

Nikou, Roshan

From: Graduate.Council.Web.Site@www.uky.edu
Sent: Tuesday, September 12, 2006 8:34 AM
To: Nikou, Roshan
Cc: Price, Cleo
Subject: Investigator Report

AnyForm User: www.uky.edu
AnyForm Document: <http://www.research.uky.edu/gs/GCInvestigatorReport.html>
AnyForm Server: www.uky.edu (/www/htdocs/AnyFormTurbo/AnyForm.php)

College/Department/Unit: = EDC 601
Category: = New
Date_for_Council_Review: = 9/21/06
Recommendation_is: = Approve
Consent_Agenda: = YES
Investigator: = Richard Milich
E-mail_Address = milich@uky.edu
1__Modifications: = None
2__Considerations: = None
3__Contacts: = None
4__Additional_Information: = None. This is a straightforward course that appears to fill a surprising gap in the teacher training program.

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0607-0033

Application for New Course Department of Curriculum and Instruction

Prefix and Number: EDC 601

Title: Theories, Perspective, Trends & Issues in Multicultural Education

Lecture / Discussion: 2 hours per week 

Laboratory: 0

Course description: This course provides students with a critical analysis of multicultural education theories, perspectives, current issues, and trends. Students will develop the competencies needed to write scholarly literature reviews, identify areas in multicultural education needing further research studies, and submit papers for review and presentation at professional meetings.

Prerequisites: Graduate standing, EDP 557 or consent of instructor

Cross listed as: AAS 601

Rational To meet the needs of an increasingly diverse K-12 student population, teachers must become grounded in the theory, research, practice, and trends of multicultural education that fosters social justice and facilitates the engagement of all students in the academic process. Currently there is no course in the College Education that directly addresses these issues.

APPLICATION FOR NEW COURSE

1. Submitted by College of Education Date 9/6/05

Department/Division offering course Curriculum and Instruction

2. Proposed designation and Bulletin description of this course

a. Prefix and Number EDC 601 b. Title* Theories, Perspectives, Trends & Issues in Multicultural Education

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts Iss in Multicultural Ed

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description

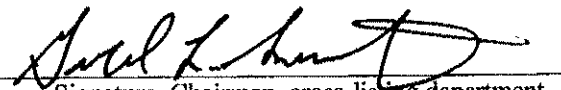
This course provides students with a critical analysis of multicultural education theories, perspectives, current issues, and trends. Students will develop the competencies needed to write scholarly literature reviews, identify areas in multicultural education needing further research studies, and submit papers for review and presentation at professional meetings.

h. Prerequisites (if any)

Graduate standing, EDP 557 or consent of instructor

i. May be repeated to a maximum of 0 (if applicable)

4. To be cross-listed as
AAS 601
Prefix and Number


Signature, Chairman, cross-listing department

5. Effective Date January 2006 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

To meet the needs of an increasingly diverse K-12 student population, teachers must become grounded in the theory, research, practice, and trends of multicultural education that fosters social justice and facilitates the engagement of all students in the academic process. Currently there is no course in the College of Education that directly addresses these issues.

9. a. By whom will the course be taught? Elinor L. Brown

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 10 per semester
11. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.
The course is being cross-listed as AAS 601 and is open to all graduate students.
-
- Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? _____
12. Check the category most applicable to this course
 traditional; offered in corresponding departments elsewhere;
 relatively new, now being widely established
 not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program: Yes No
If yes, which? _____
-
15. Will adding this course change the degree requirements in one or more programs? * Yes No
If yes, explain the change(s) below

-
16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
Name Elinor L. Brown Phone Extension 323-1571

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

APPLICATION FOR NEW COURSE

Signatures of Approval:

J. Stevens

Department Chair

9/15/05

Date

Eric Anderson

Dean of the College

10/5/05

Date

Date of Notice to the Faculty

*Undergraduate Council

Date

*University Studies

Date

Jeanine Blackwell

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

EDC 601-- Theories, Perspectives, Trends, and Issues in Multicultural Education
Instructor: Dr. Elinor L. Brown
Course Syllabus

Course Description:

This course provides students with a critical analysis of multicultural education theories, perspectives, issues, trends; and implications for educators. Students will develop the competencies needed to develop best practices, identify areas in multicultural education needing further research studies, write scholarly literature reviews, and submit papers for review and presentation at professional meetings.

Course Objectives: students will:

1. Identify, describe, and summarize the primary researchers and research programs in multicultural education,
2. Discuss and critique the theories, perspectives, and issues concerning multicultural education,
3. Review and critique the trends in Multicultural Education,
4. Identify areas in multicultural theory and practice where further research is needed,
5. Review, critique, discuss implications for classroom teachers, administrators, teacher educators,
6. Develop the knowledge and skills required to write a scholarly review of multicultural literature,
7. Become familiar with the foundations, rationales, and motivations of leading professional multicultural organizations,
8. Become familiar with the process of submitting multicultural proposals and papers for presentation at professional meetings.

Course Content:

1. Identify, describe, and summarize the foundations of multicultural theory, practice, and research programs:
 - a. Identify the leading authorities in multicultural research and practice,
 - b. Review and summarize the foundation for multicultural education,
 - c. Review, summarize, and discuss major research programs in multicultural education,
 - d. Review, critique, and discuss best practices in multicultural education.
2. Identify, critique, discuss primary research theories and trends leading to current multicultural education paradigms (e.g.):
 - a. Assimilationist,
 - b. Add-on diversity studies,
 - c. Multiethnic studies,
 - d. Pluralism,
 - e. Intergroup,
 - f. Global.
3. Select, discuss, write on an area of multicultural education needing further study (e.g.):
 - a. integration of Global perspective into multicultural education,
 - b. Influencing attitudes and behaviors of educators,
 - c. Implications for teacher preparation,
 - d. Implications for classroom teachers (practice and responsibilities),
 - e. Collaborations between administrators, community, parents, teachers.
4. Develop familiarity with the leading professional multicultural organizations:
 - a. Become familiar with the foundations, purpose, evolution, and current rationale of leading multicultural organizations,
 - b. Become familiar with the process of submitting multicultural proposals and papers for presentation at professional meetings,
 - c. Develop the knowledge and skills required to write scholarly reviews of multicultural literature.

EDC 601-- Theories, Perspectives, Trends, and Issues in Multicultural Education

Course Requirements:

1. **Each student will:**
 - a. Identify, research, and discuss the major theories, authors, and trends in multicultural education,
 - b. Submit six (6) two to three page critiques/summaries on assigned topics,
 - c. Prepare a topic for class discussion weekly,
 - d. Identify and research the major multicultural organizations (locally, nationally, Internationally),
 - e. Develop and submit an original scholarly 10-12 page paper, which meets APA requirements, on the multicultural topic of their choice.

2. **Attendance & Late Assignment Policy:** It is the responsibility of all class members to be present, on time, and well prepared for each class discussion and group interaction. YOU must be committed to making constructive contributions during each class meeting. The course will also be on Black Board (some file exchange, class review, and discussion prior to meetings required). We will meet both on and off campus. Failure to meet course deadlines will result in a 20 point deduction from your final class grade for each offence. Failure to complete and submit an original scholarly final paper will result in a grade of "E" for the course.

3. GRADING SCALE: 400 POSSIBLE POINTS

2-3 page critique of foundation for multicultural theories	25 Points
2-3 page summary of multicultural best practices in K-12 classrooms	25 points
2-3 page summary of best practices in multicultural teacher education	25 points
2-3 page critique on trends in multicultural education	25 points
2-3 page critique on the need for further research in multicultural education	25 points
2-3 page review on multicultural organizations	25 points
Class participation	40 points
10--12 page paper (final project) on a multicultural issue, trend, study of choice	210 points

TOTAL 400 points

A = 372—400

B = 332—371

C = 300—331

E = 299 or below

EDC 601-- Theories, Perspectives, Trends, and Issues in Multicultural Education

BOOK RESOURCES

- Allport, G. W. (1979). *The nature of prejudice* (25th Ed). Reading, MA: Addison-Wesley Publishing Company.
- Banks, J. A. (1997). *Teaching strategies for ethnic studies* (6th Ed). F. Helland (Series Ed.), Needham Heights, MA: Allyn and Bacon.
- Banks, J. A. (1999). *An introduction to multicultural education*. Boston: Allyn and Bacon.
- Banks, J. A. (2005) *Cultural diversity and education: foundations, curriculum, and teaching* (5th Ed.). Boston: Allyn and Bacon.
- Bennett, C. (2003). *Comprehensive multicultural education: Theory and practice* (5th Ed.). Needham Heights, MA: Allyn & Bacon.
- Brown, S. C. & Kysilka, M. L. (2000). *Applying multicultural and global concepts in the classroom and beyond*. Boston, MA: Allyn & Bacon.
- Davidman, L. & Davidman, P. (2001). *Teaching with multicultural perspective: A practical guide*. New York: Addison-Wesley Longman, Inc.
- Diaz, C. F. (2001). *Multicultural education in the 21st century*. New York: Longman.
- Duarte, E. M. & Smith, S. (2000). *Foundational perspectives in multicultural education*. New York: Addison-Wesley Longman, Inc.
- Fordham, S. (1996). *Blacked out: Dilemmas of race, identity and success at capital high*. Chicago: University of Chicago Press.
- Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum.
- Fu, V. R. & Stremmel, J. A. (1999). *Affirming diversity through democratic conversations*. Upper Saddle, New Jersey: Prentice Hall, Inc.
- Garcia, E. (2002). *Student cultural diversity: Understanding and meeting the challenges* (3rd Ed). Boston: Houghton Mifflin Company.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York and London: Teachers College Press.
- Gollnick, D. M. & Chinn, P. C. (2005). *Multicultural education in a pluralistic society*, (6th Ed.). Upper Saddle River, New Jersey: Merrill Prentice Hall, Inc.
- Goodlad, J. (1994). *Educational renewal: Better teachers, better schools*. San Francisco: Jossey-Bass.
- Grant, C. A. (1999). *Creative partnership: Gateway to enhancing diversity and multicultural education: Crossing borders for equity and justice*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Grant, C. A. & Gomez, M. L. (2001). *Campus and classroom: Making schooling multicultural*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Henderson, J. G. & Hawthorne, R. D. (2000). *Transformative curriculum Leadership* (2nd Ed). Upper Saddle River, NJ: Prentice-Hall, Inc.

EDC 601— Theories, Perspectives, Trends, and Issues in Multicultural Education

- Hernandez, H. (2001). *Multicultural education: A teacher's guide to link context, process, and content* (2nd Ed). Upper Saddle River, NJ: Prentice-Hall, Inc.
- Howard, G. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teacher's College Press.
- Irvine, J. J. & Armento, B. J. (2001). *Culturally responsive teaching*. New York: McGraw-Hill, Inc.
- Kozol, J., (1991). *Savage Inequalities*. New York: Crown Publishing
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African-American children*. San Francisco: Josey-Bass.
- Manning, M. I. & Baruth, L. G. (2000). *Multicultural education of children and adolescents*. Boston: Allyn and Bacon.
- McCaleb, S. P. (1994). *Building community of learners: A collaboration among teachers, students, families and community*. New York: St. Martin's Press.
- McLaren, P. (1994). *Life in schools* (2nd Ed.). White Plains: Longman Publishing Group.
- Nieto, S. (2003). *The light in their eyes: Creating multicultural learning communities* (2nd Ed). New York: Teacher's College Press.
- Pai, Y. (1990). *Cultural foundations of education*. New York: Merrill.
- Pang, V. O. (2001). *Multicultural education: A caring-centered, reflective approach*. New York: McGraw- Hill.
- Ravitch, D. (2000). *Left back: A century of battles over school reform*. New York: Simon and Schuster.
- Sadker, M. P., & Sadker, D. M. (2000). *Teachers, schools, society* (5th Ed.). Boston, MA: McGraw-Hill.
- Schlesinger, A. M. Jr. (1998). *The disuniting of America: Reflections on a multicultural society*, (3rd Ed). New York: W. W. Norton and Company.
- Sleeter, C. E. (1996). *Multicultural education as social activism*. Albany: State University of New York Press.
- Sleeter, C. E., & Grant, C. A. (2003). *Making choices for multicultural education: Five approaches to race, class, and gender*, (4th Ed.). Upper Saddle River, NJ: Macmillan Publishing Company.
- Sleeter, C. E., & McLaren, P. L. (1995). *Multicultural education, critical pedagogy and the politics of difference*. New York: State University of New York Press.
- Spring, J. (2000). *The intersection of culture: Multicultural education in the United States and global economy* (2nd Ed). Boston: McGraw-Hill Companies, Inc.
- Spring, J. (2004). *Deculturalization and the struggle for equality* (4th Ed). Boston: McGraw-Hill Companies, Inc
- Shulman, J., & Mesa-Bains, A. (1994). *Facilitator's guide to diversity in the classroom: A casebook for teachers and teacher educators*. Hillsdale, NJ: Research for Better Schools & L. Erlbaum Associates.
- Takaki, R. (2002). *A different mirror: A history of multicultural America*. Boston: Little, Brown and Company.

EDC 601— Theories, Perspectives, Trends, and Issues in Multicultural Education

BOOK CHAPTER RESOURCES

- Ahlquist, R. (1992). Manifestations of inequality: Overcoming resistance in a multicultural foundations course. In C. A. Grant (Ed.), *Research & Multicultural Education* (pp. 59-105). Bristol, PA: The Falmer Press.
- Banks, C. M. (2001). Becoming a cross-cultural teacher. In C. F. Diaz (Ed.), *Multicultural education in the 21st century* (pp.171-183). New York: Addison-Wesley Educational Publishers Inc.
- Banks, J. A. (1995). Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. McGee Banks (Eds.), *Handbook of research on multicultural education* (pp. 3-24). New York: Simon and Schuster Macmillan.
- Gollnick, D. (1995). National and state initiatives for multicultural education. In J. A. Banks & C. A. McGee Banks (Eds.), *Handbook of research on multicultural education* (pp. 44-64). New York: Simon and Schuster Macmillan.
- Grant, C. A. & Gomez, M. L. (1996). Journeying toward multicultural and social reconstructionist teaching and teacher education. In C. A. Grant & M. L. Gomez (Eds.), *Making schooling multicultural: Campus and classroom* (pp. 4-16). Englewood Cliffs, CA: Prentice-Hall, Inc.
- Grant, C. A., & Secada, W. G. (1990). Preparing teachers for diversity. In W. R. Houston, M. Haberman & S. Sikula (Eds.), *Handbook of research on teacher education* (pp. 403-422). New York: Macmillan Publishing Company.
- Fuller, M. (1996). Multicultural concerns and classroom management. In C. A. Grant & M. L. Gomez (Eds.), *Making schooling Multicultural: Campus and classroom* (pp. 133-158). New Jersey: Prentice-Hall.
- Gay, G. (1995). Curriculum theory and multicultural education. In J. A. Banks & C. A. McGee Banks (Eds.), *Handbook of research on multicultural education* (pp. 25-43). New York: Simon and Schuster Macmillan.
- Hilliard, A. (2001). "Race," identity, hegemony, and education: What do we need to know now? In W. H. Watkins, J. H. Lewis, & V. Chou. (Eds.), *Race and Education: The roles of History and society in educating African American students* (pp.7-22). Needham Heights, MA: Allyn & Bacon.
- Hudley, C. (2001). Schools as contexts for socialization. In W. H. Watkins, J. H. Lewis, & V. Chou, (Eds.), *Race and Education: The roles of History and society in educating African American students* (pp.225-232). Needham Heights, MA: Allyn & Bacon.
- Ladson-Billings, G. (1995). Multicultural teacher education: Research, practice, and policy. In J. Banks & C. A. McGee Banks (Eds.), *Handbook of research on multicultural education* (pp. 747-759). New York: Simon & Schuster Macmillan.
- Nieto, S. (1998). From claiming hegemony to sharing space: Creating community in multicultural courses. In R. Chavez and J. O'Donnell (Eds.), *Speaking the unpleasant: The politics of (non) engagement in the multicultural education terrain* (pp.16-31). Albany: State University of New York Press.
- Richardson, V. (1996). The role of attitude and beliefs in learning to teach, In J. Sikula, T. Buttery and E. Guyton (Eds.), *Handbook of Research on Teacher Education* (2nd Ed.) (pp 102-119). New York: Macmillan.
- Sleeter, C. E. (1995). Reflections on my use of multicultural and critical pedagogy when students are white. In C. E. Sleeter & P. L. McLaren (Eds.), *Multicultural education, critical pedagogy, and the politics of difference* (pp. 415-437). Albany, NY: State University of New York Press.

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ARTICLE RESOURCESS

- Allen, J., Labbo, L. (2001). Giving in a second thought: Making culturally engaged teaching culturally engaging. *Language Arts, 79*(1), 40-52.
- Brown, E. L. (2002). Mrs. Boyd's fifth-grade inclusive classroom: A study of multicultural teaching strategies. *Urban Education, 37*(1), 1126-141.
- Brown, E. L. (2004). What precipitates change in cultural diversity awareness during a multicultural course: The message or the method. *Journal of Teacher Education, 55*(4), 325-340.
- Cochran-Smith, M. (1995). Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education. *American Educational Research Journal, 32*(3), 493-522.
- Comer, J. P. (1989). Racism and the education of young children. *Teachers College Record, 90*(3), 352-361.
- Fried, J., (1993). Bridging emotion and intellect: Classroom diversity in process. *College Teaching, 41*(4), 123-128.
- Gonzalez, N., Moll, L., Tenery, M., Rivera, A., Rendon, P., Gonzalez, R., and Amanti, C. (1995). Funds of knowledge for teaching in Latino households. *Urban Education, 29*(4), 443-470.
- Haberman, M. (1991). Can cultural awareness be taught in teacher education programs? *Teaching Education, 4*(1), 25-31.
- Haberman, M., & Post, L. (1992). Does direct experience change education students' perceptions of low-income minority children? *Mid-Western Educational Researcher, 5*(2), 29-31.
- Hilliard, A. (1992). Why we must pluralize the curriculum. *Educational Leadership, 49*(4), 12-14.
- Ladson-Billings, G. (1996). Silences as weapons: Challenges of a black professor teaching white students. *Theory into practice, 35*(2), 79-85.
- McLaren, P. (1998). Reclaiming hope: Teacher education and social justice in the age of globalization. *Teacher Education Quarterly, 25*(4), 125-133.
- Shaw, C. (1996). Instructional pluralism: A means to realizing the dream of Multicultural, social reconstructionist education. In C. A. Grant & M. L. Gomez (Eds.), *Making schooling Multicultural: Campus and classroom.* (pp. 55-76). New Jersey: Prentice-Hall.
- Sleeter, C., (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education, 52*(2), 94-106.
- Valentine, G. (1997). Get real! Teaching tolerance strategies that work. *NEA Today, 15*(5), 4-6.
- Weinberg, M. (1995). Diversity without equality = oppression. In F. Schultz (Ed.), *Multicultural education* (2nd ed., pp. 25-27). Guilford, CT: The Dushkin Publishing Group/Brown & Benchmark Publishers
- Wiest, I. R. (1998). Using immersion experiences to shake up preservice teachers' views about cultural differences. *Journal of Teacher Education, 49*(5), 358-365
- Zeichner, K. (1993). Connecting genuine teacher development to the struggle for social justice. *Journal of Education for Teaching, 19*(1), 5-20.

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

Proposal for Graduate Certificate in Public Health Nursing

Purpose: This proposal is for a Graduate Certificate in Public Health Nursing for Masters of Science in Nursing degree students who are enrolled in a specialty track other than public health nursing, nursing students involved in the College of Public Health graduate programs, or post baccalaureate students in nursing. It will be 12 credits in length.

Background:

According to the most recent national data available only 18% of all nurses currently work in community/public health and only 11% of those hold advanced degrees. In Kentucky, the total community/public health nurse population represents only 3% of the total nurse work force. There is a shortage of prepared nurses who can meet the demands of the public health system. Kentucky is increasing its community focused care with an emphasis on revitalizing the public health focus and offering services related to the core functions of public health (Spears, 2003). The nursing role of the future in Kentucky calls for registered nurses who can provide leadership in implementing the core public health functions, who can work as peers in interdisciplinary teams, who can integrate clinical knowledge with knowledge of community resources, and who can plan for the management of care of aggregates along a continuum of care. This option will provide expanded organized learning opportunities for nurses earning or who wish to earn a Master's of Science in Nursing degree who are specializing in a clinical area (such as a clinical nursing specialty or a nurse practitioner specialty) but want to enhance their understanding of the field of public health. It will also be available for post baccalaureate students who may want to explore study in public health nursing.

Director of the Graduate Certificate in Public Health Nursing:

The Director of the Graduate Certificate shall be the Director of Graduate Studies for the Masters of Science in Nursing degree program, Dr. Julie Sebastian. Course enrollments will be managed and agreed upon by the Director of Graduate Studies and course faculty. This will allow for effective enrollment management in the courses.

Certificate Requirements:

1. Enrollment in the Master's of Science in Nursing degree program at the University of Kentucky College of Nursing or enrollment as a post-baccalaureate student;
2. Enrollment in the College of Public Health
3. A 3.0 or greater graduate GPA if a masters student in Public health or nursing; or the consent of the Director of Graduate Studies if a newly admitted or post-baccalaureate student;
4. If a post baccalaureate student or a College of Public Health nursing student:
 - a. Immunization information
 - b. Copy of RN license.

Progression Requirements:

1. Maintenance of a 3.0 graduate GPA.

Required Courses:

Students selecting the Graduate Certificate in Public Health Nursing shall complete a minimum of 12 credit hours. Epidemiology will be a pre or co-requisite for NUR 732. For students enrolled in other specialty areas in the MSN program Epidemiology may serve as the student's elective in the primary track if approved by their graduate faculty advisor. Students are expected to consult with their graduate faculty advisors in the College of Nursing when selecting the elective course.

	<u>Total Credits</u>	
	<u>Didactic</u>	<u>Clinical</u>
Epidemiology	3 cr.	0 cr.
NUR 732 Adv. Practice Public Health Nursing: Assessment	2 cr.	+ 1 cr.
NUR 733 Adv. Practice Public Health Nursing: Policy Development	2 cr.	+ 1 cr.
NUR 734 Adv. Adv. Practice Public Health Nursing: Assurance	<u>2 cr.</u>	+ <u>1 cr.</u>
	9	+ 3 = 12

For each of the nursing courses there will be a one credit hour clinical component.

Certificate Completion:

Students will be certified by the Director of Graduate Studies as having completed the certificate once they have completed the 12 credit hour curriculum and achieved a 3.0 GPA or better over the 12 credit hours, and if enrolled in a masters program, or other graduate courses an overall GPA of 3.0 or better.

Reference:

Spears, E. (2003). Personal Communication, Kentucky Cabinet for Health Services Training Branch, Frankfort, KY.