Kentucky Virtual Library. Of particular interest to nursing students are EBSCOhost's CINAHL with Full Text, MEDLINE, PsycINFO, and Academic Search Premier. The ProQuest Theses and Dissertations Full Text database is another valuable resource, as is the Lexi-Comp drug database. Additionally, a subscription to the Cochrane Library systematic reviews became available in Feburary 2011.

Off-campus access is usually through the library's proxy server, which enables WKU users to log in with a single university-provided NetID and password to access most licensed resources, such as subscription e-journals and databases, from any location with Internet access. A list of individual URLs and passwords for popular resources such as EBSCOhost is maintained and is provided upon request to users working from locations such as hospitals where access through the library proxy server is problematic. To enable WKU on- and off-campus users to browse and search WKU's e-journal titles and to link to full-text e-journal articles retrieved from library databases and from Google Scholar, WKU Libraries uses the TDNet A-Z electronic journals

manager. For example, when a nursing student searches EBSCOhost CINAHL, he or she can click a TDNet link to pull up the full text of any article from WKU Libraries' e-journal holdings, either on or off campus. Off-campus users sign in to TDNet using a University-provided NetID/password. The following online journals (see Table 5) are accessible on and off-campus.

Table 5

WKU Libraries Online Nursing Journals

AJN	Gynecology Online	AORN
Applied Nursing Research	Children's Health Care	Computer Informatics in Nursing
Critical Care Nursing	Geriatric Nurse	Heart & Lung
International Nursing Review	Journal for Specialist in Pediatric Nursing	Journal of Advanced Nursing
Journal of CV Nursing	Journal of Emergency Nursing	Journal of Nursing Administration
Journal of Nursing Education	Journal of OB & Neonatal Nursing	Journal of Pediatric Nursing
Journal of Pediatrics	Journal of Professional Nursing	Journal of Psychosocial Nursing
Journal of School Nursing	Kentucky Nurse	Medical Care
Nurse Educator	Nurse Leader	Nurse Practitioner
Nurse Administrator Quarterly	Nursing Outlook	Nursing Research
Oncology Nursing Forum		

An additional 31 journals are available in print at the main library. Graduate students can order individual copies of articles via interlibrary loan. This request can be submitted online and is usually returned to the student via e-mail. There are individual holdings for business, government, leadership studies, public health, communication, and educational leadership that are also available to the student.

Assistance and Resource.

The Reference Center ("help desk") on first floor Helm Library is staffed from 8:00 a.m. until 10:00 p.m. Monday through Thursday and until 12:00 midnight Friday through Sunday in fall and spring semesters when classes are in session. A full-time Health Sciences Librarian serves as liaison to the College of Health and Human Services and is available via e-mail for after-hours consultation. The Health Sciences Librarian is certified by the Academy of Health Information Professionals (AHIP) of the Medical Library Association (MLA), at the distinguished level, has

been an MLA member for 30 years, and has published regularly in the field of health sciences librarianship. In the past year, the Health Sciences Librarian has updated her skills by taking MLA-approved CE courses in DOCLINE procedures, e-book acquisitions, library support for evidence-based nursing, and advanced online searching. For students needing in-house access to equipment, the library offers state-of-the art resources. Approximately, 100 computers, several scanners, assistive technology for visually, hearing, and orthopedically impaired users, and audiovisual equipment are all available in the main library. On second floor Cravens, a high-speed open-book scanner allows high-resolution copying of books, photographs, and other images.

To guide users in planning library research The WKU Libraries website maintains online subject research guides for all subject areas taught at Western, including nursing. This fall, the Dean signed an agreement with LibGuides to provide a content management framework for better, more easily updated library subject guides. The Health Sciences Librarian has also developed tailored PowerPoint presentations that are made available to nursing faculty for use on their Blackboard sites to help students complete library research assignments.

To assist users in obtaining materials not held by WKU Libraries, Interlibrary Loan is available free of charge to students and faculty. Faculty and graduate students may initiate ILL requests online through Illiad. Alternatively, upon request, the health sciences librarian can obtain CINAHL and PubMed articles from other participating libraries via the National Library of Medicine's DOCLINE system. In calendar year 2009, 91 articles were obtained free of charge through DOCLINE for WKU students, faculty, and other area health professionals with an average throughput time of one day.

Online access to other health sciences collections is readily available and is federally funded through the National Network of Libraries of Medicine (NNLM). NNLM also funds grants to improve local services; last year, for example, a $200 grant helped students and faculty obtain articles from other libraries via DOCLINE.   The Kornhauser Health Sciences Library at the University of Louisville is the NNLM resource library for western Kentucky. The Health Sciences Librarian regularly consults with Carol S. Brinkman, Outreach Librarian at the Kornhauser Library, by e-mail or phone as necessary. Additionally, reciprocal free interlibrary loans

agreements with UK, UL, and many statewide hospital libraries allow health sciences students and faculty to obtain needed articles without charge, often within 24 hours.

Technology Resources

Extensive technology resources are available through the Information Technology Division for faculty, staff, and students. A Student Technology Brochure is available online and is a beginning point for students with limited technology or for students new to the WKU system. Basic technology support includes webmail, TopNet, and Blackboard (Bb). All students have a webmail account (students@topper.wku.edu) that is available during enrollment and as alumni. TopNet systems provides a mechanism for Registration, records management such as academic transcripts, financial management etc., and as previously describe, Bb is the online course format used by all WKU web and blended courses. Extensive Bb training is available online through video tutorials for students and faculty and online and in class instruction for faculty.

Student Technology Centers are located at convenient locations across the university. In addition to six locations on the main campus, there is also one Student Technology Center (STC) at each regional campus location, and another at the South Campus (Community College). STC labs are equipped with the latest hardware, software, scanners, and laser printing. One location, in the Mass Media and Technology Hall, is open 24 hours a day, 7 days a week while classes are in session. Student Technology Centers are restricted for the use of WKU students only, requiring only the WKU ID and passwords to access. Computer labs are available at 8 other campus sites.

Student tuition includes 1500 pages of copies each semester. The student may print from a computer to any of the labs. Students take advantage of this benefit. The Mass Media lab, open extended hours daily is conveniently located next door to where nursing classes are usually scheduled. Individual colleges also maintain student computer labs. The College of Health & Human Services provides a student lab, that includes 48 desktop computers and a computer cart of 24 lab tops that can be checked out by faculty for use in any classroom. The CHHS computer lab also provides printing and lamination of large research posters.

The IT Helpdesk provides technical assistance to faculty and students either online or by phone. IT Help can provide remote access to help individuals solve technology issues, such

difficulties in accessing webmail, Bb, downloading software, virus protection, etc. This division also offers assistance with PC and Apple technology, Blackberry and I- phone technology. Laptops can be left with the IT division located in the Mass Media building for issues not resolved online on via phone instruction. For faculty, individual IT support can also be arranged with a consultant in individual faculty offices.

   IT also maintains the Technology Resource Center open to faculty and students, staffed by individuals with education and expertise in instructional design. Students may, by appointment, learn to use multimedia equipment and software for instructional assignments in video, audio, or digital graphics. Instructors can use the equipment in the Center to develop streaming video, streaming audio, or web graphics for online courses or for instructional web sites. This division will also provide digital audio and video transcribing to meet ADA guidelines, video authoring, audio recording, and video editing. This division will also assist faculty in Bb course design and teach faculty the use of sound effects (maintains library), I tunes, twitter, etc. The IT Division provides new computers to faculty upon hire which are replaced every five years. The Writing Center, offered by the English Department provides individual tutoring, consultation and help related to all aspects of writing. The Center is open during the week every day 10 am – 5 pm but also provides online services. Students can submit papers and questions online and through e-mail and telephone tutors will assist students.

VII. PHYSICAL RESOURCES

Resources for Class Meetings

   The DNP program has two tracks, the MS-DNP track and the BS-DNP track. The MS-DNP track will consist of working NP students who have completed a MS level advanced practice program. Thus, most of the classes in the MS-DNP track will be offered using a blended delivery approach, incorporating face-to-face sessions scheduled during evenings and weekends, online modules, and Interactive Video Services (IVS) classes. Classroom space for this track should be available, as we will use existing space during non-peak hours. The program will use the currently existing IVS classroom and nursing lab space during the first two to three years. The current nursing lab, while heavily utilized during the weekdays 8-4pm, is available for graduate program use during evenings and weekends. Money for some additional lab equipment and

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models is included in the budget (see table 6). The lab has all equipment needed for instruction in advanced health assessment (NURS 503 the only course requiring laboratory instructional space in the FNP program). The current IVS room will accommodate up to 40 students in the on campus classroom and links to extension sites where students located in Owensboro, Elizabethtown, and Glasgow can attend classes. This classroom setup has worked well for our current MS level advanced practice program and we believe it will work equally as well for students in the new DNP program.

Classroom and conference space is scheduled online through a central scheduling system, ASTRA, and can be booked months well in advanced to allow for notification of students and for planning. The SON is located in the Academic Complex, located centrally on the main WKU campus. Each of the four floors of the building offer technology enhanced classrooms designed for adult learner comfort, i.e., tables and chairs vs. desks, for computers, etc. The classrooms and entire campus is wireless for internet. All have projectors, monitors, whiteboards, etc. and some are set up for video conferencing. Conference rooms are available on each floor. The Dean's conference room, located on the second floor of the Academic Complex, has all technology capabilities the same as classrooms and is also available for faculty use. Smaller conference rooms are available on the first floor for private meetings with students or other faculty.

We will need additional space for faculty offices, one staff office, program support services (mailroom, photocopier, and program files), a conference room and space for graduate assistants. In addition, a new nursing research center will be developed to fully integrate evidence based practice and research into the DNP and remaining MSN programs. During the first two to three years of the program, existing space on the main campus at WKU will be made available for the graduate nursing program and new nursing research center. This space is being made available by moving education programs from Tate Page Hall into the new College of Education Building. The graduate nursing program will move into space formerly occupied by the College of Education, and a new graduate nursing program and research center will be developed in that space. Money for minor renovating of this space to meet program needs will come from the DNP program (see building fees) with supplementation from the

School of Nursing or CHHS one time funds as needed. We will occupy this space (approximately 8600 sq ft) with minor renovations only, until the new WKU health sciences building is available for occupancy. Within this new graduate program and nursing research center there will be the following:

- Individual faculty offices (at least 150 sq ft each) sufficient to house the entire nursing graduate faculty
- A private conference room (at least 400 sq ft)
- Office space for graduate students
- A large research center with computers, networking space, file space and meeting area (at least 1,000 sq ft)
- Staff and program space centrally located to allow all graduate faculty access to the program support staff and files (at least 250 sq ft).
-

Beginning in year 3, with the addition of the BS-DNP students, a need for classroom and lab space will start, at that point significant new money will be made available from the DNP program revenues for lease of a new building (see building fees in table 8).

VIII. FINANCIAL SUPPORT

WKU has the financial base and stability to support the development of the DNP program and a long-range plan to maintain the resources needed for a successful program (see Table 6).

Table 6
Five Year Financial Projections

	Year 1 (2011-2012)	Year 2 (20102-2013)	Year 3 (2013-2014)	Year 4 (2014-2015)	Year 5 (2015-2016)
Expenses:					
Administrative overhead	12,000	12,000	12,000	12,000	12,000
Common cost allocations maintenance	7,000	22,400	40,320	50,400	63,840
Salaries and benefits for projected staff and faculty	100,000	220,000	295,000	375,000	475,000
Memberships, professional development and travel, and consultation	4,000	8,000	12,000	16,000	20,000
Campus laboratory furnishing, equipment and supplies to be purchased prior to program implementation as well as on-going expenses	2,000	2,000	10,000	15,000	15,000

	Year 1 (2011-2012)	Year 2 (20102-2013)	Year 3 (2013-2014)	Year 4 (2014-2015)	Year 5 (2015-2016)
Hardware and software appropriate to meet program objectives	2,000	2,000	10,000	10,000	10,000
Capital equipment and maintenance	2,000	2,000	10,000	10,000	10,000
Resources going to institutions or organizations for contractual or support services	5,000	5,000	10,000	10,000	10,000
Office supplies, printing, postage, etc.	1,000	1,500	3,000	5,000	7,500
Other (specify)Building Lease Fee	0	0	100,800	126,000	159,600
Total Expenses	**135,000**	**274,900**	**503,120**	**629,400**	**782,940**
Revenue:					
Tuition and fees	140,000	280,000	504,000	630,000	798,000
Internal reallocations					
Other (specify)	0	0	0	0	0
Total Revenue	**140,000**	**280,000**	**504,000**	**630,000**	**798,000**

Explanation of Financial Model

The numbers in the table above are based on the following assumptions. Twenty students will be admitted in the fall of 2011 to the Post-MS track of the DNP program. These students will be working full-time as NPs, and therefore most, if not all, will be part of a part-time cohort model. The students will take a total of 14 credit hours per year, which includes summer sessions. Students may opt to enroll full-time, which would be 24 credit hours per year, but the financial model in the table above is based on the more conservative assumption that these students will be part-time. Tuition for the WKU DNP program (both post-masters and post-baccalaureate) will be set at $500 per credit hour. Beginning in year 2, this rate would be adjusted by the same rate of increase that is approved for WKU's regular tuition rates each year. Since the financial model shows all of the revenue calculations based on the $500 per credit hour rate, these adjustments should increase program revenue and the viability of the financial mode. The part-time cohort students will be able to complete the MS to DNP program

within 3 years. In year 2, the first 20 students will continue in the program, and an additional 20 students will be admitted to the MS to DNP track.

In year 3 we will continue to admit 20 students to the MS to DNP track. We will also admit students in the BS to DNP track in Year 3 (2013-2014) and admit 12 students to this track the first year. All of our current MS tracks will have continued to admit students up until that time. After the start of the BS to DNP cohort we will no longer admit FNP students to the MS track and resources that were previously devoted to that track will be diverted to support the increased size of the DNP track. As can be seen from table above, the faculty and other resources needed for the DNP program increase significantly at this time. This is needed to support the heavier clinical and lab resources required by BS-DNP students. There will be a full time and a part time option, but the financial model again uses the more conservative part-time load of 14 hours per year, including summers. Sufficient classes will be offered so that full time BS-DNP students will be able to complete all program requirements within 3 years.

At the end of year 3, we will graduate the first group of the MS to DNP students, and that program will have reached steady state, with graduations being balanced by admissions. In year 4 we will continue to admit 20 students to the MS-DNP track, while increasing the BS-DNP admissions to 18. In year five, we will admit 20 more students to the MS-DNP track, while increasing the BS-DNP students to 24. By year 5, we should reach a steady state of approximately 40-45 admissions per year in the DNP program overall. Evaluation of student demand for both tracks will be ongoing, and if there is more demand in one track versus the other we will move student slots to the track that seems to have the most demand, rather than having students wait to get into one track and have empty seats in the other track.

DNP program revenues will support all costs associated with the program. In addition, starting in year 3, the DNP Program will provide funds to support the lease of a new facility, which should be available for occupancy at that time. The lease fees were calculated at 20% of program revenue, starting in year 3. Cost allocations for common maintenance were held at 8% of program revenue, starting in year 2. Common maintenance allocations include money to support any needed minor renovations, maintenance, and security, mass transport to the main campus (once the new building is available), the university library, and technical support.

In conclusion, we feel that the program revenues from the DNP program, as proposed, will support the need for additional faculty, staff, space and equipment needed to start this program during the fall of 2011, providing all necessary approvals can be obtained by this time.

IX. EVALUATION AND ASSESSMENT

The fundamental purpose of program assessment at Western Kentucky University is to encourage continuous improvement in educational programs and administrative and educational support services. Assessment is an ongoing process in which programs and units establish desired student outcomes or administrative objectives and then measure the extent to which those outcomes/objectives are being achieved. Results of the measurements are used to drive improvements in programs and operations that benefit not only the students but the entire campus community. Program assessment at Western Kentucky University is not purely an administrative function. It is a collaborative process that involves and benefits students, faculty, staff, and administrators.

WKU, CHHS and the SON have planned program evaluation processes in which faculty participate at all levels. At the University level, Dr. Doug McElroy, Assistant Vice President for Academic Affairs - Academic Enrichment Effectiveness Western's Strategic Plan, has the responsibility for implementing Challenging the Spirit, provides an ongoing framework for the transformation now in progress at the University. Originally approved by the Board of Regents in 1998, the plan is updated regularly as the University pursues its dynamic agenda of evolving, improving, and aspiring. It encompasses an ongoing process and discipline of planning that is embedded in the culture and practices of the University. Success in the first five years of this plan gives the faculty, staff, students, and alumni the confidence needed to achieve the national prominence (WKU Division of Academic Affairs, 2010).

Building upon the values, mission and philosophy of WKU the University Strategic Assessment Plan (2007) is based upon the following goals for the Academic years of 2007-2012:

- Increase Student Learning,
- Grow a High Quality, Diverse, and Engaged Student Body,
- Enhance Academic Excellence through Premier Faculty and Staff,
- Improve the Quality of Life in Kentucky and Beyond, and
- Enhance the Financial, Physical, and Resource Capacities of the University. (p. 3)

The related student goal is "Students will engage with communities other than their own in purposeful learning activities that explicitly address their capacity and responsibility to contribute to society in

positive ways" (WKU, 2007, p. 17).

- Outcome 1. Students will demonstrate their capacity to apply knowledge and training to address relevant issues in community or society.
- Outcome 2. Students will demonstrate respect for diversity of peoples, ideas and cultures.
- Outcome 3. Students will demonstrate awareness of their opportunities as responsible citizens living and working in a global society.

Individual programs and colleges develop goals and outcomes related to the University goals and report outcome data annually to the Office of Institutional Research and Dr. McElroy. Based upon achievement of the goals individual units are awarded Unit Productivity money to use to enhance the program. The SON has been awarded Productivity Funds at the highest possible level annually for the past five years.

In 1998 WKU established an on-going Academic Program Review Committee (APRC) to provide advice and recommendations regarding the overall health of the university's academic programs, both undergraduate and graduate. The focus of the review is on both qualitative and quantitative data, some of which are supplied by Institutional Research, with the balance provided by the faculty in the programs. The overall objectives of the process are to ensure the high quality of the university's programs, and to determine how best to utilize the university's resources (budget, personnel, equipment, space, etc.).

In addition to the University Assessment Plan, WKU School of Nursing has a comprehensive program evaluation plan that is revised annually. The evaluation plan is based on CCNE Standards and performance indicators from each program in the SON are monitored. The MSN FNP program evaluation includes course evaluations, graduating student exit surveys, evaluation of resources, alumni surveys, clinical site evaluations, and employer surveys. Quantitative data reports and typed verbatim comments from all of the surveys are given to the Program Coordinators who distribute the results to individual faculty. All of the evaluation forms currently used by the SON allow the student to include qualitative comments. Each survey encompasses a component of the Program Evaluation. For instance annual employer surveys include the student's overall performance and their ability to apply knowledge of method, theories, and processes, communicate effectively, utilizes problem-solving skills and function effectively as a team member. Recommendations from the MSN Committee and the MSN Annual Reports include both faculty and student input and recommendations.

Data is collected and reported to the program evaluation committee, included in the Annual

Program Evaluation, reported to the Program Coordinators, and the Director of the SON. The outcomes of the evaluative processes and the recommendations of the Program Evaluation Committee are reported to all faculties and the Director of the SON. Student Input into Teaching Effectiveness (SITE) evaluations are completed each semester and results are communicated to the appropriate faculty and the Director of the SON. The program is also evaluated through input from preceptors at clinical sites through student evaluations. All surveys completed by students and employers are anonymous. Further WKU evaluation capacity is a continuing e-mail service for graduates and an alumni list serve. Personal contacts via e-mail or phone are used to track students following graduation, monitor enrollment trends and assist graduating students with job placement.

   Outcome data from the program evaluation is utilized to make decisions about the program curriculum and policies. The results of surveys are reviewed in a regular meeting of the Graduate Committee. A written response to the evaluation survey results, with any actions plan is documented and copied to the Program Evaluation Committee and any other appropriate individual.

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Appendix A

General Information
Undergraduate Degrees & Majors Offered

WKU.

Undergraduate Offerings

Top 25 Undergraduate Majors

Associate of Applied Science
Paramedicine

Associate of Arts
Business
Information Systems
Early Childhood Education
Office Systems Technologies
Paralegal Studies

Associate of Interdisciplinary Studies

Associate of Science
Agricultural Technology & Management
Architectural Drafting Technology
Dental Hygiene
Health Information Management
Hospitality Management
Manufacturing Technology
Meteorological Technology
Nursing
Vocational-Industrial & Technical Teacher Education

Bachelor of Arts
Advertising
Anthropology
Broadcasting
Communication Studies
Corporate & Organizational Communication
Dance
Economics
English
English for Secondary Teachers
French
Geology
German

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1	Elementary Education, B.S. (#527)	977	937	998	927	965
2	Nursing-RN Training, B.S.N. (#586)	512	560	631	601	667
3	Management, B.S. (#723)	503	480	482	541	560
4	Biology, B.S. (#617)	344	412	478	547	544
5	Interdisciplinary Studies, B.I.S. (#558)	339	343	419	442	526
6	Nursing, A.S. (#273)	564	563	548	527	513
7	Broadcasting, A.B. (#726)	408	434	428	402	389
8	Agriculture, B.S. (#508)	377	419	387	411	374
9	History, A.B. (#695)	312	310	345	297	360
10	Sociology, A.B. (#775)	338	358	368	346	358
11	Accounting, B.S. (#602)	278	337	336	319	341
12	Marketing, B.S. (#720)	325	372	383	357	290
13	Psychology, A.B. (#760, requires 2nd major or minor)	467	436	376	291	273
14	Middle Grades Ed, B.S. (#579)	208	220	221	259	261
15	Psychology, A.B. (#591)	55	60	85	189	259
16	Chemistry, B.S. (#623)	179	205	209	213	247
16	Political Science, A.B. (#686)	213	206	217	231	247
18	Social Work, B.S. (#594)	164	182	193	214	239
19	Exercise Science, B.S. (#554)	-	-	20	126	236
20	Social Studies, A.B. (#592)	184	179	192	171	221
21	Visual Arts, B.F.A. (#514)	158	179	190	196	220
22	English, A.B. (#662)	186	164	177	183	209
23	Business, A.A. (#288)	181	142	168	183	201
24	Biology, B.S. (#525)	105	116	120	140	200
25	Computer Info Tech, B.S. (#587)	32	78	98	136	199

Bachelor of Arts

History

Honors Area Study

International Affairs

Mass Communication

Mathematics

Music

News/Editorial Journalism

Philosophy

Photojournalism

Political Science

Popular Culture Studies

Psychology

Public Relations

Religious Studies

Social Studies

Sociology

Spanish

Theatre

Visual Studies

Bachelor of Fine Arts

Performing Arts

Visual Arts

Bachelor of Interdisciplinary Studies

Bachelor of Music

Bachelor of Science in Nursing

Bachelor of Social Work

Bachelor of Science

Accounting

Advanced Manufacturing

Agriculture

Architectural Science

Biochemistry

Fastest Growing Majors
Fall 2005 to Fall 2009
Five Year Growth

Psychology, A.B. (#591)	+204
Biology, B.S. (#617)	+200
Interdisciplinary Studies, B.I.S. (#558)	+187
Computer Info Tech, B.S. (#555)	+167
Nursing-RN Training, B.S.N. (#586)	+155
Biology, B.S. (#525)	+95
Social Work, B.S.W. (#594)	+75
Dental Hygiene, B.S. (#524)	+69
Chemistry, B.S. (#623)	+68
Accounting, B.S. (#602)	+63

Bachelor of Science *(cont.)*

Biology

Business & Marketing Education

Business Economics

Business Informatics

Chemistry

Civil Engineering

Communication Disorders

Computer Information Technology

Computer Science

Construction Management

Dental Hygiene

Design, Merchandising & Textiles

Electrical Engineering

Elementary Education

Environmental Health Science

Entrepreneurship

Exceptional Education

Exercise Science

Bachelor of Science *(cont.)*

Family & Consumer Sciences

Finance

Geography

Geographic Information Systems

Geology

Healthcare Administration

Health Sciences

Honors Area Study

Hospitality Management & Dietetics

Industrial (Vocational, Career & Technical) Education

Interdisciplinary Early Childhood Education

International Business

Investigative Biotechnology

Management

Marketing

Mechanical Engineering

Medical Technology

Meteorology

Middle Grades Education

Middle School Science Education

Military Leadership

Physical Education

Physics

Public Health

Recreation Administration

Science & Mathematics Education

Sport Management

Systems Management

Technology Management

Graduate Offerings

Master of Arts

Applied Economics

Communication

Criminology

English

Folk Studies

History

Leadership Dynamics

Mathematics

Psychology
Industrial Organization
Clinical
Experimental
General

Sociology

Master of Arts in Education

Adult Education:
General
Community & Technical Colleges

Art Education

Counseling
Marriage & Family
Mental Health

Education and Behavioral Science Studies

Elementary Education

Exceptional Education
LBD
MSD

Instructional Leader-Principal

Interdisciplinary Early Childhood Education

Literacy Education

Middle Grades Education

Music Education

School Counseling

Secondary Education:
Agriculture	*Chemistry*
Art	*Geography*
Biology	*History*
Business	

Student Affairs in Higher Education

Master of Business Admin.

Top 10 Graduate Majors

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1	Library Media Education, M.S. *(#083)*	159	177	188	195	191
2	Communication Disorders, M.S. *(#114)*	145	141	140	169	176
3	Business Admin, M.B.A. *(#057)*	135	124	129	168	167
4	Elementary Education, M.A.E. *(#065)*	64	84	48	82	147
5	Social Work, M.S.W. *(#157)*	50	55	82	119	138
6	School Counseling, M.A.E. *(#046)*	-	8	94	123	118
7	Nursing, M.S.N. *(#149)*	70	72	81	92	116
8	Exceptional Child Ed, M.A.E. *(#107)*	166	162	165	168	113
9	Recreation and Sport Admin, M.S. *(#095)*	23	28	26	29	100
10	Public Health, M.P.H. *(#152)*	102	99	80	74	87

Master of Health Admin.

Master of Public Admin.

Master of Public Health
Public Health Education
Environmental Health

Master of Science

Agriculture

Biology

Chemistry

Communication Disorders

Computer Science

Geoscience

Homeland Security Sciences

Instructional Design

Library Media Education

Mathematics

Physical Education:
Exercise Science
Teacher Education

Recreation & Sport Administration
General
Athletic Administration & Coaching

Technology Management

Master of Science in Nursing
Nurse Administrator
Nurse Educator
Nurse Practitioner
Psychiatric Nurse Practitioner

Master of Social Work

Specialist in Education

Counselor Education

Elementary Education

School Administration

School Psychology

Secondary Education

Cooperative Doctoral with the University of Louisville

Education

Educational Leadership, EdD
Postsecondary Leadership
Organizational Leadership
Teacher Leadership
P-12 Leadership

Appendix B

MINUTES

OF THE BOARD OF REGENTS

WESTERN KENTUCKY UNIVERSITY

January 21, 2011

- **CALL TO ORDER**

Required statutory notice having been given, the first quarterly meeting of the Board of

Regents of Western Kentucky University was held in the *Cornelius A. Martin Regents Room* of

the Mass Media and Technology Hall on the Western Kentucky University campus. The

meeting was called to order by Chair Jim Meyer at approximately 1:15 p.m., CST.

- **INVOCATION**

The invocation was provided by Mr. Tony Glisson, Director of Human Resources.

- **ROLL CALL**

The following Regents were present:

Mr. Jim Meyer, Chair
Dr. Melissa B. Dennison
Ms. Yevette Haskins, Vice Chair
Mr. Freddie Higdon
Mr. Colton Jessie, Student Regent
Mr. Jim Johnson
Dr. Patricia Minter, Faculty Regent
Mr. J. David Porter
Mr. Rob Wilkey

Regents not in attendance:

Ms. James Kennedy, Staff Regent
Mr. Larry Zielke

Others in attendance included the following WKU Administrative Council members:

Dr. Gary A. Ransdell, President
Mr. Howard Bailey, Vice President for Student Affairs
Dr. Gordon C. Baylis, Vice President for Research and
    President of WKU Research Foundation
Ms. Kathryn R. Costello, Vice President for Development & Alumni Relations and
    President of WKU Foundation
Dr. Gordon Emslie, Provost and Vice President for Academic Affairs
Ms. Ann Mead, Vice President for Finance and Administration
Dr. Richard Miller, Associate Vice President for Academic Affairs and
    Chief Diversity Officer
Mr. John Osborne, Vice President for Campus Services and Facilities
Dr. Robert Owen, Vice President for Information Technology
Ms. Robbin Taylor, Vice President for Public Affairs
Ms. Deborah Wilkins, Chief of Staff / General Counsel

> **In keeping with the policy of the Board, the agenda for
> the meeting and information and materials pertinent
> to items thereon had been mailed in advance of the
> meeting by the President to members of the Board.**

- **APPROVAL OF MINUTES**

The minutes of the October 22, 2010 meeting were presented for adoption.

MOTION/APPROVAL:
Motion to approve the October 22, 2010, minutes was made by Mr. Colton Jessie, seconded by Dr. Melissa Dennison, and carried unanimously.

1. **ACADEMIC AFFAIRS – ACTION ITEMS** *(Ms. Yevette Haskins, Chair)*

Ms. Haskins recommended that the Board vote on action items 1.1 - 1.5 as a group, there were no objections.

1.1   Approval of new Master of Accountancy (MAcc) degree type and academic program

REQUEST:
Approval of a new degree type and academic program in Master of Accountancy (MAcc) offered through the Department of Accounting, in the Gordon Ford College of Business.

FACTS:
        The Master of Accountancy is an advanced program of study designed to provide students with an expanded understanding of accounting and business by building on the foundation gained in an undergraduate accounting program. The program provides a graduate-level curriculum to accommodate the growing body of knowledge in accounting and equips accounting students with additional skills and competencies. The curriculum consists of a series of courses allowing students to obtain a command of business and accounting concepts and analytical skills for decision-making. Graduates are prepared to research various databases related to accounting topics, exercise judgment in making accounting–related decisions, and effectively communicate the results of the research and analysis. The courses are delivered by professors who emphasize quality learning experiences and personal attention. Teaching methods vary with a mix of lectures, case studies, special projects, and research activities. In addition to completing the 30 hours of coursework, each student is encouraged to participate in a professional certification review program.

        The Master of Accountancy (MAcc) will enable accounting students at Western Kentucky University (WKU) to gain additional skills and competencies beyond the undergraduate level, while also providing them a path to meet the 150-hour requirement for the CPA certificate.   The Bureau of Labor Statistics (BLS) in its publication titled *Accountants and Auditors: Occupational Outlook Handbook, 2010-2011* forecasts a strong job growth for accountants. "Accountants and auditors employment is expected to grow by 22% between 2008-18, which is much faster than average of all occupations."

        The program curriculum consists of thirty (30) semester hours of graduate courses with eighteen (18) semester hours of required accounting courses, and 12 hours of advisor approved electives.   The MAcc is an essential supportive component of the Accounting Program's mission which is to be a leader in providing excellent accounting education and preparing students for successful and rewarding careers in accounting and business.

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:
Resources in accordance with AACSB accreditation standards are required to support the new graduate program. Specifically, one additional academically-qualified faculty member in accounting is required prior to implementation. The program will be implemented when these resources are available, with a target date of Fall 2011 or Fall 2012.

RECOMMENDATION:
President Gary A. Ransdell recommends approval of a Master of Accountancy degree type and program.

1.2 <mark>**Approval of new Doctor of Nursing Practice degree type and academic program**</mark>

REQUEST:
Approval of a new degree type and academic program - Doctor of Nursing Practice (DNP) -offered through the School of Nursing in the College of Health and Human Services.

FACTS:
For some time, the Master of Science in Nursing (MSN) degree has been the terminal degree for specialized advanced nursing practice. The American Association of Colleges of Nursing (AACN) has now identified the DNP as the preferred preparation for specialty nursing practice. The WKU School of Nursing faculty recognizes the need for WKU to award the DNP in order to remain competitive and continue to attract quality students to the graduate nursing program. In the spring of 2010, the Kentucky Legislature passed SB 127 allowing regional universities to offer a DNP program. Currently the Kentucky Board of Nursing in cooperation with the CPE, is writing the regulations for development and approval of DNP.

The DNP program is intended to meet the market demands for highly skilled professional nurses in local, state and national job market. This program will make it possible for MSN graduates to obtain the Post Masters DNP and provide a BSN to DNP program for students who do not currently have an MSN. This will enable our students to meet the new certification recommendations and be prepared to successfully compete in the job market.

The WKU School of Nursing proposes to offer a DNP program for MSN graduates of nurse administrator and nurse practitioner programs and for BSN prepared nurses. MSN-prepared nurse practitioners and nurse administrators will complete a 37-credit hour Post MSN DNP option. The BSN to DNP program will be a 76-credit hour program.

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:
In accordance with AACN and KBN accreditation standards, sufficient resources must be provided to support the new graduate program. This program requires the addition of one doctorally-qualified faculty member in nursing. The program will be implemented when these resources are available, no later than Fall 2012.

As the program grows, together with an anticipated expansion of the BSN program, additional space and faculty resources will be required. The Office of the Provost, in collaboration with the VP of Financial Administration has developed a plan to accommodate these additional costs through direct allocation of additional tuition dollars to the School of Nursing.

<mark>**RECOMMENDATION:**</mark>
<mark>President Gary A. Ransdell recommends approval of a Doctor of Nursing Practice degree type and program.</mark>

1.3 **Approval of new Undergraduate Minor in Child Life**

REQUEST:
Approval of a new minor - Child Life - offered through the Consumer and Family Sciences Department (CFS) in the College of Health and Human Services.

FACTS:
The minor in Child Life requires a minimum of 21 semester hours. A grade of "C" or above must be earned in the following CFS courses required for this minor: CFS 191, 391, 393, 395, 494, and PHIL 322 and one elective chosen in consultation with departmental advisor. This minor is specifically for students who want a career as a Child Life Specialist.

In 2009, the U.S. News and Report identified the Child Life Specialist career as one of eleven "best kept secret careers." The child life specialist are vital members of a multidisciplinary team in most large pediatric facilities, and an increasing number are applying their unique expertise to help children in other environment, including outpatient healthcare facilities, doctors' offices, hospice care, specialized camps, schools, court systems, and funeral home. Whatever the location, child life interventions focus on the individual needs of the child and family.

Students completing a minor in Child Life will be able to:

- Promote effective coping through play, preparation, education, and self-expression activities.
- Provide emotional support for families
- Encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization.
- Provide information, support and guidance to parents, siblings, and other family members.
- Have an understanding of educating caregivers, administrators, and the general public about the needs of children under stress.

Implementation Date: Spring 2011

BUDGETARY IMPLICATIONS:
No funds requested, as all classes are currently offered in the department on a regular basis.

RECOMMENDATION:
President Gary A. Ransdell recommends approval of an academic minor in Child Life.

1.4   Approval of department name change from Consumer and Family Sciences to Family and Consumer Sciences

REQUEST:
Approval of the Consumer and Family Sciences Department name change to Family and Consumer Sciences Department effective April 1, 2011.

FACTS:
The Department of Consumer and Family Sciences is currently housed within the College of Health and Human Services at WKU. The department offers 3 undergraduate majors with 9 concentrations, 2 associate degrees, and one certificate program.

The department is requesting a name change to the Department of Family and Consumer Sciences (FACS). The department would like to align with the national professional name recognized by the American Association of Family and Consumer Sciences (AAFCS). They made the name change in 1994.

The American Association of Family and Consumer Sciences (AAFCS) is the only national organization representing family and consumer sciences professionals across practice areas and content specializations. Their members provide guidance and practical knowledge about the things of everyday life, including human growth and development, personal behavior, housing and environment, food and nutrition, apparel and textiles, and resource management, so that students and consumers can make sound decisions and enjoy a healthy, productive and more fulfilling life.

FACS Department Mission:

The Department views the family, in all its diverse forms, as the cornerstone of a healthy society. Our mission is to improve the well-being of the family through programs that educate, influence public policy, and help families put research-based knowledge to work in their lives.

FACS Department Vision:

To be recognized as preparing the best qualified graduates in the Commonwealth. Our focus is on preparing students for living, learning and leading in their communities and career endeavors.

The requested name change would have an impact on student recruitment as all high school programs are Family and Consumer Sciences and students are familiar with the content and terminology.

RECOMMENDATION:
President Gary A. Ransdell recommends approval of the name change to Family and Consumer Sciences Department effective April 1, 2011.

1.5   Approval of Emeritus Faculty Appointments

REQUEST:
Approval of faculty emeritus status for recommended individuals.

FACTS:
Listed below are faculty members who have been recommended by the tenured faculty, department head, and college dean to be awarded emeritus/a status. They have served the university for at least ten years and have had distinguished records of achievement and service at the university.

Potter College of Arts and Letters

Department of English

Dr. Brenda S. Martin, Associate Professor of English, Emerita

Department of Sociology

Mr. Craig H. Taylor, Assistant Professor of Sociology, Emeritus

University College

Commonwealth School - Business Division

Dr. Kenneth Utley, Professor of Business, Emeritus

BUDGETARY IMPLICATIONS:
No funds requested.

RECOMMENDATION:
President Gary A. Ransdell recommends awarding the above individuals faculty emeritus status.

MOTION/APPROVAL:
Motion for approval of action items 1.1 – 1.5 was made by Dr. Patricia Minter, seconded by Mr. Colton Jessie, and carried unanimously.

ACADEMIC AFFAIRS - INFORMATION ITEM(S)

- Enrollment Report was provided by Mr. Dale Brown.
- Teacher Leader Certification information was provided by Dean Sam Evans.
- SKyTeach Presentation was provided by Dean Blaine Ferrell; Master Teachers: Rico Tyler and Melissa Rudloff; and Students: Joy Beth Spinks and Amar Patel.

CERTIFICATION OF SECRETARY

I hereby certify that the minutes herein above set forth an accurate record of votes and actions taken by the Board of Regents of Western Kentucky University in the first quarterly meeting held January 21, 2011 in the Cornelius A. Martin Regents Room in the Mass Media and Technology Hall on the Western campus, and further certify that the meeting was held in compliance with KRS 61.810, 61.815, 61.820, and 61.825 (enacted as Sections 2, 3, 4 and 5 of House Bill 100, 1974 Regular Session, General Assembly).

_____
Ms. Julia J. McDonald
Senior Administrative Assistant
President's Office

KENTUCKY BOARD OF NURSING

Steven L. Beshear
Governor

312 Whittington Parkway, Suite 300
Louisville, Kentucky 40222-5172

Phone (502) 429-3300
(800) 305-2042
Fax (502) 429-3311
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February 21, 2011

Mary Bennett. PhD. APRN
Western Kentucky University - School of Nursing
1906 College Heights Blvd., #11036
Academic Complex 111
Bowling Green. Kentucky 42101-1036

Dear Dr. Bennett:

During the meeting of the Kentucky Board of Nursing held February 11, 2011, the Board reviewed the recommendations of the Education Committee concerning initial approval of the Doctorate of Nursing Practice (DNP) program of Western Kentucky University - School of Nursing, Bowling Green.

The Board approved the recommendations therein:

1. *That the application for DNP Program Approval be accepted;*

2. *That initial approval be granted by the Board that will allow the program to proceed with implementation including the admission of students;*

3. *That initial approval by the Board does not release the program from the responsibility for obtaining all other necessary approvals from state or national approval/accrediting bodies prior to the admission of students;*

4. *That it shall be the responsibility of the chief nursing academic officer to notify the Education Consultant within thirty (30) days of the admission and graduation of the first class;*

5. *That the initial approval of a DNP program shall expire eighteen (18) months from the date of approval should a class of student not be admitted;*

6. *That the chief nursing academic officer shall forward any and all formal communication between the DNP program and the national nursing accrediting body to the Education Consultant at the Board within thirty (30) days of receipt including copies of annual and interim reports submitted to the national accrediting body;*

7. *That the chief nursing academic officer shall notify the Education Consultant within five (5) business days of any change in state or national approval/accreditation status;*

8. *That the chief nursing academic officer notify the Board of pending visits by the national nursing accrediting body so that a representative of the Board be included so that a joint site visit with the national nursing accrediting body representative be accomplished; the Education Consultant shall be sent the same materials that are sent to the accrediting body; these requested materials shall serve as the basis of the program's compliance with standards established by the state and the national nursing accrediting body; and*

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Appendix C

Curriculum BSN to DNP and MSN DNP

Course Number and Title	Credit Hours	Clinical Hours	BSN to DNP	Post Masters DNP
Graduate Statistics	3		X	
NURS 500 Advanced Pathophysiology	4		X	
NURS 503 Advanced Health Assessment	2		X	
NURS 504 Advanced Nursing Theory	3		X	
NURS 505 Advanced Health Assessment Clinical	1	60	X	
NURS 510 Advanced Nursing Research	3		X	
NURS 515 Advanced Pharmacology	4		X	
NURS 520 Teaching in Schools of Nursing	3		X	
NURS 550 Primary Care of the Infant, Child, and Adolescent	5	120	X	
NURS 552 Primary Care of the Adult	5	120	X	
NURS 554 Primary Care Practicum	5	300	X	
NURS 601 DNP Education, Roles, & Leadership	2		X	X
NURS 700 Leadership and Organizational Theory for the DNP	3		X	X
NURS 701 DNP Leadership in Health Policy	3		X	X
NURS 712 Evidence Based Practice	3		X	X
NURS 714 DNP Perspective on Economic and Finance	3		X	X
NURS 620 Advanced Biostatistics	3		X	X
NURS 630 Advanced Epidemiology	3		X	X
NURS 740 Technology in Health Care	3	60	X	X
NURS 750 Program Development and Evaluation	3	60	X	X
NURS 755 Quality Improvement in Health Care	3		X	X
NURS 765 Institutional Review Board Process	1		X	X
NURS 780 Clinical Residency	6	360	X	X
Total BSN to DNP Clinical Hours		1080		
Total BSN to DNP Credit Hours	**76**			
Total Post-Master's DNP Clinical Hours		480		
Total Post-Master's DNP Credit Hours	**36**			

Note: Courses in bold are the current WKU courses leading to the FNP degree. BSN to DNP students will complete all of the courses listed.

DNP Course Descriptions

Courses Required in BSN to DNP ONLY:

NURS 500
 Prerequisite: Admission to graduate nursing program or completion of baccalaureate in nursing.
Course Description: Normal physiological and pathophysiological mechanisms of disease are used to explain human responses to potential and actual health problems across the life span as a foundation for clinical practice, decision-making and management.

NURS 503
Prerequisite or Co requisite: NURS 601
Course Description: Emphasis is on advanced health assessment skills and techniques of interviewing that are utilized by the nurse in a primary or acute care setting. Diagnostic laboratory studies will also be discussed as they relate to the nurse in advanced professional practice.

NURS 504
Prerequisite: Admission to MSN program, NURS 601 or permission of the instructor.
Course Description: This course provides the student with a basis for theory development, analysis of selected conceptual and theoretical frameworks for advanced professional nursing practice, and provides knowledge concerning ANA's Social Policy Statement, and role socialization in advanced nursing practice. In addition, the concepts of case management and managed care will be analyzed as approaches to advanced nursing practice.

NURS 505
Co requisite: NURS 503
Course Description: Students will demonstrate advanced health assessment skills and techniques in the clinical setting.

NURS 508
Corequisites: NURS 552 or NURS 554.
Course Description: Analysis and synthesis of content from NURS 501/506 and new content regarding political, legal, socioeconomic, and technological. Issues that impact advanced nursing practice.

NURS 509
Course Description: Focuses on legal and regulatory issues and business skills important to the management of a primary care practice for advanced practice nurses.

NURS 510
Prerequisites: Admission to graduate nursing program and a graduate level statistics course prior or concurrent.
Course Description: This course is designed to increase excitement about nursing research and facilitate the search for knowledge through research. A strong conceptual framework linking research with practice, theory, knowledge and philosophy will be stressed.

NURS 515
Prerequisite: Admission to graduate nursing program or completion of baccalaureate program in nursing.
Course Description: Pharmacologic applications for primary care practice designed to prepare nurse practitioners for prescribing drugs within their scope of practice. Basic pharmacologic principles and the pharmacologic actions of major drug classes will be discussed in relation to physiologic systems with emphasis on the application of these agents to primary care practice.

NURS 520
Prerequisite: NURS 510 or co requisite NURS 510 or permission of the instructor.
Course Description: This course is designed to assist the student to develop skills necessary for teaching nursing. Focus will be on development of the teaching learning plan, identification of appropriate teaching strategies, development of appropriate evaluation methods, and socialization activities for nursing faculty.

NURS 550
Prerequisite: Admission to graduate program and completion of NURS 500, 502, 504 and NURS 515.
Course Description: This course provides both didactic and clinical experience focusing on pediatric and adolescent health. Emphasis will be on health maintenance, management of common health problems, and health education. The role of the nurse as primary care practitioner in a variety of settings will be examined. Two-hour seminar; eight hours clinical per week or 120 total hours.

NURS 552
Prerequisites: Admission to graduate nursing and completion of NURS 550.
Course Description: This course provides both didactic and clinical experience focusing on adult health. Emphasis will be on health maintenance, management of common health problems, and health education. The role of the nurse as primary care practitioner in a variety of settings will be examined. Two-hour seminar; eight hours clinical per week or 120 total hours.

NURS 554
Prerequisite: Completion of both NURS 550 and NURS 552.
Course Description: This course is a clinical practicum and the student will focus on children, adolescents, adults and the aged. The role of the nurse as a primary health care provider in a variety of settings will be explored. Minimum of twenty-eight hours per week. (Pass/Fail)

Courses Required by All DNP Students

NURS 601 Orientation to the DNP
Prerequisites: Admission to Doctor of Nursing Practice (DNP) program
Catalog Description: An immersion experience that introduces the DNP student to program outcomes and policies, DNP roles and responsibilities, and faculty expectations. Laboratory experiences include leadership and self-assessment activities

NURS 620 Advanced Biostatistics
Prerequisites: PH 520 or equivalent
Course Description: Application of quantitative analysis approaches to evaluation of epidemiological based data using descriptive and inferential statistical methods. Discussion and application to a health care dataset.

NURS 630 Applied Epidemiology
Prerequisites: NURS 700 and NURS 620 or permission of instructor
Course Description: Integrates epidemiologic principles for decision-making in Healthcare for improved patient and population outcomes. It is intended for DNP students and other Healthcare leaders.

NURS 700 Leadership and Organizational Theory in Health Care
Prerequisites: PH 520 or equivalent, admission to program or permission of instructor
Course Description: Synthesizes leadership theory and organizational models within the context of the Healthcare industry. Models of human resource management, change management, strategic planning, program development and implementation will be explored with an emphasis on the DNP's role in complex health care organizations.

NURS 712 Evidence-Based Practice
Prerequisites: NURS 504 or equivalent, NURS 510 or equivalent, NURS 700, and NURS 620, or permission of instructor
Course Description: Provides students with the knowledge and tools to critique synthesize and differentiate evidence related to health problems of specific populations. Students will explore evidence-based practices that have been used to address health problems in their areas of interest.

NURS 714 Economic & Financial Influences in Health Care Systems
Prerequisites: NURS 620
Course Description: Application and critical appraisal of economic and financial theories in appreciating market dynamics, utilities, incentive structures, and driving and restraining forces in health care changes.

NURS 740 Technology in Health Care
Prerequisites: NURS 700 or permission of instructor.
Course Description: Focuses on technology as applied to nursing and healthcare. Theory and experiential learning (computer systems, technology) are necessary for utilizing technology and a clinical component is included.

NURS 750 Program Development and Evaluation
Prerequisites: NURS 712
Course Description: Analysis and application of theory related to the evaluation of programs and evidenced-based interventions designed to improve the Healthcare of populations in a variety of Healthcare settings. Working independently or in a team, the DNP student will assess the quality and cost effectiveness of programs in selected Healthcare organizations.

NURS 755 Quality Improvement in Health Care
Prerequisite: NURS 712 or consent of instructors
Course catalog listing: Provides theoretical foundations for application of quality improvement tools and methods to improve process/systems, knowledge to lead quality improvement/patient safety initiatives in Healthcare systems.

NURS 765 Institutional Review Board Process in Nursing
Prerequisite: NURS 750 and NURS 755
Course Description: Overview of the institutional review board (IRB) process with development of an IRB proposal for the capstone project.

NURS 780 Clinical Practicum
Prerequisites: NURS 750, NURS 755, NURS 765
Course Description: Students will synthesize, integrate, and translate newly acquired knowledge and skills to implement and evaluate a capstone project. Clinical experiences are individually designed within the context of the Healthcare system and/or patient population focus of the student's interest. Student must complete a total of 6 credit hours.

Appendix D

Curricula Vita

Curriculum Vitae: Mary Bennett PhD, APRN

Director, WKU School of Nursing

WESTERN KENTUCKY UNIVERSITY *SCHOOL OF NURSING* *COLLEGE HEIGHTS BLVD, #11036* *BOWLING GREEN, KY 42101-1036* *(270) 745-5022 OR 745-3391*	*HOME ADDRESS* *101 Lynn Rich Drive* *Alvaton Kentucky 42122*

EDUCATION

DEGREES	INSTITUTION	YEAR	MAJOR	FOCUS
FNP – certificate	Indiana State University, College of Nursing	2004	Family Nurse Practitioner	Primary Health Care
PhD	Rush Medical Center College of Nursing , Chicago, IL	1997	Medical Nursing	Research Focus Psychoneuroimmunology
MS	Indiana State University, School of Nursing	1990	Community Health Nursing	Role Focus Nursing Education
BS	Indiana State University, School of Nursing	1989	Baccalaureate Nursing	
AD	Indiana State University, School of Nursing	1985	Associate Nursing	

TEACHING EXPERIENCE

Institution	Position	Date
Western Kentucky University	Professor and Director of WKU School of Nursing. Chief Executive for WKU School of Nursing. Responsible for strategic planning, faculty workforce development and resource development.	Aug 1, 2007
Indiana State University	Started as Assistant Dean, School of Nursing on 12 month position as of July 1, 1999. Promoted to Associate Professor and awarded Tenure August 15, 2001. Promoted to Full Professor 2007-2008 academic year. Responsible for coordination of program evaluation, support of faculty scholarship activities, and support for distance education activities. Also responsible for representing the School of Nursing in the Dean's absence and teaching various graduate classes using distance education methods.	1999 -2007
Indiana State University	Assistant Professor N205 Nursing Care of the Adult I. Graduate Guest lectures –School of Nursing and Bio-Psychology. Assist graduate students with research methodology, statistical analysis and computer graphics.	1996 – 1999
Indiana State University	Nursing Instructor (N205, Nursing Care of the Adult I) and Computer Assistance Coordinator.	1995 – 1996

Indiana State University	Nursing Instructor (Pediatrics) and Computer Assistance Coordinator, Acting Director of Research and Evaluation.	1992 – 1995
Lakeland Community College Mattoon, IL	Lead Instructor (course & clinical) for Nursing Fundamentals, Medical/Surgical Nursing I and II, OB and Pediatrics	1990-1992
Indiana State University	Clinical Instructor (Part-time), Nursing 105 (Fundamentals)	1989-1990

PRACTICE EXPERIENCE

Institution	Position	Date
Commonwealth Health Corporation Quick Care and Employee Health Center	Nurse Practitioner 4-12 hours per week (PRN) to maintain clinical skills and meet certification practice requirements	2008-
181st Fighter Wing, Indiana Air National Guard Medical Group	Major, DOR 6 May 07. Serve as a health care provider (NP) for the 181st one weekend a month and two weeks a year. Hulman Field, Terre Haute, IN.	2005-2010
Center for Occupational Health	Nurse Practitioner 8 hours per week to maintain clinical skills and meet certification practice requirements	2005-2007
St. Ann's Clinic, Terre Haute	Nurse Practitioner (NP) 4 hours per week to help meet community needs for indigent care.	2004-2007
369th Combat Support Hospital, US Army Reserve	66 H (RN) one weekend a month and two weeks a year. 11880 Mosteller Road, Sharonville OH.	2003-2005
Regional Hospital, Terre Haute, IN	Staff Nurse (Part-time), Rehab Unit. Worked part-time days while attending ISU MS program full-time.	1989-1990
Maplewood Manor, Terre Haute, IN	Director of Staff Development & Certified Nurse Aide Instructor. Worked part-time days while finishing my BS in nursing and full-time the summer prior to starting my MS.	1988-1989
Paris Health Care, Paris, IL	Staff RN and Rehab Nursing Coordinator. Worked part-time days and evenings for this facility while enrolled full-time in the BS in Nursing program.	1986-1988
Union Hospital Terre Haute, IN	Staff RN, Medical/Surgical Intensive Care Unit. First RN position following graduation with my AD. Worked full-time 12 hour night shift until I developed pregnancy complications which required me to be off work.	1985
Paris Health Care, Paris, IL	Staff LPN to Staff RN. Worked part-time evenings while going back to school full-time for my RN.	1983-1985
Union Hospital Terre Haute, IN	Staff LPN. Worked full-time nights. Floated for the first 6 months, primarily pediatrics, ICU, oncology and family practice. Later requested and was assigned full-time to Medical/Surgical Intensive Care Unit.	1982-1983

LICENSURES and CERTIFICATIONS
RN - Kentucky, 1114854 and APRN 5351P. Expires each year Oct 31.
DEA - MB1762396, NPI - 1063489086
Family Nurse Practitioner (ANCC) June 2010. Expires June , 2015
Pre Hospital Trauma Life Support August 2009. Expires August 2013

HONORS
Air Force Achievement Metal for Meritorious Service as a Health Care Provider, 2010
National Leadership Resource Award for Nursing 621, Graduate Adult Health I Online Learning Modules. Association of American Colleges and Universities, 2003.
Excellence in Research Award Lambda Sigma Chapter of Sigma Theta Tau, 2003

Academic Achievement Award, US Army Reserve Medical Corps, September 2003.
Excellence in Mentoring Award, Lambda Sigma Chapter of Sigma Theta Tau, 2001
Excellence in Research Award Lambda Sigma Chapter of Sigma Theta Tau, 2000
Study Web Award for Academic Excellence Fall 1999
Excellence in Research Award Lambda Sigma Chapter of Sigma Theta Tau, 1995
Governor's Award for Student Organizations - 1992 - Student Nurses Association, Sponsor.

SERVICE

SCHOOL OF NURSING COMMITTEES:	UNIVERSITY COMMITTEES:	Professional and Community Service	National-International Service
Chair WKU School of Nursing Faculty Committee 2007-	WKU Coordinator, School of Nursing Faculty Staff capital campaign 2007-2008.	Fairview Free Clinic Volunteer health care provider Nurse Practitioner 2010-	Invited Reviewer: International Journal of Complementary and Alternative Medicine 2010-
ISU Evaluation/Outcomes Assessment Committee (E/OA) – Vice Chair 1999-2002. Ex-officio 2002-2007).	ISU University Curriculum Affairs Committee 2002- 2007	Kentucky Nurses Association Governmental Affairs Committee 2009-2011	Invited Reviewer: Physiology & Behavior, 2009-
Student Affairs Committee (SAC) 1992-1999 secretary, ex officio 1999-2007)	Pilot Group to Define Academic Department Reporting Needs 2003-2004	Commonwealth Health Corporation Nursing Research Advisory Board 2009-	Invited Reviewer: Psychology and Health 2008-
Human Subjects Committee (HSC) Chair 1999-2003	Blue Ribbon Task Force for Distance Education 2000-2003	KHELPS community response team 2009-	Consultant, Beijing consortium for international level nursing education 2008
Curriculum Affairs Committee (CAC) Ex-Officio 1999-2007	Information Technology Advisement Committee (ITAC) 1995-2007	Midwest Disaster Response Team 2008-	Invited Reviewer: 2004 National State of the Science Conference. Working toward a Healthier Nation.
Faculty Affairs Committee (FAC) 1999-2007 Ex-Officio	Assessment Advisory Committee 1999-2000	AHEC Advisory Board 2008-	
Executive Committee 1999-2007 Ex-Officio	Forum for Research Administrators 1999-2001	KAHDNP Kentucky Association for Higher Degree Nursing Programs 2007-President Elect 2009	Consultant for the Red Nose Society (European union of Physicians interested in the use of humor in healthcare). Research project: Effect of Clown MD's and laughter on Natural Killer Cell Activity in Hospitalized Pediatric Clients – Budapest, Hungary 2003-2006
Administrative Team 1999-2007 Vice Chair	Various Search Committees for Administrative and Professional Staff at the University Level (Instructional Design, Distance Education, Information Technology, Student Outcomes Assessment) 2000-2007	Major, US Air National Guard 181st MDG. 2006- 2009. Health care provider for IN ANG 181st Medical Unit.	
Various master's level culminating project and thesis committees 1997-		President, Society for Advanced Practice Nurses, 2007-2008	Consultant for Psychoneuroimmunology and Human Natural killer cell assay methodology consultant on outside projects and grants. 2000-2007
Various Taskforces, subcommittees, search committees, etc 1990- 2007		Captain, US Army Reserve 369th Combat Support Hospital 2003-2006.	
		Consultant for Program Evaluation, Hoosier Uplands Rural Access to Emergency Devices Grant Project 2004-2006	Consultant for development of nursing courses on the web. South Carelia Polytechnic School of Health Care and Social Services. Lappeenranta, Finland 2002 - 2003
		Consultant and developer of online tutorials for the Area Health Education Center 2005	

PROFESSIONAL ORGANIZATIONS

Kentucky Nurses Association
Member, local district #7,
Member State level KNA governmental affairs committee, 2009-2011.

Kentucky Association of Baccalaureate and Higher Degree Nursing Programs (KAHDNP)
New member 2007, President Elect 2008, President 2010

Kentucky Nursing Capacity Consortium
New member 2009

Kentucky Coalition of Nurse Practitioners and Nurse Midwifes
New member 2009

Kappa Theta Chapter of Sigma Theta Tau International
2007-current

Lambda Sigma Chapter of Sigma Theta Tau International 1988-2007
Lambda Sigma Nursing Research Award 1995; 2000; 2003. Mentoring Award 2001; Research Committee 1993; 1999; 2004, 2005. Nominating Committee 1992; Poster at International meeting 1999.

Society for Advanced Practice Nurses 2004-2007
Member since 2004, Past President (2007).

Pri-Med Primary Medical Association
Member since 2004.

Phi Kappa Phi International Honor Society – Member since 1989

Midwest Nursing Research Society (MNRS) 1997-2007
Nominated for Director, Stress and Coping Section, 1999
Member of Physiological Research Section - On planning committee for pre-conference workshop (Effect of immune system cytokines on psychoneurological functioning) for the 1999 MNRS conference.

Indiana State Nurses Association, District #3
State Level Activities:
State Resolutions Committee: 1994-1995; ISNA Gerontological Nurses Council: 1990-1997; Convention delegate: 1993, 1991; State Tellers Committee: 1991
District Level Activities:
Board Member: 1997-1999; First Vice President: 1994-1995; President : 1991-1994; First Vice President: 1990-1991. Nominating Committee 2004, 2005.

CONSULTING CONTRACTS
2003-2006
➢ Outcome Evaluation for the Rural Access to Emergency Devices Program. Funded for $10886.40 to the Hoosier Uplands Economic Development Corporation, 3 year contract.
2003
➢ Outcome Evaluation for the Midwest Center for Rural Health Chronic Disease Management Program. $6,000 Graduate Student Stipend.
2002
➢ Outcome Evaluation for the Midwest Center for Rural Health Chronic Disease Management Program. $1,000 faculty stipend plus $6,000 Graduate Student Stipend.

GRANTS
2007
➢ HRSA-07-093 Nurse Education, Practice and Retention Program: Expanding an Innovative Online LPN-BSN Ladder Program. Submitted as Co-PI with Marcia Miller, Associate Professor for $250,000 a year for 3 years. Funding Announcement July 1, 2007.
➢ Improving Health Care Access and Chronic Disease Management in the Wabash Valley. Graduate Assistant Support Grant. Submitted for $11,250 plus graduate tuition wavier. ISU Alliance for Excellence Through Engagement and Experiential Learning. Fully Funded.
2006

- Using Blackboard and Macromedia Breeze for the Delivery of Mandatory Annual Training for Health Care Professionals. Submitted for $4,002.00 to the ISU Information Technology Innovations Mini-grant program. Mary Bennett, PI. Marcia Miller and Mike Mehl, Co-PIs. Not Funded
- Effect of Laughter on Pulmonary Functioning in Persons with COPD – Feasibility Study. Submitted for $4,750 - Indiana State University Research Committee. Not Funded.

2005
- HRSA-06-038 Nurse Education, Practice and Retention Program: Expanding an Innovative Online LPN-BSN Ladder Program. Submitted as Co-PI with Marcia Miller, Associate Professor for $250,000 a year for 3 years. Recommended, but not funded
- Using Blackboard discussion groups for research: Creating virtual focus groups for qualitative data. Funded for $4,290.00 by Information Technology Innovations Mini-grant program. Submitted as a joint research project with Loretta White, RN DNS, and Matt Matthew R. Draper, Ph.D, Counseling Psychology.

2004
- Support for undergraduate research: Community Collaboration Project. Submitted for $4,988.98 as part of the ISU joint grant for funding of undergraduate research. Total grant submission $1.7 million, William Dando, Grant coordinator.
- Development of a Program Outcomes Reporting Solution for the Midwest Center for Rural Health: An Interdisciplinary Experiential Learning Project. Co-PI with Marcia Miller. Funded for 7997.70 by the ISU Experiential Learning and Community Engagement Grant Program.

2003
- Co-PI on a community based CDC Block grant for a pilot study of the effects of Tae Kwon Do on grades, attention span and physiological outcomes in a group of elementary school children. Fully funded, September 2003.

2000
- Predominance and Correlates of use of Complementary/Alternative Medicine. Submitted to the Department of Defense Breast Cancer Research Fund for $435,000 through the University of South Florida. Role, Co-PI on multi-disciplinary grant team. PI: Cecile A. Lengacher, RN, PhD, Nursing, University of South Florida, June 2000.

1999
- Student Outcomes Assessment Grant for the Associate Degree Nursing Department. Submitted to the ISU Assessment Advisory Committee for $4,850 December 1999. Partially Funded.
- Student Outcomes Assessment Grant for the Baccalaureate and Higher Degree Nursing Department. Submitted to the ISU Assessment Advisory Committee for $4,000 December 1999. Fully Funded.
- Factors related to use of complementary therapies by persons with breast cancer. Submitted to the Susan Komen Breast Cancer Foundation for $8750.00, Fall 1999.
- Patterns of Use of Complementary/Alternative Medicine in Breast Cancer Patients. Submitted to the Department of Defense Breast Cancer Research Fund for $324,576 through the University of South Florida. Role, Co-PI on multi-disciplinary grant team. PI: Cecile A. Lengacher, RN, PhD, Nursing, University of South Florida, Co-PI's: Charles Cox, MD, Douglas Reingten, MD, Alan Shors, MD, Alan Cantor, PhD, Paul Jacobsen, PhD, University of South Florida/H. Lee Moffitt Cancer and Research Institute, Mary Bennett PhD, Nursing, Indiana State University, Rosemary Keller, PhD, Nursing, University of South Florida. Nov 1999. Jan 2000, recommended, but not funded.
- Toward a Healthy Future: Educational Opportunities for Southeastern and South Central Indiana. Distance Learning and Telemedicine Grant submitted to the USDA for $330,000. Role: Member of ISU interdisciplinary grant writing team. Responsible for narrative and data related to shortage of health care providers in rural areas/Southern Indiana. Funded for $330,000 Winter 1999.
- Instructional Development Grant: Funding for hardware/software to enhance the internet delivery of N228 (clinical pharmacology). Summer 1999. Funded for $750 by the ISU Center for Teaching and Learning.
- Summer Innovative Grant : Development of a Online Asynchronous Nursing Research Class. Funded for $2,500 by the ISU Center for Teaching and Learning.

1998
- Effect of Depression on Immune Function and Health Outcomes in a Community Sample of Women. (Co-PI with Cherie Howk, RN FNP) funded for $4,688 by ISU University Research Committee.
- Effect of Depression on Immune Function and Health Outcomes in a Community Sample of Women. (Co-PI with Cherie Howk, RN FNP) funded for $500 by Lambda Sigma Chapter of Sigma Theta Tau International.

1997
- Proposal Incentive Grant to support writing a National Institute of Health FIRST award, (R29) and attendance at the National Institute of Nursing Research Nurse Scientist Training Program. $5,000. Not Funded.
- Effect of Massage on stress and NK activity. Submitted to Sigma Theta Tau International for $3,000. Highly recommended for funding, scored 198 (Range: 100 high-500 low). Funded grant range was 130-170.
- Effect of Relaxation training on immune function and clinical outcomes in Women with Breast Cancer - CoPI on grant as methodology and content expert. Submitted through the University of South Florida Cancer Research Center as a continuation of the pilot project to the US Department of Defense Breast Cancer Research Fund for $300,000. Not funded.

1996
- Effect of Relaxation training on immune function and clinical outcomes in Women with Breast Cancer - CoPI on grant as methodology and content expert. Submitted through the University of South Florida Cancer Research Center to the American Cancer Society for $20,000. Fully Funded July 1996.
- Proposal Incentive Grant for the study of nursing interventions and immune function. Submitted to the ISU Proposal Incentive Committee for $5,000. Partially funded for $3,250.00

➢ Effect of Humor on Stress and Immune Function - PI. Funded for $350 by Lambda Sigma of Sigma Theta Tau International March 1, 1996.
➢ Effect of Humor on Stress and Immune Function - PI. Submitted to Sigma Theta Tau March, 1996 for $3,000. Not Funded
➢ Proposal Incentive Grant to support grant writing related to Massage and Immune Function. Funded for $7,000, University Research Committee.

1995
➢ University Grant for Outcomes Assessment $2,800 – Funded
➢ AT&T Computer Teaching Grant $115,0000 – Submitted to the ATT Equipment Fund. Not Funded.

1994
➢ Reliability of the Standard Natural Killer Cell Chromium Release Assay Compared to Frozen Target Assay in the Healthy Population - Funded for $2,750 - Indiana State University Research Committee.
➢ Use of Computers in Nursing Clinical Education – Submitted to AT&T for $148,000. Not funded.
➢ Helene Fuld Computer Lab Grant – Submitted to the Helene Fuld Health Trust for $133,566. Not funded.

RESEARCH PROJECTS

2010
➢ Test Anxiety, Personality Characteristics and Success in Pre-Nursing Students.
2009
➢ Aggressiveness of Nursing Care Intentions for the End of Life Client: A 20 year Follow Up Study.
2006
➢ Using Blackboard discussion groups for research: Creating virtual focus groups for qualitative data collection. Faculty research team coordinator.
2005
➢ A Comparison of Physician and Family Nurse Practitioner Recommendations Regarding the use of Hormone Replacement Therapy since the Women's Health Initiative. Student Thesis Project, Committee Chair.
2004
➢ Use of Incentives as a Tool to Improve Efficiency in the Perioperative Setting: Adult Health Culminating Project – Student Culminating Project, Committee Chair.
➢ Tae Kwon Do as an Exercise Intervention Among a Sample of 3rd through 6th Grade Students– Student Culminating Project, Committee Chair.
➢ Factors Related to Treatment Time for Patients with Acute Myocardial Infarction: Results from a Single Midsized Midwestern Hospital– Student Culminating Project, Committee Chair.
➢ The Effect of Laughter on Incentive Spirometry and Pulse Oximetry in Post-Operative Coronary Artery Bypass Graft Patients– Student Culminating Project, Committee Chair.
➢ Correlation of Basic Needs Satisfaction and health Promotion Behavior in the Elderly– Student Culminating Project, Committee Chair.
2003
➢ Effect of Music Therapy on Infant Responses During Routine Circumcision; A Continuation Study –Student Project, Committee Chair.
➢ The Effectiveness of Chronic Disease Management for Persons with Diabetes Mellitus,– Thesis, Committee Chair.
2002
➢ Accuracy of Surrogate Decision-Makers in Health Care Decisions: FNP Culminating Project- Committee Member.
2001
➢ Effect of Music Therapy on Infant Responses During Routine Circumcision -Student Project, Committee Chair.
➢ Adding assessment of complementary therapy use to routine hospital admission screening: a research utilization project – Student Project – Chair.
➢ Accuracy of Surrogate Decision Makers in Health Care Decisions – Student Project, Committee Member
2000
➢ Patterns of Use of Complementary/Alternative Medicine in Breast Cancer Patients (Co-PI).
➢ Comparison of the Arnett Critical Thinking Exam to the California Critical Thinking Exam in a sample of Associate Degree Nursing Students.
➢ Student Outcomes Assessment Comparison of Physiological Integrity and Physiological Needs Outcomes from Three Different Anatomy and Physiology Courses (funded).
➢ Effectiveness of the ISU School of Nursing Distance Education Program After One Year: Student and Faculty Feedback.
➢ Use of Complementary/Alternative Medicine In Sample of Midwestern Women With Breast Cancer - Student Project, Committee Chair (published).
➢ Effect of HRT therapy on Bone Mineral Density in a sample of glucocorticoid dependent women - Student Project, Committee Member.
1998

➢ Effect of Depression on Immune Function and Health Outcomes in a Community Sample of Women (Co-PI funded).
➢ Effect of Relaxation Therapy on Immune Function and Health Outcomes in Women with Breast Cancer (Co-PI, funded, published).
1997
➢ Effect of Massage on Stress and Natural Killer Cell Cytotoxicity (Co-PI, published).
1996

➢ Effect of Laughter on Stress and Natural Killer Cell Cytotoxicity (Dissertation, Funded, Published)

1995
- ➢ Reliability of the Standard Natural Killer Cell Chromium Release Assay Compared to Frozen Target Assay in the Healthy Population (funded).
- ➢ Cancer Patients interest in and Use of Alternative Interventions as Adjunct Therapy to Relieve Cancer Symptoms (published).
- ➢ Development and Testing of the Complementary Therapy Rating Scale (published).

1994
- ➢ The Effect of Exposure to a Humorous Video and Sense of Humor on Natural Killer Cell Activity, Stress and Anger- A Pilot Study
- ➢ Test-Retest reliability of the Standard Natural Killer Cell Chromium Release Assay in the Normal Population (funded).

1993
- ➢ Day to Day Variability in the Standard Natural Killer Cell Chromium Release Assay in the Healthy Population (directed study, Rush department of immuno-microbiology).

1990
- ➢ Nursing Care of the DNR Patient: A Comparison of the Behavioral Intentions of Nurses Working in ICU and Oncology units in the Rural Midwest for Older Patients and those with DNR orders (Master's Culminating Project).
- ➢

RESEARCH PUBLICATIONS (reverse chronological order)

Howk, C., and Bennett, M. Immune function and health outcomes in women with depression. (2010*). BioPsychoSocial Medicine* (accepted for publication April 2010).

Lengacher, C., Bennett, M., Choe, R., Gonzalez, L., Jacobsen, P., Gilvary, D., Cox, C, Yang, C., Molinari, M. & Djeu, J. (2008). Distress, control, health behaviors and immune responses to relaxation-guided imagery in breast cancer patients. *Brain Behavior and Immunity 22* (4) S-17.

Lengacher, C., Bennett, M., Gilvary, D., Gonzalez, L., Cox, C., C. Yang, & Djeu, J. (2008). Symptoms, Control and Immune Responses to Relaxation-Guided Imagery in Breast Cancer Patients. *Journal of Biological Research for Nursing 9* (3) 205-214.

Bennett, M. and Lengacher, C. (2007). Humor and Laughter may influence Health: IV. Humor and Immune Function. *Evidence-based Complementary and Alternative Medicine 4* (3) 1-6.

Bennett, M. and Lengacher, C. (2007). Humor and Laughter may influence Health: III Laughter and Health Outcomes. *Evidence-based Complementary and Alternative Medicine 4* (2) 1-4.

Bennett, M. and Lengacher, C. (2006). Humor and Laughter may influence Health: II Complementary Therapies and Humor in a Clinical Population. *Evidence-based Complementary and Alternative Medicine 3*(2), 187-190.

Bennett, M. and Lengacher, C. (2006). Humor and Laughter may influence Health: I History and Background. *Evidenced Based Complementary and Alternative Medicine, 3,* 61-63*.*

Lengacher, C., Bennett, M., Gilvary, D., Gonzalez, L., Cantor, A., Cox, C., Charter, B., C., Yang, & Djeu, J. (2006).The Effects of Relaxation-Guided Imagery on the Immune System in Breast Cancer Patients. *Psycho-Oncology 15* (Supp.1) S72.

Lengacher, C., Bennett, M., Kip, K., Keller, R., Gonzalez, L., & Cox, C. (2006). Relief of symptom/side effects, and psychological distress through complementary/alternative medicine use In women with breast cancer. *Oncology Nursing Forum. 33* (1) 97-104*.*

Lengacher, C., Bennett, M., Kipp, K., Berarducci, A., & Cox, C. (2003). Design and testing of the use of a complementary and alternative therapies survey in women with breast cancer. *Oncology Nursing Forum, 30*(5), 811-821.

Bennett, M., Zeller, J., Rosenberg, L., & McCann, J. (2003). The effect of mirthful laughter on stress and natural killer cell activity. *Alternative Therapies in Health and Medicine 9*(2), 38-43.

Lengacher, C., Bennett, M., Kip, K., Keller, R., LaVance, M., Smith, L., Cox, C., Cantor, A., Shons, A., Jacobsen, P., Reintgen, D. (2002). Frequency of use of complementary/alternative medicine in women with breast cancer. *Oncology Nursing Forum 29* (10), 1445-1452

Lengacher, C., Gonzalez, L., & Bennett, M. (2002). The effects of relaxation-guided imagery on psychological variables, natural killer cell, and cytokine (IL-2) induced NK activity in breast cancer patients. *Brain, Behavior and Immunity*, 16(2), 198 #A84.

Lengacher, C., Gonzales, L., Giuliano, R., Bennett, M., Cox, C., Reintgen, D. (2001). The Process of Clinical Trials: A Model for Successful Clinical Trial Participation. *Oncology Nursing Forum* 28(7), 1115-1120.

Bennett, M., Fletcher, S., Barnhart, D., Hudgins, J., Sims, R. (2000). The effects of a back massage on stress, blood pressure, and natural killer cell activity – Pilot study. *Brain, Behavior and Immunity*, 14(2), 81.

Bennett, M. & Lengacher, C. (1999). Use of complementary therapies in a rural cancer population. *Oncology Nursing Forum*, 26(8), 1287-1294.

Bennett, M. & Lengacher, C. (1998). Design and testing of the Complementary Therapy Rating Scale. *Alternative Health Care Practitioner*, 4(3), 179-198.

Lengacher, C., Bennett, M., Gonzales, L., Cox, C., Shons, A., Reington, D., Cantor, A., & Djeu, J. (1998). Psychoneuroimmunology and immune system link for stress, depression, health behaviors, and breast cancer. *Alternative Health Care Practitioner*, 4(2), 95-108.

Bennett, M. (1997). The effect of mirthful laughter on stress and natural killer cell cytotoxicity. *Dissertation Abstracts International* - B, 58 (07), 3353. (University Microfilms No. AAC-9802253)

OTHER PUBLICATIONS (reverse chronological order)

Bennett, M. (In Press) Evidenced Based Practice: Use of Humor as a Nursing Intervention. In A Clinical Guide to Evidence-based Practice in Nursing. Mosby/Elsevier.

Bennett, M. (2003). [Review of the book: Telecommunications for Nursing: Providing Successful Distance Education and Telehealth, 2nd Edition] Doody's Health Sciences Book Review Home Page.: Doody Publishing, Inc.

Bennett, M. (2002). [Review of the book: Body Fluids and Electrolytes: A Programmed Presentation, 8th edition] Doody's Health Sciences Book Review Home Page.: Doody Publishing, Inc.

Bennett, M. (2001). [Review of the CD Tutorial: Preceptor: A Nurse's Guide to Mentoring] Doody's Health Sciences Book Review Home Page.: Doody Publishing, Inc.

Bennett, M. (2001) [Review of the book: Handbook of Pathophysiology] Doody's Health Sciences Book Review Home Page.: Doody Publishing, Inc.

Bennett, M. (2001). [Review of the book: Distance Education in Nursing] Doody's Health Sciences Book Review Home Page.: Doody Publishing, Inc.

Bennett, M. (2000). How I ended up with more web pages than I know what to do with. In *Sketches of Innovators in Education*. (2nd ed., pp. 37-38). Terre Haute, IN: Indiana State University Press.

Bennett, M. (2000). [Review of the book: Pathophysiology: Biological and Behavioral Perspectives 2nd edition] Doody's Health Sciences Book Review Home Page. Available: http://www.doody.com Oak Park, IL: Doody Publishing, Inc.

Bennett, M. (1998). Use of humor as a complementary therapy. In C. Clark (Ed.), *Encyclopedia of Complementary Health Practices*. New York: Springer Publishing Company.

PRESENTATIONS

Research Focused Presentations

Women, Emotions and Immune Function; Review of Program of Research.
- ➤ M. Bennett. WKU Women's Health Series. Western Kentucky University. Nov 19, 2009.
- ➤ M. Bennett. Commonwealth Health Corporation Women in Charge conference. April 27, 2010.

Aggressiveness of Nursing Care Intentions for the End of Life Client: A 20 year Follow Up Study.
- ➤ M. Bennett. Fifth Annual Conference of the NJ End of Life Nursing Education Consortium (ELNEC). Rutgers College of Nursing. Somerset New Jersey, April 16, 2010.
- ➤ M. Bennett. Accepted for presentation at Sigma Theta Tau International Research Congress, Cancun Mexico, July 2009.
- ➤ M. Bennett Kappa Theta Chapter of Sigma Theta Tau International. Nursing Research Day, Bowling Green KY. Nov 13, 2009.
- ➤ M. Bennett Beta Phi Chapter of Sigma Theta Tau International Nursing Research day. Huntsville Alabama. Nov 18, 2009.

Symptoms, Control and Immune Responses to Relaxation-Guided Imagery in Breast Cancer Patients.
- ➤ M. Bennett. Kappa Theta Chapter of Sigma Theta Tau International. Nursing Research Day, Bowling Green KY. Nov 8, 2007.
- ➤ C. Lengacher, M. Bennett, L. Gonzalez ,C. Cox, MD, A. Cantor, J. Djeu, Y. Yang. Congress of Advanced Nursing Science (CANS) State of the Science Conference. Washington DC. Oct 12-14th 2006.

The Effects of Relaxation-Guided Imagery on the Immune System in Breast Cancer Patients.

> C. Lengacher, M. Bennett, L. Gonzalez ,C. Cox, MD, A. Cantor, J. Djeu, B Carter, H. Buck, C. Y. Yang. American Psychosocial Oncology Society (APOS) 3rd Annual Conference. Amelia Island, FL. Feb 16-19, 2006.

The Effects of Relaxation Guided Imagery on Natural Killer Cell (NK) and Cytokine (Il-2) Induced NK Cytotoxicity in Breast Cancer Patients.

> 28th Annual San Antonio Breast Cancer Symposium. San Antonio, Texas. C. Lengacher, M. Bennett, L. Gonzalez ,C. Cox, MD, A. Cantor, J. Djeu, B Carter, H. Buck, C. Y. Yang. Oct. 2005.

Effect of Stress on Immune Function: Review of Research conducted at ISU College of Nursing.

> Indiana State University Department of Social Work and Hamilton Mental Health Center. Invited Speaker, annual Spring Mental Health Research Conference. Terre Haute, IN. 3/14/05.

Program of Research Overview: Use and Effectiveness of Complementary Therapies in Persons with Cancer.

> Lambda Sigma chapter of Sigma Theta Tau International. Invited Speaker, Lambda Sigma annual research conference. Terre Haute, IN. 3/29/03.

Use of Therapeutic Nursing Interventions to Reduce the Effects of Stress on Health and Health Related Outcomes: Overview of Program of Research.

> South Carelia Polytechnic, Lappeenranta, Finland. November 22, 2002. Presentation to nursing community and hospital group.
> South Carelia Polytechnic, Lappeenranta, Finland. November 22, 2002. Presentation to nursing faculty.
> South Carelia Polytechnic, Lappeenranta, Finland. November 20, 2002. Presentation to community and student group.

The Effects of Relaxation-Guided Imagery on Psychological Variables, Natural Killer Cell, and Cytokine (IL-2) Induced NK Activity in Breast Cancer Patients.

> PsychoNeuroImmunology Research Society International Annual Meeting. Madison, WI. May 8-11, 2002.

Frequency Of Use Of Complementary/Alternative Medicine (CAM) In Women With Breast Cancer – Co PI, Primary Presenter.

> Sigma Theta Tau International Scientific Sessions. Indianapolis, IN. November 12, 2001.

Effect of Depression on Immune Function and Health Outcomes in a Community Sample of Women – Co PI.

> Sigma Theta Tau International Scientific Sessions. Indianapolis, IN. November 12, 2001.

The Effects of a Back Massage on Stress, Blood Pressure, and Natural Killer Cell Activity.

> Sigma Theta Tau International Scientific Sessions. Indianapolis, IN. November 12, 2001.
> PsychoNeuroImmunology Research Society International Annual Meeting. Cape Fear, NC. 5/20/2000.

Use of Complementary Therapies in a Rural Cancer Population

> Midwest Nursing Research Society (MNRS) Dearborn, MI. 4/3/2000

Effect of Laughter on Stress and Immune Function

> Invited Speaker and Panel Discussion. Association for Applied and Therapeutic Humor, 2002 Conference -- Baltimore, Maryland. 2/1/02-2/03/02.
> International Society for Humor Studies, International Humor Conference. Holy Names College, Oakland California. June 29-July 3, 1999.
> Lambda Sigma Chapter of Sigma Theta Tau International - Research Day. 10/30/98
> Midwestern Nursing Research Society Annual Meeting. Columbus OH. March 30, 1998
> Sigma Theta Tau International - Scientific sessions. Poster Presentation – 12/4/97
> University of Chicago Hospitals Annual Nursing Research Symposium, "Alternative Health Care Therapies: Nursing's Role". Chicago IL. November 21, 1997
> Dissertation Defense - Rush-Presbyterian-St. Luke's. Chicago IL. 8/14/97
> Annual meeting of the PsychoNeuroImmunology Research Society. Bolder Colorado (International Meeting). June 1997

Natural Killer Cell and Cytokine (IL-2) Induced Reactivity in Breast Cancer Patients Receiving Guided Imagery.

> Health Sciences Center Research Day, Tampa Florida. February 12, 1998. Co-PI on study.

The Effect of Exposure to a Humorous Video and Sense of Humor on Natural Killer Cell Activity, Stress and Anger- A Pilot Study.

> Re-New Your Immune Function with Mirthful Laughter and a Sense of Humor: Report of Recent Research. Ball State University Humor Conference. Muncie IN, October 15, 1996
> Oncology Symptom Management Conference. University of South Florida. Tampa Florida 3/1995 .

Cancer Patients Interest in and Use of Complementary Interventions as Adjunct Therapy to Relieve Cancer Symptoms.

> RUSH Medical Center. Chicago Illinois. September 12, 1995
> Lambda Sigma Research Day. Indiana State University, Terre Haute Indiana. 9/28/95.

Reliability of the Standard Natural Killer Cell Chromium Release Assay Compared to Frozen Target Assay in the Healthy Population .

> RUSH Medical Center. Chicago Illinois. September 12, 1995
> Lambda Sigma Research Day. Indiana State University, Terre Haute, IN 9/29/95

Teaching with Technology Focused Presentations

Using the Internet to teach integrated on campus and distance education nursing classes.
   ➢ South Carelia Polytechnic, Lappeenranta, Finland. November 21, 2002.
   ➢ Presentation and workshops for nursing faculty from the National Medical Center College of Nursing, Seoul, Korea. Feb 10-13, 2003.

Teaching Nursing Research Online: How I ended up with more webpages than I know what to do with.
   ➢ National League for Nursing Education Summit 2000. Nashville, TN. September 15, 2000.
   ➢ Lambda Sigma Chapter of Sigma Theta Tau 12th Annual Research Day. Terre Haute IN. September 8th, 2000

Use of a Web Page to Enhance Teaching, Service and Scholarship
   ➢ Indiana State University, WinterFest 99 Fostering Communities of Learning: Pedagogy in Practice. Terre Haute IN. January 28-30, 1999

Teaching with Technology
   ➢ Indiana State University Winter Fest '97 - A Tradition of Teaching. Terre Haute IN. January 29, 1997

Evaluation Focused Presentations

Preliminary Outcomes and from the Chronic Disease Management Program, Midwest Center for Rural Health
   ➢ Indiana Rural Health Association and Indiana Primary Health Care Association Rural Health Conference. Columbus, IN June 23, 2003 – Co Presenter with Marcia Miller MS, RN.

Assessment Plan for the Chronic Disease Management Program, Midwest Center for Rural Health
   ➢ Indiana Rural Health Association and Indiana Primary Health Care Association Rural Health Conference. Columbus, IN September 27, 2002. – Co Presenter with Marcia Miller MS, RN.

Program Assessment: More Than Student Outcomes Assessment and Always a Work in Progress
   ➢ Indiana State University WinterFest Conference on College Teaching 2002: Linking Pieces of the Learning Puzzle. – Co-presenter with Betsy Frank, RN, PhD

ACTIVITIES TO MAINTAIN EXPERTISE: CONTINUING EDUCATION

Research Focused

Activity	CE Hours
5th Annual Conference of the New Jersey End of Life Nursing Consortium. Rutgers College of Nursing. Somerset NJ. April 15, 2010. (Presenter)	2
WKU 12th Annual Nursing Research Day. Kappa Theta Chapter of Sigma Theta Tau International. Bowling Green KY. 11-13-2009	3.3
Use of Herbal Products, Nutritional Supplements and Reiki Health: From Home to Healthcare. Kappa Theta Chapter of Sigma Theta Tau International. Bowling Green, KY. 4/6/2009	1.5
10th Nursing Research Day. Kappa Theta Chapter of Sigma Theta Tau International. Bowling Green, KY. Nov 8, 2007	3.3
Informed Consent. Columbia University College of Physicians and Surgeons. Feb 27, 2006 Category 1 AMA Credit	3
UNC Grant Writing Institute. June 19-23 2006 University of North Carolina at Chapel Hill, School of Nursing.	20
Lambda Sigma chapter of Sigma Theta Tau International Annual Research Conference. Terre Haute, IN. 3/29/03.	6
PsychoNeuroImmunology Research Society International Annual Meeting. Madison, WI. May 8-11, 2002.	20
Stress and Health Care Workers. Union Hospital. Terre Haute, IN. – Presenter. April 4, 2002	3
Association for Applied and Therapeutic Humor, 2002 Conference -- Baltimore, Maryland. – Presenter and Panelist. 2/1/02-2/03/02.	15
Sigma Theta Tau International Scientific Sessions. Indianapolis, IN. – presenter. November 12, 2001.	6
Midwest Nursing Research Society 25th Annual Research Conference. Cleveland, OH, March 2-5, 2001.	15
Lambda Sigma Chapter of Sigma Theta Tau 12th Annual Research Day. Terre Haute IN. September 8th, 2000	6
UAB Summer Research Institute: Physiological Workshops – Presenter. Birmingham, AL. June 5-7, 2000.	12
PsychoNeuroImmunology Research Society International Annual Meeting. Cape Fear, NC. May 16-20, 2000.	20

Midwest Nursing Research Society 24th Annual Research Conference. Millennium Milestones: Looking back, moving forward - presenter. Dearborn, MI March 31-April 3, 2000.	15
Lambda Sigma Chapter of Sigma Theta Tau 11th Annual Nursing Research Conference. Terre Haute IN. October 30, 1999	6
International Society for Humor Studies (ISHS) Humor Conference. Holy Names College, Oakland California. Paper Presentation. June 29-July 3, 1999	20
Lambda Sigma Chapter of Sigma Theta Tau 10th Annual Nursing Research Conference. Terre Haute IN. October 30, 1998	6
The Immune System: Minding the Body and Embodying the Mind. Terre Haute IN. April 30, 1998	4
Midwestern Nursing Research Society 22nd Annual Research Conference: Advancing the Research Enterprise in Nursing. - presenter -Columbus OH. March 29-31 1998	15
Sigma Theta Tau International Annual Scientific Sessions. - presenter- Indianapolis IN. December 4-5 1997	12
Alternative Health Care Therapies: Nursing's Role: University of Chicago Hospitals - presenter, November 1997	6
Nurse Scientist Trainee Workshop, National Institute of Nursing Research. Bethesda MD. July 1997	20
Annual Meeting of the Psychoneuroimmunology Research Society: Research Perspectives in PsychoNeuroImmunology - poster presentation- June 1997	20
Learn to Laugh: Reframe your Stressors- Humor Conference - presenter -Ball State, Muncie IN Oct 15 1996.	6
Alternative Medicine Conference - San Diego CA. January 1996	30
Midwest Conference on Health Psychology- presenter -Indiana State University, Terre Haute IN October 1, 1994	6

Teaching Focused

Activity	CE Hours
The Paradox of American Healthcare: Quality vs. Value. Will Healthcare reform fix it? Hays Watkins Visiting CEO Lecture Series. WKU Bowling Green, KY March 24, 2010.	
Kentucky Nurse Educator Conference: Making the Difference. May 16, 2008. Bowling Green, KY.	7.9
The Nurse Practitioner- From Inspiration to Innovation: A conversation with Loretta Ford. ISU CE Program. Terre Haute, IN. May 5, 2007	1.3
Your Practice Based on Evidence: Essential Skills and Competencies. University of Maryland School of Nursing. 12.3 CNE Contact Hours. Baltimore MD April, 6-7th 2006.	12.3
Use of Macromedia Breeze technology for online powerpoint with audio presentations. Indiana State University, Terre Haute, IN. Jan 20, 27th, 2005.	
Maintaining Excellence for the NCLEX-RN and NCLEX-PN: Focus: Alternate Item Formats and Passing Standards. Continuing Nursing Education Program, ISU. LCHE, Terre Haute, IN. November 5, 2004.	
Winterfest 2003: Teaching Conference. Indiana State University Terre Haute IN. Feb 11, 2003.	
National League for Nursing Education Summit 2000. Nashville, TN. September 13-16, 2000.	
CTA Update ISU Center for teaching and learning. Terre Haute, IN. June 21-22, 2000.	
Partner to Partner ISU, Ivy Tech, Vincennes University. Terre Haute, IN. Feb 18, 2000	
Winterfest 2000: Teaching Conference. Indiana State University Terre Haute IN. January 26-28, 2000.	
CompuMaster Conference on Web Site Development and Design. Indianapolis IN. January 20, 2000.	
Winterfest '99: Teaching Conference. Indiana State University. Terre Haute IN. January 29, 1999	
Winterfest '99: Teaching Conference. Indiana State University. Terre Haute IN. January 29, 1999	
Course Info 2.0 Update. ISU Center for Teaching and Learning 1999	
Course Transformation Academy. ISU Center for Teaching and Learning 1998	

Assessment/Evaluation Focused

Activity	CE Hours
Chronic Care Model and the Future Direction of Healthcare Delivery Systems. State Health Commissioner, Dr. Gregory Wilson. Landsbaum Center for Health Education. Terre Haute, IN. 4/29/2004.	
Indiana Chronic Disease Management Program Collaborative Learning 6/27/03. IUPUI School of Medicine, Indianapolis IN.	
Finding Information in an Access Database. ISU Information Technology Shortcourse. 11/25/02.	
Chronic Disease Management and Patient Outcomes. Columbus, IN. September 27, 2002.	
Consortium for Assessment & Planning Support (CAPS): Conference at the Crossroads. April 29-May 1, 2000	
Indiana State Second Annual Assessment Conference. August 19-20, 1999	
Indiana State University Conference for External Stakeholders. August 17, 1999	
Using Electronic Portfolios to Assess Student Learning Indiana State University, Terre Haute, IN. (4.2 CEU's). 8/21/98.	4.2
Assessment Conference - Technology: Best new hope for assessment? - Indianapolis IN November 10-12 1996	

Administration Focused

Activity	CE Hours
Advocating Diversity at Western Kentucky University. 2009-2010 Diversity Series. April 19, 2010.	
AACN Spring Semiannual Deans and Directors Meeting. Shaping the Future of Nursing Education Washington DC. March 20-23, 2010	7.0
AACN Doctoral Education Conference Leveraging Doctoral Nursing Education to Impact Healthcare Reform Captivia Island FL Jan 27-30 2010	7.5
Faculty Workload: A Fresh Look at an Ongoing Issue SREB Council on Collegiate Education for Nursing. Atlanta GA. Oct 11-13, 2009	7.8
AACN 2009 Fall Semiannual Deans and Directors Meeting Washington DC. Oct 31-Nov 3, 2009	10.5
Strategies for Handling Workplace Conflicts WKU School of Nursing Bowling Green KY May 8, 2009	7.8
Leveraging Resources through powerful leadership communication. AACN Executive Development Series. Washington DC March 12-14, 2009.	9.0
AACN 2009 Spring Semiannual Deans and Directors Meeting Washington DC. March 14-17, 2009	9.75
Kentucky Nurses Association. ANCC Magnet Designation: What is it. Commonwealth Health Corporation, Bowling Green KY Feb 17, 2009	1.0
AACN Doctoral Education Conference. Health Systems Transformation and Doctoral Education in Nursing: A New Era. American Association of Nursing. San Diego CA Jan 21-24, 2009	13.5
Kentucky Engagement Conference. Facilitating and Rewarding University-Community Engagement in Teaching, Research and Service. University of Kentucky, Radisson Plaza Lexington KY Nov 19, 2008	6
Nurse Executive and Academic Leaders as Healthcare Diplomats: Creating a Safe Work Culture. Center for Nursing Leadership, College of Nursing, University of South Carolina. Hilton Head, SC. Nov 12-14. 2008	13
AACN 2008 Fall Semiannual Deans and Directors Meeting Washington DC. Oct 18-20, 2008	10
Workplace Practices, South Central Kentucky AHEC, Bowling Green, KY	6.9
Education Regulations: Faculty Essentials – Kentucky Board of Nursing, Louisville, KY Sept 12, 2008	6.0
Management Development Program, Harvard Institutes for Higher Education. Boston, MA June 14-26, 2008	60
AACN 2008 Spring Annual Meeting Deans and Directors Meeting Washington DC. March 29-April 1 2008.	11.25
AACN Nursing Advancement professionals Conference. Washington DC. March 28, 2008	6
AACN 2007 Fall Semiannual Deans and Directors Meeting Washington DC. Oct 27-30, 2007	10
Making Nursing Education the Public Agenda: SREB Council on Collegiate Education for Nursing. Atlanta GA. Oct 7-9, 2007	13.2
Kentucky Association of BS and Higher Programs; Deans and Directors Meeting. Louisville Kentucky. Sept 11, 2007	
The First National Conference on the Doctor of Nursing Practice: Means and Models. Drexel University. Annapolis MD. March 28-30th 2007.	13
University of Miami Online Human Subjects Training Modules. Requirement of ISU Office of Sponsored Programs. Refresher Course Sept 2006.	
National Organization of Nurse Practitioner Faculties (NONPF) 32nd Annual Meeting: Dimensions of the NP kaleidoscope: Education, Practice, Research & Advocacy. 15 Contact hours. Orlando Florida. April 20-23, 2006.	15
First National Conference on Accelerated Baccalaureate Nursing Education. Drexel University College of Nursing. Philadelphia, PA. April 12-14th, 2006.	12
American Academy of Colleges of Nursing: Dean's Leadership Meeting. Taking the Helm of Nursing Education: Navigating in Uncertain Waters. 10 Contact hours. Washington DC, Oct 22-25, 2005.	10
US Army Cadet Command ROTC Nurse Educators Leadership Development and	

Assessment Course. Fort Lewis, WA. July 20-23 2004.	
Emergency Management/Homeland Security: Indiana's Higher Education Initiative. Indianapolis, IN June 26, 2004.	
Cognos: Using Data Cubes and Managed Reports. ISU Institutional Informational Technology Training. 5/17/04	
Sexual Harassment Training for University Supervisors. ISU November 2003.	
University of Miami Online Human Subjects Training Modules. Requirement of ISU Office of Sponsored Programs. Completed Modules 1-5 & 7 June 3, 2003.	
Indiana Rural Health Public Policy Forum. Indiana Rural Health Association. Indianapolis, IN 2/21/2003.	
Understanding the ISU Web Style Guide. Workshop: Step One for department and school web administrators. ISU Information Technology Department. Terre Haute, IN. July 2, 2002.	
Microsoft Project 2000. Project and Resource Management/Tracking Software. ISU Information Technology Department. Terre Haute, IN. July 2-3, 2001.	
CompuMaster: Access Database Development and Administration. Champaign-Urbana IL. Feb 6-7, 2001.	
Indiana Network for Women Leaders Annual Conference: Advocacy, Activism, and Public Policy. Indianapolis, IN. June 8, 2001.	
Alternate Visions: Prospects for the Bricks-and-Mortar Institution in a Virtual Age. Indiana Partnership for Statewide Education. Indianapolis, IN. April 3, 2001.	
Excel Workshop: working with large worksheets. Indiana State University Information Technology lab. March 12, 2001.	
Indiana Network for Women Leaders Annual Conference: Developing and Enhancing Effective Leadership. Indianapolis, IN. June 23, 2000.	
NIH Regional Seminar in Program Funding and Grants Administration. Kansas City, MO. June 1-2, 2000 Carrying It On: Mentoring Multiple Roles and Expanding Networks. ISU Women in Higher Education, Terre Haute IN, April 14, 2000	12
Soaring to New Horizons in Health Care. ISU Continuing Education Program 6.6 hours. Terre Haute IN, March 29, 2000.	6.6
Nurses as the Competitive Advantage in Managed Care: Dynamic Solutions. ISU Continuing Education Program, 7.5 hours. Terre Haute IN. October 2, 1998	7.5
Stress and the Working Woman, Nurses' Day, Terre Haute, IN, May 5, 1993	

Clinically Focused

Program Name	CE accredited by	Date	Rx Hours	Total CE Hours
Treatment of COPD in the Primary Care Setting	KCNPNM	3-9-2010	0.5	1
Nicotine Patch Plus Lozenge Best Therapy for Smoking Cessation	ANCC	11-16-09	0.5	0.5
Strategies for Diagnosing and Treating Dehydration in Children	ANCC	10-26-09	0	0.5
Nontramadol Opioids Should Not Be Routinely Used for Osteoarthritis Medscape	ANCC	10-26-09	0.5	0.5
Antipyretic Agents May Not Prevent Febrile Seizures Medscape	ANCC	9-18-09	0.5	0.5
Reducing Risk for CVA and TIA Recurrence KCNPNM meeting 9/8/2009 Bowling Green KY	KBN	9-08-09	0.5	1.0
WHO Issues Guidelines for Antiviral Treatment of H1N1 and Other Influenza Medscape	ANCC	9-08-09	0.5	0.5
Pre Hospital Trauma Life Support – with the IN ANG 181st MDG Exp date 08-2013	NAEMT	8-07-09	0	16

Neurologic Complications Seen with Swine Flu and ACIP: Four Post-Exposure Rabies Jabs Sufficient Medpage CME	U Penn	7-28-09	0	1.07
Oral and Parenteral Therapies for Multiple Sclerosis: Stratifying the Risks and Benefits Medscape	ANCC	7-16-09	0.5	0.5
Improving Use of Therapies in the Management of Chronic Obstructive Pulmonary Disease Medscape	ANCC	7-16-09	0.25	0.5
An 84-Year-Old Woman in Long-term Care With Chronic Constipation: A Case-Based Approach Medscape	ANCC	7-16-09	0.25	0.5
The Role of Prophylaxis in Managing Hemophilia in Adult and Pediatric Populations Medscape	ANCC	7-16-09	0.75	1.0
Updates on Bipolar Disorder From the 2009 American Psychiatric Association Annual Meeting Medscape	ANCC	7-16-09	0.75	1.25
FDA Urges Caution in Interpreting Study Linking Stimulants to Increased Risk for Sudden Death in Children Medscape	ANCC	7-16-09	0.25	0.25
APA 162nd Annual Meeting: ADHD, Comorbidity, and Effect of Pharmacotherapy on Treatment Medscape	ANCC	7-16-09	1.25	1.25
Special Considerations for Potential Adverse Drug Events and Medication Errors in the Pediatric Population Medscape	ANCC	7-16-09	1.25	1.25
Managing the Pediatric Patient With GERD: Special Challenges and Considerations Medscape	ANCC	7-16-09	0.25	0.25
Advances in Rheumatology Nursing Care: Basic Immunology and Its Relationship to Rheumatoid Arthritis and Treatment Medscape CE program	ANCC	7/15/09	0.5	1
Practicing Clinicians Exchange Online CME Allergic Rhinitis: Controlling Symptoms to Enhance Quality of Life	AAPA	7/15/09	1	1
Practicing Clinicians Exchange Online CME Incretins: New Pathways in the Management of Type 2 Diabetes	AAPA	7/15/09	1	1
Exploring New Treatment Options for Gout in the Primary Care Setting. KCNPNM	KBN	7/15/09	0.5	1.0
Community-Acquired Pneumonia: Translating Clinical Practice and Management Into Quality Outcomes Medpage	AMA- CME	7/15/09	0.75	1.0
Controlling the Misuse, Abuse and Diversion of Controlled Substances. Medical Center at Bowling Green. CME by Kentucky Medical Association	KMA	6-3-09	1.0	1.0
Practicing Clinicians Exchange Symposia – Series 2. CE provided by Boston University School of Medicine. Conference in Nashville TN 5-30-09. 8 CE, _5 hours of Pharmacology_	ANCC	5/30/09	5.0	8.0
Changing the paradigm of the treatment of RA TNF antagonists and other DMARDS CHC Education and Development program. CHC CE program ANCC approved CE provider April 29 2009	ANCC	4/29/09	1.0	1.0
Be Wary of Radiographs and Monitoring Paraphernalia! Medscape	ANCC	4/25/09	0	0.25
Injectable Contraceptive Linked to Weight Gain MedPage	AACN	3/8/09	0.5	0.5
Beta-blocker zaps infant hemangiomas MedPage	AACN	3/8/09	0.5	0.5
Depression Increases Risk of Death in Stable COPD	AACN	3/8/09	0	0.5
Inhaling Helium Boosts COPD Pulmonary Rehabilitation MedPage	AACN	3/8/09	0	0.5
Preop Radiation and Radical Surgery Give Best Results in Rectal Cancer - MedPage	AACN	3/8/09	0	0.5
Review Nixes 'Female Viagra' Patch After Surgical Menopause MedPage	AACN	3/8/09	0.5	0.5
Weight Plunge Helps in Mild Obstructive Sleep Apnea - MedPage	AACN	3/8/09	0	0.5
Daily Siesta Linked to Increased Mortality in Older Women MedPage	AACN	3/8/09	0	0.5
Nurse-Led Care for Sleep Apnea Passes Muster - MedPage	AACN	3/8/09	0	0.5
Blood Test Can Detect One Form of Dementia - MedPage	AACN	3/8/09	0	0.5
Turning Adverse Drug Events Into Better Patient Care	ANCC	01/02/09	1.0	1.0

Medscape CME				
Drug Mix-Ups Threaten Patient Safety Medscape CME	ANCC	01/02/09	1.0	1.0
Safety of Long-term Oral Antibiotics in the Treatment of Acne ANCC approved pharmacy hours Medscape CME	ANCC	1/1/09	0.5	0.5
Prostate Cancer Screening -- More Harm than Good? A Best Evidence Review Medscape CME	ANCC	1/1/09	0	0.25
Not So Uncomplicated: Issues in the Treatment of Impetigo in the Age of Antibacterial Resistance Medscape CME	ANA	10/10/08	1.0	1.0
New Approaches to Managing Dyslipidemia- Risk Reduction Beyond LDL-C Medscape CME	ANA	09/17/08	1.0	1.0
Primary and Secondary Prevention in Mixed Dyslipidemia: What Do the Guidelines Say? Medscape CME	ANA	09/17/08	1.0	1.0
Mixed Dyslipidemia: Safety Considerations for Combination Therapy Medscape CME	ANCC	09/17/08	1.5	1.5
Cases in CAM: Melatonin for a Natural Sleep: What's the Evidence? Medscape CME	ANCC	09/17/08	0.25	0.25
Treating Insomnia in Patients With Psychiatric Comorbidities: A Case Study Medscape CME	ANA	09/16/08	0.25	1.0
Insomnia and Comorbid Chronic Obstructive Pulmonary Disease or Anxiety Medscape CME	ANA	09/16/08	0.25	0.75
Women and Sleep: The Life Cycle Medscape CME	ANCC	09/16/08	0.25	1.0
Recognizing Fibromyalgia Syndrome as a True Disease Entity Medscape CME	ANCC	09/16/08	0.25	0.5
The Skinny on Weight Loss Supplements: Fact or Fantasy? Medscape ANCC approved pharmacy hours May 21, 2008	ANCC	5/21/08	1.0	1.0
HPV Vaccines: Beyond Expectations. Medscape ANCC approved pharmacy hours. 1/3/2008.	ANCC	1/3/08	0.5	0.5
Rationale and strategies for the Initiation of Intensive Insulin Therapy (0.5 pharm). Kentucky Coalition of Nurse Practitioners and Nurse Midwives. Bowling Green KY	ANA	11/13/07	0.5	1.0
Accuracy of Portable Lipid Analyzers: A Research Study. Greenview Regional Hospital. Sept 25, 2007.	ANA	9/25/07	0	1.0
Methamphetamines Impacting Health Care Kentucky Nurses Association 2007 Education Summit, Bowling Green, KY, Sept 21, 2007	ANA	9/21/07	0	6.1
Genital Herpes and HIV: Disease Interactions in 2 Intersecting Epidemics. Medscape CME	ANA	08/24/07	0.5	1.0
ASH: More Proves Better in Treating Hypertension – Medpage Today CME	AACN	06/12/07	0.5	0.5
ASH: Dual-drug Treatment Accomplishes Blood Pressure Control Medpage Today CME	AACN	06/12/07	0.5	0.5
ASH: Abbreviation at the Core of Choice of Diuretics Medpage Today CME	AACN	06/12/07	0.5	0.5
AUA: ED Drugs May Have Role in Treatment of BPH - Medpage Today CME	AACN	06/07/07	0.5	0.5
AUA: Botulinum Toxin Gives Lasting BPH Relief - Medpage Today CME	AACN	06/07/07	0.5	0.5
AUA: Quinolone Resistance May Threaten Prostate Biopsy Prophylaxis Medpage Today CME	AACN	06/07/07	0.5	0.5
ATS: Nebulized Bronchodilator Measures Up to Inhaled Powder for COPD Medpage Today CME	AACN	06/05/07	0.5	0.5
ATS: COPD Drugs Slow Lung Function Decline - Medpage Today CME	AACN	06/05/07	0.5	0.5
DDW: Contrary to Common Wisdom, Statins May Offer Liver Benefit Medpage Today CME	AACN	05/31/07	0.5	0.5
DDW: Once-Daily Mesalamine Effective In Ulcerative Colitis - Medpage Today CME	AACN	05/31/07	0.5	0.5
DDW: Antioxidants for Pain Relief in Chronic Pancreatitis - Medpage Today CME	AACN	05/31/07	0.5	0.5
DDW: Antibiotics Improve Colitis Symptoms Medpage Today	AACN	05/31/07	0.5	0.5

CME				
AGS: Proton Pump Inhibitors Don't Add Pneumonia Risk to Older Adults Medpage Today CME	AACN	05/29/07	0.5	0.5
AGS: Methylnaltrexone Demonstrates Efficacy for Treatment of Opioid-Induced Constipation - Medpage Today CME	AACN	05/29/07	0.5	0.5
AGS: Centrally Active ACE Inhibitors May Slow Cognitive Decline Medpage Today CME	AACN	05/29/07	0.5	0.5
AGS: Improper Antihistamine Use Common in Older Adults Medpage Today CME	AACN	05/29/07	0.5	0.5
Chest: Lung Transplants Harm Majority in Pediatric CF Nov 14, 2006 Medpage CME	AACN	11/14/06	0	0.5
Chest: Idiopathic Pulmonary Fibrosis Responds to Tracleer Nov 14, 2006 Medpage CME	AACN	11/14/06	0.5	0.5
Chest: Toy Vampire's Tooth Keeps Pulmonologists in the Dark. Nov 14, 2006 Medpage CME	AACN	11/14/06	0	0.5
Chest: Early PAH Patients Gain Walking distances with investigational drug. Nov 14, 2006 Medpage CME	AACN	11/14/06	0	0.5
Chest: Cutting Drug Dose by Enhancing Nebulizers in COPD. Online Medpage Today. Nov 14, 2006	AACN	11/14/06	0.5	0.5
Scope of Practice. Columbia University College of Physicians and Surgeons. Category 1 AMA Credit	AMA	8/25/06	0	3
Accepting Patients. Columbia University College of Physicians and Surgeons. Category 1 AMA Credit	AMA	8/25/06	0	3
Toxicodendron Dermatitis: Identification, immunologic mechanisms, diagnosis and treatment. Professional Education Services Group. ANCC and AANP	AMA	7/29/06	0	2.4
Celebrex-Tarceva Duo 'Promising' in Late-Stage Lung Cancer Trial - Medpage CME	AACN	6/02/06	0.5	0.5
Overdoses of ADHD Drugs Lead to Many ER Visits Medpage CME	AACN	6/02/06	0.5	0.5
ACC: Aggressive Statin Therapy Puts Coronary Artery Disease into Reverse - Medpage CME	AACN	03/14/06	0.5	0.5
ACC: ReoPro Lowers Risk of Adverse Events in Acute Coronary Syndrome Patients Having PCI - Medpage CME	AACN	03/14/06	0.5	0.5
Standards of Care. Columbia University College of Physicians and Surgeons. Feb 27, 2006. Category 1 AMA Credit	AMA	2/27/06	0	3
Provider Interaction. Columbia University College of Physicians and Surgeons. Feb 27, 2006. Category 1 AMA Credit	AMA	2/27/06	0	3
Records and Disclosures. Columbia University College of Physicians and Surgeons. Feb 27, 2006. Category 1 AMA Credit	AMA	2/27/06	0	3
Primary Medicine Conference. Chicago IL. June 14-18 2006 – multiple CME programs below				
Pre-Conference Day Symposia Track2 - 9 contact hours, (includes 4.8 hours of pharmacology). AANP provider.	AANP	7/14/06	4.8	9
Optimizing your thyroid disease management. June 15th, AMA Category 1 credits.	AANP			1.5
Road map to improving blood pressure control AMA Category 1 credits	AANP		1.0	1.5
Society of Advanced Practice Nurses Continuing Education Programs Jan-Dec 2005. Contact hours awarded by the ISU continuing nursing education program. Accredited by the American Nurses Credentialing Center's Commission on Accreditation.	ANCC	1-12-05	13	13
Primary Medicine Conference. Chicago IL. June 16-19 2005.				
Vertebral compression fractures: Consequences, diagnosis and management. 1.5 category 1 credits. Rosalind Franklin University of Medicine and Science.	CME		1	1.5
Impacting your needs in the management of acid-related	CME		1	1

Activity			
disorders. 1.5 Category 1 AMA credits. Rush University Medical Center.			
TZD's in the Treatment of Type 2 Diabetes: New Evidence for Better Outcomes with Early Combination Therapy. 2.5 AMA credits.	CME	2.5	2.5
Improving Outcomes for Patients with Chronic Pain. 1.5 AMA credits.	CME	1.0	1.5
The Primary Care Physician's Guide to Managing the Cardiovascular Puzzle in Patients with Metabolic Syndrome. 2.0 AMA credits.	CME	1.0	2.0
Searching for Optimal Glucose Control: Advances in Basal-Bolus Insulin Therapy Pri-Med Midwest, Rosemont, IL June 16, 2005. 1.5 hours of Cat. 1 CME credit.	CME	1.5	1.5
Comorbid Anxiety and Depression in Primary Care. June 17, 2005. 1.5 CME	CME	1.0	1.5
Pharmacology Update. Landsbaum Center for Health Education. ISU Continuing Education Program. Terre Haute, IN. March 4, 2005. 8.5 Contact Hours.	ANA	8.5	8.5
Family Nurse Practitioner Review Course. Landsbaum Center for Health Education. ISU Continuing Education Program. Terre Haute, IN. January 28-30, 2005. 21.6 contact hours of continuing education (includes 6.3 pharmacology hours) CE by AANP.	AANP	6.3	21.6
Terrorism: Emergency Preparedness for Healthcare Providers. Landsbaum Center for Health Education. Terre Haute, IN. September 10, 2004. 8.4 Contact Hours.	ANA		8.4
Primary Medicine Conference. Chicago IL. June 16-19 2004.			
Bipolar Disorder in Primary Care 1.75 CEU	CME		1.5
Intermittent Claudication 1.5 CEU			1.5
Dyslipidemia Management 2.0 CEU			2.0
Current clinical issues in Primary Care 16.8 CEU			16.8
Practice Solutions 10.5 CEU			10.5
➢ Chronic Kidney Disease in Hypertension and Diabetes 2.5 CEU			2.5
➢ The Expert Management of Musculoskeletal Pain. 1.5 CEU			1.5
Current Concepts in Hemodynamic Management in the Critically Ill Patient. Feb 7, 2004. Cincinnati VA Hospital, in conjunction with the 914th CSH, USAR. 3 CEU's.			3
Trauma Nursing Core Course (Provider) Certification Program. Emergency Nurses Association. Good Samaritan Hospital May 22-23 2003. 19.1 CEU's. Expires May 2007.			19.1

Military Training

Activity	CE hours
Pre Hospital Trauma Life Support. Alpena Michigan. IN ANG 181st Medical Squadron. 08/07/09	16
CBURNE IN ANG HUF Terre Haute IN Jul 12 2009	
Self-Aid and Buddy Care September 6, 2008 IN ANG HUF Terre Haute IN	
Base Emergency Preparedness Orientation Course. IN ANG. HUF Terre Haute, IN. May 4, 2008	
SERE 100 Level B Code of Conduct IN ANG. HUF Terre Haute, IN. May 27, 2008.	
Force Protection IN ANG. HUF Terre Haute, IN March 13th 2008.	
DLI Iraqui Familiarization. IN ANG. HUF Terre Haute, IN. May 27, 2008	
Information Protection. Human Relations. IN ANG. HUF Terre Haute, IN. Feb 15, 2008	
Human Relations. IN ANG. HUF Terre Haute, IN. Nov 4, 2007	
US Army Officers Basic Training. Fort Sam Houston, San Antonio Texas Oct 2003	

Maria Eve Main

Title: Assistant Professor of Nursing, Family Nurse Practitioner, Lead Nurse Practitioner

Education:

Institution and Location	Degree	Year Conferred	Field of Study
Morehead State University Morehead, KY	AAS	1979	Nursing
Western Kentucky University Bowling Green, KY	BSN	1984	Nursing
Spalding University Louisville, KY	MSN	1997	Nursing, Family Nurse Practitioner
University of Kentucky Lexington, KY	DNP	2010	Nursing Practice

Professional Experience

2003 – present   Assistant Professor, Lead NP Graduate Program, WKU
October 1997 – present   Family Nurse Practitioner, Western Kentucky Health Services
1980 – 1997   Commonwealth Health Corporation/Medical Center at BG
                        Director Corporate Clinical Facilities, Vice-President of Nursing,
                        Staff Development Instructor, Clinical Manager, Staff nurse

Certifications
1997 to present   Family Nurse Practitioner, American Nurses Credentialing Center
1984 to present   Basic Life Support Instructor, American Heart Association

Other Experience and Professional Memberships

2009 Human Subjects Review Board, member, appointed January 2009.
2007 to present American Association of Occupational Health Nurses, President of local chapter
2004 to present Southern Nursing Research Society
2004 – present National Organization of Nurse Practitioner Faculty

2000 to present American Nurses Association/Kentucky Nurses Association
1997 to present Kentucky Coalition of Nurse Practitioners & Nurse Midwives
1984 to present Sigma Theta Tau International/Kappa Theta Chapter, Leadership Chairman
        Chairman Program Evaluation Committee WKU School of Nursing 2009-2010
        Developed, implemented and evaluated community project: Colorectal Cancer Screening
        in an Old Order Mennonite Community

Honors
2010 - Excellence in Research Award Kappa Theta Chapter/Sigma Theta Tau International
2009 – WKU College of Health and Human Services Faculty Excellence Teaching Award
2008 - Kentucky Nurses Association Innovative Teacher of the Year
2007 - Excellence in Education Award Kappa Theta Chapter/Sigma Theta Tau International

Grants

Main, M. E. & Siegrist, B. (2010). Western Kentucky University Advanced Nursing Education Grant: PrimaryHealth Care for Kentucky's Future", HRSA, Main, M. E. (Principal), Requested: $3,661,991. (Submitted: July 19, 2010, not funded).

Main, E. (2006). Building bridges for a healthier community: Preparing family nurse practitioners for rural primary care. Advanced Education Grant (submitted, not funded).

Publications and Research

Main, M. E., Jones, M. S., & Abell, C. (2010). The accuracy of referral for portable lipid analyzers in an old order Mennonite population. *Online Journal of Rural Nursing and Health Care, 10* (2), 55-64.

Main, M. E. (2010, November). Colorectal cancer screening in an old order Mennonite community. Paper presentation at the 13th Annual Nursing Research Day Kappa Theta, Bowling Green, KY

Abell, C., Main, M. E., & Jones, M. S. (2007). Health Promotion in 7-Minutes, *Journal of Nursing Education, 46,* 9, 432.

Abell, C., Main M.E.,(2007) "Enter the health zone: How summer camps introduce students to health care careers. *Kentucky Nurse, 55*(1), 5.

Jones, M.S., Main, M. E., & Williams, D. (2009, November). A qualitative study: Use of burns and wound (B & W) salve and leaf therapy treatment among Anabaptist communities. Paper presentation at the 12th Annual Nursing Research Day Kappa Theta, Bowling Green, KY

Carter, D., Petty, B., Main, M.E., Wright, D. & et al. (2010, July). A comparison of health behaviors, chronic disease indicators and preventive health behaviors in Belize and Kentucky (2010). Poster presentation at the 11th Annual Kentucky Rural Health Association Conference, Kentucky Rural Health Association, Bowling Green, KY

Jones, M., Main, M. E., & Whitfield, B. (2010). Growing Partnerships with Farmers to Increase Immunizations, 11th Annual Kentucky Rural Health Association Conference, Kentucky Rural Health Association, Bowling Green, KY

Main, M. E., & Jones, M. S. (2009, November). Promoting health in an Anabaptist community: Lessons learned in cultural humility, Paper Presentation 15th Annual Rural Multiracial and Multicultural Health Conference, National Rural Health Association, Memphis,

Jones, M. S., Main, M. E., & Williams, D. (2009) A Qualitative Study: Use of Burns and Wound (B & W) Salve and Leaf Therapy for Treatment of Burns Among Anabaptist Communities, Medication Use in Rural America, National Rural Health Association, Kansas City, MO

Abell, C. H., Main, M. E., & Jones, M. S. (2009, February). The effect of an undergraduate gerontology nursing course on nursing students' attitudes and knowledge about older adults. Poster presentation Southern Nursing Research Society 2009 Conference, Baltimore, MD.

Main, M. E. & Jones, M. S. (2008, July). A Rural Challenge: Providing Health Care for an Old Order Mennonite Community, In-service presentation at the 10th Annual Kentucky Rural Health Association Conference, Kentucky Rural Health Association, Frankfort, KY

Main, M. E., & Jepson, T. (2008, May). Blended class delivery: Web enhanced interactive

video system classes. Poster presentation to Kentucky Board of Nursing Leadership Conference, May 2008, Bowling Green, KY.

Main, M. E., Jones, M. S., Abell, C. & Bruni, J. R. (2008, February). The accuracy of portable lipid analyzers in an old order Mennonite population in south central Kentucky. Paper presentation at the Southern Nursing Research Society, Birmingham, AL.

Jones, M., Main, M. E., Abell, C. & Bruni, J. R. (2007, June). The accuracy of portable lipid analyzers in an old order Mennonite population in south central Kentucky. Poster presentation made at the Amish in America Conference, Elizabethtown, PA.

Appendix E
Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Western Kentucky University
Name of Primary Department, Academic Program, or Discipline: School of Nursing
Academic Term(s) Included: 20010-2011   Date Form Completed: 02/28/2011

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Donna Blackburn (F)	Fall 2010 and spring 2011 NURS 504 Theory 3.0 [G] NURS 510 Graduate Research 2.0 [G] NURS 512 Research applications 2.0 [G] Fall 2010 only NURS 528 Leadership/management 3.0 [G] Spring 2011 only NURS 508 Issues 1.0 [G] NURS 530 – Practicum 3.0 [G]	Vanderbilt University Doctor of Philosophy [PhD]	Research advisor to the Medical Center at Bowling Green. Attends monthly Research Council meetings and advises staff on evidence-based projects. Judge for the annual poster session at the Medical Center at BG.
Mary Branstetter, (F)	Fall, 2010 NURS 500 Advanced Physiologic and Pathophysiologic Concepts, 4 .0 [G] Spring, 2011 NURS 503, Advanced Health Assessment, 2 .0 [G] NURS 505, Advanced Health Assessment Clinical,1 .0 [G] NURS 509,Practice Management for the Advanced Nurse Practitioner, 1.0 [G]	BSN WKU MSN WKU(Family Nurse Practitioner) DNP candidate University of Kentucky	FNP-BC ANCC Maintain a clinical practice across the life span.
Dawn Garrett Wright, (F)	Fall 2010 NURS 504 ,Advanced Nursing Theory,3.0 [G] Spring 2011 NURS 504 ,Advanced Nursing Theory,3 .0 [G]	BSN/MSN Western Kentucky University (Nursing Education) PhD Vanderbilt University	Ongoing research interests in childhood obesity.

Terry Jepson (F)	Spring 2011 Nurs 550,Primary Care of the Pediatric Patient, 5hrs, G Fall 2010 Nurs 552, Primary Care of the Adult Patient, 5.0 [G]	Master's degree Vanderbilt University, Major: Chronic Adult Health Courses: Curriculum Development Post Master's certificate Vanderbilt University, Family Nurse Practitioner	FNP-BC ANCC Certified Nurse Educator NLN Maintain a clinical practice across the life span Member: American Academy of Nurse Practitioners, KY Coalition of Nurse Practitioners and Nurse Midwives, National Organization of Nurse Practitioner Faculties, ANA, TNA, Sigma Theta Tau International
M. Susan Jones (P)	Fall 2010 and Spring 2011 Nursing 501: Nursing Politics & Health Policy 2.0 [G]	BSN University of TN-Memphis MSN Vanderbilt University PhD University of Cincinnati (Nursing Research	CNE Certification NLN Fellow in Academy of Nursing Education Past President of KY Nurses Association and KY Board of Nursing Completed Health Policy and Ethical Issues in Nursing Science, doctoral nursing course at the University of Cincinnati
M. Eve Main (F)	Fall 2010 NURS 552 Primary Care of the Adult 5.0 [G] NURS 504 Nursing Theory3.0 [G] Spring 2011 NURS 550 Primary Care of the Infant, Child, and Adolescent 5.0 [G] Primary Care Practicum [G] NURS 504 Nursing Theory1.0 [G]	MSN (FNP) Spalding University DNP University of Kentucky	FNP-BC ANCC Maintain a clinical practice as an FNP. Member: AAOHN, KY Coalition of Nurse Practitioners and Nurse Midwives, National Organization of Nurse Practitioner Faculties, ANA, KNA, Sigma Theta Tau, NLN
Beverly Siegrist (F)	Fall 2010 NURS 506 Transition to Advanced Nursing Practice 1.0 [G]; NURS 518 Clinical Teaching 3.0 [G]; NURS 501 Health Policy & Politics 2.0 [G] Spring 2011 NURS 506 Transition to Advanced Nursing Practice 1.0 [G]; NURS 520 Teaching in Schools of Nursing 3.0 [G]; NURS 522 Teaching Internship 4.0 [G]; NURS 508 Professional Issues for Nurse Educators 1.0 [G]; NURS 504 Advanced Nursing Theory 3.0 [G]	MS Virginia Commonwealth University – Community Health Clinical Nurse Specialist/Nurse Educator EdD University of Louisville Educational Leadership	NLN-CNE Certified Nurse Educator 2005-present; WKU Graduate Program Coordinator since 2003; Nurse in Washington Internship – Fellow; Past President of District Kentucky Nurses Association; Barren River Chapter Oncology Nursing Society; Kappa Theta Chapter of Sigma Theta Tau International

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Appendix F

Table 14

Current Faculty & Staffing Plan 2011-2015, Semester Work Load & Weekly Contact Hours

Full-Time Faculty	Credentials & Experience	Courses Taught	Credit Hours Semester /Contact Hours Week 2011-2012	Credit Hours Semester /Contact Hours Week 2012-2013	Credit Hours /Contact Hours Week 2013-2014	Credit Hours /Contact Hours Week 2014-2015	Credit /Contact Hours Week 2015- 2016
M. Eve Main, DNP, APRN	FNP, FNP/DNP Coordinator Assistant Professor	NURS 500 Patho NURS 504 Theory NURS 510 Research NURS 550 Primary Care Child NURS 552 Primary Care Adults NURS 554 PC Practicum NURS 508 Professional Issues NURS 509 Practice Management	9/9 *3 hrs release time for Program Coordina-tion	6/6 *6 hrs. release time for Program Coord.	6/6 *6 hrs. release time for Program Coord.	6/6 *6 hrs. release time for Program Coord.	6/6 *6 hrs. release time for Program Coord.
Beverly Siegrist, EdD, RN, CNE	MSN Coordinator, Professor	NURS 501 Health Policy & Politics NURS 504 Theory NURS 506 Transitions NURS 508 Issues NURS 516 Clinical Teaching NURS 520 Teaching in Schools of Nsg. NURS 522 Teaching Internship	9/9 *3 hrs release time for Program Coordin-tion	9/9 *3 hrs release time for Program Coord,	9/9 *3 hrs release time for Program Coord.	9/9 *3 hrs release time for Program Coord.	9/9 *3 hrs release time for Program Coord.
Donna Blackburn, PhD	Former Dept. Head SON Professor	NURS 504 Theory NURS 508 Issues NURS 510 Research	12/12	12/12	12/12	12/12	12/12

Name	Role	Course					
		NURS 512 Research Applic. NURS 528 Leadership & Management NURS 530 Nursing Admin Practicum					
Laurie Branstetter, MSN, APRN	FNP, Instructor DNP Candidate	NURS 500 Patho NURS 503 Advanced Health Assessment NURS 505 Health Assessment Clinical NURS 509 Practice Management	12/12	12/12	12/12	12/12	12/12
Terry Jepson, MSN, APRN	FNP, Clinical Professor I	NURS 550 Primary Care Child NURS 552 Primary Care Adults NURS 554 PC Practicum NURS 508 Professional Issues NURS 509 Practice Management	12/24	12/24	12/24	12/24	12/24
Replace Faculty Resignation				12/24	12/24	12/24	12/24
Susan Jones, PhD, RN, CNE	Professor Optional Retirement	NURS 501 Health Policy & Politics	4/4	4/4	4/4	4/4	4/4
Dawn Garrett-Wright, PhD, RN	Assistant Professor Also teaches in undergraduate program	NURS 504 Theory	3/3	6/6	6/6	6/6	6/6
New Faculty 1					9/9	12/12	12/12
New Faculty 2						9/9	12/12
New Faculty 3							9/9
Part-time/Adjunct Faculty							
Tracy Gaslin, PhD, APRN	Instructor	NURS 510 Research	3/3	3/3	3/3	3/3	3/3
Shala Wilson, MSN, APRN	Instructor	NURS 508 Issues	1/1	1/1	1/1	1/1	1/1
Leigh Lindsey, MSN,	FNP & Midwife	NURS 550 Primary Care	2/8	2/8	2/8	2/8	2/8

APRN	PhD Candidate	Child NURS 552 Primary Care Adults NURS 554 PC Practicum					
Shelia Catlett, MSN, APRN	FNP, Clinical Instructor	NURS 550 Primary Care Child NURS 552 Primary Care Adults NURS 554 PC Practicum	2/8	2/8	2/8	2/8	2/8
Missy Travelsted, MSN, APRN	FNP, Clinical Instructor	NURS 550 Primary Care Child NURS 552 Primary Care Adults NURS 554 PC Practicum	2/8	2/8	2/8	2/8	2/8
Beverly Mortimer, MSN, APRN	FNP, Clinical Instructor	NURS 550 Primary Care Child NURS 552 Primary Care Adults NURS 554 PC Practicum	2/8	2/8	2/8	2/8	2/8
Briannah Doeden, MSN, APRN	FNP, Clinical Instructor	NURS 550 Primary Care Child NURS 552 Primary Care Adults NURS 554 PC Practicum	2/8	2/8	2/8	2/8	2/8
Melinda Joyce, PharmD	Instructor Clinical Pharmacist	NURS 515 Advanced Pharm					

Appendix G

DNP Curriculum by Credit and Clinical Hours by Semester Offered

Semester	Course Number	Course Title	Credit Hours	Clinical Hours	BSN to DNP	Post Masters DNP	Contact Hour Ratio
*		Graduate Statistics	3		X		
F/Sp	NURS500	Advanced Pathophysiological Concepts	4		X		
F/Sp	NURS503	Advanced Health Assessment	2		X		
F/Sp	NURS504	Advanced Nursing Theory	3		X		
F/Sp	NURS505	NURS 505 Adv Health Assessment Clinical	1	60	X		1:6
F/Sp	NURS508	Advanced Professional Practice Issues	1		X		
F/Sp	NURS509	Practice Management	1		X		
F/Sp	NURS510	NURS 510 Advanced Nursing Research	3		X		
F/Sp	NURS515	NURS 515 Advanced Pharmacology	4		X		
F/Sp	NURS520	NURS 520 Teaching in Schools of Nursing	3		X		
Sp	NURS550	Primary Care of the Infant, Child, & Adol	5	120	X		1:6
F	NURS552	Primary Care of the Adult	5	120	X		1:6
F/Sp	NURS554	Primary Care Practicum	5	300	X		1:6
F	NURS601	Orientation to Doctor of Nursing Practice	2		X	X	
F	NURS620	Advanced Biostatistics	3		X	X	
S	NURS630	Advanced Epidemiology	3		X	X	
F	NURS700	Leadership and Organizational Theory	3		X	X	
F	NURS701	Leadership in Health Policy	3		X	X	
Sp	NURS712	Evidence-Based Practice	3		X	X	
F	NURS714	Economic and Financial Influences HC Sys	3		X	X	
Su	NURS740	Technology in Healthcare	3	60	X	X	1:6
Sp	NURS750	Program Development and Evaluation	3	60	X	X	1:6
Sp	NURS755	Quality Improvement in Healthcare	3		X	X	
Su	NURS765	Inst Review Board Process in Nsg	1		X	X	
F/Sp/Su	NURS780	Clinical Practicum	6	360	X	X	1:6