



B O A R D O F T R U S T E E S



Academic Affairs Committee Meeting

Austin Peay State University

317 College Street

Clarksville, TN 37040

June 4, 2021

9:00 AM

Call to Order

Roll Call/Declaration of a Quorum

Action Items

A.Tenure Upon Appointment - Dr. Valerie Leake

B.Revisions to Policy 1:027 General Education Requirements and Degree Requirements

Information Items

A.T3 Coaching and Student Success Initiatives Grant

B.Center for Advancement of Faculty Excellence (CAFE)

C.Fall Semester Plans

Adjourn

CURRICULUM VITAE

VALERIE STEPHENS LEAKE, PH. D.

I. GENERAL INFORMATION

Home:

Work:

II. EMPLOYMENT

8/2016- present

Director, Psy.D. in Counseling Psychology Program,
Professor, Counseling Psychology
Radford University

10/2014–7/2016

Clinical Psychologist, PTSD Clinical Team
Lexington VAMC

10/2014-7/2016

Evidence-Based Psychotherapies Coordinator
Lexington VAMC

8/2013- 9/2014

Associate Professor, Counseling Psychology
Radford University

8/2007–6/2013

Assistant Professor, Counseling Psychology
Radford University

1/2008 - present

Licensed clinical psychologist, (#0810003911)
Commonwealth of Virginia

8/2006– 8/2007

Visiting Assistant Professor, Educational/Counseling Psychology,
University of Kentucky

September 2005-
August 2006

Predoctoral Intern (full time)
Cincinnati VAMC, Cincinnati, OH

III. EDUCATION

2006

Ph. D. in Counseling Psychology, University of Kentucky,
Lexington, KY

2001

M.S. in Counseling Psychology, University of Kentucky,
Lexington, KY

1979

B.S. Ed. In English Education, University of Georgia
Athens, GA

IV. GRANT FUNDING

2019-present

“Rural Educational Advances: Creating Behavioral Health Integration and
Interprofessional Nurturing for Graduate Students (REACHING) Project” This
is a partnership between the RU PSY D program and community partners to

	create a model education doctoral program in behavioral health and telemental health that addresses Opioid Use Disorder and Substance Use Disorder as well as collaboration with professionals in a Medically Assisted Therapy Center. (Dr. Valerie S. Leake, P.I., direct costs of \$941,186). HRSA, funded.
2017	“Assessment of a Veteran-Specific Orientation Course” This project provides for assessment of a new veteran-specific orientation course by the graduate students who created the course and their supervisor in order to determine which needs of new student veterans are met through this pilot course and which needs remain unmet. (Dr. Valerie S. Leake, P.I., direct costs of \$5000). American Psychological Association, Division 19, unfunded.
2016 – 2020	“Rural Integrated Care Expansion Project” This is a partnership between Radford University’s Psy. D. in Counseling Psychology program and two rural community health centers (Community Health Center of the New River Valley and Tri-Area Community Health) to expand practicum training positions for doctoral students to develop skills in rural underserved integrated primary care settings and promote interdisciplinary training in those settings. (Dr. Valerie S. Leake, P.D., direct costs of \$843,000). HRSA grant, funded. (Note: Grant originally written by Dr. Sarah Hastings, directed by Dr. Leake since August 2016.)
2013	“Appalachian Veterans Service Coordination Center at Radford University (AVSCC)” Expansion of Appalachian Veterans’ Service Coordination Center at Radford University into far southwest Virginia to link reintegrating veterans and their families with a variety of mental health, medical, occupational, and educational services in addition to training providers in the issues facing veterans, (Dr. Valerie S. Leake, P.I., direct costs of \$1,994,737), VA grant, unfunded.
2010	“A systems approach with adolescents, families, and the environment to provide mental health interventions that nurture and develop protective factors against substance use (SAFEMINDS).” Development and implementation of a pilot program to treat adolescent substance abusers referred by the juvenile justice system to facilitate improved familial, school, and community involvement and prevent relapse, (Ms. Linda Ely, P.I., Dr. Valerie S. Leake, co-P.I, direct costs of \$15,213.00), Internal seed grant awarded by Radford University.
2008 best- Leake, P.I., Radford University.	“Efficacy of CPT-FAM for trauma survivors.” Developed family support modules as an addition to cognitive processing therapy, an established practices treatment for posttraumatic stress disorder, (Dr. Valerie S. direct costs of \$13,000), Internal seed grant awarded by
2008 Developed who are and build educational attendance. investigators, direct costs of	“Expanding Educational Options for Appalachian Women through Strengths-focused Mentoring: Opening Doors while Honoring Cultural Roots.” a strengths-based program for young women in southwestern Virginia college-able but not necessarily college-bound to help them discover their strengths and encourage higher rates of higher (Drs. Valerie Leake and Sarah Hastings, co-\$10,000, unfunded).
2005-2006	“Efficacy of CPT-SA for adolescent survivors of CSA.” Developed and revised application for the study of treatment efficacy of cognitive processing therapy for adolescents with PTSD from child sexual abuse, (Dr. Kathleen M. Chard, P.I., direct costs of \$250,000, unfunded).

V. SUPERVISORY EXPERIENCE

2019-present	Clinical supervisor for doctoral practicum students in CAPS (departmental clinic), Winter 2019-present.
2017	Clinical supervisor for pre-doctoral intern and practicum students in CAPS (departmental clinic) Summer, 2017.
2016-2017	Clinical supervisor for doctoral practicum student as part of HRSA grant, Community Health Center of the New River Valley.
2015-2016	Clinical supervisor for pre-doctoral interns in the PTSD Clinical Team unit of the Lexington Veterans Affairs Medical Center.
2014-2016	Member of Training Committee for practicum students and pre-doctoral interns at Lexington Veterans Affairs Medical Center.
2014	Clinical co-supervisor for doctoral students in Trauma Supervision Group meeting weekly for group supervision for client cases using CPT.
2013-2014	Licensed clinical supervisor on-site for pre-doctoral therapists enrolled in Counseling Psychology Psy.D. program with the Community Health Center of the New River Valley
2013-2014	Clinical supervisor for pre-doctoral students in the Psy. D. program treating therapy clients through the Center for Assessment and Psychological Services (CAPS)
2012-2014	Clinical supervisor for pre-doctoral intern serving at the Center for Assessment and Psychological Services (CAPS)
2008 - 2013	Faculty supervisor for pre-doctoral therapists enrolled in Counseling Psychology Psy.D. program, Radford University
2006-2007	Faculty supervisor for master's level therapists enrolled in Counseling Psychology program, University of Kentucky
2005-2006	Supervisor for Social Work student therapist, Cincinnati Veterans Affairs Medical Center
2003-2004	Supervisor for therapists in R.I.S.E. program, Bluegrass Mental Health/Mental Retardation Board
2001-2004	Supervisor for master's student therapists, University of Kentucky

VI. CLINICAL EXPERIENCE

2019	Behavioral Health provider, Remote Access Medical Clinic (RAM) Wise, VA
2017-present	Psychologist Center for Assessment & Psychological Services: Radford University Radford, VA
2014-2016	Psychologist/Supervisor PTSD Clinical Team, Lexington Veterans Affairs Medical Center Lexington, KY

2013-2014	Psychologist/Co-therapist Center for Assessment and Psychological Services: Radford University Radford, VA
2010-2012	Psychologist/Supervisor Pro Bono Program, Mental Health Association of Virginia Blacksburg, VA
2005-2006	Psychology Intern Cincinnati Veterans Administration Medical Center Cincinnati, OH
2004-2005	Therapist Georgetown College Counseling Center Georgetown, KY
2002-2004	Therapist and R.I.S.E. Program Director Anderson County Comprehensive Care Bluegrass Mental Health/Mental Retardation Board Lawrenceburg, KY
2002-2004	Co-therapist of Adult Transitions therapy group University of Kentucky Counseling Psychology Clinic Lexington, KY
2002	Mental Health Professional Bluegrass Mental Health/Mental Retardation Board Lawrenceburg, KY
2002 – 2005	Therapist, Practicum student University of Kentucky Counseling Psychology Clinic Lexington, KY
2001 –2002	Co-therapist, Secondary Survivors of Trauma therapy group University of Kentucky Counseling Psychology Clinic Lexington, KY
2000	Co-leader of Stepfamily Support Group, six-week workshop Catholic Social Services Bureau Lexington, KY
2000 - 2001	Counselor, practicum student Catholic Social Services Bureau Lexington, KY

VII. CONSULTATION

2009, 2013	Salem Veterans' Affairs Medical Center, consultant to the PTSD unit and continuing education unit
2010-2014	Children's Hospital of Philadelphia, consultant to the PROMIS (Patient Reported Outcome Measurement Information System) project

VIII. PUBLICATIONS

- Dobson, C., Joyner, J., Latham, A., **Leake, V.**, & Stoffel, V. (2019). Participating in change: Engaging student veteran stakeholders in advocacy efforts in clinical higher education. *Journal of Humanistic Psychology*, <https://doi.org/10.1177/0022167819835989>
- Smith, A. E., Riding-Malon, R., Aspelmeier, J.A., & **Leake, V. S.** (2018). A qualitative investigation into bridging the gap between religion and psychology to improve rural mental health. *Journal of Rural Mental Health* 42(1), 32-45.
- Joyner, J., & **Leake, V.S.** (2017). A brief review of the conservation of resources theory as it applies to military trauma. *Trauma Psychology News*, 12(3).
- Cohn, T.J., & **Leake, V.S.** (2012). Affective distress among adolescents who endorse same-sex attractions: Urban versus rural differences and the role of protective factors. *Journal of Gay and Lesbian Mental Health*, doi: 10.1080/19359705.2012.690931
- Leake, V.S.**, Smith, A.E., Love, M.M., Mullins, J.L., & Lyall, S.E. (2012, May). Innovative solutions for maintaining competence among rural mental health providers: A social justice perspective. *National Association of County Behavioral Health and Developmental Disability Directors Newsletter*. Found here: <http://nacbhdd.org/content/NACBHDD%20Newsletter%20May%202012.pdf>
- Leake, V. S.** (2007). Personal, familial, and systemic factors associated with family belonging for stepfamily adolescents. *Journal of Divorce and Remarriage*, 47(1/2).
- Anderman, L.H., & **Leake, V.S.** (2005). The ABCs of motivation: An alternative framework for teaching preservice teachers about motivation. *The Clearinghouse*, 78(2), 192-197.
- Matthews, K.F., Hughes, H.K., Freeman, T.M., **Leake, V.S.**, Prout, H.T., Anderman, L.H., Nellis, L.M., Danner, F.W., Anderman, E.M., & Noar, S. (2002). Depression and optimism among adolescents with and without mental retardation. *Psychology in Mental Retardation and Developmental Disabilities*, APA Division 33 Newsletter, 28(2), 2-4.

IX. BOOKS

- Frangicetto, T., & Leake, V. S. (2010). *Adolescence in the Real World: Concepts and Applications*. New York: Wiley. (Prospectus accepted, chapters written, project dropped by publisher 5/10).
- Leake, V.S., & Chard, K.M. (2009). *Cognitive processing therapy family support modules: CPT-FAM/Civilian version, Therapist's manual*. (Unpublished, for use in training).
- Leake, V.S. (2008). *Steps between, steps within: Adolescents and stepfamily belonging*, Saarbrücken, Germany: VDM Verlag.

X. BOOK CHAPTERS

- Riding-Malon, R., **Leake, V.S.**, Muhomba, M., & Tzou, J. (2010). United cultures of counseling. In M. Trotter-Mathison, J.M. Koch, S. Sanger, & T. M. Skovholt, Eds. *Voices from the field: Defining moments in counselor and therapist development*. New York: Routledge.
- Anderman, L.H., & **Leake, V. S.** (2007). The interface of school and family in meeting the belonging needs of early adolescents. In S. Mertens, V. Anfara, & M. Caskey, Eds., *Handbook of research in middle level education (Vol. 6.): The young adolescent and middle school*. Charlotte, N.C.: Information Age Publishing.

XI. PRESENTATIONS-Peer Reviewed

- Bullock, V., **Leake, V.S.**, Riding-Malon, R., & Biermeier-Hanson, B. (2020, August). *Career-related decision-making difficulty and psychological distress among student service members/veterans*. Poster presentation accepted at the American Psychological Association annual conference, Washington, D.C.
- Leake, V.S.**, (2019, August). *Challenges and benefits in implementation of a HRSA GPE training grant: Years 1-3 and future grants*. In "Implementing a HRSA training grant in integrated care: Various perspectives in Year 3." Symposium presentation accepted at the American Psychological Association annual conference, Chicago, IL.
- Bullock, V., Oh, J., & **Leake, V.S.** (2019, April). Career satisfaction and depression among rural veterans. Poster presentation presented at the 2019 Counseling Psychology Great Lakes Conference, Louisville, KY.
- Joyner, J. Nehilla, L., Lindamood, J., Grigsby, M., Holt, S., & **Leake, V.** (2018, August). *Protective factors for PTSD symptom severity in the military*. Poster presentation accepted at the American Psychological Association annual conference, San Francisco, CA
- Leake, V.S.** (2018, April). *Rural veterans: Characteristics and needs*. Paper presentation at the Collaborative Conference in Rural Mental Health, Abingdon, VA
- Bullock, V. & **Leake, V. S.** (2018, March). *The history and future of social interest*. Poster presentation at the North American Society of Adlerian Psychology Annual Conference, Toronto, Canada.
- Latham, A., Joyner, J., & **Leake, V.** (2017, November). *Developing and validating an implicit measure of attitudes towards pornography 2.0*. Paper presentation at the annual meeting of the Society for the Scientific Study of Sexuality (SSSS), Atlanta, GA.
- Leake, V.S.**, (August, 2017). *Challenges and benefits in implementation of a HRSA training grant*. In "Implementing a HRSA training grant in integrative care: Various perspectives in year 1." Symposium presentation at the American Psychological Association annual conference, Washington DC.
- Leake, V.S.** (March, 2016). *Ethical considerations for working with rural veterans*. Ethics workshop presented at the 6th Annual Collaborative Conference on Rural Mental Health, Boone, NC.
- Gauble, K., **Leake, V.S.**, & Olsen, T. (September, 2015). *Collaboration on meeting needs of returning veterans in academic settings*. Chaired roundtable discussion at the VA Mental Health Summit. Lexington, KY.
- Gauble, K., **Leake, V.S.**, & Olsen, T. (April, 2015). *Meeting the needs of returning rural veterans: The roles of mental health professionals in the VHA, academic settings, and the armed forces*. Paper presentation at the 5th Annual Collaborative Conference on Rural Mental Health, Boone, NC.
- Leake, V.S.** (March, 2014). *Promoting veteran friendly practices through research, advocacy, and outreach: Resources for counseling psychologists and university counseling centers*. Symposium presented at the International Counseling Psychology Conference, Atlanta, GA.
- Whiting, E., & **Leake, V.S.** (March, 2014). *Creating safe zones for student veterans: A cultural competence training model*. Training presented at the International Counseling Psychology Conference, Atlanta, GA.
- Morris, S., Austin, K., Holmes, S., Lyall, S., & **Leake, V.** (April, 2013). *Influence of life experiences and religiosity of student veterans*. Poster presentation at the Virginia Psychological Association Spring Conference, Richmond, VA.

- Price, H., & **Leake, V.** (April, 2013). *Use of mobile technology in student-veteran reintegration*. Poster presentation at the Virginia Psychological Association Spring Conference, Richmond, VA.
- Nolan, L., Barfield, S., Murphy, M., Caughron, J., & **Leake, V.** (March, 2013). *HIV Stigma Scale for rural populations*. Paper presentation at the Annual Collaborative Conference on Rural Mental Health, Boone, NC.
- Leake, V.S.**, Whiting, E., Williams, A.W., Rasiak, K., Peach, B., Hundley, K., Schumann, M., & Holmes, S. (August, 2012). *Access to educational benefits, locus of control, academic self-efficacy, and motivation for college attendance of student veterans and non-veteran students*. Poster presentation at the American Psychological Association annual conference, Orlando, FL.
- Carter, J., **Leake, V.S.**, Sherrill, A., Morris, S., & Holmes, S. (August, 2012). *Knowledge, attitudes, and perceived stigmas towards the use of disability resources for veterans and non-veterans in higher education and faculty*. Poster presentation at the American Psychological Association annual conference, Orlando, FL.
- Leake, V.S.**, Smith, A.E., Love, M.M., Mullins, J.L., & Lyall, S. E. (April, 2012). *Innovative solutions for maintaining competence among rural health providers: A social justice perspective*. Presented at Annual Collaborative Conference on Rural Mental Health, Boone, NC.
- Leake, V.S.** (2011, August). *Counseling psychology and social justice at work in rural settings: Opportunities and challenges*. Symposium presentation at the American Psychological Association annual conference, Washington DC.
- Leake, V.S.**, & Riding-Malon, R. (2011, August). *Development of topic-based multi-level research teams to facilitate the teaching of research methods in a rural university*. Poster presentation at the American Psychological Association annual conference, Washington DC.
- Leake, V. S.**, & Riding-Malon, R. R. (2010, October). *Hiding in plain sight: Unrecognized facets of diversity*. Symposium presentation at the Southeast Regional Conference for Counseling Psychology, Radford, VA.
- Leake, V.S.** (August, 2009). *Construct validity of the Family Belonging Scale-Revised*. Poster presented at the American Psychological Association annual conference, Toronto.
- Leake, V.**, Hastings, S., Cohn, T., Mullis, T., & Riding-Malon, R. (April, 2009). *Faculty perspectives on infusing social justice throughout the curriculum*. Paper presented at the Southeast Regional Counseling Psychology Conference, Athens, GA.
- Lindstrom, J., & **Leake, V.** (April, 2009). *Family belonging, family type, and perception of health among adolescents with insulin-dependent diabetes*. Poster presented at the Big South Undergraduate Research Symposium, Asheville, NC.
- Leake, V.S.**, Chard, K.M., & Cox, T. (2008, August). *Changes in family belonging following treatment of PTSD in veterans*. Poster presented at the American Psychological Association annual conference, Boston, MA.
- Cohn, T., & **Leake, V.** (2008, March). *Allies and affective distress in GLB youth*. Symposium presented at the International Conference of Counseling Psychology, Chicago, IL.
- Leake, V.S.**, & Chard, K.M. (2007, August). *Association of family belonging with severity of PTSD symptoms in veterans*. Poster presented at the American Psychological Association annual conference, San Francisco, CA.

Tzou, J., & **Leake, V.S.** (2007, August). *Cross cultural validation of the Family Belonging Scale with Taiwanese youth*. Poster presented at the American Psychological Association annual conference, San Francisco, CA.

Leake, V.S., & Miller, A. D. (2007, April). *Protecting stepfamily adolescents from harm: The longitudinal association of level of family belonging and engagement in risky behaviors for adolescents*. Poster presented at the American Educational Research Association annual conference, Chicago, IL.

Leake, V.S., & Matthews, K.F. (2005, July). *Helping up the steps: Positive outcomes for young stepfamily adults*. Poster presented at the American Psychological Association annual conference, Washington, D.C.

Korfhage, B.A., **Leake, V.S.**, & Duhigg, J.M. (2005, July). *Self efficacy beliefs for providing affirmative counseling to sexual minority clients*. Poster presented at the American Psychological Association annual conference, Washington, D.C.

Matthews, K.F. & **Leake, V.S.** (2005, April). *Factors that predict positive outcomes in young adults with and without learning disabilities*. Poster presented at the American Educational Research Association annual conference, Montreal, Quebec.

Leake, V. S. (2004, July). *Protecting stepfamily adolescents from harm: Is increased family belonging a true protective factor from risky behaviors?* Paper presented at the National Longitudinal Adolescent Health Survey Users biannual conference, Washington, DC.

Leake, V. S. (2004, July). *How many steps to a family? Adolescents and stepfamily belonging*. Poster presented at the American Psychological Association annual conference, Honolulu, HI.

Leake, V. S., & Matthews, K.F. (2004, July). *Adolescents in stepfamilies: What does it take to belong?* Poster presented at the American Psychological Association annual conference, Honolulu, HI.

Leake, V.S., Hughes, H.L., & Nellis, L. M. (2003, March). *How many steps to a family?* Poster presented at Spring Regional Research Conference, University of Louisville, Louisville, KY.

Matthews, K.F., Hughes, H.K., Freeman, T.M., **Leake, V.S.**, Prout, H.T., Anderman, L.H., Nellis, L.M., Danner, F.W., Anderman, E.M., & Noar, S. (2002, August). *Depression and optimism among adolescents with and without mental retardation*. Poster presented at the American Psychological Association Annual Convention, Chicago, IL.

XII. PRESENTATIONS-Invited

Leake, V.S. (2019, July). *Trauma and PTSD Treatments*. Invited guest lecture for Radford University Counselor Education Program, Radford, VA

Leake, V.S. (2018, July). *Trauma and PTSD: Prevalence, risk factors, & treatments*. Invited guest lecture for Radford University Counselor Education Program, Radford, VA

Leake, V.S. (2018, July). *HRSA GPE Advocacy Training 2018*. Invited guest lecture to PSYC 843 class.

Leake, V.S. (2018, March). *Careers with a Psy. D. in Counseling Psychology*. Invited guest lecture to PSYC 222 class.

Leake, V. S. (2018, March). *Trauma and PTSD: Prevalence, risk factors, & treatments*. Invited presentation to Southwest Virginia Internship Consortium interns.

Leake, V.S. (April, 2016). *Evidence-based psychotherapies and PTSD treatment for military veterans*. Invited presentation to University of Kentucky College of Social Work 2nd Annual Conference on Military Behavioral Health, Lexington, KY.

Leake, V.S. (November, 2015). *Understanding PTSD for caregivers*. Invited presentation to caregivers at Caregivers' Support Conference, Lexington VAMC, Lexington, KY.

Gauble, K., & **Leake, V.S.** (August, 2015). *Recognizing and meeting the needs of returning veterans with PTSD in academic settings*. Paper presentation to the Kentucky Association of Career Colleges and Schools Annual Conference, Louisville, KY.

Leake, V.S. (May, 2014). *Trauma and PTSD: Prevalence, risk factors, and treatments*. Invited lecture to therapists at New River Community Service Board, Blacksburg, VA.

Leake, V.S., & Barfield, S. (December, 2013). *DSM-IV-TR to DSM-5: What's controversial, what's changed, what's stayed the same*. Continuing education provided at SW Virginia Continuing Education Center.

Leake, V.S. (July, 2013). *Trauma and PTSD: Prevalence, risk factors, & treatments*. Invited presentation for Counselor Education class: Crisis and Trauma.

Leake, V.S., & Barfield, S. (May, 2013). *DSM-IV-TR to DSM-5: What's controversial, what's changed, what's stayed the same*. Invited address at the Veterans Affairs Medical Center, Salem, VA.

Leake, V.S., & Riding-Malon, R. (2011, October). *Hiding in plain sight: Recognizing faces of diversity to enhance diagnosis and treatment*. Invited address to Blue Ridge Academy of Clinical Psychologists, Roanoke, VA.

Leake, V.S. (2009, October). *Theoretical basis and empirical support for family interventions for PTSD*. Invited talk at Veterans Affairs Medical Center, Salem, VA.

Leake, V.S. (2009, October). *Trauma and PTSD: Prevalence, risk factors, & treatments*. Invited talk for King Grant series, Radford University.

XII. DOCTORAL DISSERTATIONS

Assadnia, Rebecca (Committee) (Proposal defended: July 2020). *Role of shame resilience theory in substance use treatment in rural Appalachia*.

Barfield, Stirling (Committee) (Defended: April 2015). *Resilient Kids: A child's view. A qualitative investigation into a South African, faith-based NGO for orphans and vulnerable children explored from the perspective of the child*.

Bullock, Victor (Chair) (Defended: June 2020). *Career-related decision-making difficulty and psychological distress among student service members/veterans*.

Herren, Alexandra (Chair) (Defended: April 2013). *Veterans on campus: Uncovering the experiences of student veterans at a small rural liberal arts university*.

Joyner, Jordan (Chair) (Defended: February 2019). *Extraversion and resilience as protective factors for PTSD symptom severity in the military*.

Latham, Alexander (Chair) (Defended: June 2020). *Assessing attitudes of Veterans Administration providers toward transgender and gender nonconforming individuals*.

Lyle, Sarah (Chair) (Proposal defended: October 2013). *The role of anxiety sensitivity in the co-morbid experiencing of chronic pain and PTSD*.

Mullins, Jaclyn (Committee) (Proposal defended: October 2013). *Posttraumatic growth in breast cancer patients and survivors: The role of giving and receiving social support.*

Nicely, Zetta (Chair) (Defended: July 2012). *Appalachian girls' college preparedness: An intervention programs comparison.*

Simonson, Kevin (Committee) (Defended: July 2011). *Atheism in the United States: Investigating anti-atheist discrimination and effective coping skills.*

Smith, Adam (Committee) (Proposal defended September 2013). *Building bridges: Qualitative investigation into bridging the gap between religion and psychology to improve rural mental health.*

Whiting, Erica (Chair) (Defended: May 2013). *Life on the homefront: Adapting the Family Belonging Scale-Revised for use with military families.*

XIII. ORAL COMPREHENSIVE EXAMINATIONS

George, Daniel: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2020).

Harris, Kamille: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2020).

Oh, Jennifer: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2020).

Bullock, Victor: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2019).

Faires, Alyson: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2019).

Latham, Alexander: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2018).

Pohto, Paul: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2018).

Schulte, Philip: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2018).

Burkhart, Jeremiah: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2017).

Cottrell, Elizabeth: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2017).

Evans, Ian: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2017).

Joyner, Jordan: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2017).

Turk, Rachel: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2017).

Barbir, Lara: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2016).

Casazza, Stephen: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2016).

Goldstein, Alissa: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2016).

Ludwig, Emily: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2016).

Vandevender, Anna: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2016).

Love, Michael: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2013).

Lyall, Sarah: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2013).

Mullins, Jaclyn: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2013).

Smith, Adam: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2013).

Whiting, Erica: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2012).

Stroup, Jennifer: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2012).

Hoover-Thompson, Alysia: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2011).

Herren, Alexandra: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2010).

Nicely, Zetta: Oral Comprehensive Exams, Radford University, Department of Psychology, Counseling Psychology Psy D (2010).

XIV. DIRECTED STUDIES (GRADUATE)

Bishop, Katherine: Directed Study, Radford University, Department of Psychology, Clinical Psychology Masters (2013-2014)

Kiddie, Natalie: Directed Study, Radford University, Department of Psychology, Clinical Psychology Masters (2011-2013)

Nehilla, Lauren: Directed Study, Radford University, Department of Psychology, Clinical-Counseling Psychology Masters (2017-2018)

XV. INDEPENDENT STUDIES (UNDERGRADUATE)

Satterly, Matthew: Independent Study, Radford University (2013), *Empirically validated treatments for PTSD in returning and reintegrating military personnel.*

Schumann, Matthew: Independent Study, Radford University (2012), *Access to educational benefits, locus of control, academic self-efficacy, and motivation for college attendance of student veterans and non-veteran students.*

Rasiak, Katherine: Independent Study, Radford University (2012), *The effect of rank and time enlisted on physical and psychological health of veterans, as compared to non-veterans.*

Peach, Bridgette: Independent Study, Radford University (2012), *The effects of a parent's deployment on a dependent.*

Craig, Morna: Independent Study, Radford University (2012), *Stress and gender: A review of the neurobiological differences between male and female traumatic stress responses and posttraumatic stress disorder.*

Hundley, Kevin: Independent Study, Radford University (2012), *Effects of combat on compassion and empathy in veterans.*

Williams, Adam: Independent Study, Radford University (2011 – 2 semesters), *Post-deployment reintegration of student veterans from the National Guard and Reserve components into the college environment.*

White, Eliza: Independent Study, Radford University (2011), *Knowledge, attitudes, and perceived stigmas towards the use of disability resources for veterans and non-veterans in higher education and faculty.*

Kevorkian, Alexander: Independent Study, Radford University (2011), *Knowledge, attitudes, and perceived stigmas towards the use of disability resources for veterans and non-veterans in higher education and faculty.*

Parker, William: Independent Study, Radford University (2011), *Knowledge, attitudes, and perceived stigmas towards the use of disability resources for veterans and non-veterans in higher education and faculty.*

Helm, Ryan: Independent Study, Radford University (2011), *Knowledge, attitudes, and perceived stigmas towards the use of disability resources for veterans and non-veterans in higher education and faculty.*

Funston, Megan: Independent Study, Radford University (2011), *Gender differences and reintegration in United States Army Reserves and National Guard veterans.*

McMillan, Stephanie: Independent Study, Radford University (2009-2010), *Examining sex education services and sexual competence among rural and urban youth.*

Johnston, Lauren: Independent Study, Radford University (2009-2010), *The effect of non-stepfamilies and stepfamilies on adolescent's sense of family belonging and likelihood of affective distresses.*

Gauldfeldt, Kristina: Independent Study, Radford University (2009-2010), *Making decisions before they're ready: Outcomes of early adolescent autonomous behavior.*

Lindstrom, Jillian: Independent Study, Radford University (2008-2009), *"Family belonging, family type, and perception of health among adolescents with insulin-dependent diabetes"*

Varley, Jennifer: Independent Study, Radford University (2007-2008), “*Urbanicity: A comparison of urban and rural living environments and ADHD prevalence in adolescents who display juvenile delinquency*”

XVI. RESEARCH EXPERIENCE

2016-present	Student Veterans’ Research Team Radford University Radford, VA
2015	Primary Care-Mental Health Integration /EBP Utility Lexington VAMC Lexington, KY
2015	Outcome Research, Posttraumatic Stress Disorders Clinical Team Lexington VAMC Lexington, KY
2010-2014	Student Veterans’ Research Team Radford University Radford, VA
2012- 2014, 2007-2009	Adolescent Issues / ADD Health Research Team National Longitudinal Survey of Adolescent Health Radford University Radford, VA
2006-2007	Family Belonging Research Team University of Kentucky Lexington, KY
2005-2006	Research-focused intern rotation- Post-Traumatic Stress Disorders Unit Cincinnati Veterans Affairs Medical Center, Cincinnati, OH
2002- 2005	Outcome research on R.I.S.E. program Bluegrass Mental Health/Mental Retardation Board Lawrenceburg, KY
2000 – 2007	ADD Health Research Committee The National Longitudinal Study of Adolescent Health University of Kentucky Lexington, KY

XVII. TEACHING EXPERIENCE

2019	Pre-doctoral Practicum, Telemental Health focus, Radford University
2017-present	Pre-doctoral Practicum, Brief Therapy focus, Radford University
2017-2018	Introduction to Counseling Psychology, Radford University
2017	Pre-doctoral Practicum, Trauma Treatment focus, Radford University
2017-present	Ethical, Legal, and Professional Issues in Psychology, Radford University
2016-present	Psy. D. Internship, graduate course, Radford University

2012-2013	Psychology of Diversity, undergraduate course, Radford University
2011	Child Psychology, undergraduate course, Radford University
2011 – 2014	Directed study, graduate course, Radford University
2011- 2013	Research capstone: Special Topics in Student Veterans' Research I and II, undergraduate courses, Radford University
2011, 2013	Summer Pre-doctoral Practicum, graduate multi-cohort course, Radford University
2010- 2014	Couples and Family Therapy, graduate course, Radford University
2008-2014	Pre-doctoral Practicum Ia & Ib, graduate courses, Radford University
2008	Lifespan Development, graduate course, Radford University
2007-2014, 2020	Adolescent Psychology, undergraduate course, Radford University
2007-2010	Research Methods, undergraduate course, Radford University
2007	Gender Development, graduate course, University of Kentucky
2007	Pre-Masters Practicum, graduate course, University of Kentucky
2007	Counseling Techniques II, graduate course, University of Kentucky
2006	Principles of Psychological Assessment, graduate course, University of Kentucky
2006	Counseling Techniques I, graduate course, University of Kentucky
2006	Theories of Counseling, graduate course, University of Kentucky
2004-2005, 2001-2004	Human Development and Learning, undergraduate course, University of Kentucky

XVIII. SERVICE AND OUTREACH

2020-present	Committee for Opioid Use and the Law joint conference with Radford University and Appalachian College of Law Co-chair of Health and Human Services sub-committee
2020-present	Council of Counseling Psychology Training Programs (CCPTP) Executive Board, Secretary
2019 – 2020	Council of Counseling Psychology Training Programs (CCPTP) Executive Board, Secretary-Elect
2019-present	Radford City Citizen Representative, Radford Department of Social Services Board, Radford, VA
2019-present	Advisory Board Member, Appalachian Telemental Health Initiative – Virginia Pilot, Virginia Department of Behavioral Health and Developmental Services, UVA at Wise, VA

2018	American Psychological Association Graduate Psychology Education Grant Advocacy Training, Washington, DC
2018	Planning committee member, Collaborative Conference in Rural Mental Health 2018, Wytheville, VA
2018	Search committee member – Psychology department Administrative Assistant
2017, 2019	Facilitator, Waldron College Interprofessional Education and Practice Symposium
2017	Member, BHEST – HRSA grant-writing interdisciplinary team
2016-2018	Member, Southwestern Virginia Psychology Doctoral Internship Consortium Advisory Board
2015	VA Mental Health Summit Committee, Lexington VAMC
2014- 2016	Training Committee, Lexington VAMC
2013 – 2014	Practicum coordinator for Psy D program, Radford University
2013 –2014	Professional Writing Group, Radford University
2012 - 2014	Curriculum Committee, Radford University, Departmental Service
2012 – 2014	Faculty advisor, Radford University’s Veterans Student Organization
2011 - 2014	Faculty advisor, Psy.D. Graduate Student Organization, Radford University
2011 - 2014	HMVHE (Helping Military Veterans through Higher Education) Partner, State consortium run by Law School of College of William & Mary and VCU Psychology Clinics
2010-2014	Member, RU Disaster Mental Health Team 3, Radford University
2009-2014	Member, Rural Mental Health Consortium, Radford University
2011-2012	Dean’s Scholar Selection Committee, Radford University, Departmental service
2009-2012	Chair for APA Special Interest Group – in formation: Rural Practice and Scholarship
2008-2014	Travel committee, Social committee, Radford University, Departmental service
2007-2014	Counseling Psychology Psy.D. Steering Committee, Radford University
2006-2007	Professional Writing Group, University of Kentucky Departmental service
2005-2006	Training committee, Cincinnati VAMC Departmental service
2006	Mock interviewer for intern candidates, Xavier University Professional service

2005	“Alcohol Awareness” Outreach to students at Georgetown College
2004	“National Depression Screening Day” Outreach to students of Georgetown College
2004	“Crisis Management for Resident Advisors” Outreach to resident advisors of Georgetown College
2004	“Parents’ Program” Georgetown College Outreach to parents of incoming freshman students
2003-2004	Weekly parent meetings – R.I.S.E. Program Outreach to parents of children at the Reading Improves Self-Esteem program
2002	“Camper Behavior Management” Outreach to 4-H Program

XIX. EDITORIAL EXPERIENCE

2016-2018	Reviewer for <i>Journal of Rural Mental Health</i>
2013	Reviewer of student posters for competition, Virginia Psychological Association Spring Conference
2012	Reviewer of proposals for Annual Collaborative Conference on Rural Mental Health, Boone, NC
2012	Reviewer for <i>Journal of Gay and Lesbian Mental Health</i>
2011	Reviewer for <i>Journal of Marriage and Family</i>
2008, 2009, 2012	Textbook review for multicultural education (Sage), adolescent psychology (Wiley), pre-revision of <i>Handbook for Social Justice in Counseling Psychology: Leadership, Vision, and Action</i> (Sage)
2008	Reviewer for <i>Death Studies</i>
2007	Reviewer of proposals for American Educational Research Association: Division E
2006, 2009, 2011	Reviewer for <i>Journal of Experimental Education</i> .

XX. CONTINUING EDUCATION

2020	“Motivational Interviewing” 2-day training “CBT for Chronic Pain” 2-day training
2019	“APA Commission on Accreditation Site Visitor Training” “Building a Just Society: Setting a Radical Healing Training Agenda in Counseling Psychology” “Students of Color in Counseling Psychology Programs: Challenges and Rewards” “Whiteness and White Fragility” “Indigenous Health and Communities: Self-Reflection and Intersecting Identities” “Embracing social justice: the role of the DCT as ally, advocate, or disruptor” “Being an Ally”

- “Supporting Trans and Non-Binary Students in Counseling Psychology Training Programs”
- “Reporting on the Task Force to Develop a Blueprint for APA Accreditation of Master’s Programs in Health Service Psychology”
- 2018
- “The Ethics Committee Presents---Hot Topics in Ethics”
- “Why the VA’s Integrated Model of Care Must Be Protected, Expanded, and Defended”
- “Duty to Warn---Trends in Judicial Decision Making”
- “Ethical Practice in Clinical Health Psychology”
- “Integrating Screening, Brief Intervention and Referral to Treatment into Clinical Practice”
- “Evidence-Based Practice with Diverse Groups-Current Trends in Mental Health”
- “Consultation and Ethical Practice-Dilemmas in Forensic, National Security and Consulting Psychology”
- “How to Legally and Ethically Practice Over State Lines”
- “The Professional is Political or Is It? Navigating Identity in Therapeutic Practice and Supervision”
- “The Ethics Committee Presents Hot Topics in Ethics”
- “Research Ethics-How, What and Now”
- “Cultural Challenges to the APA Ethics Code – EMPAs, MENA, and Australian Psychological Society”
- “Counseling Psychologists in Medical Centers-Exploring Mechanisms for Growth”
- “Diversity Hot Topics in Ethics-A Vignette-Based Discussion”
- “Implementing a HRSA Training Grant in Integrative Care-Various Perspectives in Year 1”
- “Clinical Resources for Rural Practice”
- “Clinical and Ethical Considerations When Responding to Violence in Rural Areas”
- “Public Health and Mental Health Aspects of Substance Mis-use: Focus on Opioids and Pain Management”
- “Rural/Small Community Cultural Competency for MH Professionals”
- “Intergenerational Considerations”
- “Special Topics and Populations”
- 2017
- “Cultural Adaptations in the Context of a Treatment Research Program for Puerto Rican Adolescents”
- “Transitioning to the CoA Standards of Accreditation”
- “Tracking Student Outcome Data”
- “Social Media Usage in Training Programs: Ethical Considerations & Guidelines”
- “Social Justice Advocacy and Responses to Campus Racism: Roles, Challenges, and Opportunities”
- “The 2017 Counseling Psychology Model Training Program”
- “International Education and Training: Implications for Counseling Psychology Programs in the US”
- “Faculty Multicultural Competence”
- “Integrating Screening, Brief Intervention and Referral to Treatment into Clinical Practice”
- “Evidence-Based Practice with Diverse Groups-Current Trends in Mental Health”
- “Consultation and Ethical Practice – Dilemmas in Forensic, National Security and Consulting Psychology”
- “How to Legally and Ethically Practice Over State Lines”
- “The Professional is Political, or Is It? Navigating Identity in Therapeutic Practice and Supervision”
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 - “Diversity Hot Topics in Ethics – A Vignette-Based Discussion”
 - “Implementing a HRSA Training Grant in Integrative Care - Various Perspectives in Year 1”
 - “Recognizing and Responding to Suicide Risk: Essential Skills for Clinicians”
- 2016
 - “Emergent Issues in Mental Health Treatment for Veterans”
 - “Ethical Considerations for Working With Rural Veterans”
 - “Posttraumatic Stress Disorder: Supporting vs. Enabling”
 - “Power of Words in Mental Health Practice: Use of Recovery Oriented Language”
 - “Cognitive Processing Therapy Trainer Training”
- 2015
 - “Military Sexual Assault Training”
 - “Skills Training in Affective and Interpersonal Regulation”
 - “WRISC: Restoration and Balance”
- 2014
 - “Cognitive Processing Therapy Training”
 - “Through a Global Lens: Best Practices and Challenges in Multicultural Clinical Supervision”
- 2013
 - “Common Ethical Issues in Small Communities”
 - “From DSM-IV to DSM-5: What’s Controversial, What’s Changed, What’s Stayed the Same”
 - “Preventing Treatment Failure”
 - “Self-care for the Rural Clinician: Ethical Challenges and Practical Considerations”
- 2012
 - “Exploring Privilege – A Didactic-Experiential Approach”
 - “Adapting Evidence-Based Practices – Balancing Fit and Fidelity”
 - “Ethics Committee Presents – Hot Topics in Ethics”
 - “Foster Parent Training – Incorporating Foster Parent Needs to Inform Practice and Policy”
 - “Supported Education: Easing the Psychosocial Transition from Combat to College in OEF/OIF/OND Veterans”
 - “Invited Address: 2011 APA Award for Distinguished Professional Contributions – Institutional Practice”
 - “Tailoring Interventions for the Complex Needs of Combat Service Members and Veterans with Mild Traumatic Brain Injury and Their Supportive Others”
 - “Bowen Theory Perspective of Ethics and Self Care for Rural Mental Health Providers”
 - “Preparing to Implement the Affordable Care Act”
 - “Hiding in Plain Sight: Unrecognized Privilege: Immigration and Socioeconomic Status”
 - “Alzheimer’s Disease: An Overview”
 - “Electronic Media and Youth Violence”
 - “Multicultural Issues in Counseling – Older Adults”
- 2011
 - “Ethics on the Spot”
 - “Holistic Mental Health in the Context of Privilege and Oppression”
 - “Social Justice and the American Psychological Association”
 - “PTSD: Vicarious Traumatization”
 - “Attention Deficit Disorder: An Overview”
 - “Behavioral Health Needs of Rural Women”
- 2010
 - “Clinical Supervision”
 - “Women and Alcohol”
 - “Post-Traumatic Stress Disorder and Group Therapy”

- “Vicarious Trauma”
 - “Trauma: Victimization & Poly-victimization”
 - “Bioecological model of vicarious trauma or secondary traumatic stress”
 - “What clinical supervisors need to know about vicarious trauma”
 - “Teaching responsible behaviors to Hispanic adolescents”
 - “Promoting resilience in at-risk youth”
 - “Children in context: Using cultural formulations to assess immigrant children”
 - “Age-appropriate, youth-sensitive collaborative care for at-risk youth across the continuum of HIV care”
 - “Families implementing good health traditions for life (FIGHT for Life)”
 - “Hot topics in ethics”
 - “Power of two: Relationships that protect families and those that are at risk: Designing family-based interventions”
- 2009
- “Taking action against racism in a post-racism era”
 - “A model for social justice advocacy: How successful advocates create change in schools”
 - “Social justice ally identity development and privilege investment: Investing male privilege”
 - “Investing white privilege: Avoiding the ills of racism”
 - “Investing heterosexual privilege”
 - “A ‘peer’ into the NIH review process”
 - “Grant writing for success”
 - “Enhancing peer review”
 - “Working with NIH program officials: Pre-award and post-award”
 - “Career development opportunities”
 - “Budget basics for investigators”
 - “Disaster mental health”
 - “Enhancing skill and building awareness among mental health practitioners regarding sexual health and wellness for individuals with mental illness”
- 2008
- “Same-sex couples: Challenges, problems, interventions, goals”
 - “Transformative family therapy: An implementation of an alternative community paradigm”
 - “Towards a social theory of justice and well-being”
 - “Positive psychology: Implications for working with culturally diverse families”
 - “Advancing social justice through multicultural family psychology practice”
 - “Diversity in family psychology”
 - “Facing challenges and opportunities in rural communities: Counseling psychologists respond”
 - “The many faces of privilege: Strategies for research, practice, training, and advocacy”
 - “Gender and couples/family issues”
 - “Creating a social justice focus in the counseling psychology curriculum”
 - “Parents and transitions in adolescence and early adulthood”
 - “Rurality and diversity: Reciprocal implications”
 - “Social justice perspectives on the integration of religious issues in counseling psychology”
 - “Training psychologists for today’s university and college counseling centers”
 - “Treating PTSD in youth: Lessons from different areas of trauma”
 - “Child and adolescent behavior problems, violence, and trauma”
 - “Trauma psychology: Special populations and special issues”
 - “Integrating PTSD treatment for returning combat veterans: A team approach”
 - “Stress disorders and readjustment problems among veterans returning from Iraq/Afghanistan”

XXI. AWARDS & HONORS

- | | |
|------|--|
| 2018 | Radford University Outstanding Faculty Award nomination |
| 2014 | Featured scholar (March), Sponsored Programs and Grant Management, Radford University |
| 2013 | Radford University Distinguished Teaching Award nomination |
| 2005 | University of Kentucky Graduate School Dissertation Year Fellowship. |
| 2004 | NCES Fellowship to attend National Educational Longitudinal Study of 1988 (NELS:88) and Educational Longitudinal Study of 2002 (ELS) databases training, National Center for Educational Statistics, Washington, DC. |
| 2004 | ADD Health Student Fellowship – Student fellowship awarded to present at the National Longitudinal Adolescent Health Survey Users biannual conference, Washington, DC. |
| 2004 | American Educational Research Association Division E Fellowship – Graduate student fellowship awarded to attend seminar at AERA annual conference. |
| 2003 | Presidential Fellowship – University of Kentucky graduate fellowship. |
| 2002 | American Psychological Association Division 33 Student Award |

XXII. CURRENT PROJECTS

- | | |
|--------------|--|
| 2016-present | Student Veterans Research Team projects |
| 2015-2016 | Outcome research, Posttraumatic stress disorders Clinical Team
Lexington VAMC |
| 2015-2016 | Modification of Evidence-Based Psychotherapies for Primary Care settings
Lexington VAMC |

XXIII. PROFESSIONAL AFFILIATIONS

American Psychological Association
APA Division 17: Counseling Psychology
APA Division 19: Military Psychology
Council of Counseling Psychology Training Programs
International Society for the Study of Traumatic Stress

XXIV. PROFESSIONAL REFERENCES

Dr. Jeffrey Aspelmeier
Chair, Department of Psychology, Radford University
Mailing address: Box 6946, Radford University, Radford, VA 24142
Telephone: (540)831-5520
Email: jaspelme@RADFORD.EDU

Dr. Ruth Riding-Malon
Associate Professor, Psy.D. in Counseling Psychology Program, Radford University
Mailing address: Box 6946, Radford University, Radford, VA 24142
Telephone: (540)831-6892
Email: ridingmalon@RADFORD.EDU

Dr. James L. Werth, Jr.

Chief Executive Officer, Tri-Area Community Health
Mailing Address: 14168 Danville Pike, P.O. Box 9, Lauren Fork, VA 24352
Telephone: (276)398-2292
Email: jwerth@triarea.org

POLICIES

Issued: ~~September 14, 2020~~ [June 4, 2021](#)

Responsible Provost and Vice President for Academic

Official: Affairs

Responsible Office: Office of the Registrar

Policy Statement

It is the policy of Austin Peay State University to have common general education requirements and degree requirements that students are expected to take in order to graduate.

Purpose

The purpose of this policy is to specify the common general education requirements at the lower-division for the University.

Contents

Procedures

- General Education Requirements
- Undergraduate Degree Requirements and Provisions
- Transfer Provisions of General Education and Tennessee Pathway Courses
- Calculation of Grade Point Averages (GPAs) for all Courses Transferred and Related Applications
- General Education Requirements for the Associate of Applied Science Degree
- Graduate

Links

- APSU Catalog/Bulletin
-

Procedures

General Education Requirements

- A. Austin Peay State University, with other state university and community colleges in Tennessee, subscribes to common general education requirements at the lower-

division.

B. These requirements consist of forty-one (41) semester hours in the following subject categories and are required for completion of the Associate of Arts (A.A.), Associate of Science (A.S.), and all baccalaureate degrees.

1. Communication: 9 semester hours
 - a. Six (6) semester hours of English composition and three (3) semester hours in English oral presentational communication are required.
2. Humanities and/or Fine Arts: 9 semester hours
 - a. One course must be in world literature.
 - b. Two courses in Humanities and Fine Arts:

i. Complete two courses from two different disciplines or

ii. Students choosing foreign language as an option may complete a 1010/1020 sequence within the same language. Courses in two different languages will not fulfill this requirement.

~~a.~~

3. Social/Behavioral Sciences: 6 semester hours
4. History: 6 semester hours
 - a. Students who lack the required one unit (one year) of American history from high school as an admissions requirement must complete six (6) semester hours of American History or three (3) semester hours of American History and three (3) semester hours of Tennessee History to fulfill the history requirement in general education. Otherwise, students may choose from among the approved history courses to fulfill the six-semester hour requirement in history.
5. Natural Sciences: 8 semester hours
6. Mathematics: 3 semester hours

C. ~~Total 41 semester hours.~~

D. Courses specified as meeting general education requirements are published in the APSU University Undergraduate Bulletin.

- E. Students pursuing a Bachelor of Arts degree shall be required to demonstrate proficiency in a foreign language equivalent to completion of two years of college level work.
- F. Students pursuing as Associates of Fine Arts degree in Music as a Tennessee Transfer Pathway will complete all of the required General Education hours in Section B. above except for six hours of the humanities requirement, including one course in literature, which must be completed at a university upon transfer. Total 35 hours.

Undergraduate Degree Requirements and Provisions

- A. All baccalaureate degrees offered by Austin Peay State University shall require a maximum of 120 semester hours except in certain degree programs in which approval to exceed the maximum has been granted. The programs approved as exceptions to the maximum are identified in APSU's University Undergraduate Bulletin.
- B. All associate of arts and associate of science degrees offered by APSU shall be designated on the THEC Academic Program inventory as University Parallel degrees and require a maximum of 60 semester hours except in certain degree programs in which approval to exceed the maximum has been granted. The programs approved as exceptions to the maximum are identified in the APSU University Undergraduate Bulletin. For students who complete a Tennessee Transfer Pathway, the corresponding associate of arts or associate of science or associate of fine arts degree shall include the title of the pathway in the catalog and on the diploma.
- C. Credit hours earned in remedial or developmental courses may be considered ~~are~~ institutional credit; they are not applicable to credit hours required for any certificate, associate, or baccalaureate degree.
- D. College courses taken to address course deficiencies in high school preparation and to meet minimum university admission requirements effective fall 1989 may be used concurrently to satisfy general education requirements specified above ~~with the exception of foreign language~~.

Transfer Provisions of General Education and

- A. Students who complete the Associate of Arts or Associate of Science or Associate of Science in Teaching degree and transfer to APSU will have satisfied all lower-division

Tennessee Transfer Pathway Courses

general education requirements.

- B. University to university transfer students and community college students who do not complete the Associate of Arts or Associate of Science or Associate of Science in Teaching or Associate of Fine Arts degree and transfer to APSU but have complete blocks of subject categories will have satisfied the general education requirements for the categories of note.
 1. For example, if the eight (8) semester hours of natural sciences are completed, then this block of the general education requirement is fulfilled upon transfer to APSU.
 2. When a subject category is incomplete, a course by-course evaluation will be conducted, and the student will be subject to the specific requirements of APSU.
 3. If a student is following a Tennessee Transfer Pathway, all courses contained within the curriculum of that pathway completed by the student prior to transfer shall be accepted by APSU and be applied either to the general education requirement or area of emphasis requirement as listed in that Tennessee Transfer Pathway.
- C. Institutional/departmental requirements of the grade of "C" will be honored.
 1. If credit is granted for a course with the grade of "D," any specific requirements for the grade of "C" will be enforced, except as provided in Section B of Calculation of Grade Point Averages (GPAs) for Courses Transferred and Related Applications.
- D. In certain majors, specific courses included as general education options must also be taken to meet the requirements of that major.
 - ~~1. —It is important that students and advisors be aware of any major requirements that must be fulfilled under lower-division general education.~~
 - ~~2.~~1. In cases where specific general education courses are required for certain majors, the student is responsible for enrolling in the correct courses.
 - ~~3.~~2. Failure to fulfill specific major requirements when offered in lower-division general education may result in the need to complete additional courses.

**Calculation of Grade Point
Averages (GPAs) for all
Courses Transferred and
Related Applications**

- A. Upon receiving courses for transfer, APSU will exclude grades in the calculation of Grade Point Averages (GPAs).
1. Credit will be given for all courses in which passing grades are achieved, including the grade of D.
 2. All grades, including F's, W's, etc., must be included on the transfer record.
 3. The entire record of transfer students will be considered for eligibility of admission into programs that require attainment of specific grade point averages or where external entities stipulate consideration of the entire student record.
- B. Specific application regarding the grade of D pertains as follows:
1. Community college students who complete approved Tennessee Transfer Pathways (TTPs) or parts thereof, the grade of D will be honored and affected courses will not be subject to repetition, except in certain cases where requirements stipulate specific courses must be achieved with a grade of C (2.0) or higher.
 2. ***In routes of transfer outside the TTPs, institutional practices regarding the applicability of the grade of D will be honored.***
- C. APSU will follow prescribed state practices in evaluating continuing eligibility for the Tennessee Lottery Scholarship Program, which requires inclusion of calculating the cumulative GPA on all courses taken after graduation from high school.
- D. APSU has specific criteria for honors designations that can be found in the University Undergraduate Bulletin.
- E. In cases where a student repeats a course at another institution, the receiving institution should utilize its own repeat policy to exclude the grade/credit originally earned.

~~F. The provisions noted above will be effective for course work presented for transfer to enroll in summer 2015 and thereafter.~~

F.

**General Education
Requirements for the
Associate of Applied
Science Degree**

- A. The Associate of Applied Science (A.A.S.) degree is not designed to transfer to baccalaureate programs; however, a general education component is required.

- B. The following distribution of general education courses is required for the A.A.S. degree.
 - 1. English Composition: 3 semester hours
 - 2. *Humanities and/or Fine Arts: 3 semester hours
 - 3. *Social/Behavioral Sciences: 3 semester hours
 - 4. *Natural Science/Mathematics: 3 semester hours
 - a. One additional course from the categories of Communication, Humanities and/or Fine Arts, Social/Behavioral Sciences, or Natural Science/Mathematics 3-4 semester hours
- C. Total 15-17 semester hours
- D. Specific courses satisfying these requirements must be the same courses that satisfy the general education requirement for the Associate of Arts, Associate of Science, or baccalaureate degrees.

Graduate

- A. Graduate Degree Requirements and Provisions
 - 1. Graduate degree requirements vary by discipline and level. Generally, APSU master and doctoral programs require a 3.0 GPA or higher for graduation.
- B. Transfer Provision for Graduate Courses
 - 1. Transfer credit provisions at APSU are in keeping with best practice guidelines. As such, transfer of graduate credit is limited in a number of areas.
 - a. For example,
 - 1. the number of hours that may be transferred,
 - 2. in equivalency of requirements,
 - 3. the procedures for acceptance of graduate transfer credits,
 - 4. the period in which courses may be taken and time limits on graduate work varies by institution, department and academic program.
 - 2. In general, courses are eligible for transfer if the grade earned is a "B" or better.

Links

APSU Catalog/Bulletin

<http://www.apsu.edu/registrar/bulletins>

Revision Dates

[APSU Policy 1:027 – Rev.: June 4, 2021](#)

APSU Policy 1:027 (previously 2:005) – Rev.: September 14,
2020

APSU Policy 1:027 – Issued: March 25, 2017

Subject Areas:

Academic	Finance	General	Human Resources	Information Technology	Student Affairs
<input checked="" type="checkbox"/>					

Approved

President: signature on file

POLICIES

Issued: June 4, 2021

Responsible Provost and Vice President for Academic

Official: Affairs

Responsible Office: Office of the Registrar

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D. Courses specified as meeting general education requirements are published in the APSU University Undergraduate Bulletin.

- E. Students pursuing a Bachelor of Arts degree shall be required to demonstrate proficiency in a foreign language equivalent to completion of two years of college level work.
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- B. All associate of arts and associate of science degrees offered by APSU shall be designated on the THEC Academic Program inventory as University Parallel degrees and require a maximum of 60 semester hours except in certain degree programs in which approval to exceed the maximum has been granted. The programs approved as exceptions to the maximum are identified in the APSU University Undergraduate Bulletin. For students who complete a Tennessee Transfer Pathway, the corresponding associate of arts or associate of science or associate of fine arts degree shall include the title of the pathway in the catalog and on the diploma.
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general education requirements.

- B. University to university transfer students and community college students who do not complete the Associate of Arts or Associate of Science or Associate of Science in Teaching or Associate of Fine Arts degree and transfer to APSU but have complete blocks of subject categories will have satisfied the general education requirements for the categories of note.
 - 1. For example, if the eight (8) semester hours of natural sciences are completed, then this block of the general education requirement is fulfilled upon transfer to APSU.
 - 2. When a subject category is incomplete, a course by-course evaluation will be conducted, and the student will be subject to the specific requirements of APSU.
 - 3. If a student is following a Tennessee Transfer Pathway, all courses contained within the curriculum of that pathway completed by the student prior to transfer shall be accepted by APSU and be applied either to the general education requirement or area of emphasis requirement as listed in that Tennessee Transfer Pathway.
- C. Institutional/departmental requirements of the grade of "C" will be honored.
 - 1. If credit is granted for a course with the grade of "D," any specific requirements for the grade of "C" will be enforced, except as provided in Section B of Calculation of Grade Point Averages (GPAs) for Courses Transferred and Related Applications.
- D. In certain majors, specific courses included as general education options must also be taken to meet the requirements of that major.
 - 1. In cases where specific general education courses are required for certain majors, the student is responsible for enrolling in the correct courses.
 - 2. Failure to fulfill specific major requirements when offered in lower-division general education may result in the need to complete additional courses.

Calculation of Grade Point Averages (GPAs) for all Courses Transferred and Related Applications

- A. Upon receiving courses for transfer, APSU will exclude grades in the calculation of Grade Point Averages (GPAs).
 - 1. Credit will be given for all courses in which passing grades are achieved, including the grade of D.

2. All grades, including F's, W's, etc., must be included on the transfer record.
 3. The entire record of transfer students will be considered for eligibility of admission into programs that require attainment of specific grade point averages or where external entities stipulate consideration of the entire student record.
- B. Specific application regarding the grade of D pertains as follows:
1. Community college students who complete approved Tennessee Transfer Pathways (TTPs) or parts thereof, the grade of D will be honored and affected courses will not be subject to repetition, except in certain cases where requirements stipulate specific courses must be achieved with a grade of C (2.0) or higher.
 2. ***In routes of transfer outside the TTPs, institutional practices regarding the applicability of the grade of D will be honored.***
- C. APSU will follow prescribed state practices in evaluating continuing eligibility for the Tennessee Lottery Scholarship Program, which requires inclusion of calculating the cumulative GPA on all courses taken after graduation from high school.
- D. APSU has specific criteria for honors designations that can be found in the University Undergraduate Bulletin.
- E. In cases where a student repeats a course at another institution, the receiving institution should utilize its own repeat policy to exclude the grade/credit originally earned.

**General Education
Requirements for the
Associate of Applied
Science Degree**

- F.
- A. The Associate of Applied Science (A.A.S.) degree is not designed to transfer to baccalaureate programs; however, a general education component is required.
- B. The following distribution of general education courses is required for the A.A.S. degree.
1. English Composition: 3 semester hours
 2. *Humanities and/or Fine Arts: 3 semester hours
 3. *Social/Behavioral Sciences: 3 semester hours
 4. *Natural Science/Mathematics: 3 semester hours
 - a. One additional course from the categories of Communication, Humanities and/or Fine Arts,

Social/Behavioral Sciences, or Natural
Science/Mathematics 3-4 semester hours

- C. Total 15-17 semester hours
- D. Specific courses satisfying these requirements must be the same courses that satisfy the general education requirement for the Associate of Arts, Associate of Science, or baccalaureate degrees.

Graduate

- A. Graduate Degree Requirements and Provisions
 - 1. Graduate degree requirements vary by discipline and level. Generally, APSU master and doctoral programs require a 3.0 GPA or higher for graduation.
- B. Transfer Provision for Graduate Courses
 - 1. Transfer credit provisions at APSU are in keeping with best practice guidelines. As such, transfer of graduate credit is limited in a number of areas.
 - a. For example,
 - 1. the number of hours that may be transferred,
 - 2. in equivalency of requirements,
 - 3. the procedures for acceptance of graduate transfer credits,
 - 4. the period in which courses may be taken and time limits on graduate work varies by institution, department and academic program.
 - 2. In general, courses are eligible for transfer if the grade earned is a "B" or better.

Links

APSU Catalog/Bulletin <http://www.apsu.edu/registrar/bulletins>

Revision Dates

APSU Policy 1:027 – Rev.: June 4, 2021
APSU Policy 1:027 (previously 2:005) – Rev.: September 14, 2020
APSU Policy 1:027 – Issued: March 25, 2017

Subject Areas:

Academic	Finance	General	Human Resources	Information Technology	Student Affairs
<input checked="" type="checkbox"/>					

Approved

President: signature on file
